

Nassau County School District

Southside Elementary School



2017-18 Schoolwide Improvement Plan

Southside Elementary School

1112 JASMINE ST, Fernandina Beach, FL 32034

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-2	Yes	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Nassau County School Board on 11/9/2017.

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Southside Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission at Southside Elementary is to: Positively empower each other to make good choices to become lifelong learners and responsible model citizens.

b. Provide the school's vision statement.

Through collaborative teamwork, Southside Elementary will stimulate and motivate students to reach their potential cognitively and behaviorally in order to be lifelong learners in an ever-changing society.

2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) as applicable to appropriate grade levels, including but not limited to:

- The history and content of the Declaration of Independence
- The history, meaning, significance, and effect of the provisions of the Constitution of the United States.
- Flag education
- The elements of civil government
- The history of the United States
- The history of the Holocaust
- The history of African Americans
- The history of the state
- The conservation of natural resources
- Comprehensive health education
- The study of Hispanic contributions to the United States
- The study of women's contributions to the United States
- Character development programs
- Sacrifices of veterans

We will ensure that relationship-building is a clear priority and that students will develop the knowledge and skills to become contributing citizens in a multicultural society and global community.

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

Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies.

Involve all staff in the process of modeling and teaching interpersonal expectations in academic and non-academic settings and giving them instruction for reporting violations to appropriate supervisors.

Develop methods of effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels.

Create methods/formats where the characteristics of safety and respect can be assessed, monitored,

and where strategies for improvement can be created, discussed, and supported.

At Southside Elementary, school personnel establishes firm rituals, routines and procedures, as well as rules that guide behavior for all stakeholders. The Student Code of Conduct is upheld through positive behavior management systems, which include logical consequences as well as needed discipline notices and referrals. Climate Survey results are analyzed on an annual basis to ensure all stakeholders feel safe. Required Annual training for all personnel sets district and state expectations for school safety.

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

Ensure teachers are trained in Classroom management strategies and Positive Behavior Support (PBIS) strategies.

Instructional team reviews classroom data to ensure students are engaged while in class.

Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.

Class meetings will occur on a frequent basis to include student feedback.

School-wide recognition systems are in place.

Offer school counseling services with dedicated time for core classroom guidance that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

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

School based teams meet to discuss students with barriers to academic and social success.

Mentors are assigned to students identified with concerns.

Offer instruction and various campus activities that address social/emotional needs of students.

Connect students to agencies who have Cooperative Agreements or are on campus.

School counseling program with dedicated time to: 1. Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), 2. Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and 3. Evaluate your intervention (Evaluation)

Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. (Include core, supplemental, and intensive supports)

Southside Elementary School Guidance Counselor implements classroom guidance lessons on a bi-weekly basis. Guidance lessons focus on anti-bullying and social skills. Individual and small group counseling sessions are held on an as needed basis.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Nassau County School District utilizes an Early Warning System through Focus, in which we track

- * Attendance below 90%
- *One or more suspensions
- *Internal Discipline Tracking Forms and referrals
- *Course failure in ELA, Math (below 60%) during any grading period and other requirements of the Nassau County Pupil Progression Plan.
- *Tracking and interventions in place for students scoring at or below the 30th Percentile Rank on SAT 10 Reading and Math

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	28	23	18	0	0	0	0	0	0	0	0	0	0	69
One or more suspensions	3	0	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

- *Targeted before and after school tutoring for students in the lowest quartile.
- *Targeted in school intervention for the students in the lowest quartile.
- *Differentiated Reading instruction during small group instruction.
- *Professional development with teachers and paraprofessionals for implementing active engagement strategies and differentiating instruction
- *Small group Social Skill lessons for identified students based on individual needs determined at the Tier 2 PBIS Meetings
- *Whole group Social Skill lessons bi-weekly with guidance counselor
- *Attendance is tracked and parents are notified by phone call and written notice. Classroom teachers conference with parents. In addition, we follow Nassau County attendance and truancy policies.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/442093>.

2. Description

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

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

The school and district build and sustain partnerships with our local community. These groups meet regularly to review data, have discussions about progress, and make decisions about implementation plans and strategies ensuring a common vision among all partners. Our school partnerships support our efforts to increase student achievement by:

- Establishing structured opportunities to engage all stakeholders
- Encouraging open dialogue about challenges and solutions
- Engaging stakeholders in the use of data
- Leveraging community resources and funding sources

Volunteer and Community Involvement programs develop community resources in response to the differing needs of classrooms. By accessing the many diverse resources found in communities, these programs enrich and enhance school curriculum. A wide array of community partners enables these programs to maximize their impact. Volunteers may tutor, mentor, assist in the classroom, help with fundraising, participate in developing school plans, as well as many other opportunities. Recognition awards promote community involvement as well as highlight outstanding volunteer practices and showcase exemplary projects which are then shared district-wide.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Palmer, Marlana	Principal
Robertson, Amy	School Counselor
Young, Carol Ann	Teacher, K-12
Anderson, Maureen	Paraprofessional
Robbins, Sonya	Teacher, K-12
Sellers, Krystal	Instructional Coach
Hays, Lindsay	Teacher, K-12
LeClair, Trayce	Teacher, K-12
Campbell, Leslie	Teacher, PreK
Williams, Jill	Assistant Principal

b. Duties

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

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficit. The team is to identify problems within the general population of students and within subgroups of students, analyze why the problems are occurring, formulate an intervention plan and then measure the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficit becomes their MTSS and forms the basis for the school improvement plan.

