Southside Elementary School

2021-22 Schoolwide Improvement Plan

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Southside Elementary School

1901 WEBBER ST, Sarasota, FL 34239

www.sarasotacountyschools.net/southside

Demographics

Principal: Jamie Hannon

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	28%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (76%) 2017-18: A (66%) 2016-17: A (80%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Sarasota 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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	24%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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SIP Authority

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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.

To use data-driven instruction for progress monitoring, so that each student is learning, succeeding and reaching above and beyond their potential every day.

Provide the school's vision statement.

To learn, to dream, to laugh, to love every child every day - whatever it takes! (Planting a seed of inspiration in every child.)

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Miller, Kent	Assistant Principal	The Assistant Principal works directly with the principal to provide a common vision for the use of data-based decision making; ensure that the school-based team is implementing RtI; ensure implementation of intervention support and documentation to make sure adequate professional development is offered to support RtI implementation; communicate with parents regarding school based RtI plans and activities, and oversee building operational decisions. The Assistant Principal also serves as an instructional leader on the leadership team, which meets weekly to discuss academic and procedural topics.
Hazelton, Kirsten	Teacher, K-12	General Education Teacher - Represents Second Grade on the School Leadership Team to discuss academic and procedural topics: provides information about core instruction; participates in student data collection; provides Tier 1 instruction and Tier 2/3 interventions; collaborates with other staff to implement Tier 2 interventions; integrates Tier 1 materials/instruction with Tier 2/3 activities. Additionally, the grade level leader serves as a case manager that has vast experience in the intervention process and support them in the research-based lessons dependent on the level of student need (e.g. size of instructional group, duration of intervention, and length of sessions).
Alba, Lorri	Teacher, K-12	General Education Teacher - Represents Specials Teachers on the School Leadership Team to discuss academic and procedural topics: provides information about core instruction; participates in student data collection; provides Tier 1 instruction and Tier 2/3 interventions; collaborates with other staff to implement Tier 2 interventions; integrates Tier 1 materials/instruction with Tier 2/3 activities. Additionally, the grade level leader serves as a case manager that has vast experience in the intervention process and support them in the research-based lessons dependent on the level of student need (e.g. size of instructional group, duration of intervention, and length of sessions).
Melderis, Sadie	Teacher, K-12	General Education Teacher - Represents 4th grade on the School Leadership Team to discuss academic and procedural topics: provides information about core instruction; participates in student data collection; provides Tier 1 instruction and Tier 2/3 interventions; collaborates with other staff to implement Tier 2 interventions; integrates Tier 1 materials/instruction with Tier 2/3 activities. Additionally, the grade level leader serves as a case manager that has vast experience in the intervention process and support them in the research-based lessons dependent on the level of student need (e.g. size of instructional group, duration of intervention, and length of sessions).
West , Carol	Teacher, K-12	General Education Teacher - Represents First Grade on the School Leadership Team to discuss academic and procedural topics: provides information about core instruction; participates in student data collection; provides Tier 1 instruction and Tier 2/3 interventions; collaborates with other staff to implement Tier 2 interventions; integrates Tier 1 materials/instruction with Tier 2/3 activities. Additionally, the grade level leader serves as a case manager that has vast experience in the intervention process and support them in the research-based

