

Duval County Public Schools

Southside Estates Elementary School



2022-23 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: 6/15/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (50%) 2018-19: B (55%) 2017-18: 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	N/A
* 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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 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;">68%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	B	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 teachers, students, parents and community members are involved in and held accountable for the quality of each 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

For each member of the school leadership team, select the employee name and email address from the dropdown menu and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Dowdell-Brown, Teresa	Principal	Oversees all aspects of MTSS, delegates responsibilities and ensures that all staff are impacted. Communicates with School Advisory Council (SAC) regarding the MTSS process. In conjunction with Instructional Coaches and Interventionist, shares pertinent information with staff, directs and approves all professional development to ensure that it is aligned with district mandates, state requirements, federal policies and procedures, and the needs of teachers and children. All final decisions on hiring and ways of work are part of her responsibility. Maintaining a positive culture and climate that is safe for employees and children, participating in the Shared Decision Making process, member of the shared Decision Committee, and monitoring instruction with fidelity are the primary responsibilities to ensure academic success for all students.
Smith, Latrise	Assistant Principal	Principal designee, updates and provides data to faculty, primary responsibility is to support 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, 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 B.E.S.T. Standards and tiered instruction. Supports teachers in implementing their IPDPs. Utilizes differentiated instruction at students' learning ability in Grade 3 with small groups or one-on-one.
Regan, Chelsea	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 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 6/15/2022, Teresa Dowdell Brown

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective Supplemental Teacher Allocation, teachers must have at least 10 student assessments.

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. Note: 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

460

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level and warning indicator listed:

Indicator	Grade Level									
	K	1	2	3	4	5	6	7	8	9
Number of students enrolled	75	73	70	64	51	69	0	0	0	0
Attendance below 90 percent	39	36	40	34	29	8	0	0	0	0
One or more suspensions	1	0	0	1	0	2	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	27	13	19	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	20	19	20	0	0	0	0
Number of students with a substantial reading deficiency	39	35	40	50	25	30	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level and early warning indicators:

Indicator	Grade Level									
	K	1	2	3	4	5	6	7	8	9
Students with two or more indicators	71	70	66	59	17	35	0	0	0	0

Using current year data, complete the table below with the number of students identified as being "retained"

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

Date this data was collected or last updated

Wednesday 6/15/2022

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

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

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

Indicator	Grade Level								
	K	1	2	3	4	5	6	7	8
Students with two or more indicators	7	3	3	5	19	43	0	0	0

The number of students identified as retainees:

Indicator	Grade Level									
	K	1	2	3	4	5	6	7	8	9
Retained Students: Current Year	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

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

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

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

Indicator	Grade Level									
	K	1	2	3	4	5	6	7	8	9
Students with two or more indicators	7	3	3	5	19	43	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level									
	K	1	2	3	4	5	6	7	8	9
Retained Students: Current Year	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

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 or combination schools).

School Grade Component	2022			2021			School
	School	District	State	School	District	State	
ELA Achievement	43%	50%	56%				43%
ELA Learning Gains	56%						56%
ELA Lowest 25th Percentile	36%						44%
Math Achievement	60%	48%	50%				61%
Math Learning Gains	62%						71%
Math Lowest 25th Percentile	42%						50%
Science Achievement	50%	59%	59%				43%

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
01	2022				
	2019				
Cohort Comparison					
02	2022				
	2019				
Cohort Comparison		0%			
03	2022				
	2019	45%	51%	-6%	58%
Cohort Comparison		0%			
04	2022				
	2019	53%	52%	1%	58%
Cohort Comparison		-45%			
05	2022				
	2019	31%	50%	-19%	56%
Cohort Comparison		-53%			

MATH					
Grade	Year	School	District	School-District Comparison	State
01	2022				
	2019				
Cohort Comparison					
02	2022				
	2019				
Cohort Comparison		0%			
03	2022				
	2019	57%	61%	-4%	62%
Cohort Comparison		0%			
04	2022				
	2019	69%	64%	5%	64%
Cohort Comparison		-57%			
05	2022				
	2019	52%	57%	-5%	60%
Cohort Comparison		-69%			

SCIENCE					
Grade	Year	School	District	School-District Comparison	State
05	2022				
	2019	37%	49%	-12%	53%
Cohort Comparison					