The MTSS core team consists of: administrator, school counselor, literacy coach, department heads, and instructional coach. The MTSS leadership team is responsible for ensuring that the school has in place a system that provides increasingly intense and individualized interventions, resources and supports needed to meet the unique needs of its students.

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

The school’s leadership team oversees the implementation and monitoring of its MTSS and SIP structures through databased decision making which identifies areas of deficit and identifies and provides supports and resources needed to address those deficits.

In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which are not. It is looking for patterns and trends in the data. Leading questions: Is our core instruction meeting the needs of 75-80 % of our students? If not, is it a curriculum or instruction issue? Are certain groups of students failing to meet expectations in certain subjects? Or, are there certain groups who have other non-academic barriers to achievement that must be addressed before they will be able to meet academic success? Are there trends in achievement within specific subgroups that need to be addressed? Have resources (funding and staffing) been allocated in the most effective and efficient manner to meet the needs of all stakeholders?

Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. The teams will provide input to the leading questions and assist in determining appropriate research based interventions to remediate

specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the leadership team and departments/teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.

The Problem Solving Process

The Problem Solving/Response to Intervention model is a decision making process based on the scientific method of problem solving. Florida has embraced the problem solving methodology and incorporated it into its Response to Intervention model.

The Problem Solving process requires the following steps: Problem Identification, Problem Analysis, Intervention Design/ Implementation, and Evaluation: Response to Intervention.

Data based decisions are expected at all levels of the school: school, grade/departments, classroom, (AYP) subgroups (i.e., race, free/reduced lunch, ELL, ESE). A collaborative approach by school staff for development, implementation, and monitoring of the intervention process is expected.

Title I

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Teachers develop, lead, and evaluate school core content/standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at-risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include Parental Programs; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Learning Community (PLC) development and facilitation

Title III

The District provides supplemental academic instruction and services to students who are ELL. The district employs an ELL instructional coach.

Title X- A portion of funds are set aside and reserved to meet the academic and personal needs of identified homeless families. These needs could include academic supplies or assistance with personal hygiene items, or referrals to social service agencies.

Supplemental Academic Instruction (SAI)

These funds are utilized to provide supplemental academic coaches.

Violence Prevention Programs:

The District has adopted bullying prevention and intervention policies and procedures. Each year training is provided.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education is taught through many programs and courses
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Head Start

The Nassau Schools that contain primary grades work in concert with Episcopal Childrens Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement.

Adult Education

Nassau County Adult High school provides courses to all eligible students on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes. Adult Education also offers night classes for GED Prep at four locations on a flexible schedule.

Career and Technical Education

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to work towards postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Nora Haser	Teacher
Marlena Palmer	Principal
Justine McCoy	Teacher
Marissa Whittier	Teacher
Kimberly Thomas	Teacher
Heather Morenc	Business/Community
Kristy Owens	Parent
Jennifer Gibb	Parent
Brittani Fulgham	Parent
Shanta Merrell	Parent
Jennifer Ryals	Parent
Thomas Sander	Business/Community
Janice Mote	Business/Community
Dionna Sowers	Parent
Robyn Melton	Parent
Jill Williams	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Based on the Survey of Extent of Implementation and Effectiveness of School Improvement Plan Results, teachers and parents were aware and knowledgeable of the SIP. Sufficient support had been received, as well as the implementation of strategies. Reading and Math small group instruction, collaborative planning, paraprofessional support during Reading small group instruction and utilizing leveled readers were listed as most helpful in making our SIP successful.

b. Development of this school improvement plan

Our SAC members were invited to the School Improvement meetings that took place throughout September. At which time, the school improvement plan (SIP) was discussed and new goals/strategies were formulated. The SAC members received a copy of the SIP prior to the September 2017 meeting in order to review and incorporate changes and/or suggestions. Changes were made to the document. During the September meeting, SAC members voted on the approval of the SIP for the school year 2017.

c. Preparation of the school's annual budget and plan

The SAC budget was presented and discussed at the first School Advisory Council Meeting. The amount of \$1440.00 that was requested to pay the front desk secretary for 90 hours during the summer for registrations was deducted leaving a total balance of \$8401.57 as of September 21, 2017.

