

Nassau County School District

Southside Elementary School



2020-21 Schoolwide Improvement Plan

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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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	51%
2019-20 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
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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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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-2	Yes	%
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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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Palmer, Marlena	Principal	
Robertson, Amy	School Counselor	
Anderson, Maureen	Paraprofessional	
Robbins, Sonya	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	
Hicks, Kim	Instructional Media	
Carlton, Kaila	Teacher, K-12	

Demographic Information

Principal start date

Saturday 7/1/2017, Monica Weber

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

48

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-2
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Year	
Support Tier	
ESSA Status	N/A
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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	164	202	204	0	0	0	0	0	0	0	0	0	0	570
Attendance below 90 percent	28	30	21	0	0	0	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	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	6	6	6	0	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 10/5/2020

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	
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

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	
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

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	
	(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.

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%	0
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%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	88

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

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?

The number of students with attendance below 90 percent of the school year is an area of concern.

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

1. Increase school-wide achievement proficiency in ELA.
2. Monitor and implement strategies to reduce excessive absences.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus	
Description and Rationale:	Our 2018/2019 SAT 10 Data for ELA indicated that the school-wide average percentile rank is 74. Our phonics screeners, STAR Literacy and Lexia reports indicate the need for growth in ELA across all grade levels.
Measurable Outcome:	Our goal is to increase our average percentile rank of 74% to 77%. We will utilize SAT 10, STAR/STAR Early Literacy, Phonics Screeners and Lexia data to monitor and measure growth and proficiency levels in ELA.
Person responsible for monitoring outcome:	Marlena Palmer (palmerma1@nassau.k12.fl.us)
Evidence-based Strategy:	We will Implement intentional, differentiated small group ELA instruction. This instruction will be deliberately planned based on data from diagnostic data/assessments to progress monitor individual student achievement and growth. We will conduct quarterly data chats and make plans for remediation/enrichment.
Rationale for Evidence-based Strategy:	The diverse population and varying academic levels on SAT 10, STAR, Lexia, phonics screeners indicates the need for increased intentional, differentiated instruction.

Action Steps to Implement

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

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

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Southside Elementary School's 2019 attendance data indicated that 11% of the students did not maintain a 90% attendance rate. Our beginning of the year attendance data indicates that we have 14% of the students are not maintaining a 90% attendance rate. This indicates a need to implement strategies to improve this percentage.
Measurable Outcome:	At the end of the 2020-2021 school year, the goal of Southside Elementary is to decrease the percentage of students absent for more than 10% of the school year by 2%.
Person responsible for monitoring outcome:	Marlena Palmer (palmerma1@nassau.k12.fl.us)
Evidence-based Strategy:	Parent communication will be used to bring awareness of attendance policy and to implement student, classroom and school-wide positive reinforcers regarding attendance.
Rationale for Evidence-based Strategy:	It is evident that parent/student communication and reinforcements is needed to express the importance of attendance and the correlation to student achievement.

Action Steps to Implement

1. Positive reinforcement of attendance
2. Attendance policy/expectations/progress discussed at parent conferences
3. Parent letters/phone calls from teachers following up on absences
4. Follow district tiered system of support/intervention process and consult with school threat assessment team

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Southside Elementary will focus on ELA this year and will continue to monitor Math achievement data based on diagnostic assessments from iReady.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

School staff, faculty, and administrators strive to strengthen parent involvement in the school. The school will coordinate and integrate parental involvement strategies including community involvement opportunities and business partnerships.

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:

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

All stakeholders are invited to attend monthly PTO meetings and SAC meetings to provide feedback and participate in conversations regarding involvement opportunities and academic achievement.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
Total:			\$0.00