

Duval County Public Schools

Southside Estates Elementary School



2021-22 Schoolwide Improvement Plan

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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: 6/30/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (54%) 2016-17: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Southside Estates Elementary School

9775 IVEY RD, Jacksonville, FL 32246

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Southside Estates Elementary we empower students and teachers to create a positive community where all teachers, students, parents and community members 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position 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 the main areas of focus
Weertz, Andrea	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.
Cauley, Melba	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.
Hylton, Michelle	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 Kindergarten-5 grade with small groups or one-on-one.

Demographic Information

Principal start date

Wednesday 6/30/2021, Teresa Dowdell Brown

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

0

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

0

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

465

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

1

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

2

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	73	70	60	58	63	69	0	0	0	0	0	0	0	393
Attendance below 90 percent	18	23	21	17	18	18	0	0	0	0	0	0	0	115
One or more suspensions	3	1	1	0	3	5	0	0	0	0	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	36	20	25	0	0	0	0	0	0	0	81
Level 1 on 2019 statewide FSA Math assessment	0	0	0	43	17	21	0	0	0	0	0	0	0	81
Number of students with a substantial reading deficiency	0	0	0	28	38	31	0	0	0	0	0	0	0	97

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	7	3	3	5	19	43	0	0	0	0	0	0	0	80

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	83	73	61	64	69	75	0	0	0	0	0	0	0	425
Attendance below 90 percent	42	18	12	22	22	19	0	0	0	0	0	0	0	135
One or more suspensions	0	1	3	3	6	1	0	0	0	0	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	42	47	43	36	20	25	0	0	0	0	0	0	0	213
Level 1 on 2019 statewide Math assessment	48	46	0	43	17	21	0	0	0	0	0	0	0	175

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	45	46	40	35	16	20	0	0	0	0	0	0	0	202

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	83	73	61	64	69	75	0	0	0	0	0	0	0	425
Attendance below 90 percent	42	18	12	22	22	19	0	0	0	0	0	0	0	135
One or more suspensions	0	1	3	3	6	1	0	0	0	0	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	42	47	43	36	20	25	0	0	0	0	0	0	0	213
Level 1 on 2019 statewide Math assessment	48	46	0	43	17	21	0	0	0	0	0	0	0	175

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	45	46	40	35	16	20	0	0	0	0	0	0	0	202

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	50%	57%	48%	50%	56%
ELA Learning Gains				50%	56%	58%	54%	51%	55%
ELA Lowest 25th Percentile				48%	50%	53%	59%	46%	48%
Math Achievement				67%	62%	63%	63%	61%	62%
Math Learning Gains				71%	63%	62%	50%	59%	59%
Math Lowest 25th Percentile				56%	52%	51%	46%	48%	47%
Science Achievement				42%	48%	53%	59%	55%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	45%	51%	-6%	58%	-13%
Cohort Comparison						
04	2021					
	2019	53%	52%	1%	58%	-5%
Cohort Comparison		-45%				
05	2021					
	2019	31%	50%	-19%	56%	-25%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	57%	61%	-4%	62%	-5%
Cohort Comparison						
04	2021					
	2019	69%	64%	5%	64%	5%
Cohort Comparison		-57%				
05	2021					
	2019	52%	57%	-5%	60%	-8%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	37%	49%	-12%	53%	-16%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