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

Last year, the only request for funds was to pay the front desk secretary for 90 hours during the summer to help complete paperwork, registrations, and answer phone calls. The amount budgeted was \$1440.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Kittrell, Erika	Teacher, K-12
Montague, Joan	Teacher, K-12
LeClair, Trayce	Teacher, K-12
Whittier, Marissa	Teacher, K-12
Hicks, Kim	Instructional Media
Sapp, Cynthia	Teacher, K-12
Sellers, Krystal	Instructional Coach
Page, Annie	Teacher, K-12
Bozeman, Amber	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will support instructional strategies to improve reading comprehension and the Common Core State Standards for College and Career Readiness in reading, writing, speaking, listening, and language. The LLT team will provide professional development throughout the year to ensure that text complexity, along with close reading and rereading of texts, is central to lessons, to provide scaffolding that does not preempt or replace text reading by students, to develop and ask text dependent questions from a range of question types, to emphasize that students support their answers based upon evidence from the text, and to provide extensive research and writing opportunities.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Opportunities for encouraging positive working relationships between teachers include participation in Leadership Meetings, Faculty Meetings, and Team Meetings. In these meetings the focus is on students' academic and social needs. Teachers regularly engage in professional dialogue with colleagues; share ideas, knowledge, and techniques; and participate in collaborative problem-solving around classroom

instruction. Teachers work together to develop shared knowledge and discover common solutions to challenging problems.

The master schedule was revamped to give students early release time every Wednesday in order for teachers to have additional collaborative instructional planning time.

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

1. Provision of mentoring, training and coaching for:

- a) first and second-year new teachers, including those in Alternative Certification (ACP) or Educator Preparation Institute (EPI) programs; and
- b) ESOL and Reading teachers in the process of earning an Endorsement.

These activities are coordinated with the district's Personnel system and through the provision of an ESOL Coach and an Instructional Strategies/New Teacher Coach.

2. In order to ensure that all teachers become Effective or Highly Effective, the district will provide resources, coaching, and professional development to any teacher whose overall evaluation rating is Needs Improvement or Unsatisfactory. The principal will conduct a conference with the teacher to determine specific goals and needs for professional development, in addition to needs for classroom strategies and behaviors.

3. Resources and/or professional development will be provided to support the skills and knowledge needed to increase the number of In-field/Highly Qualified/effective teachers. This will include provision of ESOL, Reading, and Gifted Endorsement courses; financial support for testing to add areas of certification to teachers' existing certificates; financial support for provision of study guides and workshops (as available); assistance with cost of adding subject areas to certificates to become in-field in all courses taught.

4. The district will recruit effective teachers and leaders, including minorities, to ensure high quality and diversity of applicants and will retain exemplary teachers through recognition, incentives and leadership development opportunities.

5. Professional development activities and records are efficiently and effectively managed to ensure teachers maintain their certification and remain up to date in their areas of certification.

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

A. First year teachers participate in the following district professional development and mentoring activities:

1. New Teacher Orientation, including introduction to the Nassau District Schools' mission and values
2. Professional Development in the district's Marzano Evaluation Framework.
3. Monthly New Teacher Professional Learning Community through the Great Beginnings New Teacher Program
4. Common Core Standards and Lesson Planning
5. The Florida Educator Code of Ethics
6. Conducting Effective Parent Conferences
7. District E-mail Protocol and technology-based curriculum programs
8. Professional Education Competencies, as applicable
9. Classroom and Behavior Management
10. Other professional development as specified by the school or district, such as Reading, ESOL, or Writing.

B. Observation and Coaching/Mentoring Components:

1. Two classroom observations followed by a feedback conference, conducted by the District Instructional Strategies Coach who is trained in highly trained in Clinical Education, observation and feedback/coaching strategies, and the Marzano framework.
2. Two classroom observations (one per semester) followed by a feedback conference, conducted by a

mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher, has been rated as Highly Effective, has been provided with CET or similar training and coaching resources, and is selected by the principal as a mentor.

3. Two classroom observations (one per semester) followed by a feedback conference, by the new teacher in the classroom of the mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher and who has been rated as Highly Effective.
4. On-going informal observations and coaching with feedback conducted by Instructional Strategies Coach, with related professional development resources available via the district's iObservation system.
5. Walk-throughs, informal observations, and formal observations using the Marzano framework instrument, conducted by a trained principal, assistant principal or other administrator, with related professional development resources available via the district's iObservation system.

C. RATIONAL FOR MENTOR/NEW TEACHER PAIRINGS AND PLANNED MENTORING ACTIVITIES:

The District Instructional Strategies Coach and the school principal confer to select a mentor teacher or other certified educator who teaches the same grade level/subject area/role as the new teacher or other educator, and who has been rated as Highly Effective.

