

Duval County Public Schools

# Southside Estates Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Southside Estates Elementary School

9775 IVEY RD, Jacksonville, FL 32246

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

### SIP Authority

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

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

### Additional Target Support and Improvement (ATSI)

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

### Targeted Support and Improvement (TSI)

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

### Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

## Purpose and Outline of the SIP

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

## I. School Information

### School Mission and Vision

**Provide the school's mission statement.**

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, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

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

Name	Position Title	Job Duties and Responsibilities
Dowdell-Brown, Teresa	Principal	<p>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 to ensure academic success for all students.</p>
Cauley, Melba		<p>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 developing and implementing their IPDPs. Utilizes differentiated instruction at students' learning ability in Grade 3 with small groups or one-on-one.</p>
Mortimer, Tamika	Instructional Coach	<p>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.</p>
White, Nikesha	Assistant Principal	<p>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.</p>
Griffin, Katina	School Counselor	<p>The Elementary School Counselor is responsible for providing a comprehensive school counseling program that is preventative in design, developmental in implementation, and supports DCPS students in the areas of academic achievement, individual student planning, and personal and social development. The incumbent also serves as a consultant to educators, families and community partners. Additionally, the School Counselor focuses on:</p> <ul style="list-style-type: none"> <li>Listen to students' concerns about academic, emotional or social problems</li> <li>Help students process their problems and plan goals and action</li> <li>Mediate conflict between students and teachers</li> <li>Improve parent/teacher relationships</li> </ul>

Name	Position Title	Job Duties and Responsibilities
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Assist with college applications, jobs and scholarships  
 Facilitate drug and alcohol prevention programs  
 Organize peer counseling programs  
 Refer students to psychologists and other mental health resources  
 Work on academic boards to improve learning conditions

**Stakeholder Involvement and SIP Development**

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

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

During the development of the SIP, the principal leads an open meeting that involves all stakeholders. Feedback is provided in the form of participating in a survey, work sessions during the leadership and SAC Meetings. Additionally, all stake holders provided feedback using the 8-step problem solving process.

**SIP Monitoring**

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

The SIP is a working document that is reviewed throughout the school year. The school leadership team meets monthly to review the progress of school improvement goals. During team meetings, the team analyzes student data and review action steps. The School Advisory Council is well informed of the steady progress during monthly meetings. The principal ensures that during every meeting:

1. Data is analyzed from district (Academic progress monitoring, attendance, and behavior) and state assessments and progress monitored based on school wide goals.
2. Action steps are revised based on student performance. This includes areas of focus and progress monitoring.
3. During the discussion of student performance, there is an open form that involves all stakeholders.
4. In January, there is a mid-year stake holders meeting where stakeholders are provided an overview of the academic progress that the school is making. During this, meeting there are several opportunities for stakeholders to make suggestions that could include suggestions on the strategies that should be implemented to improve the performance for all students.

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

<p><b>2023-24 Status</b>                  (per MSID File)</p>	<p>Active</p>
<p><b>School Type and Grades Served</b>                  (per MSID File)</p>	<p>Elementary School                  PK-5</p>
<p><b>Primary Service Type</b>                  (per MSID File)</p>	<p>K-12 General Education</p>



<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	68%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	3	40	34	34	31	19	0	0	0	161
One or more suspensions	1	0	2	1	2	2	0	0	0	8
Course failure in English Language Arts (ELA)	1	0	2	0	0	1	0	0	0	4
Course failure in Math	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	0	34	20	0	0	0	54
Level 1 on statewide Math assessment	0	0	0	0	20	16	0	0	0	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	44	54	43	0	0	0	0	0	145

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	24	26	19	30	17	0	0	0	119

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	39	36	40	34	29	8	0	0	0	186
One or more suspensions	1	0	0	1	0	2	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	27	13	19	0	0	0	59
Level 1 on statewide Math assessment	0	0	0	20	19	20	0	0	0	59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	39	35	40	50	25	30	0	0	0	219

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	71	70	66	59	17	35	0	0	0	318

The number of students identified retained:

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	39	36	40	34	29	8	0	0	0	186
One or more suspensions	1	0	0	1	0	2	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	27	13	19	0	0	0	59
Level 1 on statewide Math assessment	0	0	0	20	19	20	0	0	0	59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	39	35	40	50	25	30	0	0	0	219

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	71	70	66	59	17	35	0	0	0	318