For First Grade and Second Grade, the progress monitoring tool that was used for both English Language Arts, and Mathematics was the i-Ready Diagnostic assessment. For Third to Fifth grade we looked at the Progress Monitoring Assessments.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	4/64 6%	3/60 5%	7/60 12%
	Economically Disadvantaged	1/38 2%	1/37 2%	3/38 8%
	Students With Disabilities	0/5 0%	0/5 0%	1/5 20%
	English Language Learners	0/12 0%	1/12 8%	0/12 0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/64 3%	2/63 3%	1/67 1%
	Economically Disadvantaged	1/38 2%	1/37 2%	0/37 0%
	Students With Disabilities	0/5 0%	0/5 0%	1/5 20%
	English Language Learners	0/12 0%	0/12 0%	0/12 0%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	1/51 2%	5/50 10%	7/52 13%
	Economically Disadvantaged	0/31 0%	2/30 4%	4/52 7%
	Students With Disabilities	0/6 0%	0/6 0%	0/6 0%
	English Language Learners	0/7 0%	1/7 14%	0/7 0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0/52 0%	0/50 0%	1/52 2%
	Economically Disadvantaged	0/31 0%	0/30 0%	0/31 0%
	Students With Disabilities	0/6 0%	0/6 0%	0/6 0%
	English Language Learners	0/7 0%	0/7 0%	0/7 0%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22/57 38%	24/54 44%	19/46 41%
	Economically Disadvantaged	19/35 54%	13/33 39%	19/35 54%
	Students With Disabilities	4/12 33%	3/11 27%	6/11 54%
	English Language Learners	1/12 8%	3/12 25%	6/14 42%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31/59 52%	33/56 59%	27/52 52%
	Economically Disadvantaged	17/37 46%	17/35 48%	16/32 50%
	Students With Disabilities	9/12 75%	8/11 72%	6/11 54%
	English Language Learners	5/13 38%	8/12 66%	6/13 46%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22/59 37%	35/63 55%	27/60 45%
	Economically Disadvantaged	11/41 27%	22/44 50%	22/41 54%
	Students With Disabilities	5/14 36%	9/14 64%	5/13 38%
	English Language Learners	1/5 20%	3/8 37%	2/6 33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23/54 43%	26/62 42%	38/62 62%
	Economically Disadvantaged	14/39 36%	15/43 35%	21/40 52%
	Students With Disabilities	2/10 20%	4/13 31%	5/13 38%
	English Language Learners	1/5 20%	1/8 12%	3/6 50%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	3/62 5%	35/63 55%	43/63 68%
	Economically Disadvantaged	21/37 57%	20/37 54%	23/36 64%
	Students With Disabilities	5/9 55%	3/9 33%	6/10 60%
	English Language Learners	2/12 17%	5/13 38%	5/13 38%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24/62 39%	25/61 41%	31/62 50%
	Economically Disadvantaged	16/37 43%	16/36 44%	19/36 52%
	Students With Disabilities	1/9 11%	2/9 22%	2/9 22%
	English Language Learners	2/12 17%	4/13 31%	5/13 38%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	32/61 52%	46/63 73%	44/64 69%
	Economically Disadvantaged	17/37 46%	26/37 70%	26/37 70%
	Students With Disabilities	4/9 44%	6/9 67%	6/10 60%
	English Language Learners	4/12 33%	8/13 62%	5/13 38%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	44	25		56	42		17				
ELL	20	38		65	50		20				
ASN	55			73							
BLK	35	53		58	60		33				
HSP	32	33		64	46		14				
MUL	27			45							
WHT	55	58		68	45		55				
FRL	43	50		61	58		39				
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				
ELL	35	52	62	63	86	73	50				

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
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				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	376
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	37
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	43
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English Language Learners	
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	64
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	48
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	46
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	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	54
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

.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 Additionally, 2021 FSA Math data reflects that only 21% of the lowest performing students demonstrated learning gains. This significant loss can be contributed to the impact of COVID -19.

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

Overall, Southside Estates largest need for improvement is English Language Arts. According to the 2019 ELA Florida Assessment results the Lowest performing students had the next largest decline from 59% (2018) to 48%(2019). During the 2020 – 2021 school year Southside Estates has continued to perform below the district average on ELA progress monitoring assessments. Southside Estates progress monitoring data reflects a learning gap in English Language Arts. 3rd – 5th grade students scored at 5 to ten points below the district average.

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

There are several factors that have contributed to the decline in student’s reading proficiency. In 2019, there was a decrease in Title 1 funding that resulted in the loss of a Reading Interventionist. During the 2020 school year, there was loss of instructional time as the school moved to online instruction. As a result, the learning gap increased as teachers were limited in the interaction and interventions that could be provided to students with fidelity. There was a loss of implementing Tier 2 and 3 instruction with fidelity.