The planned mentoring activities provide on-going and regularly-scheduled opportunities for classroom visits and observations, reflection, and coaching and feedback, as well as monthly collaboration in PLCs for professional development in best practices and highly effective instructional strategies. The purpose of these on-going support strategies is to increase teacher effectiveness and as a result, to increase student achievement.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Core instructional materials and programs are selected from the list of state approved adoptions. It is also the intent of the Nassau County School District that textbooks be selected for district-wide use by course/grade/level to assure continuity and economy throughout the district. Media materials should be selected to provide enrichment and curriculum support taking into consideration the varied needs, interests, and abilities of the school population. School Textbook Selection Committees include representatives of faculty, parents and community members.

District Adoption Process:

1. Sample materials of all state adopted texts will be obtained by the appropriate director and evaluated by the school committee using appropriate forms and criteria.
2. Each school will select its choice for the district adoption in each area under consideration. Each school's selection will be submitted to the appropriate instructional director.
3. School selections will be tallied. The title receiving the most votes will be designated as the district adoption for each course or subject area.

Resources used to evaluate instructional materials include: Florida State Standards, grade level expectations, curriculum frameworks or course descriptions, and FLDOE instructional materials specifications.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented

to assist students having difficulty attaining the proficient or advanced level on state assessments.

Southside Elementary uses multiple data sources that have been approved by Nassau County to help determine student levels of progress and differentiate instruction in the core areas of reading and mathematics. To determine reading levels teachers utilize STAR Early Literacy and STAR Reading as well as Lexia Core 5, Accelerated Reader, Saxon and other grade level assessments. The teachers utilize STAR Math, MobyMax and IXL, and grade level assessment to determine current math levels. Flexible grouping and small group instruction is provided to ensure that instruction is differentiated. Remediation and enrichment is included as needed.

Data analysis is at the center of all instructional decisions. The master schedule contains blocks of time for instruction based on the diverse needs of students. Remediation and enrichment in the classroom is based on progress monitoring data collected in core classes such as reading and math. This data is reviewed in team meetings and data chats are conducted with teachers and students. The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficiency. The team is charged with identifying problems within the general population of students and within subgroups of students, analyzing why the problems are occurring, formulating an intervention plan and then measuring the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficiency becomes their MTSS (multi-tiered system of supports) and forms the basis for the school improvement plan.

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

Strategy: Extended School Day

Minutes added to school year: 4,250

Title I after school and before school tutoring program is provided to our lowest quartile to improve reading strategies.

Strategy Rationale

Students identified for the program and receiving parent permission will be taught reading strategies and skills within a small group setting in order to remediate and provide additional instruction in both academic areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sellers, Krystal, krystal.sellers@nassau.k12.fl.us

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

Teachers and paraprofessionals tutor struggling students before and after school that targets deficiency areas.

Data from SAT10, STAR, MobyMax, Lexia, diagnostic screener (DAR) class assessments are collected and analyzed by the instructional staff in order to determine effectiveness.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

The Nassau Schools that contain primary grades work in concert with Episcopal Children's Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement. Southside Elementary ESE PK program transitions students into Kindergarten through inclusion during the Spring of the school year. Pre-K paraprofessionals assist in transitioning Pre-K students in the beginning of the school year. ESE services are provided to special education students at Head Start by Southside PK teachers.

b. College and Career Readiness

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

Career awareness is introduced at the primary level through STEM activities and a variety of multi-modal media.

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

With the implementation of the Florida State Standards and STEM initiative, text-complexity across the disciplines as a focus with the smallest scholars at the primary level, supporting successful articulation into the next level of education.

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Southside Elementary will strive to increase the percentage of students in grades K-2 scoring at or above the 50th national percentile on the reading and mathematics section of the Stanford 10 as well as increase student proficiency of Science standards.

Strategic Goals Detail

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

G1. Southside Elementary will strive to increase the percentage of students in grades K-2 scoring at or above the 50th national percentile on the reading and mathematics section of the Stanford 10 as well as increase student proficiency of Science standards. 1a

G097514

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	85.0
ELA Achievement District Assessment	80.0

Targeted Barriers to Achieving the Goal 3

- Students are performing at a wide variety of ability levels
- Staff development for teachers along with the time and money required.
- Parent knowledge or ability may be limited when assisting students with core curriculum

Resources Available to Help Reduce or Eliminate the Barriers 2

- Saxon Phonics, Star Reading and Math, Lexia Core 5, Accelerated Reader, MobyMax, Think Central, FSS Curriculum, District approved textbooks, supplemental materials, Instructional Focus Calendars, CPALMS.

