

Duval County Public Schools

Southside Estates Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	21
Budget to Support Goals	23

Southside Estates Elementary School

9775 IVEY RD, Jacksonville, FL 32246

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

Demographics

Principal: Teresa Dowdell Brown

Start Date for this Principal: 7/24/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (54%) 2016-17: A (62%) 2015-16: B (57%) 2014-15: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

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

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">63%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	A	B

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

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 Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Dowdell-Brown, Teresa	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.
Emery, Crystal	Assistant Principal	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.
Jenkins, Jacqueline	Instructional 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.
Petrilla, Holly	Instructional 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.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	77	68	54	59	70	72	0	0	0	0	0	0	0	400
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	4	30	36	0	0	0	0	0	0	0	70

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	3	1	11	0	0	0	0	0	0	0	15

The number of students identified as retainees:

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

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

31

Date this data was collected or last updated

Wednesday 7/24/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total	
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

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

Indicator	Grade Level													Total	
Students with two or more indicators															

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	14	18	15	22	19	0	0	0	0	0	0	0	88
One or more suspensions	0	0	3	4	5	3	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	0	0	8	0	0	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	42	39	33	0	0	0	0	0	0	0	114

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	1	5	13	11	0	0	0	0	0	0	0	30

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	50%	57%	52%	49%	55%
ELA Learning Gains	50%	56%	58%	69%	56%	57%
ELA Lowest 25th Percentile	48%	50%	53%	67%	54%	52%
Math Achievement	67%	62%	63%	69%	62%	61%
Math Learning Gains	71%	63%	62%	66%	63%	61%
Math Lowest 25th Percentile	56%	52%	51%	57%	54%	51%
Science Achievement	42%	48%	53%	55%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	77 (0)	68 (0)	54 (0)	59 (0)	70 (0)	72 (0)	400 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	3 (0)	0 (0)	0 (0)	3 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	4 (0)	30 (0)	36 (0)	70 (0)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	45%	51%	-6%	58%	-13%
	2018	50%	50%	0%	57%	-7%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	53%	52%	1%	58%	-5%
	2018	33%	49%	-16%	56%	-23%
Same Grade Comparison		20%				
Cohort Comparison		3%				
05	2019	31%	50%	-19%	56%	-25%
	2018	55%	51%	4%	55%	0%
Same Grade Comparison		-24%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	57%	61%	-4%	62%	-5%
	2018	65%	59%	6%	62%	3%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	69%	64%	5%	64%	5%
	2018	61%	60%	1%	62%	-1%
Same Grade Comparison		8%				
Cohort Comparison		4%				
05	2019	52%	57%	-5%	60%	-8%
	2018	67%	61%	6%	61%	6%
Same Grade Comparison		-15%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	37%	49%	-12%	53%	-16%
	2018	56%	56%	0%	55%	1%
Same Grade Comparison		-19%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	41	33	45	64	41	36				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	35	52	62	63	86	73	50				
ASN	68	50		75	67						
BLK	34	57	55	60	70		7				
HSP	43	48	67	62	84	80	45				
MUL	30			90							
WHT	58	52		68	66	40	55				
FRL	47	49	45	64	70	57	30				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	46	64	30	30	36	40				
ELL	33	44		58	47						
ASN	81			88							
BLK	37	47	69	55	42	46	53				
HSP	42	43		62	57						
WHT	54	63		68	49		56				
FRL	47	52	55	62	52	48	59				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	20	58	62	35	56	57	21				
ELL	27	60		59	60						
BLK	48	73	53	68	67	64	42				
HSP	43	69		57	65	50	50				
WHT	56	63		75	57		70				
FRL	49	68	67	66	67	60	52				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

1. The lowest performing component is the 2019 Science results that indicates a 17-point decline compared to the 2018 FCAT Science NGSS Results. Additionally, the ELA Cohort data reflects ELA reflects a 24-point decrease in reading proficiency compared to 2018 FSA Data. There are many causes that impacted the 2019 FCAT Science Results

- A large percentage of students reading below grade level
- Implementation of a new Science Curriculum
- A novice teacher new to teaching 5th Grade Science
- Lack of background knowledge for students
- Limited instructional time to teach the science curriculum
- Lack of explicit professional development to make certain teachers had a thorough understating of teaching the Science Standards with fidelity