In response to address the need to improve English Language Arts Southside Estates implemented Language for Learning (Pre K), Reading Mastery (K-2nd), Corrective Reading (3rd-5th) as an intervention. All students receive an additional 45 minutes of explicit reading instruction utilizing the intervention program. All instruction was based on the needs of students. Additionally, teachers are receiving ongoing professional development and Common Planning to make sure lessons are aligned to the standard. Moreover, Benchmark Assessments is a new reading curriculum that will utilized by all teachers in Kindergarten – 2nd teachers to provide teachers with a valuable resource to provide students with instruction aligned to B.E.S.T Standards. Lastly, Southside Estates will have a Reading and Standards Coach to provide teachers with instructional support and professional development.

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

.According to the 2019 Florida Standards Assessment Math demonstrated improvement in all three subgroups. Overall, 3rd and 5th grade students consistently demonstrated growth and performance was with 5 points of the district's average. During the 2020-2021 school year, progress monitoring data reflected 4th grade students were performing above the district average,

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

Southside Estates took the following actions:

****Professional development focusing on differentiated instruction, unpacking the standard and differentiated**

instruction common assessments and collaboration amongst grade levels

****Implementation of blended learning iReady K-5 and Freckles (4th -5th) grade**

****Implementation of Acaletics as an intervention and enrichment to provide students with a review and introduce**

skills/strategies prior to the core

****Students taking ownership of their learning by tracking their data and participating in monthly data chats**

In school and after school tutoring for the lowest performing students

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

Southside Estates has developed an action plan to make certain learning continues to accelerate in Math. Common planning will be provided weekly to provide teachers with guidance in unpacking the standards/building Learning Arcs, analyze student work, compare, and have discussions around common assessment and to plan standards-based lessons. All students in kindergarten - 5th grade will have a 90-minute math block that includes 20 minutes for math centers and small group instruction based on the need of students. Additionally, teachers will receive explicit professional development that focuses on utilizing best practices and utilizing math manipulatives. Also, 2nd -5th grade students will have a 30-minute intervention block for implementation of Acaletics, a spiral review of all grade level standards. Lastly, Administration will monitor instruction by conducting weekly instructional rounds to monitor the instructional delivery and plan for professional development.

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

To maintain the acceleration of Math performance teachers must receive the following professional development:

Weekly Common Planning to collaborate to build Learning Arcs and make certain lessons are aligned to the standard

****Increasing student engagement during the instructional delivery**

****Implementation of self-assessments and collecting data during the instructional delivery**

****Utilizing manipulatives as a strategy to increase learning for our lowest performing and English**

Language
Students

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

Southside Estates is continuously working on teacher retention to increase the sustainability in all subject areas for all students. Additionally, professional development will be strategically planned based on the needs of teachers as identified by data and classroom instructional rounds. Pacing calendars and common assessments will be continuously created to build consistency and to progress monitor student performance. In addition, vertical articulation will occur throughout the duration of each school year. Furthermore, reading and math interventions will be implemented with fidelity and monitored to ensure that students are progressing toward school targets.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: According to the Standards Walk Through Dashboard for the 2020-2021 school year, reflected and increased when compared to the 2019-2020 school year. the average rating for assessing instruction was a 2.0. During our Spring Instruction Review, our data reflected a level which means it was slightly consistent in most of the classrooms. Over 70% of the assessments that took place during instruction were not aligned to rigor of FSA Assessments. Overall, only, 0.3 of lessons observed demonstrated mastery of the standards. In addition, the 5 Essentials data reflect that there is a need of increased collaboration of teachers during professional development (Common Planning, and W.O.W Wednesdays, and Early Release PLC's). Only 31% (52) of teachers consistently reviewed assessment data and worked other teachers to make instructional decision.

Measurable Outcome: All faculty and staff will engage in effective planning procedures to ensure instruction and assessments align to the level of proficiency of the standards/FSA Assessment

Monitoring: In backward planning, teachers focus their attention on: (1) knowing the curriculum standards; (2) creating formative and summative (in-class) assessments and reviewing and analyzing state- and district-required assessments to meet the needs of all students; and then (3) designing lessons that integrate these standards and assessments.