Name	Position Title	Job Duties and Responsibilities
		lessons dependent on the level of student need (e.g. size of instructional group, duration of intervention, and length of sessions).
Buffaloe, Krista	Teacher, K-12	General Education Teacher - Represents Kindergarten on the School Leadership Team to discuss academic and procedural topics: provides information about core instruction; participates in student data collection; provides Tier 1 instruction and Tier 2/3 interventions; collaborates with other staff to implement Tier 2 interventions; integrates Tier 1 materials/instruction with Tier 2/3 activities. Additionally, the grade level leader serves as a case manager that has vast experience in the intervention process and support them in the research-based lessons dependent on the level of student need (e.g. size of instructional group, duration of intervention, and length of sessions).
DeNegris, Jennifer	Teacher, K-12	General Education Teacher - Represents 5th on the School Leadership Team to discuss academic and procedural topics: provides information about core instruction; participates in student data collection; provides Tier 1 instruction and Tier 2/3 interventions; collaborates with other staff to implement Tier 2 interventions; integrates Tier 1 materials/instruction with Tier 2/3 activities. Additionally, the grade level leader serves as a case manager that has vast experience in the intervention process and support them in the research-based lessons dependent on the level of student need (e.g. size of instructional group, duration of intervention, and length of sessions).
Green, Marissa	Teacher, K-12	General Education Teacher - Represents Third Grade on the School Leadership Team to discuss academic and procedural topics: provides information about core instruction; participates in student data collection; provides Tier 1 instruction and Tier 2/3 interventions; collaborates with other staff to implement Tier 2 interventions; integrates Tier 1 materials/instruction with Tier 2/3 activities. Additionally, the grade level leader serves as a case manager that has vast experience in the intervention process and support them in the research-based lessons dependent on the level of student need (e.g. size of instructional group, duration of intervention, and length of sessions).
Hannon, Jamie	Principal	The Principal of Southside Elementary School serves as the instructional leader for the school, which includes creating a leadership team comprised of teachers representing each grade level and department within the school. The team meets each week to discuss academic and procedural topics, implement the SIP, and facilitate PBS/RtI. Additionally, the principal provides a common vision for the use of data-based decision making; ensures that the school-based team is implementing RtI; ensures implementation of intervention support and documentation and makes sure adequate professional development is offered to support RtI implementation. The principal communicates with parents on a regular basis and oversees building operational decisions. The Principal also serves as the instructional leader for the administrative team which meets regularly to discuss academic and procedural topics.

Name	Position Title	Job Duties and Responsibilities
Wiemken, Ashley	Teacher, ESE	ESE Teacher- K-5. Represents our ESE staff on the School Leadership Team to discuss academic and procedural topics as they relate to our ESE population: provides information about supporting core instruction; participates in student data collection; provides guidance and support of Tier 1 instruction and Tier 2/3 interventions/instruction; collaborates with other staff to implement Tier 2/Tier 3 interventions; integrates Tier 1 materials/instruction with Tier 2/3 activities. Additionally, the ESE teacher serves as a case manager that has vast experience in the intervention process and supports the ESE team and general education teachers in providing the research-based lessons required for students, dependent on the level of student need (e.g. size of instructional group, duration of intervention, and length of sessions).

Demographic Information

Principal start date
Thursday 7/1/2021, Jamie Hannon

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.*
4

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.*
11

Total number of teacher positions allocated to the school
51

Total number of students enrolled at the school
691

Identify the number of instructional staff who left the school during the 2020-21 school year.
5

Identify the number of instructional staff who joined the school during the 2021-22 school year.
4

Demographic Data

Early Warning Systems

2021-22

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	103	127	92	129	115	133	0	0	0	0	0	0	0	699
Attendance below 90 percent	1	6	7	5	5	4	0	0	0	0	0	0	0	28
One or more suspensions	0	0	0	1	1	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	7	14	18	25	0	0	0	0	0	0	0	0	0	64

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	5	1	0	0	0	0	0	0	0	7

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	4	1	1	2	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 9/22/2021

2020-21 - 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	115	96	122	117	127	100	0	0	0	0	0	0	0	677
Attendance below 90 percent	1	5	1	0	2	1	0	0	0	0	0	0	0	10
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	2	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6

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	1	5	2	0	0	0	0	0	0	0	9

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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	115	96	122	117	127	100	0	0	0	0	0	0	0	677
Attendance below 90 percent	1	5	1	0	2	1	0	0	0	0	0	0	0	10
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	2	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6

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	1	5	2	0	0	0	0	0	0	0	9

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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				83%	68%	57%	85%	66%	56%
ELA Learning Gains				69%	62%	58%	66%	57%	55%
ELA Lowest 25th Percentile				63%	53%	53%	48%	46%	48%
Math Achievement				88%	73%	63%	83%	72%	62%
Math Learning Gains				81%	67%	62%	60%	63%	59%
Math Lowest 25th Percentile				68%	53%	51%	43%	51%	47%
Science Achievement				79%	65%	53%	79%	66%	55%