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

ELA Lowest performing students had the next largest decline from 59% (2018) to 48%(2019). There are several factors that have contributed to this decline:

- As a result of a decrease in school Title 1 funds resulted in the loss of a Reading Interventionist to provide additional support to the lowest performing students
- With the exception of 1 ELA teacher all teachers were either new to the school or the grade level
- Teachers were learning the standards and instructional delivery to provide students with Instructional
- Lack of professional development for Varying Exceptional teachers contributed to the decline of the

lowest performing students

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.

Science Achievement had the greatest gap when compared to the state average. This is a direct correlation to our reading achievement results.

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

Math demonstrated improvement in all three subgroups. Southside Estates took the following actions:

- Professional development focusing on differentiated instruction, analyzing student work and maximizing the instructional block
- Students taking ownership of their learning by tracking their data and participating in monthly data chats
- Implementation of Thinking Maps
- Implementing small group instruction based on the needs of students.

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

1. Learning gains in ELA - Students with disability are not making learning gains on annual assessment
2. ELL Students - Implementing a solid plan of action to make certain ELL students receive ongoing support and remediation to increase their chances on demonstrating learning gains on the FSA Assessments.

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

1. Learning Gains and increasing Reading proficiency
2. Increasing learning gains with lowest performing students
3. Increase Science proficiency with 5th Grade Students
4. Create an engaging learning environment
- 5

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Creating an Engaging Learning Environment
Rationale	Establishing positive relationships with students and all stakeholders is essential for students to reach their maximum potential. According to the 5 ESSENTIALS results, less than 20% of the faculty strongly agree that all teachers play a role in disciplining all students. Additionally only 25% of the students in 4th and 5th grade feel safe in the hallways and outside of school.
State the measurable outcome the school plans to achieve	If teachers establish a positive, safe, and engaging learning environment for all students and stakeholders, then all learners will be engaged in high quality learning experiences resulting in an increase in student achievement
Person responsible for monitoring outcome	Teresa Dowdell-Brown (dowdell-bt@duvalschools.org)
Evidence-based Strategy	Sanford Harmony will be implemented in all classrooms Pre-Kindergarten - 5th Grade to enhance relationships with peers, and build positive relationships with teachers that result in a positive learning culture for all students.
Rationale for Evidence-based Strategy	Sanford Harmony will not only build positive relationships but it will also address the emotional needs of every student. Sanford Harmony allow students to compliment one another as well as have positive interactions during the Meet Up, The class works together to strive for their goals that are center of their circle time. Additionally, the Buddy System will implemented to increase student collaboration as well as provide support when needed during various planned activities throughout the school day.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide ongoing professional development for teachers and students on building positive relationships through the implementation of Sanford Harmony, Restorative Practices, Calm and the 4 to 1 ratio. 2. Implement Sanford Harmony with fidelity to ensure all students have a positive learning culture 3. Analyze discipline and positive referral data at the beginning of the faculty meetings. Additionally the MTSS team will meet monthly to analyze and problem solve as a team to decrease discipline referrals. 4. All faculty, staff and students will be provided professional development on implementing safety procedures aligned with the Florida Standards Safe School Plan. The plan will be reviewed quarterly with students and monthly with the faculty and staff during Faculty Meetings. 5. Students and teachers will engage in a field learning experience to address students to practice positive interactions that have been taught through the Sanford Harmony Curriculum
Person Responsible	[no one identified]

#2	
Title	Increasing Learning Gains For Students With Disabilities
Rationale	Overall, students with disabilities decreased in all components of the English Language Arts Assessment. According to the 2019 ELA Florida Standards Assessment, Students With Disabilities have decreased eleven points in Reading Achievement. In the Spring of 2019, 33% of students with disabilities were proficient readers compared to the 21% of proficient readers in 2019. Additionally, there was a drastic decrease of twenty-nine points in the lowest performing students demonstrating gains on the Florida Standards Assessment. Moreover, there was a 5 point decrease in the overall students with disabilities demonstrating learning gains on the Florida Standards Assessment. Lastly, 2019 FSA Science New Generations Standards indicates that students disabilities decreased from 40% in 2018 to 36% in 2019. Overall, students with disabilities must receive explicit instruction that is aligned to their instructional needs. If students with disabilities make learning gains then there will be in an increase in student achievement.