Person responsible for monitoring outcome: Teresa Dowdell-Brown (dowdell-bt@duvalschools.org)

Evidence-based Strategy: In backward planning, teachers focus their attention on: (1) knowing the curriculum standards; (2) creating formative and summative (in-class) assessments and reviewing and analyzing state- and district-required assessments to meet the needs of all students; and then (3) designing lessons that integrate these standards and assessments

Rationale for Evidence-based Strategy: Backwards Planning will create a road map that will result in teachers progressing and teaching the entire standard. This planning process builds in opportunities for teachers for teacher to unpack and build their Learning Arc's, build assessments aligned to the standards and plan rigorous instruction. I strongly believe this result in an increase student achievement levels in all core subjects.

Action Steps to Implement

The Leadership Team will facilitate Common Planning utilizing the Backwards Planning design in all core subject areas with all grade levels. Early release and professional development will focus on building Learning Arcs , analyzing student work and planning for standards based instruction.

Person Responsible Teresa Dowdell-Brown (dowdell-bt@duvalschools.org)

Conduct frequent walk throughs and utilizing the Standards Walk Through Protocol to measure the effectiveness of the planning process and the instructional delivery. Professional development will be planned based on data collected from walk-throughs.

Person Responsible Teresa Dowdell-Brown (dowdell-bt@duvalschools.org)

Instructional Coaches will lead teachers in the process of analyzing student work utilizing various protocols to identify misconceptions of learning and what students are able to successfully do. Lesson plans will be created/revised based on the needs of students.

Person Responsible Andrea Weertz (weertza@duvalschools.org)

Monthly Professional Learning Communities will conduct Instructional Rounds to collect evidence. provide teachers with feedback and plan for i standards based instruction based on data collected during Instructional Rounds. The Learning Arcs will be the center of of collaboration and focus of lesson planning process.

Person Responsible Melba Cauley (cauleym@duvalschools.org)

The Leadership Team will lead teachers in a book study/ professional articles that are focused on Standards Based Instruction. PLC 's Teams will collaborate and apply newly learned knowledge during common planning and the instructional delivery

Person Responsible [no one identified]

Data from the Standards Protocol will be displayed and for all faculty and staff during faculty meetings, Professional Learning Communities ,and Common Planning. Teachers and administration will continuously collaborate and create action steps to improve instruction.

Person Responsible Andrea Weertz (weertza@duvalschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and 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

Measurable Outcome:

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.

Monitoring:

Explicit Instruction and interventions will be closely monitored during the instructional delivery. Data collected during walk throughs will be used to plan for professional development. Data chats will occur weekly during common planning for teachers implementing interventions or providing instruction to students with disabilities.

Person responsible for monitoring outcome:

Teresa Dowdell-Brown (dowdell-bt@duvalschools.org)

Evidence-based Strategy:

Professional Development for Varying Exceptional Teachers and general education teachers is key in making in making certain 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 accompany for higher standards for students for students and greater accountability for student learning, and professional development is a critical link among new policies, school reform, and improved practice."(Knapp, 2003). When teachers have the opportunity to learn, implement the newly learned strategy, and receive feedback; it will result in student learning.

Rationale for Evidence-based Strategy:

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. 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.

Action Steps to Implement

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, on the needs of the students during Common Planning ,Professional Learning Communities and Early Release Days professional development.

Person Responsible Teresa Dowdell-Brown (dowdell-bt@duvalschools.org)

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

Person Responsible Andrea Weertz (weertza@duvalschools.org)

Implement Reading Mastery and Corrective Reading coaching from Reading Coach with fidelity.

Person Responsible Teresa Dowdell-Brown (dowdell-bt@duvalschools.org)

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

Person Responsible Teresa Dowdell-Brown (dowdell-bt@duvalschools.org)

Administration will conduct frequent focus walks using the Standards Walk Through Protocol to monitor the implementation of small group standards based instruction. Professional development will be developed based on data collected during the walk through.