**The number of students identified retained:**

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

**II. Needs Assessment/Data Review**

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	43	48	53	43	50	56	43		
ELA Learning Gains				56			47		
ELA Lowest 25th Percentile				36			43		
Math Achievement*	62	58	59	60	48	50	63		
Math Learning Gains				62			55		
Math Lowest 25th Percentile				42			21		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	43	52	54	50	59	59	37		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	52	54	59	66			67		

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

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

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	243
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	415
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	44			
ELL	47			
AMI				
ASN				
BLK	33	Yes	1	
HSP	51			
MUL				
PAC				
WHT	62			
FRL	44			

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	50			
ELL	51			
AMI				
ASN				
BLK	45			
HSP	51			
MUL				
PAC				
WHT	65			
FRL	50			

**Accountability Components by Subgroup**

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	43			62			43					52
SWD	40			63			42				4	
ELL	26			56			55				4	52
AMI												
ASN												
BLK	27			48			25				4	
HSP	43			65			58				5	45
MUL												
PAC												
WHT	60			71			60				4	
FRL	40			61			40				5	45

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	43	56	36	60	62	42	50					66
SWD	38	46		58	58		50					
ELL	35	52	30	55	70							66
AMI												
ASN												
BLK	33	43		56	50		44					
HSP	40	52	36	57	72		43					59
MUL												
PAC												
WHT	51	74		67	62		53					80
FRL	43	55	35	57	62	44	43					61

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	43	47	43	63	55	21	37					67
SWD	44	25		56	42		17					
ELL	20	38		65	50		20					67

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN	55			73								
BLK	35	53		58	60		33					
HSP	32	33		64	46		14					84
MUL	27			45								
PAC												
WHT	55	58		68	45		55					45
FRL	43	50		61	58		39					63

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	47%	-8%	54%	-15%
04	2023 - Spring	37%	50%	-13%	58%	-21%
03	2023 - Spring	38%	46%	-8%	50%	-12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	67%	59%	8%	59%	8%
04	2023 - Spring	55%	58%	-3%	61%	-6%
05	2023 - Spring	57%	52%	5%	55%	2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	48%	-13%	51%	-16%

### III. Planning for Improvement

#### Data Analysis/Reflection

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

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

The data component showing the lowest performance is ELA achievement. Even though our ELA achievement increased by 2%, 43% in 2022 to 45% in 2023, it was still the lowest performance area compared to math and science. In previous years, learning gains in ELA increased from 47% in 2021 to 56% in 2022. As for our Lowest Performing Quartile, there was a slight decline in their performance from 43% in 2021 to 36% in 2022.

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

From 2021-2022, our ELA scores for the Lowest Performing Quartile showed the greatest decline, from 43% to 36%. For all subgroups reported in 2021-2022, less than 40% of the students made gains.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Our reading data had the greatest gap compared to the state average. Our 5th grade average scale score was 308 and the State's was 320. For 4th Grade, our average scale score school was 301 and the State's score was 312. Our 3rd Grade average scale score was 289, and the State's was 297.

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

Math scores have shown the most improvement and have been consistent over the last three years. In 2022 to 2023, our achievement scores increased from 60% to 67%. In 2021-2022, we also showed a 7% increase in learning gains from 55% to 62%.

Several actions were taken to improve student performance such as ensuring teachers implemented Tier 1 supports during their core instruction. In math classrooms, math manipulatives were available for students to use during their work period. Also, the Gradual Release Model, "I Model, You Try" was implemented during the instructional period. We utilized a variety of assessments to check for student understanding, such as formative assessments, exit tickets and teacher anecdotal notes. More specifically for math, the spiral review during the math block was implemented at the start of each day. We further supported student's math performance with students walking to math for Acaletics.

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

One area of concern is student attendance. In 2022-2023, 36% of the students were absent 20+ days. This was a 3% decrease from the previous school year

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

Our highest priorities for school improvement for the upcoming year are increasing our ELA performance, which includes proficiency and lowest performing quartile.



**Area of Focus**

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

**#1. Positive Culture and Environment specifically relating to Teacher Attendance****Area of Focus Description and Rationale:**

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

Based on the 5 Essentials survey, school commitment was weak as a part of Collaborative Teachers component. When asked if they look forward to each working day at this school, 16% of the staff either disagree or strongly disagree. Teacher attendance has a huge impact on the success of a school and causes hardship for everyone. Since 2021, this area has improved from very weak to weak.