Subgroup Data Review

2022 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 Acc
SWD	38	46		58	58		50		
ELL	35	52	30	55	70				
BLK	33	43		56	50		44		
HSP	40	52	36	57	72		43		
WHT	51	74		67	62		53		
FRL	43	55	35	57	62	44	43		
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 Acc
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 Acc
SWD	21	41	33	45	64	41	36		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index
ESSA Category (TS&I or CS&I)
OVERALL Federal Index – All Students
OVERALL Federal Index Below 41% All Students
Total Number of Subgroups Missing the Target
Progress of English Language Learners in Achieving English Language Proficiency
Total Points Earned for the Federal Index
Total Components for the Federal Index

ESSA Federal Index	
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	
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?	
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	
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?
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%
White Students
Federal Index - White Students
White Students Subgroup Below 41% in the Current Year?
Number of Consecutive Years White Students Subgroup Below 32%
Economically Disadvantaged Students
Federal Index - Economically Disadvantaged Students
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%

Part III: Planning for Improvement

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?

When looking at the data there are trends that emerge. The data shows a downward trend in all ELA areas. There was a drop in ELA proficiency in the past 3 years, as well as a five point drop in the ELA lowest performing student gain in learning gains for both ELA and Math from the 2021 assessment to the 2022 assessment. The Science assessment was higher throughout the school year on PMA. The state assessment data was higher than the 20-21 state assessment data, but was still 13 points lower than the 2018 data.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

According to the data components, progress monitoring and the 2022 Florida Standards Assessment ELA demonstrate the greatest need for improvement. Since 2019, the overall ELA proficiency for ELA has decreased by 5 points from 48% (2019) to 43% (2022). There was a drastic decrease in the 3rd grade cohort proficiency data from 2019 (53%) to 2022% (43%). Moreover, there was a decrease of decreasing learning gains amongst the performance of the lowest performing students. Since 2019, there has been a decrease in the lowest performing students demonstrating learning gains. Lastly, Southside Estates has trended below the state on the ELA progress monitoring assessments during the 2021-2022 school year,

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 contributing factors for this need for improvement. One of the contributing factors is more than 10% of 3rd grade students are trending reading 1 or more than one year below grade level. As a result, less than 25% of 3rd grade students are on level on the baseline assessments. Additionally during the 2021-2022 school year, 30% of the students have missed more than 10 days of school. Moreover, due to teacher turnover the implementation of additional interventions were impacted by teacher vacancies.

Teachers will participate in weekly common planning, instructional rounds and Working on the Work Wednesday

receiving quality tier I instruction. Also, Early Release Days will be dedicated to providing teachers with strategies reading proficiency during the 2022-2023 school year. Moreover, teachers will provide the lowest performing students a minimum of 3 days a week. Students performing below grade level will have a progress monitoring plan. Students performing more years below grade level will be engaged in the MTSS progress.. Furthermore, there will be opportunities for students to reach their goal to improve ELA proficiency during our Title 1 Family Engagement Nights and data chats with administration. We will select students targeted to receive additional support during our afterschool Team Up Program during academic

Lastly, attendance will be closely monitored to make sure all students are attending school regularly during the school year.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

One of the greatest areas that demonstrated the most improvement was Science which demonstrated an 8-point increase in Science Achievement on the 2019 (42%) Florida Standards results. In addition, there is a 13 point increase in Science Achievement when compared to the results of the Florida Standards Assessment. Moreover, ELA learning gains showed a 6-point increase in student learning gains on the Florida Standards Assessment. In 2019, only 50% of students demonstrated learning compared to 56% demonstrating learning on the Florida Standards Assessment.

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

Students were consistently provided instruction using standards-based instruction. The instruction was based on data identified on progress monitoring assessments during the 2021-2022 school year. In addition, the teacher participation in school and district professional development that positively impacted instruction during the school year. In addition, the school interventions with fidelity contributed to the increase in ELA learning gains. In addition, Tier 1 instruction was data driven and the use of formative assessments to measure students understanding of the standard.