Plan to Monitor Progress Toward G1. 8

Student achievement towards proficiency

Person Responsible

Marlena Palmer

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment data

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Southside Elementary will strive to increase the percentage of students in grades K-2 scoring at or above the 50th national percentile on the reading and mathematics section of the Stanford 10 as well as increase student proficiency of Science standards. **1**

 G097514

G1.B1 Students are performing at a wide variety of ability levels **2**

 B262120

G1.B1.S1 Leveled readers will be utilized in Science to differentiate instruction for various ability levels and Science will be integrated in Reading and Math instruction **4**

 S277645

Strategy Rationale

Leveled readers will provide context for understanding Science concepts for differentiation through the inquiry approach.

Action Step 1 **5**

Strategy: Utilizing leveled readers during reading, math and/or science instruction
Professional Development: Provide teachers training through grade-level collaboration meetings to ensure effective use of the leveled readers and integration of subjects.

Person Responsible

Marlena Palmer

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans and classroom observations

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

Utilizing leveled readers during Science instruction and integrating Science curriculum into Reading and Math

Person Responsible

Marlena Palmer

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, classroom observation, staff development documentation

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

Formative and summative assessments

Person Responsible

Marlena Palmer

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment data

G1.B1.S2 Small group instruction will be utilized during the Math block to meet the learning needs of each student to include a preview, review, and skill. 4

S277646

Strategy Rationale

Small group instruction in math will provide differentiation through intensive daily exposure.

Action Step 1 5

Strategy: Small group instruction to provide differentiated instruction
Professional Development: Provide teachers training to ensure effective small group and differentiated instruction is implemented during the Math block to meet the individual learning needs of students.

Person Responsible

Marlena Palmer

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans and classroom observations

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

Small group instruction being utilized

Person Responsible

Marlena Palmer

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, classroom observation, calendars, peer observations, meeting and staff development documentation

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

Formative and summative assessments

Person Responsible

Marlena Palmer

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment data

G1.B1.S3 Small group instruction will be utilized during the 90-minute reading block to meet the learning needs of each student to include writing text based response to literature including computer skills with an integration of all curriculum subjects. Tutoring services for students that have demonstrated low reading performance will be provided. 4

 S277647

Strategy Rationale

Small group instruction in Reading will provide differentiation through intensive daily exposure.

Action Step 1 5

Strategy: Small group instruction

Professional Development: Provide teachers training to ensure effective small group and differentiated instruction is implemented during the 90 minute reading block to meet the individual learning needs of students.

Person Responsible

Marlena Palmer

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans and classroom observation, PD rosters and agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Strategy will be monitored by observing teachers during instruction

Person Responsible

Marlena Palmer

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, classroom observation, attendance rosters, parent newsletters, calendars, peer observation, meeting and staff development documentation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Formative and summative assessments

Person Responsible

Marlena Palmer

Schedule

Daily, from 8/10/2016 to 5/25/2018

Evidence of Completion

Assessment Data

G1.B1.S4 Provide inquiry based interdisciplinary science learning opportunities through STEM labs, STEM activities, and after school programs. 4

 S277648

Strategy Rationale

Provide a variety of interdisciplinary and hands-on experimental-based opportunities by engaging with real-world problem solving.

Action Step 1 5

Strategy: Provide inquiry based interdisciplinary science learning opportunities science learning opportunities through STEM labs, discussion activities, and after school programs.

Professional Development: Provide teachers training in order to effectively implement interdisciplinary source inquiry based learning opportunities.

Person Responsible

Marlena Palmer

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Science committee meeting agendas, classroom observations, lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Classroom observations, lesson plans, grade-level meeting documentation, Science committee meeting agendas

Person Responsible

Marlena Palmer

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

lesson plans, iObservation documentation, collaborative planning time documentation

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Formative and summative assessments

Person Responsible

Marlena Palmer

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment data

G1.B1.S5 Provide before and after school tutoring/intensive remediation based the individual needs 4

 S277649

Strategy Rationale

Individualized intensive support before and after school will provide direct and deliberate instruction based on the needs of the students in our lowest quartile

Action Step 1 5

Before and After School Tutoring

Person Responsible

Marlena Palmer

Schedule

Daily, from 9/5/2017 to 5/8/2018

Evidence of Completion

Tutoring attendance logs and progress monitoring reports

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Observation of tutoring and progress monitoring analysis

Person Responsible

Marlena Palmer

Schedule

Weekly, from 9/5/2017 to 5/8/2018

Evidence of Completion

Tutoring schedule, progress monitoring results, data tracking

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Data monitoring

Person Responsible

Marlena Palmer

Schedule

Every 3 Weeks, from 9/6/2017 to 5/8/2018

Evidence of Completion

DAR results, SAT 10 reports, Lexia

G1.B2 Staff development for teachers along with the time and money required. **2**

 B262121

G1.B2.S1 Provide collaborative planning time for teachers. Provide county and/or school wide staff development in FSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies. **4**

 S277650

Strategy Rationale

Teachers are able to prepare in a collaborative setting with other team members to execute effective best practices.