State the measurable outcome the school plans to achieve	If students with disabilities receive explicit instruction based on their individual needs according to their data, then there will be in an increase of students with disabilities scoring proficient on all Florida Standards Assessments.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Professional Development for Varying Exceptional Teachers and general education teachers is key in making certain students with disabilities are engaged in explicit instruction. According to the U.S. Department of Education, "research confirms that teachers are the single most important factor in raising student achievement." Higher standards for teachers accompany the push for higher standards for students and greater accountability for student learning, and professional development is a critical link among new policies, school reform, and improved educational practice." (Knapp, 2003). When teachers have the opportunity to learn, implement the newly learned strategy, and receive effective feedback; will result in students learning.
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Varying Exceptional Teachers will engage in continuous coaching Cycles to provide students with disabilities with explicit instruction based on their needs. Additionally teachers will be engaged in analyzing data and planning for instruction to address students misconceptions. 2. Corrective Reading and Reading Mastery will be implemented to close the learning gaps of all students with disabilities. Reading Coach will conduct monthly professional development to assist with planning and instructional delivery of Corrective Instruction. 3. Accelerated Reader will be implemented to provide students with a strategy to increase their stamina and practice improving their reading comprehension. Teachers will conference with students monthly to set new learning goals. 4. Acaletics is a researched method of math instruction teaches students that the preparation required to be a good athlete is what is necessary to be a good student.

Frequent walk-throughs will be conducted to monitor the implementation of Acaletics. This will be monitored through monthly assessments.

5. Math Coach and Varying Exceptional Teachers will implement the use of math manipulatives to enhance students understanding of real world problems and basic math concepts. In addition, the Math and Reading Coach will use Coach Performance Success and Extra Support books to address students instructional needs. Lastly, Reflex Math will be used to help students master their basic facts

Action Step

1. Professional development will be provided to Varying Exceptional Teachers and Instructional Coach by administration and ESE Lead focusing on lesson planning, data analysis, scaffolding the standards, small group instruction, writing IEPs based on the needs of the students during Common Planning, Professional Learning Communities and Early Release Days professional development.

Description

2. All classroom teachers will receive professional development on providing students with accommodations during the Instructional delivery, class work and assessments.

3. Implement Reading Mastery and Corrective Reading with coaching from Houghton with fidelity

4. Quarterly data chats and parent conferences with students and parents of students with disabilities to monitor their learning.

5. Administration will conduct frequent focus walks using the Standards Walk Through Protocol to monitor the implementation of small group standards based instruction.

Person

Responsible

[no one identified]

#3	
Title	Increasing Learning Gains
Rationale	Over the past two years, there is lack of students demonstrating learning gains and there was no growth in the component Reading Achievement. According to the 2019 ELA Florida Standards Assessment there was a four point decrease in students demonstrating learning gains on the Florida State Standards Assessment. Additionally, there was an 11 point decrease in the lowest performing students demonstrating learning gains. Although there was Math increased in all components. It is essential that strategies are implemented to continue this positive trend.
State the measurable outcome the school plans to achieve	If all teachers gain a full understanding of standards to implement the curriculum with fidelity, then there will be a significant increase by all students, including students with disabilities, in making learning gains on the English Language Arts and Mathematics Florida State Standards.
Person responsible for monitoring outcome	Teresa Dowdell-Brown (dowdell-bt@duvalschools.org)
Evidence-based Strategy	The Gradual Release Model will be implemented in all core subjects to engage students in the instructional delivery. In brief, the gradual release of responsibility model is that in which over the progression of the lesson, the teacher becomes less and less involved and the student takes more and more ownership over the content.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy revolves around the concept of the framework. The framework consist of an " I do, We do and you" Students will be provided with explicit instruction from the teacher explicitly modeling the learning expectation. This strategy is effective for all learners because it increases student ownership and as the cycles progresses students gain confidence as learners.
Action Step	
Description	<ol style="list-style-type: none"> 1. . Provide teachers with professional development in understanding standards and aligning standards to the curriculum, analyzing student work utilizing protocols, Utilizing Thinking Maps, during Common Planning, Early Release Day Professional Development and Grade Level Professional Learning Community. 2. School Leadership will conduct frequent walk through utilizing the Standards Walk Through Protocol to monitor the fidelity of students. Reading and Math Coach will develop professional development based on teachers instructional needs. 3. Implement Reading Mastery (K-2nd Grade) and Corrective Reading (3rd -5th Grade) to meet needs of all students. The effectiveness of instruction will be measured through walk-throughs and lesson checks. 4. Implement the use of effect class size to monitor the effectiveness of strategies that are implemented in the classrooms.
Person Responsible	Teresa Dowdell-Brown (dowdell-bt@duvalschools.org)