Grade Level Data Review - State Assessments
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
03	2021					
	2019	82%	70%	12%	58%	24%
Cohort Comparison						
04	2021					
	2019	92%	67%	25%	58%	34%
Cohort Comparison		-82%				
05	2021					
	2019	79%	68%	11%	56%	23%
Cohort Comparison		-92%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	88%	73%	15%	62%	26%
Cohort Comparison						
04	2021					
	2019	89%	72%	17%	64%	25%
Cohort Comparison		-88%				
05	2021					
	2019	88%	70%	18%	60%	28%
Cohort Comparison		-89%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	78%	65%	13%	53%	25%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Southside used i-ready data from AP1-AP3 for ELA and Mathematics scores. Science data was pulled from the Spring 2021 Science FSA.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	95/35%	97/69%	96/88%
	Economically Disadvantaged	38%	68%	100%
	Students With Disabilities	12/8%	12/25%	12/50%
	English Language Learners	4/0%	4/0%	4/50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	95/31%	96/58%	96/91%
	Economically Disadvantaged	25%	61%	94%
	Students With Disabilities	12/8%	12/25%	12/67%
	English Language Learners	4/25%	4/25%	4/50%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	121/62%	119/76%	124/91%
	Economically Disadvantaged	7%	47%	73%
	Students With Disabilities	15/20%	15/33%	15/74%
	English Language Learners	6/17%	6/50%	6/67%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	121/43%	119/61%	124/81%
	Economically Disadvantaged	7%	21%	87%
	Students With Disabilities	15/33%	15/33%	15/67%
	English Language Learners	6/17%	6/50%	6/50%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	118/85%	117/86%	118/94%
	Economically Disadvantaged	38%	63%	81%
	Students With Disabilities	12/33%	12/42%	11/54%
	English Language Learners	4/0%	4/0%	4/100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	117/38%	115/61%	0
	Economically Disadvantaged	19%	44%	68%
	Students With Disabilities	12/17%	11/18%	0/0
	English Language Learners	4/0	4/0	0

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	127/65%	127/74%	59/87%
	Economically Disadvantaged	60%	80%	92%
	Students With Disabilities	14/29%	13/46%	7/57%
	English Language Learners	4/25%	4/50%	3/67%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	126/43%	124/64%	25/84%
	Economically Disadvantaged	20%	40%	0
	Students With Disabilities	14/36%	13/23%	3/33%
	English Language Learners	4/25%	3/33%	1/100%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	100/60%	99/72%	68/68%
	Economically Disadvantaged	53%	64%	70%
	Students With Disabilities	13/23%	13/46%	11/55%
	English Language Learners	4/25%	4/0%	4/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	99/49%	10067%	77/81%
	Economically Disadvantaged	20%	53%	67%
	Students With Disabilities	13/23%	13/31%	11/64%
	English Language Learners	4/0	4/0	3/33%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	73%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	43	33		49	27		42				
ELL	67	64		67	36						
HSP	84	68		76	42	40	56				
MUL	75			79							
WHT	83	71	40	81	58	54	81				
FRL	72	65	57	66	38	38	54				
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
SWD	42	46	39	44	58	62	23				
ELL	47			79							
HSP	73	56		83	81		65				
MUL	77	57		91	71		73				

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
WHT	87	71	64	89	81	65	84				
FRL	78	64	60	84	76	74	54				
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
SWD	45	27	15	45	27	15	35				
ELL	75			67							
HSP	72	54	38	76	56	53	67				
MUL	91	53		86	74						
WHT	87	69	51	85	60	41	81				
FRL	75	55	41	77	61	43	68				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	509
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	60
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	61
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	77
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Even though our ELA and Math achievement scores were above the state and the district averages there was a decline in both those areas compared to Spring 2019 data. All subgroup areas except ELA Learning Gains also showed a decline. Our learning gains of the lowest 25% in both reading and math along with the learning gains of Math were the areas that showed the most significant decline.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need of improvement is having our students demonstrate learning gains for both ELA and Math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The focus needs to be shifted toward deeper dives of data to find what each student needs to succeed. To correct this area of concern we will start off with close analysis of FSA data/achievement levels to determine the number of points needed by each student to demonstrate learning gains along with identifying students who need additional support based off initial inventories. Also meeting regularly with grade level teams to progress monitor student data and discuss needs, and plans of action moving forward will render great success.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The only area that didn't show a decline from Spring 2019 to Spring 2021 was ELA learning gains. While the scored stayed the same between the years it would be considered an improvement based on the results of all the areas showing a decline.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our staff conducted a closer analysis of iReady data as well as utilizing Standards Mastery data to target their instruction. Through collaborative planning, teachers made executive decisions related to the sequencing of curriculum which ultimately benefited students. While this is the only area where we maintained we do not define this as an improvement.

