

Nassau County School District

Southside Elementary School



2018-19 Schoolwide Improvement Plan

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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) | 2017-18 Title I School | 2017-18 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 is pending approval by the Nassau County School Board.

SIP Authority

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>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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.

School Leadership Team

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 |
| Hays, Lindsay | Teacher, K-12 |
| LeClair, Trayce | Teacher, K-12 |
| Campbell, Leslie | Teacher, PreK |
| Williams, Jill | Assistant Principal |
| Bermudez, Kayla | Instructional Coach |

Duties

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

The school's leadership team oversees the implementation and monitoring of its MTSS and SIP structures through data-based 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 meets monthly, we 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 analyzes the data, it identifies 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? 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. The leadership team then communicates this information to their grade levels and together we monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.

Early Warning Systems

Year 2017-18

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 | 10 | 30 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 66 |
| One or more suspensions | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Course failure in ELA or Math | 0 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|----|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 10 | 11 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |
| Retained Students: Previous Year(s) | 0 | 7 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |

Date this data was collected

Friday 9/28/2018

Year 2016-17 - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 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 |

Year 2016-17 - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 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 |

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

According to the 2017/2018 SAT 10 Reading Assessment, 60% of our Kindergarten students scored at or above the 50th percentile. It has been a trend over the last several years that the percentage of students in Kindergarten that score at or above the 50th percentile on the SAT 10 Reading has been lower than that of the first and second grade students scoring at or above the 50th percentile.

Which data component showed the greatest decline from prior year?

The 2017/2018 SAT 10 Reading Assessment for Kindergarten showed a decline in comparison to the following year.

Which data component had the biggest gap when compared to the state average?

The Stanford 10 Assessment that is used at the primary level is not a state normed assessment, therefore there is not a comparison with the state average.

Which data component showed the most improvement? Is this a trend?

According to the 2017/2018 SAT 10 Reading Assessment, 81% of our 1st grade students scored at or above the 50th percentile, this was a 3% increase from the previous year. There has been a 2-3% increase in 1st grade students scoring at or above the 50th percentile on the SAT 10 Reading Assessment over the last 3 years.

Describe the actions or changes that led to the improvement in this area.

- *Targeted before and after school tutoring for the students in the lowest quartile
- *Collaborative planning with emphasis on differentiation and student engagement
- *Data chats and reflection conferences with leadership team and teachers
- *Professional development including our Reading Coach supporting our lower performing teachers, peer observations, Vocabulary and Active Engagement Kagan Strategies Training.

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

| | |
|-------------------------|---|
| Activity #1 | |
| Title | ELA Proficiency |
| Rationale | According to the 2017/2018 SAT 10 Reading Assessment, 60% of Kindergarten students, 81% of 1st grade students and 84% of 2nd grade students scored at or above the 50th percentile. |
| Intended Outcome | On the 2018/2019 SAT 10 Reading Assessment our goal is to increase the percentage of students at or above the 50th percentile. |
| Point Person | Marlena Palmer (palmerma1@nassau.k12.fl.us) |

Action Step

| | |
|---------------------------|---|
| Description | <ul style="list-style-type: none"> *Individualized intensive support before and after school will provide direct and deliberate instruction based on the needs of our students in the lowest quartile. *Targeted in school intervention for the students in the lowest quartile. *Differentiated Small Group Reading Instruction including the utilization of leveled readers. *Provide collaborative planning time for teachers to meet weekly to discuss learning targets and effective researched based instructional strategies and available resources. *Provide opportunities for teachers to participate in district curriculum mapping and district provided professional development. *Data Chats/Reflection Conferences with each teacher regarding student progress towards the learning targets. *Professional development focusing on analyzing data and differentiation with all teachers. *Intensive/Deliberate Instruction for our ESE/ELL students. *Every classroom will be provided a classroom paraprofessional during their 90 minute reading block. All classrooms will have at least an 18:2 adult to student ratio during differentiated small group reading instruction. *Professional Development for Paraprofessionals (including active engagement strategies). *Parental Involvement, including communicating with parents through the use of newsletters, calendars, communication folders and parent conferences. *Provide traveling books for families to read at home. |
| Person Responsible | Marlena Palmer (palmerma1@nassau.k12.fl.us) |

Plan to Monitor Effectiveness

| | |
|---------------------------|---|
| Description | We will monitor the plan's effectiveness through classroom visits and feedback, monthly leadership meetings, weekly grade level meetings, data chats with classroom teachers. We will analyze student data using quarterly diagnostic assessments, STAR and Lexia data, SAT 10 results. |
| Person Responsible | Marlena Palmer (palmerma1@nassau.k12.fl.us) |

Part IV: Title I Requirements

Additional Title I Requirements

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

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

School staff, faculty, and administrators strive to strengthen family involvement and family empowerment in the school. The school will coordinate and integrate parental involvement strategies with School Improvement, Strategic Planning, Title I, Title II, Title IV, Title VI, Community Involvement Programs, Business Partnerships, and other community involvement activities.

The school will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective and comprehensive parent involvement programs, based on the National Standards for Parent/Family Involvement Programs, which include:

- A. Communication between home and school is regular, two-way and meaningful.
- B. Responsible parenting is promoted and supported.
- C. Parents play an integral role in assisting student learning. The School will help parents understand the state's academic standards, student progression requirements, and how to monitor their children's progress.
- D. Parents are welcome in school, treated with courtesy and respect, and their support and assistance are sought.
- E. Parents are full partners in the decisions that affect children and families.
- F. Community resources are utilized to strengthen school programs, family practices, and student learning.

The school will communicate parental choices and responsibilities to parents. Emphasis will be placed on active parent involvement at each school. The following are examples of family and community involvement communication:

- Open House and Parent Nights (STEAM, Literacy)
- School Web Page
- Focus
- Newsletters communicating classroom and school news to parents
- Parent phone calls, Blackboard, conferences, Remind, school marquee

PFEP Link

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

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

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.

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.

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.

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 employees 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.

Violence Prevention Programs:

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

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.

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

The strategies used to advance college and career readiness awareness include: providing after school programs such as Arts Alive, utilizing community resources and guest speakers, family parent nights such as STEAM, utilizing a computer lab and science lab. Careers are also introduced through non-fiction texts during Reading, Science and Social Studies lessons.

Part V: Budget

| | |
|---------------|---------------------|
| Total: | \$126,995.41 |
|---------------|---------------------|