#4	
Title	Increasing Science Achievement
Rationale	If Science was taught with fidelity in Kindergarten - 5th Grade and teachers had a thorough understanding of the standards then there will be in an increase in 5th Grade Science Achievement on the Florida Comprehensive Science New Generation Science Assessment
State the measurable outcome the school plans to achieve	According to the 2019 FCAT New Generations Science Assessment there was a 19 point decrease in Science Achievement.
Person responsible for monitoring outcome	Teresa Dowdell-Brown (dowdell-bt@duvalschools.org)
Evidence-based Strategy	The Gradual Release Model will be implemented in all core subjects to engage students in the instructional delivery. In brief, the gradual release of responsibility model is that in which over the progression of the lesson, the teacher becomes less and less involved and the student takes more and more ownership over the conten
Rationale for Evidence-based Strategy	The rationale for selecting this strategy revolves around the concept of the frame work. The framework consist of an " I do, We do and you" Students will be provided with explicit instruction from the teacher explicitly modeling the learning expectation. This strategy is effective for all learners because it increases student ownership and as the cycles progresses students gain confidence as learners.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide teachers with professional development in understanding standards,lesson planning, explicit instruction, implementing all components of a lab, analyzing student work and integrating Science in all content areas. 2. Conduct Focus Walks on Science instruction utilizing the Standards Walk Through Protocol and implement Coaching Cycles as needed. 3. Administration will collaborate with Science Teachers to implement a focus calendar and implement benchmark assessments to monitor the effectiveness of instruction. 4. Students in Kindergarten - 5th Grade will participate in various field experiences to Sweet Peeks, i-Fly, Sea world, Jacksonville Zoological Zoo, Space Camp and MOSH to participate in hands on Science Experiences that will address standards SC.K.N.1.2, SC.K.N.1.5, SC.1.L.14.1,SC.1.L.17.1, SC.2.L.17.1, SC.2.L.17.2.5 5. Science Acaletics and Penda will be implemented in 5th grade to review all standards that will be assessed on the Florida Comprehensive Assessment New Generation Science Assessment.
Person Responsible	Teresa Dowdell-Brown (dowdell-bt@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

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

Increased Student Engagement: Teachers will utilize interactive Carts to maximize student engagement and students ownership during the instructional delivery through the use of the Student Response System.

Additional Support for Lowest Performing Students/ Students With Disabilities: Part-time teachers and Paraprofessionals will be hired to provide additional support for students during the school day. On grade level students will be invited to participate in after -school tutoring.

Teacher Retention Plan:

Goal: If there is a positive culture that fosters positive relationships and teachers feel valued then teachers retention will increase at the school level.

Action Plan:

1. Implement an Empowering Teachers PLC for teachers to engage in teacher-led professional development
2. Implement Celebrations of all faculty and staff in the weekly newsletter, beginning of faculty meetings and during surprise visits during Grade Level Meetings
3. Create quarterly surveys aligned to the 5 Essentials Survey to gauge the effectiveness of the culture and make adjustments according to the feedback.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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 main office 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

PFEP Link

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

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

Students and families are referred to Sandalwood Full Service School for additional resources to assist with their immediate needs. Additionally, the school is implementing Sanford Harmony to build positive relationships and to provide students with problem solving strategies. Also, Southside Estates participates in Wellness Wedendays that address the whole child. Moreover, the 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.