**Measurable Outcome:**

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

To improve staff commitment to the school, administration will focus on teacher attendance. Incentives will be requested from business partners to acknowledge teachers and staff.

**Monitoring:**

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

Teacher attendance will be monitored through the daily sign in process.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**

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

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

***No action steps were entered for this area of focus***

## #2. Instructional Practice specifically relating to Benchmark-aligned Instruction

### Area of Focus Description and Rationale:

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

Tier 1 supports and formative assessments is essential in increasing proficiency and addressing the learning needs for all students. or Tier 1—is the curriculum, instruction, and assessments that we provide to all students in a grade level. This is the instruction that’s guaranteed for everyone. Universal tier instruction typically focuses on grade-level benchmarks. Tier 1 supports makes learning possible and builds confidence in all students especially students that have a challenging time learning.

Southside Estates Elementary School is a Title 1 school comprised with a student population in which of over 41% of the students have disabilities, 20% English Language Learners and 64% or Economically Disadvantaged. Additionally, ELA students are continuously underperforming in ELA. According to the 2022-2023 FAST Progress Monitoring results, students in 3rd -5th grade. There has only been a 2% increase in ELA proficiency. More surprisingly, students in kindergarten - 2nd grade are performing below district expectations. Likewise, the implementation of Tier 1 support and formative assessments have led to a positive trend in proficiency. In addition, students are responding positive to the implementation of Tier 1 supports and teachers are rapidly responding to student misconceptions through the process of collecting formative data during the rapidly responding to student misconceptions through the process of collecting formative data during the instructional block.

### 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 are occurring during the instructional delivery, (exit tickets and assessments aligned with the rigor of the states progress monitoring assessments) then there will be an increase in student proficiency on the Spring 2024 FAST Assessments in all core subjects

### Monitoring:

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

The backwards planning will be monitored by administration through classroom walkthroughs and instructional rounds. The data collected from the observation will be used to plan for professional development based on each teacher's professional development needs.

### Person responsible for monitoring outcome:

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

### Evidence-based Intervention:

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

Small groups will be utilized to support the area of focus. An additional teacher was purchased to decrease class size so that all students will have a chance to reach their maximum potential.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

### Tier of Evidence-based Intervention

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

## Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

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

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

**By When:** This action step will be continuously monitored during the 2023-2024 school year.

School Leadership will conduct frequent walk through utilizing the Benchmark Walk Through Protocol to monitor the fidelity of students utilizing Tier 1 supports during the instructional block, evidence of formative assessments taking place during the instructional block and student use of the academic vocabulary. The instructional leadership team will develop professional development based on teachers instructional needs. This data will be collected from instructional rounds and benchmark walkthroughs.

**Person Responsible:** Nikesha White (fishern@duvalschools.org)

**By When:** Walkthroughs will take place weekly. and followed up by providing teachers with professional development based on their needs.

2 out of 3 teachers in K-2 and all 3rd -5th grade ELA teachers will participate in district's professional development that will focus on Core and small group instruction. In addition, teachers will receive support on utilizing I-Ready and Measuring Up to utilize in small settings to increase ELA proficiency

**Person Responsible:** Nikesha White (fishern@duvalschools.org)

**By When:** The professional development cohort is designed for the duration of the 2023-2024 school year. Follow up will occur with teachers immediately after participating in professional development and during walkthroughs..

All K-5 ELA classrooms will implement literacy-based centers with student accountability that will include a teacher led station that will focus on Tier 2 and 3 interventions utilizing progress monitoring. The implementation of literacy centers will be focused on a book student K- 3rd grade How to Plan Differentiated Reading Instruction and 3rd - 5th Grade Differentiated Literacy in Grades 4th and 5th Grade.

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

**By When:** The teachers will participate in the book study throughout the school year to develop best practices for implementing literacy centers.

**#3. Instructional Practice specifically relating to Differentiation****Area of Focus Description and Rationale:**

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

During the 2022-2023 school year, teachers participated in professional development that focused on deepening their understanding of the Benchmarks in ELA and Math, implementation of Tier 1 and formative assessments. According to the Benchmark Walk Through Tool the school rated a 4 out of 5 for Evidence of During the 2023 FAST Assessment, Southside Estates increase by 2% from 43% to 45% proficient in ELA. Additionally, there was a 7- point decrease (43% -36%) of the lowest performing students making learning gains on the state assessment. Moreover, Math learning gains are minimum but have decreased by nine points when compared to the 2019 state assessment data (71% 2019 – 62% 2022). Additionally in 2022, only 42% of the lowest performing students made learning gains in math.