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

The strategies that need to be implemented in order to accelerate learning are differentiated small group instruction. Due to the decrease in our lowest performing student’s data of the past few years, our students need more close their learning. We need to continuously assess student learning and create small group instruction needs of all learners. This upcoming year we need the implementation of the B.E.S.T standards in all grades. We need to be time spent learning these new standards, use formative assessments and learning new curriculum standards. We will also need to ensure that we close any gaps that may exist from one set of student

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

In order for our students to receive consistent differentiated small group instruction, we will need to provide teachers with the tools to plan this. We will also need to provide teachers with time to learn the new B.E.S.T standards, create assessments and to learn new curriculum associated with these standards. We will provide these tools to our teachers.

Weekly common planning sessions. These sessions will focus on learning arcs to build content knowledge in the classroom. This will also provide time for teachers to collaborate on students and plan small group instruction.

WOW Wednesday. We will use this time to take our trainings to a more in depth look at the B.E.S.T standards and standards. These training times will allow teachers to have a longer period of time to collaborate the normal weekly common planning sessions.

New teacher support. This year at Southside we will have new teachers that will need support. This will be provided based off of the need that each new teacher might have.

An MTSS team. This team will be in place to support teacher through working with students and providing interventions for struggling students.

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

Additional services that will be implemented to ensure sustainability of our improvement will be periodic needs assessment and then professional development that meets the needs teacher may have. Consistent use of data to ensure the school is progressing, with a focus on our lowest performing quartile students in both reading and math. We will also have an interventionist who will not only support with the development of our teachers, but will also support students through our interventionist. We will also utilize our after-school program, TEAM Up, to provide students with an additional academic hour. Administration will support achieving students with pulling additional intervention groups.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the Standards Walk Through Dashboard for the 2021-2022 school year, reflected and compared to the 2020-2021 school year. the average rating for assessing instruction was a 2.5. During the Review, our data reflected a level which means it was slightly consistent in most of the classrooms. The assessments that took place during instruction were aligned to rigor of FSA Assessments. However, there was significant evidence of formative assessments taking place during the instructional delivery. Overall, the data demonstrated mastery of the standards. In addition, the 5 Essentials data reflected an increase in the number of teachers during professional development (Common Planning, and W.O.W Wednesdays, and Early Release) (18) of the teachers surveyed did not consistently review assessment data and worked other teaching decisions.

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

If all teachers engage in effective planning procedures to ensure Tier 1 supports and formative assessments during the instructional delivery, exit tickets and assessments aligned with the rigor of the state's standards then there will be an increase in student proficiency on the Spring 2023 FAST Assessments.

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

The backwards planning will be monitored by Instructional Leadership Team through classroom walk-throughs and instructional rounds. The data collected from the observation will be used to plan for professional development for each teacher's professional development needs.

Person responsible for monitoring outcome:

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

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

In backward planning, teachers focus their attention on: (1) knowing the curriculum benchmarks; (2) analyzing 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 assessments.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Backwards Planning will create a road map that will result in teachers progressing and teaching the planning process builds in opportunities for teachers for teacher to unpack and build their Learning aligned to the standards and plan rigorous instruction. I strongly believe this result in an increase s in all core subjects.

Action Steps to Implement

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

The Leadership Team will facilitate Common Planning utilizing the Backwards Planning design in all core subject and Early release and professional development will focus on Tier 1 supports, analyzing student work and planning for instruction.

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

Conduct frequent walk throughs and utilizing the Benchmark Walkthrough Tool to measure the effectiveness of the instructional delivery. Professional development will be planned based on data collected from walk-throughs.

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

Reading and Math Interventionists 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 Melba Cauley (cauleym@duvalschools.org)

The Leadership Team will lead teachers in a book study/ professional articles that are focused on B.E.S.T Standard delivery.. PLC 's Teams will collaborate and apply newly learned knowledge during common planning and the instruction.

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

Data from the Benchmark Walk Through Tool 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 Latrise Smith (smithl71@duvalschools.org)

The school will purchase .5 Media Specialist to provide additional Reading instruction to all students, Providing student minutes one day a week will support ELA instruction in all grade levels. This will support the school's goal of increasing 53%.Additionally,listening stations will be purchased to allow students to implement best practices for improving fluency.