Action Step 1 **5**

Strategy: Provide collaborative planning time and professional development to meet the needs of the teachers.

Professional Development: Provide teachers professional development oppourtunities in ELA, Math, and Science content standards.

Person Responsible

Marlena Palmer

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, Professional Growth Plan, sign in sheets and agendas

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

Administration observes and participates in the grade-level collaboration meetings.

Person Responsible

Marlena Palmer

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, observations, attendance rosters, parent newsletters, calendars, peer observations, meeting and staff development documentation

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

Formative and summative assessments

Person Responsible

Marlena Palmer

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment Data, lesson plans, teacher observation data

G1.B2.S2 Provide opportunities for teachers to participate in district curriculum mapping, district provided professional development in research based strategies for teaching science, school-based vertical articulation and district provided horizontal planning and collaboration. 4

 S277651

Strategy Rationale

Increase teacher understanding of science content knowledge. Provide district curriculum instructional focus calendar.

Action Step 1 5

Strategy: Provide opportunities for teachers to participate in district curriculum mapping, district provided professional development in research based strategies for teaching science, school-based vertical articulation and district provided horizontal planning and collaboration.
Professional Development: District Curriculum mapping, best practices in comprehension and vocabulary instruction, vertical and horizontal articulation.

Person Responsible

Marlena Palmer

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

classroom observations, lesson plans, Instructional Focus Calendar, Grade level meeting documentation, professional development documentation

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Implementation of researched based strategies, usage of District Curriculum Map

Person Responsible

Marlena Palmer

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom observations, lesson plans, professional development documentation, grade level collaboration documentation

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Formative and summative assessment data

Person Responsible

Marlena Palmer

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment Data

G1.B3 Parent knowledge or ability may be limited when assisting students with core curriculum **2**

 B262122

G1.B3.S1 Continue to keep parents informed about expectations and student progress. Provide parents with tools which enable them to better assist their children. Parents will have the opportunities to learn about math and science instruction as well as the reading process. **4**

 S277652

Strategy Rationale

To provide parents information regarding the curriculum areas in order to give them tools for their child to succeed.

Action Step 1 **5**

Parent involvement opportunities and communication

Person Responsible

Marlena Palmer

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Climate survey, sign in sheets, newsletters, calendars

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Process of informing parents of expectations and student progress

Person Responsible

Marlena Palmer

Schedule

Daily, from 8/10/2017 to 5/26/2018

Evidence of Completion

Lesson plans, observations, attendance rosters, parent newsletters, calendars, peer observations, meeting and staff development documentation, School Messenger

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Formative and summative assessments