**Measurable Outcome:**

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

If all teachers are provided with professional development on progress monitoring and implementing enrichment and interventions with fidelity then there will be an increase in all students demonstrating learning gains on the 2024 FAST Progress Monitoring. Assessments in ELA and Math..

**Monitoring:**

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

The implementation of interventions will be monitored by reviewing progress monitoring data and during classroom walkthroughs..

**Person responsible for monitoring outcome:**

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

**Evidence-based Intervention:**

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

The Gradual Release Model will be implemented in all small group settings to engage students in the instructional delivery. In brief, the gradual release of responsibility model is that in which over the progression of the lesson, the teacher becomes less and less involved and the student takes more and more ownership over the content. During the modeling, the teacher will use best practices and Tier 1 supports followed by guided practice to increase confidence

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific 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.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

All teachers and tutors will receive ongoing professional development on analyzing data, writing and implementing a prescription for learning, MTSS process, and small group instruction will occur daily

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

**By When:** This will occur daily during administration walk throughs followed up feed back. This process will be ongoing during the 2023-2024 school year.

All ELA and Math teachers will implement data based centers based on the needs of students using Tier 2 and Tier 3. 3rd -5th Grade ELA will have additional 30 minutes of WIN Time built into their schedule for TIER students. During the 30 minute intervention- UFLI will implemented as a TIER !!! strategy.

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

**By When:** WIN will be monitored at least twice a week to monitor the effectiveness of UFLI instruction. Professional Development and coaching will occur based on data collected during mini observation.

3rd -5th Grade math and ELA teachers will design pacing calendars and utilize Measuring Up utilizing the Gradual Release Model to remediate previously taught benchmarks. Students will complete a benchmark assessment every 5 days to progress monitor.

**Person Responsible:** Tamika Mortimer (mortimert@duvalschools.org)

**By When:** Progress monitoring will occur every 5 days to monitor student response to small group instruction.

2 out of 3 teachers in K-2 and all 3rd -5th grade math teachers will participate in district's professional development that will focus on Core and small group instruction.

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

**By When:** Monthly professional development followed up by classroom walkthroughs.

All students will learn to utilize scratch paper to assist teachers in identifying misconceptions.

**Person Responsible:** Tamika Mortimer (mortimert@duvalschools.org)

**By When:** This will be implemented in all classrooms by the end of the August.

Reading Interventionist and writing teacher will utilize Top Score to as an intervention to support Tier II and II students with strengthening their writing skills.

**Person Responsible:** Melba Cauley (cauleym@duvalschools.org)

**By When:** This will occur as needed during the school year.

Varquest Media Promo 21st Century Package and Variquest Supply bundle was purchased to increase reading proficiency to support the implementation of Tier 1 support,s ELL and CSS learners during the instructional delivery.

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

**By When:** October 2023

**#4. -- Select below -- specifically relating to**

**Area of Focus Description and Rationale:**

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

**Measurable Outcome:**

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

**Monitoring:**

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

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**

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

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

***No action steps were entered for this area of focus***

**#5. Instructional Practice specifically relating to Science****Area of Focus Description and Rationale:**

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

If Science was taught with fidelity in Kindergarten - 5th Grade and teachers had a thorough understanding of the standards then there will be in an increase in 5th Grade Science Achievement on the Florida Comprehensive Science New Generation Science Assessment

**Measurable Outcome:**

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

According to the 2023 NGSS 5th grade Science proficiency decreased from 45% to 35% of all 5th grade general education scoring proficient. Overall performance that includes students on alternate standards was a 7-point decrease compared to 50% proficiency on the 2021-2022 State Science Assessment.

**Monitoring:**

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

Frequent walkthroughs will occur during the Science Block to monitor the effectiveness of core instruction. All walkthroughs will focus on the Tier 1 support, Formative assessments, test taking strategies and student centers.

**Person responsible for monitoring outcome:**

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

**Evidence-based Intervention:**

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

The Gradual Release Model will be implemented in all core subjects to engage students in the instructional delivery. In brief, the gradual release of responsibility model is that in which over the progression of the lesson, the teacher becomes less and less involved and the student takes more and more ownership over the content.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific 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.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

Closely monitor Science instruction by creating a Science Focus Calendar to ensure pacing is current and all standards are taught and remediated prior to the NGSS Assessment.