Person Responsible [no one identified]

#2. ESSA Subgroup specifically relating to Economically Disadvantaged

**Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Overall, students with disabilities decreased in all components of the English Language Arts Assessment, 2022 ELA Florida Standards Assessment, Students With Disabilities have decreased eleven point Achievement. In the Spring of 2022 38% of students with disabilities were proficient readers compared to 45% of readers in 2019. Additionally, there was a decrease of seven points in the lowest performing students on the Florida Standards Assessment. Florida Standards Assessment. Lastly, 2022, Florida Standards Assessment gains and students in the lowest performing percentile that there is a decrease in students in Student demonstrating learning gains. Overall, students with disabilities must receive explicit instruction that addresses instructional needs. If students with disabilities make learning gains then there will be an increase in learning gains.

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

If students with disabilities receive explicit instruction based on their individual needs according to their IEPs, there will be an increase of students with disabilities scoring proficient on all Florida Standards Assessments.

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

Explicit Instruction and interventions will be closely monitored during the instructional delivery. Data reviews will be used to plan for professional development. Data chats will occur weekly during co-planning sessions 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:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Professional Development for Varying Exceptional Teachers and general education teachers is key to ensure that 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 accompaniment 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, 2009) Teachers will have the opportunity to learn, implement the newly learned strategy, and receive feedback; it will result in student learning.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

1. Varying Exceptional Teachers will engage in continuous coaching Cycles to provide students with instruction based on their needs. Additionally teachers will be engaged in analyzing data and planning to address students misconceptions.
2. Corrective Reading and Reading Mastery will be implemented to close the learning gaps of all students. Reading Coach will conduct monthly professional development to assist with planning and instruction of Corrective Instruction.
3. Acaletics is a researched method of math instruction teaches students that the preparation required is what is necessary to be a good student. Frequent walk-throughs will be conducted to monitor the use of Acaletics. This will be monitored through monthly assessments.
4. An additional 5th grade teacher will be purchased with Title I Funds to address the trending low reading scores impacting reading achievement. Smaller class size will increase reading achievement.

Action Steps to Implement

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

Professional development will be provided to Varying Exceptional Teachers and Instructional Coach by administration focusing on lesson planning, data analysis, scaffolding the standards, small group instruction, on the needs of the students. 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 their class work and assessments

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

Implement Reading Mastery and Corrective Reading coaching from Reading Coach with fidelity. The school purchased from the storeroom to support student learning and additional printing needs for teachers.

Person Responsible Melba Cauley (cauleym@duvalschools.org)

Quarterly data chats and parent conferences with students and parents of students with disabilities and lowest performing students to support 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 standards based instruction. Professional development will be developed based on data collected during the walk throughs.

Person Responsible Latrise Smith (smithl71@duvalschools.org)

All teachers providing Math instruction will implement the use of math manipulatives to enhance students understanding of problems and basic math concepts. In addition, 3rd - 5th grade math teachers will use Coach Performance Success purchased from the School Specialty Store to address students instructional needs.

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

Math Interventionists will provide students with additional math instruction during the school day. Manipulatives will be used as an additional strategy to help student master grade level benchmarks.

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

#3. Positive Culture and Environment specifically relating to student engagement.

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Southside Estates Elementary School is a school that is full of diverse learning that come to us from backgrounds. Southside Estates is a racially diverse school with 26% of our students are African American, 26% of our students are Hispanic, and 36% of our students are white. In addition to being a racially diverse school we have an Exceptional Student population of 41%, an economically disadvantaged population of 67%, and an English Language Learner population of 14%. With students coming to us from so many different backgrounds our teachers are given an opportunity to use Culturally Responsive teaching strategy as a way to create powerful, non-bias classrooms that give students a foundation that empowers them in their learning this year, and also in their learning in the future.

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

Through the use of Culturally responsive teaching, students will be more engaged in the ELA, Math, and Science. This will result in an increase in student proficiency of 5 points in all subject areas.

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

This area of focus will be monitored through classroom walk through data to ensure that Culturally Responsive teaching strategies are being implemented in classrooms with fidelity. K-5th grade data will be analyzed at the school level by the administration and teachers.

Person responsible for monitoring outcome:

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

Evidence-based Strategy: Describe the evidence-based strategy being

- Professional development will be utilized to train our teachers in using different Culturally Responsive teaching strategies that incorporate strategies learned in training.
- Data Driven lesson plans. Teachers will learn their students and collect data and information on their students. This information will help teachers to plan specific strategies from Culturally Responsive teaching to reach all students.
- Progress Monitoring. Administration will conduct regular and frequent walk throughs to monitor the implementation of Culturally Responsive teaching, and to assess the needs of the teachers as they learn the new teaching strategies.

implemented for this Area of Focus.