Person Responsible Teresa Dowdell-Brown (dowdell-bt@duvalschools.org)

All teachers providing Math instruction will implement the use of math manipulatives to enhance students understanding of real world problems and basic math concepts. In addition, 3rd - 5th grade math teachers will use Coach Performance Success and Extra Support books to address students instructional needs.

Person Responsible Andrea Weertz (weertza@duvalschools.org)

Math Coach and Math Interventionist will provide students with additional math instruction during the school day.

Person Responsible Andrea Weertz (weertza@duvalschools.org)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and 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.

Measurable Outcome: 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.

Monitoring: 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 ownership over the content.

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 ownership over the content.

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 Steps to Implement

Provide teachers with professional development in understanding standards and aligning standards to the curriculum, building learning arcs, analyzing student work utilizing protocols, utilizing Thinking Maps, during Common Planning, Early Release Day Professional Development and Grade Level Professional Learning Community

Person Responsible Teresa Dowdell-Brown (dowdell-bt@duvalschools.org)

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.

Person Responsible Teresa Dowdell-Brown (dowdell-bt@duvalschools.org)

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 walkthroughs and lesson checks.

Person Responsible Andrea Weertz (weertza@duvalschools.org)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Based on 2020-21 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas.

o The percentage of students in grades 3-5, below Level 3 on the 2021 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 57%, 4th grade is 65%, and 5th grade is 59%.

o The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: 1st - 80% and 2nd - 73%

Measurable Outcome:

K-5 data:

*Increase percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

*Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

Monitoring:

Our school leadership team, district content specialist support, and Supplemental Instructional APs will review ELA data from district assessments.

Person responsible for monitoring outcome:

Teresa Dowdell-Brown (dowdell-bt@duvalschools.org)

Evidence-based Strategy:

Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning.

Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs.

Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity. Checking effectiveness from student data.

Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection. <https://www.ascd.org/el/articles/howto-plan-effective-lessons>

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners. <https://www.ascd.org/el/articles/turn-small-reading-groups-intobig-wins>

Rationale for Evidence-based Strategy:

Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class. <https://www.ascd.org/el/articles/how-student-progressmonitoring-improves-instruction>

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead. <https://institutionalresearch.syr.edu/what-we-do/student-ratings/creating-an-action-plan/action-plan-teachingstrategies/>

Action Steps to Implement

Ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based on observational data and teacher feedback, PD topics will be set before each Early Release and Common Planning.

Person Responsible Teresa Dowdell-Brown (dowdell-bt@duvalschools.org)

During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress.

Person Responsible Teresa Dowdell-Brown (dowdell-bt@duvalschools.org)

Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership, district content specialists, and district leadership.

Person Responsible Teresa Dowdell-Brown (dowdell-bt@duvalschools.org)

Additional Schoolwide Improvement Priorities

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

In comparing the discipline data for the state of Florida with our school, overall we have less incidents in our school per 100 students. For the state of Florida there are an average of 1 incident per 100 children, at Southside Estates we had a total of 64 incidents with 450 students. Like the state our highest area for discipline issues was in physical attacks. For our school that accounted for 9 of our incidents. Fighting ranked third for the state, and at Southside Estates it was our second highest incident.

While reviewing the data, our primary focus for discipline will be in the area of physical attack. This was a largest area of incidents, and is an area that we need to work on with students. The second area of concern for our school is with our Students With Disabilities. SWD students accounted for close to 50% of our discipline incidents. With a total of 64 incidents, our SWD students were responsible for 29 of these incidents. While our school does have a high percentage of SWD student due to our CSS program and our VE Pre K programs, they do not make up 50% of our school.

During this next school year, we are going to place a focus on overall wellness of teachers and students. We will use morning meetings, Sanford Harmony, and calm classroom to help students and teachers manage their emotions. The use of morning meetings will help students to build social skills, manage emotions, understand others feelings, and provide them with the opportunity to talk through problems while leaning on the teacher or adult for support. We will closely monitor the discipline incidents to see if we are able to lower physical attack incidents if students are better able to work through problems with each other.