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

**By When:** Science pacing guide will be reviewed weekly and modified as necessary.

Weekly common planning focusing on planning for core using Tier 1 supports and differentiated science centers to include formative assessments.

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

**By When:** This will occur weekly and followed up with classroom walkthroughs using the Benchmark Walk Through Tool.

The teacher will attend monthly science professional development

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

**By When:** This will occur monthly and new instructional strategies will be implemented during the core instruction.

Teacher will administer and analyze district Science assessments that will be used to generate Science spiral reviews during the beginning of each Science class.

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

**By When:** This will be completed as benchmarks are completed

5th grade general education CSS students will push into inclusion classroom.

**Person Responsible:** Jill Pensabene (pensabenej@duvalschools.org)

**By When:** This will occur for the duration of the 2023-2034 school year. Students will be closely monitored and receive remediation as needed.

4th and 5th grade students will participate in a field experience at the Kennedy Space to gain deeper understanding of the Earth and Space Standards

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

**By When:** Students will participate in this activity on December 20, 2023.



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

### Area of Focus Description and Rationale:

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

During the 2022 -2023 school year, 36% of the students in kindergarten-5th grade missed 20 or more days from school. The majority of the students that missed 20 or more days are reading one or more grade level behind. As a school, only 39% of the students enrolled during the 2022-2023 school year are proficient readers.

### Measurable Outcome:

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

If all students attend school regularly then there will be in an increase of proficiency in all grade levels on the state PM FAST Assessment in all core subject areas,

### Monitoring:

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

Attendance will be monitored through the progress monitoring weekly through the forming of nurturing groups for students that missed 20 or more days from school.

### Person responsible for monitoring outcome:

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

### Evidence-based Intervention:

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

A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes for districts, schools, teachers, and students.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Progress Monitoring is essential in the success of tracking student attendance.

### Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

### Will this evidence-based intervention be funded with UniSIG?

No

### Action Steps to Implement

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

1. Implement a strategic attendance plan to decrease the students missing more than 20 days. Students will be assigned to a mentor to monitor school attendance.

**Person Responsible:** Katina Griffin (griffink1@duvalschools.org)

**By When:** The attendance of students missing 20 or more days will be monitored on a daily basis.

1. Implement a strategic attendance plan to decrease the students missing more than 20 days. Students will be assigned to a mentor to monitor school attendance.

**Person Responsible:** Katina Griffin (griffink1@duvalschools.org)

**By When:** The attendance of students missing 20 or more days will be monitored on a daily basis.

All students in kindergarten - 5th grade will receive a copy of their attendance tracker to monitor their attendance on a daily basis. Data Chats will be held with students to celebrate and plan for next steps.

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

**By When:** Student attendance will be monitored daily by classroom teachers and administration.

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

### Area of Focus Description and Rationale:

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

During the 2022 -2023 school year, 36% of the students in kindergarten-5th grade missed 20 or more days from school. The majority of the students that missed 20 or more days are reading one or more grade level behind. As a school, only 39% of the students enrolled during the 2022-2023 school year are proficient readers.

### Measurable Outcome:

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

If all students attend school regularly then there will be in an increase of proficiency in all grade levels on the state PM FAST Assessment in all core subject areas,

### Monitoring:

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

Attendance will be monitored through the progress monitoring weekly through the forming of nurturing groups for students that missed 20 or more days from school.

### Person responsible for monitoring outcome:

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

### Evidence-based Intervention:

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

A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes for districts, schools, teachers, and students.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Progress Monitoring is essentials

### Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

### Will this evidence-based intervention be funded with UniSIG?

No

### Action Steps to Implement

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

***No action steps were entered for this area of focus***

## CSI, TSI and ATSI Resource Review

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

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

### Area of Focus Description and Rationale

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

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

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

According to the spring FAST Progress Monitoring Assessment, of the 60 kindergarten students were tested. 44% (26) of the students, scored on or above grade level. 42 of the students of the students that scored below grade level expectations did not master grade level expectations on the STAR Reading Assessment.

There were 59 1st grade students that participated in the STAR FAST Progress Monitoring Assessment. 36% of the students that scored early on grade or on or above grade level 36% (23) of the students tested did not master grade level expectations on high frequency words.