Rationale for

Evidence-

based

Strategy:

Explain the

rationale for

selecting

this specific

strategy.

Describe the

resources/

criteria used

for selecting

this

strategy.

- “The purpose of professional development is to give professionals the opportunity to learn and apply new skills.” (<https://www.webce.com/news/2020/07/16/professional-development>). As educators there are many ways to help us improve our craft so we can further the lives of our students.
- “When integrated into classroom instruction, culturally responsive strategies can have important benefits for equity and inclusivity in the classroom, engaging students in the course material.” ([https://www.northfloridablog.com/culturally-responsive-teaching-strategies/#:~:text=When%20integrated%20into%20classroom%20instruction,students%20in%20the%20classroom,In%20order%20for%20students%20to%20receive%20the%20full%20benefit%20of%20these%20strategies,our%20teachers%20need%20to%20be%20purposeful%20in%20using%20these%20strategies%20in%20their%20classrooms,Through%20integrating%20these%20strategies%20into%20lesson%20plans,teachers%20will%20ensure%20that%20they%20are%20meeting%20the%20needs%20of%20students,As%20we%20work%20through%20the%20school%20year,monitoring%20to%20ensure%20that%20teachers%20are%20using%20the%20strategies%20learned%20in%20professional%20development,We%20will%20be%20able%20to%20evaluate%20if%20the%20teacher%20needs%20additional%20support,">https://www.northfloridablog.com/culturally-responsive-teaching-strategies/#:~:text=When%20integrated%20into%20classroom%20instruction,students%20in%20the%20classroom,In%20order%20for%20students%20to%20receive%20the%20full%20benefit%20of%20these%20strategies,our%20teachers%20need%20to%20be%20purposeful%20in%20using%20these%20strategies%20in%20their%20classrooms,Through%20integrating%20these%20strategies%20into%20lesson%20plans,teachers%20will%20ensure%20that%20they%20are%20meeting%20the%20needs%20of%20students,As%20we%20work%20through%20the%20school%20year,monitoring%20to%20ensure%20that%20teachers%20are%20using%20the%20strategies%20learned%20in%20professional%20development,We%20will%20be%20able%20to%20evaluate%20if%20the%20teacher%20needs%20additional%20support,We%20will%20be%20able%20to%20evaluate%20if%20the%20teacher%20needs%20additional%20support,](https://www.northfloridablog.com/culturally-responsive-teaching-strategies/#:~:text=When%20integrated%20into%20classroom%20instruction,students%20in%20the%20classroom,In%20order%20for%20students%20to%20receive%20the%20full%20benefit%20of%20these%20strategies,our%20teachers%20need%20to%20be%20purposeful%20in%20using%20these%20strategies%20in%20their%20classrooms,Through%20integrating%20these%20strategies%20into%20lesson%20plans,teachers%20will%20ensure%20that%20they%20are%20meeting%20the%20needs%20of%20students,As%20we%20work%20through%20the%20school%20year,monitoring%20to%20ensure%20that%20teachers%20are%20using%20the%20strategies%20learned%20in%20professional%20development,We%20will%20be%20able%20to%20evaluate%20if%20the%20teacher%20needs%20additional%20support,)
- As we work through the school year, monitoring to ensure that teachers are using the strategies learned in professional development. Through integrating these strategies into lesson plans, teachers will ensure that they are meeting the needs of students.
- As we work through the school year, monitoring to ensure that teachers are using the strategies learned in professional development. Through integrating these strategies into lesson plans, teachers will ensure that they are meeting the needs of students.

Action Steps to Implement

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

Professional Development will be provided to all teachers and staff Provide teachers with professional development on culturally responsive teaching. This will focus on providing teachers and staff with the different strategies to implement in the classroom, lesson plans. This will be done during WOW Wednesday, and Early Release professional development days.

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

Teachers will plan lessons with specifically using the Culturally Responsive Teaching strategies learned in professional development.

Person Responsible [no one identified]

Administration will conduct frequent walks to monitor the implementation of culturally responsive teaching. Professional development will be developed based on teacher needs data collected from the walk throughs.

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

All teachers providing instruction to students will implement the use of culturally responsive teaching strategies to support student learnings.