During the school year, we will also focus on our teachers relationships with students. Through morning meeting time and professional development sessions, we are going to work towards teachers having a stronger relationship with all students. Through stronger relationships with students, there should be less discipline issues with students. We will monitor this through looking at the total number of discipline incidents that occur at the school. Our professional development will also focus on restorative justice practices with students. We will use restorative justice to help teach students skills they need to improve choices they make and lower the over all number of incidents, especially those that are physical attack incidents.

To aid our students with disabilities lower their percentage of referrals we will work to build relationships with all students, including students with disabilities. The incorporation of the morning meetings, Stanford Harmony, and Calm Classroom will also help the students with disabilities. Providing strong professional development to all teachers and staff in building relationships will help to support lowering our students with disabilities discipline incidents. Throughout the school year, we hope that building positive relationships with all students, providing them restorative practices when mistakes are made will lower discipline incidents. We also will monitor to see that students are able to use skills they learn and practice during morning meeting are helping students to work through problems without physical violence.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

Establishing positive relationships with students and all stakeholders is essential for students to reach their maximum potential. At times during the 2020-2021 school year this challenging as teachers and students dealt with several barriers related to COVID -19. According to the 5 ESSENTIALS results, only 23% of the teachers surveyed strongly agreed the faculty strongly agree that all teachers play a role in disciplining all students. Additionally, there was a nine point decrease reflecting only 59% of teachers felt responsible to help each other do their best. Additionally, 88% of the students in 4th and 4th grade feel respected by their classroom teacher. 96% of students (4th and 5th grade) feel safe and comfortable at Southside Estates. In response, to the 5 Essentials, teachers will engage in collective practices during the 2020-2021 school to increase ownership and collective responsibilities. Additionally, Southside Estates will participate in ongoing professional development that focuses on building relationships with students and stakeholders, social and emotional health and restorative practices.

Southside Estates will continue to build a positive school culture for teachers, students and all stakeholders. Southside Estates has implemented Calm Classroom and Sanford Harmony to address the Social and Emotional needs of all students. Additionally, the school has built strong ritual and routines centered around PBIS Systems.

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

All stakeholders play a key role in the success of a school! There are several business partners such as SAM's, Office Max, Golden Corral and Panera's that have provided incentives to both teachers and students. Additionally, our Parent Teacher Association supports the Vision of our school. Moreover, during the 2020-2021 school Communities and Schools implemented a free after school program. This program allows our students to receive free after school tutoring and enrichment. Our faith-based partners provide weekend meals to our students in needs, beautification projects and incentives for our teachers. It is for these reasons that our faith-based partners are key in the success of our school!

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	130-Other Certified Instructional Personnel	0761 - Southside Estates Elem. School	Title, I Part A		\$0.00
<i>Notes: Math Coach is used to provide additional support</i>						
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$141,310.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900	130-Other Certified Instructional Personnel	0761 - Southside Estates Elem. School	Title, I Part A		\$66,473.00
<i>Notes: Reading Coach is utilized to provide teachers with ongoing professional development and to provide an intervention and enrichment to targeted students.</i>						
	3336	239-Other	0761 - Southside Estates Elem. School	Title, I Part A		\$8,600.00
<i>Notes: Purchase ELA and Math instructional materials to use for as an intervention to provide students with additional support on targeted standards.</i>						
	5000	239-Other	0761 - Southside Estates Elem. School	Title, I Part A		\$33,000.00
<i>Notes: Part-time Math interventionist to provide interventions to tier 3 and students to assist in reaching the expectations for making ESSA</i>						
	5000		0761 - Southside Estates Elem. School	Title, I Part A		\$33,237.00
<i>Notes: Media Specialist provides additional literacy instruction to all students that will lead to an increase in student achievement for all students</i>						
	5000	341000-SUPPLIES - GENERAL	0761 - Southside Estates Elem. School			\$0.00
<i>Notes: Purchased basic supplies to support student learning in the classroom</i>						
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$69,780.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	130-Other Certified Instructional Personnel	0761 - Southside Estates Elem. School	Title, I Part A		\$69,780.00
<i>Notes: Math and Reading Coach is used to provide additional support to students and professional development to teachers to make certain learning continues to excel for all students.</i>						
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
Total:						\$211,090.00