The FAST Progress Monitoring Assessment, reflected 60 2nd grade students participated in the progress monitoring assessment. . Only 38%of 2nd grade students tested scored mod or above grade level. 38% (26) of the students that scored on or above grade level did not master grade level expectations on high frequency words.

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

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

According to the FAST Progress Monitoring III Assessment only 38% of the 65 3rd Grades scored proficient on the state Progress Monitoring Assessment. The scores reflected an 3ight point increase in student proficiency. In addition, there was nine point decrease in 4th scores when compared to the 2022 state assessment. Overall, only 37% of the students in 4th grade were proficient on the state FAST Progress Monitoring Assessment. Moreover, 5th grade decreased 9 points in proficiency when

compared to the 2022 state ELA Assessment. The 2023 FAST Progress Monitoring Assessment revealed that only 39% of the students were proficient readers.

### **Measurable Outcomes**

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

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

### **Grades K-2 Measurable Outcomes**

If all teachers are provided professional development on strategies and provided with resources to implement interventions with fidelity then the teacher will be equipped with strategic tools to reach all students so that there will be an increase in proficiency in all kindergarten - 2nd grade levels.

On the spring 2023-2024 state assessment, 55% of kindergarten students will score on grade level compared to the 44% that scored on grade level during the 2022-2023 school year on the FAST Progress Monitoring Assessment.

On the spring 2023-2024 state assessment, 60% of kindergarten students will meet mastery on the Fry Word list compared to the 42% on the high frequency word list during 2022-2023 school year.

On the spring 2023-2024 state assessment, 55% of first grade students will score on grade level compared to the 34% that scored on grade level during the 2022-2023 school year on the FAST STAR Reading Assessment.

On the spring 2022-2023 state assessment, 60% of first grade students will meet mastery on the Fry Word list compared to the 49% on the high frequency word list during 2021 – 2022 school year.

On the spring 2023-2024 state assessment, 55% of first grade students will score on grade level compared to the 24% that scored on grade level during the 2022-2023 FAST STAR Reading Assessment.

On the spring 2023-2024 state assessment, 55% of second grade students will score on grade level compared to the 38% that scored on grade level during the 2022-2023 school year on the STAR Reading Assessment. t

### **Grades 3-5 Measurable Outcomes**

If all teachers are provided professional development on strategies and provided with resources to implement interventions with fidelity then the teacher will be equipped with strategic tools to reach all students so that there will be an increase in proficiency in all 3rd – 5th grade 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 2024 Spring FAST State assessment.

50 percent of 4th grade students will demonstrate proficiency on the 2024 Spring FAST Progress

Monitoring Assessment state assessment compared to the 36% proficiency (cohort data) on 2024 Spring Florida Standards Assessment.

50 percent of 5th grade students will demonstrate a 15 point point increase on the 2024 state FAST Progress Monitoring Assessment.

## Monitoring

### Monitoring

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

In kindergarten and 1st grade the focus will be on the progression of fundamental skills (Phonemic awareness and phonics) Teachers will begin implementing Tier II interventions for all students that scored below grade level on the beginning of the year STAR Assessment. 2nd -5th grade teachers will progress students' comprehension skills. Interventions will begin immediately for all students that score 1 or more years below grade level. Teachers will progress monitor students using running records, weekly Benchmark Reading Assessments, Fry Word Lists, and performance on Freckles and Achieve 3000. Frequent data chats will be held with teachers. In addition, monthly data chats will be held for all students that are in the MTSS process. Administration will monitor the instructional delivery and interventions of all students through daily 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

### Description:

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

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

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

**Rationale:**

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

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

The Florida Benchmark Advance curriculum is grounded in the science of reading and designed for remote and on-site learning. Foundational skill standards are covered in systematic lessons that develop essential background knowledge and content vocabulary.. Benchmark Advance 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 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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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 students 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 lessons. Administration will conduct frequent walk throughs to monitor the implementation of Corrective Instruction.

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

**Title I Requirements**

**Schoolwide Program Plan (SWP) Requirements**

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

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

At the beginning of the school year, the dissemination of the SIP will occur with all stakeholders at the Annual Title 1 Meeting where stakeholders will be informed of the state of the school through a deep dive of reviewing disaggregated data from the previous school year. At this meeting stakeholders will be informed of the school improvement goals that will address the academic, social and emotional and cultural goals for the school year. Furthermore, during monthly School Advisory Council Meetings, the School Improvement Plan will be referenced, and data will be shared to show the school's progress toward meeting goals. Moreover, during all parent engagement events PTA meetings and monthly newsletters. In addition, the School Improvement Plan will be placed in the main office, the school's website( <https://dcps.duvalschools.org/ssee>) and a copy will be placed in the Parent Resource Room. A short sheet will be developed in a friendly language that will make it easy for parents to read and understand.