Person Responsible [no one identified]

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the next school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of students at the elementary grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

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

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

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

According to the spring iReady progress monitoring assessment, of the 73 kindergarten students were tested. 34% scored early on the kindergarten level and 42% (31) scored 1 level below grade level. Based on the 73 students, 24% scored on or above grade level. 42 of the students of the students that scored below grade level expectations did not master the high frequency words on the Spring iReady Diagnostics.

There were 73 1st grade students that participated in the Spring iReady Diagnostic Assessment. 54% (41) of the students scored below grade level and 11% (8) scored early on grade level. Additionally, 34% (25 students) scored on mid or above grade level. 36% of the students that scored early on grade or on or above grade level 36% of the students tested did not master the high frequency words.

The Spring iReady Assessment, reflected 68 3rd grade students participated in the progress monitoring assessment. 50%, of the students tested scored two or more years below grade level and 25% (17) scored below one grade level. 38% (26) of the students tested scored mod or above grade level. 38% (26) of the students that scored on or above grade level did not master the high frequency words.

The progress monitoring data for Kindergarten- 2nd grade demonstrate a trend of students not being prepared to succeed on the state assessment in 3rd grade.

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

Over the past three years, the ELA proficiency for Southside Estates has been decreasing. Since 2018-2019 school year, Southside Estates overall reading proficiency for 3rd -5th grade students has been below 50% of 3rd-5th grade students scored proficient on the Florida Standards Assessment. On the 2022, Florida Standards Assessment, Southside Estates scored an overall 30% of 3rd-5th grade students scoring proficient.

3rd grade decreased from 43% to 30% of the students scoring proficient on the Florida Assessment. The drastic decrease in students' performance was trending during the 2021-2022 school year on district progress monitoring assessment. On the 2021-2022 progress monitoring assessment, 3rd grade average score was a 39.6% compared to the district average of 49%. Less than 30% of the students scored proficient on the 3rd grade baseline at the beginning of the school year.

Although 48% of 4th grade students scored proficient on the 2022 FSA Assessment, this was a five point increase compared to the 2020-2021 results of the 4th grade Florida State Assessment.

In addition, 50% of 5th grade students scored proficient on the Florida Standards Assessment. 5th grade student performance increased when compared to the 2020-2021 cohort data.

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

If all teachers are provided professional development on strategies and provided with resources to implement into their instruction, the teacher will be equipped with strategic tools to reach all students so that there will be an increase in proficiency levels.

On the spring 2022-2023 state assessment, 55% of kindergarten students will score on grade level compared to 45% grade level during the 2021-2022 school year on the iReady Assessment

On the spring 2022-2023 state assessment, 60% of kindergarten students will meet mastery on the Fry Word list compared to 50% the high frequency word list during 2021 – 2022 school year.

On the spring 2022-2023 state assessment, 55% of first grade students will score on grade level compared to 45% level during the 2021-2022 school year on the iReady Assessment

On the spring 2022-2023 state assessment, 60% of first grade students will meet mastery on the Fry Word list compared to 50% high frequency word list during 2021 – 2022 school year.

On the spring 2022-2023 state assessment, 55% of first grade students will score on grade level compared to 45% level during the 2021-2022 school year on the iReady Assessment

On the spring 2022-2023 state assessment, 55% of second grade students will score on grade level compared to 45% grade level during the 2021-2022 school year on the iReady Assessment

Grades 3-5: Measureable Outcome(s)

If all teachers are provided professional development on strategies and provided with resources to implement into their instruction, the teacher will be equipped with strategic tools to reach all students so that there will be an increase in proficiency levels. The strategic goals for the 3rd- 5th grade levels are:

50 percent of 3rd grade students will demonstrate a 15-point increase on the 2023 Spring state assessment.

45 percent of 4th grade students will demonstrate proficiency on the 2023 Spring state assessment compared to 40% (cohort data) on 2022 Spring Florida Standards Assessment.

55 percent of 5th grade students will demonstrate a seven point increase on the 2023 state assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how data will be collected and how to take place with evaluating impact at the end of the year.

