

Nassau County School District

Southside Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	13
Title I Requirements	13
Budget to Support Goals	16

Southside Elementary School

1112 JASMINE ST, Fernandina Beach, FL 32034

[no web address on file]

Demographics

Principal: Monica Weber

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-2
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	51%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

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

School Grades History

Year
Grade

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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	Job Duties and Responsibilities
Palmer, Marlena	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	
Martin, Laura	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	217	249	201	0	0	0	0	0	0	0	0	0	0	667
Attendance below 90 percent	13	39	22	0	0	0	0	0	0	0	0	0	0	74
One or more suspensions	0	5	1	0	0	0	0	0	0	0	0	0	0	6
Course failure in ELA or Math	6	4	4	0	0	0	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	11	10	5	0	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	1	1	0	0	0	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

47

Date this data was collected or last updated

Monday 9/23/2019

Prior Year - 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	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	

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

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

Prior Year - 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	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	

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

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	76%	57%	0%	73%	55%
ELA Learning Gains	0%	65%	58%	0%	64%	57%
ELA Lowest 25th Percentile	0%	54%	53%	0%	49%	52%
Math Achievement	0%	85%	63%	0%	82%	61%
Math Learning Gains	0%	77%	62%	0%	71%	61%
Math Lowest 25th Percentile	0%	67%	51%	0%	64%	51%
Science Achievement	0%	75%	53%	0%	73%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	K	1	2	
Number of students enrolled	217 (0)	249 (0)	201 (0)	667 (0)
Attendance below 90 percent	13 (10)	39 (30)	22 (26)	74 (66)
One or more suspensions	0 (1)	5 (2)	1 (1)	6 (4)
Course failure in ELA or Math	6 (0)	4 (4)	4 (2)	14 (6)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL											
HSP											
FRL											
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	78
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	78
Total Points Earned for the Federal Index	78
Total Components for the Federal Index	1
Percent Tested	

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	78
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	88
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	82
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Our Kindergarten 2019 Reading SAT 10 average percentile is below the 1st and 2nd grade average percentile. The average percentile rank for Kindergarten was 69 as compared to 1st grade at 71 and 2nd grade at 81.

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

First grade experienced the greatest decline from the previous year's percentile rank. On the 2018 SAT 10 Reading Assessment, the average first grade percentile rank was 77 as compared to the 2019 average percentile rank of 71. The students entering first grade during the 2018/2019 school year showed a larger deficit at the beginning of the year as compared to the previous year.

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

The primary grades do not take assessments such as the FSA that compares them to the state average.

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

The 2019 2nd Grade Reading SAT 10 Assessment showed the most improvement as compared to previous years. On the 2019 SAT 10 Reading Assessment the average percentile rank was 81 as compared to the previous year's average of 78.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

After reflecting on the EWS data we will continue to monitor and implement strategies to reduce excessive absences including tardies.

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

1. Increase overall school-wide ELA achievement proficiency and learning gains for our lower quartile.
2. Monitor and implement strategies to reduce excessive absences including tardies.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title ELA Achievement and Learning Gains

Rationale

State the measurable outcome the school plans to achieve

Person responsible for monitoring outcome

Marlena Palmer (palmerma1@nassau.k12.fl.us)

Evidence-based Strategy Implement intentional, differentiated ELA instruction based on data from diagnostic assessments to progress monitor individual student achievement and growth.

Rationale for Evidence-based Strategy

Based on a plethora of assessments (SAT 10, Phonics Screeners, iReady, informal and formal assessments) the data shows a need for continued adjustments for growth in ELA.

Action Step

Description

1. Differentiated small group instruction
2. Targeted in school interventions
3. Tiered support as indicated in MTSS
4. Tutoring
5. Collaborative Planning and Professional Development

Person Responsible

Marlena Palmer (palmerma1@nassau.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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 data based decision making which identifies areas of deficit and identifies and provides supports and resources needed to address those deficits.

The Problem Solving/RTi 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.

Title I

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II/Title III ensuring staff development needs are provided.

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 needs with district personnel to identify evidence-based intervention strategies; assist with whole school screening programs that provide early services for children to be considered "at-risk"; assist in the 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 such as Parental Programs; Supplemental Educational Services; and special support services.

Title II

The District uses supplemental funds for improving basic education:

- training to certify qualified mentors for the New Teacher Program
- training for endorsement programs training/PLC's

Title III

The District provides supplemental academic instruction and services to students who are ELL.

Title X- Funds are set aside and reserved to meet the academic and personal needs of identified homeless families.

Violence Prevention Programs:

The District has adopted bullying prevention and intervention, policies, procedures and training.

Head Start

Primary grades work 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 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

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

1	III.A.	Areas of Focus: ELA Achievement and Learning Gains				\$13,117.67
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0071 - Southside Elementary School	Title, I Part A		\$8,117.67
	6400	750-Other Personal Services	0071 - Southside Elementary School	Title, I Part A		\$5,000.00
Total:						\$13,117.67