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

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Southside Estates Builds positive relationships with parents by creating a welcoming environment. Southside Estates has created a Parent Family Engagement Plan that includes parents input for items to be purchased for the Parent Resource Room and monthly parent events. In addition, there are several volunteer opportunities for families to participate in monthly.

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

Southside Estates implements a variety of strategies to enhance the academic programs and increase the amount and quality of learning for all students. Southside Estates provides enrichment and remediation for 80 students through the TEAM Up afterschool program. Additionally, Communities In School provide AmeriCorps Tutors to aid the school in providing Tier III interventions to students in ELA for 2nd -5th grade students. Moreover, Southside Estates is implementing a 30-minute intervention block based on What each individual student need in all 3rd -5th grade ELA classes (W.I.N). Kindergarten-2nd grade classes implement UFLI to enhance students' phonics instruction. All teachers provide enrichment and remediation by implementing at a minimum a 30-minute data driven instructional station that includes a teacher led station. Lastly, teachers are receiving strategic professional development to strengthen the learning for all students.

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

The school plans to continue building a positive relationship with parents by implementing parent surveys to assess their needs to enhance student learning at home (Items they would like to have to assist their child's learning at home, parent nights and professional learning opportunities). The school



will invite parents to participate in monthly parent events that are directly aligned with increasing student achievement. Also, the school will collaborate with local agencies such as the library and community in schools to provide additional resources at our monthly events. Parents will be invited to participate in data chats and parent conferences in school. During monthly SAC Meetings all stakeholders will be informed on the school's process and ways that can support the school.

### **Optional Component(s) of the Schoolwide Program Plan**

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

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

At Southside Estates Elementary school, there is a full-time counselor that focuses on the Mental Health of the students. The school counselor conducts small groups, refers students to Child Guidance and provides ongoing coaching as needed for targeted students. Additionally, the school counselor provides resources to teachers to support students in the learning environment. In addition, Southside Estates utilizes the Calm Classroom at the beginning of each core subject as a strategy to integrate mindfulness into the classroom culture. Likewise, at the beginning of each school day, the teacher begins the day with a morning circle that focuses on mindfulness, goal setting, Resilience Education, and affirmations. Moreover, there is dedicated time on Early Release Wednesdays to focus on Wellness.

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

In preparation for postsecondary opportunities, the school counselor works very closely with students by providing classroom career lessons. In addition, the school holds an annual Career Fair to expose students to a variety of careers.

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

Southside Estates implements a Positive Behavior Center Plan to address behavior problems. Students with challenging behaviors will have a positive behavior behavior plan. If the student does not respond, to the Positive Behavior Plan then a Functional Behavior Assessment Plan will be generated.

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

Teachers and paraprofessionals participate in a variety of professional learning to enhance instructional support. All teachers participate in a 45-minute collaborative common planning with administration that focuses on deepening their understanding benchmarks, analyzing student work, instructional strategies and planning for instruction. Additionally, teachers continue their professional learning during Working on the Work Wednesdays where teachers receive a ½ day professional development to participate in Instructional Rounds and instructional strategies with their peers. Moreover, teachers dive deeper into their professional learning during Early Release provide teachers the opportunity to participate in district and school based professional learning centered around the school initiatives. Lastly, all teachers have an accountable partner to support their professional growth. The classroom teachers develop their

Individual Professional Development Plans, observe, and provide feedback, and conduct professional learning with their Accountability Partner.

Moreover, paraprofessionals receive professional development during their monthly meetings. During Early Release, paraprofessional development is on instructional strategies, small groups, and behavioral strategies.

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

Southside Estates plan transition to kindergarten activities to prepare students to transition to kindergarten. Parent nights are scheduled for parents to assist with kindergarten strategies. Additionally, Southside Estates collaborates with surrounding day cares to provide real life kindergarten activities and tours.

**Budget to Support Areas of Focus**

**Part VII: Budget to Support Areas of Focus**

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
4	III.B.	Area of Focus: -- Select below --:	\$0.00
5	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
6	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
7	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
<b>Total:</b>			<b>\$0.00</b>

**Budget Approval**

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

Yes