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

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 or exceeding benchmarks at moderate or high risk for not meeting standards.

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.

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 teacher/tutor will 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. Data is used to determine the specific needs of students. Based on the data, students can be served in small groups or individually.

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

Southside Estates is committed to preparing students for college and career awareness. Students are provided with professional development on goal setting to monitor and reach their academic goals by the end of each academic school year. Students participate in data chats quarterly with their peers, teachers and administration. Additionally, students select their goals at the beginning of the school year utilizing the Achieve 3000 program. 3rd -5th grade students research the career of their choice to learn the duties, responsibilities and learn the educational requirements.

Additionally, the School counselor conducts 5th grade career lessons with all 5th grade students. In the spring, the students participate in Jacksonville Goes to College Week, This week is designed to motivate and educate students about the variety of college choices they will have after graduating from high school. Moreover, the students participate in the school based Career Fair.

Part V: Budget

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

1	III.A.	Areas of Focus: Creating an Engaging Learning Environment				\$0.00
2	III.A.	Areas of Focus: Increasing Learning Gains For Students With Disabilities				\$172,296.47
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		100-Salaries	0761 - Southside Estates Elem. School	Title, I Part A		\$66,476.00
			<i>Notes: Reading Coach will provide Interventions with the lowest performing and bubble students during the school day.</i>			
		100-Salaries	0761 - Southside Estates Elem. School	Title, I Part A		\$66,476.00
			<i>Notes: Math Coach is being purchased to increase the learning gains in lowest performing students and sustain the learning gains of students. The Math Coach will work with small groups of students during the Math block</i>			
		500-Materials and Supplies	0761 - Southside Estates Elem. School	Title, I Part A		\$1,076.24
			<i>Notes: Math Manipulatives will be utilized to enhance the understanding of Math Problems and working with students with disabilities and lowest performing students</i>			
		510-Supplies	0761 - Southside Estates Elem. School			\$17,873.23
			<i>Notes: Acaletics will be purchased to provide strengthen students problem solving skills and provide a daily spiral review of grade level standards.</i>			

		510-Supplies	0761 - Southside Estates Elem. School	Title, I Part A		\$9,000.00
			<i>Notes: Performance Coach will be utilized for small group instruction, remediation with the Math Coach and after school tutoring</i>			
		100-Salaries	0761 - Southside Estates Elem. School	Title, I Part A		\$5,000.00
			<i>Notes: Part-time teacher and tutoring to provide small group instruction for the lowest performing students and students with disabilities</i>			
		369-Technology-Related Rentals	0761 - Southside Estates Elem. School	Title, I Part A		\$3,100.00
			<i>Notes: Accelerated Reader will be used to motivate students with disabilities to read.</i>			
		319-Technology-Related Professional and Technical Services	0761 - Southside Estates Elem. School	Title, I Part A		\$3,295.00
			<i>Notes: Reflex Math will be used to assist lowest performing students with mastering their basic facts.</i>			
3	III.A.	Areas of Focus: Increasing Learning Gains				\$19,782.17
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0761 - Southside Estates Elem. School	Title, I Part A		\$2,200.00
			<i>Notes: Thinking Maps professional development to provide teachers with strategies to increase student problem-solving skills using Thinking Maps.</i>			
		399-Other Technology-Related Purchased Services	0761 - Southside Estates Elem. School	Title, I Part A		\$17,582.17
			<i>Notes: Three Interactive Carts will be used to engage students in learning and to increase student ownership.</i>			
4	III.A.	Areas of Focus: Increasing Science Achievement				\$18,729.42
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		132300-EDUCATION/ OUTREACH	0761 - Southside Estates Elem. School	Title, I Part A		\$16,120.77
			<i>Notes: Field Experiences to Sweet Peeks, i-Fly, Sea World, Jacksonville Zoo, Star Base and MOSH. to include admission and transportation.</i>			
			0761 - Southside Estates Elem. School			\$2,608.65
			<i>Notes: Purchasing of Science Acaletics to provide students with a spiral review of standards that will be assessed on state standards .</i>			
					Total:	\$210,808.06