Person Responsible

Marlena Palmer

Schedule

Weekly, from 8/10/2017 to 5/25/2018







Evidence of Completion

assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S5.MA1 M403371	Data monitoring	Palmer, Marlana	9/6/2017	DAR results, SAT 10 reports, Lexia	5/8/2018 every-3-weeks
G1.B1.S5.MA1 M403372	Observation of tutoring and progress monitoring analysis	Palmer, Marlana	9/5/2017	Tutoring schedule, progress monitoring results, data tracking	5/8/2018 weekly
G1.B1.S5.A1 A374137	Before and After School Tutoring	Palmer, Marlana	9/5/2017	Tutoring attendance logs and progress monitoring reports	5/8/2018 daily
G1.MA1 M403379	Student achievement towards proficiency	Palmer, Marlana	8/10/2017	Assessment data	5/25/2018 daily
G1.B1.S1.MA1 M403363	Formative and summative assessments	Palmer, Marlana	8/10/2017	Assessment data	5/25/2018 daily
G1.B1.S1.MA1 M403364	Utilizing leveled readers during Science instruction and integrating Science curriculum into...	Palmer, Marlana	8/10/2017	Lesson plans, classroom observation, staff development documentation	5/25/2018 daily
G1.B1.S1.A1 A374133	Strategy: Utilizing leveled readers during reading, math and/or science...	Palmer, Marlana	8/10/2017	Lesson plans and classroom observations	5/25/2018 daily
G1.B2.S1.MA1 M403373	Formative and summative assessments	Palmer, Marlana	8/10/2017	Assessment Data, lesson plans, teacher observation data	5/25/2018 daily
G1.B2.S1.MA1 M403374	Administration observes and participates in the grade-level collaboration meetings.	Palmer, Marlana	8/10/2017	Lesson plans, observations, attendance rosters, parent newsletters, calendars, peer observations, meeting and staff development documentation	5/25/2018 weekly
G1.B2.S1.A1 A374138	Strategy: Provide collaborative planning time and professional development to meet the needs of...	Palmer, Marlana	8/10/2017	Lesson plans, Professional Growth Plan, sign in sheets and agendas	5/25/2018 daily
G1.B3.S1.MA1 M403377	Formative and summative assessments	Palmer, Marlana	8/10/2017	assessment data	5/25/2018 weekly
G1.B3.S1.A1 A374140	Parent involvement opportunities and communication	Palmer, Marlana	8/10/2017	Climate survey, sign in sheets, newsletters, calendars	5/25/2018 weekly
G1.B1.S2.MA1 M403365	Formative and summative assessments	Palmer, Marlana	8/10/2017	Assessment data	5/25/2018 weekly
G1.B1.S2.MA1 M403366	Small group instruction being utilized	Palmer, Marlana	8/10/2017	Lesson plans, classroom observation, calendars, peer observations, meeting and staff development documentation	5/25/2018 weekly
G1.B1.S2.A1 A374134	Strategy: Small group instruction to provide differentiated instruction Professional...	Palmer, Marlana	8/10/2017	Lesson plans and classroom observations	5/25/2018 daily
G1.B2.S2.MA1 M403375	Formative and summative assessment data	Palmer, Marlana	8/10/2017	Assessment Data	5/25/2018 weekly
G1.B2.S2.MA1 M403376	Implementation of researched based strategies, usage of District Curriculum Map	Palmer, Marlana	8/10/2017	Classroom observations, lesson plans, professional development documentation, grade level collaboration documentation	5/25/2018 weekly
G1.B2.S2.A1 A374139	Strategy: Provide opportunities for teachers to participate in district curriculum mapping,...	Palmer, Marlana	8/10/2017	classroom observations, lesson plans, Instructional Focus Calendar, Grade level meeting documentation, professional development documentation	5/25/2018 weekly
G1.B1.S3.MA1 M403367	Formative and summative assessments	Palmer, Marlana	8/10/2016	Assessment Data	5/25/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.MA1  M403368	Strategy will be monitored by observing teachers during instruction	Palmer, Marlena	8/10/2017	Lesson plans, classroom observation, attendance rosters, parent newsletters, calendars, peer observation, meeting and staff development documentation.	5/25/2018 daily
G1.B1.S3.A1  A374135	Strategy: Small group instruction Professional Development: Provide teachers training to ensure...	Palmer, Marlena	8/10/2017	Lesson plans and classroom observation, PD rosters and agendas	5/25/2018 daily
G1.B1.S4.MA1  M403369	Formative and summative assessments	Palmer, Marlena	8/10/2017	Assessment data	5/25/2018 weekly
G1.B1.S4.MA1  M403370	Classroom observations, lesson plans, grade-level meeting documentation, Science committee meeting...	Palmer, Marlena	8/10/2017	lesson plans, iObservation documentation, collaborative planning time documentation	5/25/2018 weekly
G1.B1.S4.A1  A374136	Strategy: Provide inquiry based interdisciplinary science learning opportunities science learning...	Palmer, Marlena	8/10/2017	Science committee meeting agendas, classroom observations, lesson plans.	5/25/2018 weekly
G1.B3.S1.MA1  M403378	Process of informing parents of expectations and student progress	Palmer, Marlena	8/10/2017	Lesson plans, observations, attendance rosters, parent newsletters, calendars, peer observations, meeting and staff development documentation, School Messenger	5/26/2018 daily

V. Professional Development Opportunities

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

G1. Southside Elementary will strive to increase the percentage of students in grades K-2 scoring at or above the 50th national percentile on the reading and mathematics section of the Stanford 10 as well as increase student proficiency of Science standards.

G1.B1 Students are performing at a wide variety of ability levels

G1.B1.S1 Leveled readers will be utilized in Science to differentiate instruction for various ability levels and Science will be integrated in Reading and Math instruction

PD Opportunity 1

Strategy: Utilizing leveled readers during reading, math and/or science instruction
Professional Development: Provide teachers training through grade-level collaboration meetings to ensure effective use of the leveled readers and integration of subjects.

Facilitator

Teachers, Administration, District Office

Participants

Teachers

Schedule

Daily, from 8/10/2017 to 5/25/2018

G1.B1.S2 Small group instruction will be utilized during the Math block to meet the learning needs of each student to include a preview, review, and skill.

PD Opportunity 1

Strategy: Small group instruction to provide differentiated instruction
Professional Development: Provide teachers training to ensure effective small group and differentiated instruction is implemented during the Math block to meet the individual learning needs of students.

Facilitator

Grade Level Chair, Administration, Teachers, District Office, Promethean Company, Singapore Math Rep

Participants

Teachers, Para professionals, Administration

Schedule

Daily, from 8/10/2017 to 5/25/2018

G1.B1.S3 Small group instruction will be utilized during the 90-minute reading block to meet the learning needs of each student to include writing text based response to literature including computer skills with an integration of all curriculum subjects. Tutoring services for students that have demonstrated low reading performance will be provided.