In kindergarten and 1st grade the focus will be on the progression of fundamental skills (Phonemic awareness and p begin implementing Tier II interventions for all students that scored below grade level on the beginning of the year S grade teachers will progress students' comprehension skills. Interventions will begin immediately for all students that below grade level. Teachers will progress monitor students using running records, weekly Benchmark Reading Asses and performance on Freckles and Achieve 3000. Frequent data chats will be held with teachers. In addition, monthly all students that are in the MTSS process. Administration will monitor the instructional delivery and interventions of a classroom walk throughs that will include teacher feedback.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

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

Evidence-based Practices/Programs:

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

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

All kindergarten – 5th grade teachers will utilize Benchmark Advance; a research-based program to provide instruction. Benchmark Advance is aligned the B.E.S.T ELA Standards. Benchmark Advance is aligned to the district K-12 Comprehensive Reading Plan. Benchmark Advance provides Tier I instruction, intervention, and progress monitoring. In addition, the ELL strategies and accommodations.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the evidence-based practices/programs.

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

The Florida Benchmark Advance curriculum is grounded in the science of reading and designed for remote and on-site instruction. All skill standards are covered in systematic lessons that develop essential background knowledge and content vocabulary. The curriculum presents topics and perspectives that are wide-ranging, engaging each student in critical thinking and discussion.

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

As a result of the trending cohort data, the majority of students scored below 50% proficiency on the Florida State Standards Assessment. All students in 3rd grade will have a forty-five minute intervention block where students receive Corrective Instruction to address students reading deficiency. Corrective Reading provides intensive direct instruction-based reading intervention for students in Grades 3–Adult who are reading below grade level. This Direct Instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. All students will be tested and placed in groups based on the diagnostic results. Progress monitoring will occur after every lesson. Administration will conduct frequent walk throughs to monitor the implementation of Corrective Instruction.

All ELA and Science Teachers will participate in strategic professional learning that will result in an increase in reading proficiency for all students in Kindergarten - 5th grade professional learning. Data collected during classroom observations and walks will determine the professional developments of all teachers. Professional development will be differentiated based on the needs of each individual teacher. In addition, the teachers will participate in weekly common planning that will focus on utilizing the backwards planning model which focuses on standards-based planning that focuses on aligned instruction (analyze the assessment, unpack the standards, aligning instruction to the standard and the assessment experience) Moreover, teachers will receive strategic professional learning during W.O.W. Wednesdays, Early Release Days and Faculty Meetings.

Positive Culture & Environment

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

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

At Southside Estates Elementary School, building a positive school culture is essential to our success. As a school, we build a culture with all stakeholders, students, parents, community, staff and faculty. The primary focus of our energy is through the school all classrooms participate in Stanford Harmony and Calm Classroom curriculum daily, this teaches each student to calm and regulate their feelings, while also helping students to learn to accept others. As a staff this year we will all focus on development on Culturally Responsive teaching. This will help staff to build relationships with students by learning to meet students where they are, meeting them there and then building trust. Using data chats with students as part of the classroom routine to ensure clear on the academic expectations that are set. Teachers will teach the school wide expectations to classrooms at the beginning and throughout the year. These efforts will be supported by the schoolwide PBIS team. The PBIS team meets regularly from each grade level/department. The PBIS team works to analyze data and help to implement school wide incentives. We build the culture with positive referrals, school wide eagle bucks and shopping at the school store, student of the month, classroom rewards, and academic success parties. In addition to our efforts with students, we strive to provide a positive culture for parents. We start by putting a focus on customer service whenever guests arrive on campus. Communication is a key part of our culture with parents. We have the Eagle Expectations posted in the office for all parent, and guest to see. We host monthly activities to show parents what we are working and how to help support students at home. We also have monthly SAC meetings for parents and community members. This allows for both to have a voice in our school and made decisions. We work to build communication with our faith-based parents and business partners. They are always invited to SAC meetings, and to attend attending functions they hold at times.

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

At Southside Estates we are fortunate to have a wonderful Faith-Based partnership with Restoration Church. The pr the school year through, donations, teacher incentives, community service, and participating in monthly SAC meeting school supplies for students at the beginning of the year, and meals for students as needed. We also have partners and Panera's. The public library also regularly attended SAC meetings, and helps to provide parents with informatio learning at home. Our parents are the biggest group of stakeholders. They are our number one support for our stud communication open with parents to work in partnership with their students education. We value our stakeholders, a essential part to our success at Southside Estates Elementary School