PD Opportunity 1

Strategy: Small group instruction Professional Development: Provide teachers training to ensure effective small group and differentiated instruction is implemented during the 90 minute reading block to meet the individual learning needs of students.

Facilitator

Grade Level Chair, Administration, Teachers and District Office Staff, SDE staff

Participants

Teachers, Para professionals, Administration

Schedule

Daily, from 8/10/2017 to 5/25/2018

G1.B1.S5 Provide before and after school tutoring/intensive remediation based the individual needs

PD Opportunity 1

Before and After School Tutoring

Facilitator

Krystal Sellers

Participants

paraprofessionals and teachers

Schedule

Daily, from 9/5/2017 to 5/8/2018

G1.B2 Staff development for teachers along with the time and money required.

G1.B2.S1 Provide collaborative planning time for teachers. Provide county and/or school wide staff development in FSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies.

PD Opportunity 1

Strategy: Provide collaborative planning time and professional development to meet the needs of the teachers. Professional Development: Provide teachers professional development opportunities in ELA, Math, and Science content standards.

Facilitator

Grade Level Chairs, Teachers, Administration and District Office staff

Participants

Teachers and administration

Schedule

Daily, from 8/10/2017 to 5/25/2018

G1.B2.S2 Provide opportunities for teachers to participate in district curriculum mapping, district provided professional development in research based strategies for teaching science, school-based vertical articulation and district provided horizontal planning and collaboration.

PD Opportunity 1

Strategy: Provide opportunities for teachers to participate in district curriculum mapping, district provided professional development in research based strategies for teaching science, school-based vertical articulation and district provided horizontal planning and collaboration. Professional Development: District Curriculum mapping, best practices in comprehension and vocabulary instruction, vertical and horizontal articulation.

Facilitator

District office coordinators, administration, school based leaders

Participants

teachers

Schedule

Weekly, from 8/10/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Strategy: Utilizing leveled readers during reading, math and/or science instruction Professional Development: Provide teachers training through grade-level collaboration meetings to ensure effective use of the leveled readers and integration of subjects.				\$0.00
2	G1.B1.S2.A1	Strategy: Small group instruction to provide differentiated instruction Professional Development: Provide teachers training to ensure effective small group and differentiated instruction is implemented during the Math block to meet the individual learning needs of students.				\$1,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	140-Substitute Teachers	0071 - Southside Elementary School	General Fund		\$1,600.00
3	G1.B1.S3.A1	Strategy: Small group instruction Professional Development: Provide teachers training to ensure effective small group and differentiated instruction is implemented during the 90 minute reading block to meet the individual learning needs of students.				\$161,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0071 - Southside Elementary School	Title I, Part A		\$158,000.00
<i>Notes: 4 para professionals</i>						
	6300	120-Classroom Teachers	0071 - Southside Elementary School	Title, I Part A		\$3,000.00
<i>Notes: Curriculum Mapping/CPALMS training,technology training</i>						
4	G1.B1.S4.A1	Strategy: Provide inquiry based interdisciplinary science learning opportunities science learning opportunities through STEM labs, discussion activities, and after school programs. Professional Development: Provide teachers training in order to effectively implement interdisciplinary source inquiry based learning opportunities.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0071 - Southside Elementary School	Title I, Part A		\$200.00
<i>Notes: STEM Night</i>						
5	G1.B1.S5.A1	Before and After School Tutoring				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0071 - Southside Elementary School	Title, I Part A		\$3,000.00
<i>Notes: Tutoring</i>						

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6	G1.B2.S1.A1	Strategy: Provide collaborative planning time and professional development to meet the needs of the teachers. Professional Development: Provide teachers professional development oppourtunities in ELA, Math, and Science content standards.				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0071 - Southside Elementary School	Title, I Part A		\$7,000.00
			<i>Notes: Professional development including peer observations and differentiation trainings</i>			
7	G1.B2.S2.A1	Strategy: Provide opportunities for teachers to participate in district curriculum mapping, district provided professional development in research based strategies for teaching science, school-based vertical articulation and district provided horizontal planning and collaboration. Professional Development: District Curriculum mapping, best practices in comprehension and vocabulary instruction, vertical and horizontal articulation.				\$0.00
8	G1.B3.S1.A1	Parent involvement opportunities and communication				\$4,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0071 - Southside Elementary School			\$0.00
	6150	370-Communications	0071 - Southside Elementary School			\$1,000.00
			<i>Notes: additional printing for communication</i>			
			0071 - Southside Elementary School	General Fund		\$200.00
			<i>Notes: Parent Involvement Committee</i>			
	6150	510-Supplies	0071 - Southside Elementary School	Title I, Part A		\$3,500.00
			<i>Notes: Bingo for Books- Reading Night, STEAM Night activities, communication materials</i>			
Total:						\$177,500.00