What strategies will need to be implemented in order to accelerate learning?

Quickly identifying students that need support, collaboratively planning as grade level teams and SWST teams to support teachers and move students with research based interventions. We are also going to provide tutoring support through our subject area boot camps.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Planning days will be utilized to examine student data and to organize support for students of concern. Grade level facilitators have been implemented at each grade level to enhance the

understanding and use of the MTSS process to support all learners. Staff will continue to receive support from district staff for the implementation of the new reading series. Deepen the understanding of the new BEST standards in order to break down those skills to meet the needs of all students.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

PLC discussions, collaborative planning, strategically group students into similar intervention groups, tutoring groups, frequent and guided data analysis/data wall for all staff to see and manipulate, and increasing the number of reading endorsed teachers on staff.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	An overall focus on ELA including learning gains and learning gains of the lowest 25% is needed based on the decline of scores from Spring 2019 to Spring 2021.
Measurable Outcome:	By the year 2022, there will be a minimum of 4%-point increase for all students when less than 70% are currently demonstrating an annual learning gain on FSA ELA. By the year 2022, there will be a minimum of a 4%-point increase in the number of students demonstrating a learning gain in the lowest quartile on FSA ELA. By the year 2022, there will be a minimum of a 2%-point increase for all student groups where 70% or more are currently demonstrating proficiency (across 3,4 & 5) on FSA ELA.
Monitoring:	Student data related to fluency, independent and instructional reading levels, as well as analysis of assessments will be used to monitor the students that fit each desired outcome.
Person responsible for monitoring outcome:	Jamie Hannon (jamie.hannon@sarasotacountyschools.net)
Evidence-based Strategy:	Leveled Literacy Intervention, inclusion classes at each grade level, before/after school tutoring, mentoring program
Rationale for Evidence-based Strategy:	What Works Clearinghouse states that LLI is designed to help struggling readers meet grade-level achievement after short-term intervention. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing.

Action Steps to Implement

-Identify lowest quartile students who currently do not receive any additional supports and strategically place students in any of the appropriate programs (LLI, mentoring program, reading boot camp, science boot camp, etc.)
-creation of part-time academic interventionists positions to facilitate LLI & instructional strategy groups
-Complete grade level running records K-5 to determine intervention groups
-Implement Leveled Literacy Interventions (LLI) with select students in lowest quartile
-CPT days- collaborative planning time with the administration to complete data analysis and identify student performance gaps and/or areas for acceleration. Teacher will calculate points required to show a learning gain and group students with similar needs.
-Grade K-5 ELA professional development opportunities provided by school district to increase instructional strategies along with greater understanding of Benchmark series.

Person Responsible Jamie Hannon (jamie.hannon@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	An overall focus on Math including learning gains and learning gains of the lowest 25% is needed based on the decline of scores from Spring 2019 to Spring 2021. Both of those areas showed the greatest decline (-25% for Learning gains and -24% for Learning gains of the lowest quartile).
Measurable Outcome:	By the year 2022, there will be a minimum of 4%-point increase for all students when less than 70% are currently demonstrating an annual learning gain on FSA Math. By the year 2022, there will be a minimum of a 4%-point increase in the number of students demonstrating a learning gain in the lowest quartile on FSA Math. By the year 2022, there will be a minimum of a 2%-point increase for all student groups where 70% or more are currently demonstrating proficiency (across 3,4 & 5) on FSA Math.
Monitoring:	Student data related to fluency of facts, i-Ready levels and pass rate, Standards Mastery assessments (2nd-5th) as well as analysis of assessments will be used to monitor the students that fit each desired outcome.
Person responsible for monitoring outcome:	Jamie Hannon (jamie.hannon@sarasotacountyschools.net)
Evidence-based Strategy:	-CPT days- time with the administration to complete data analysis and identify student performance gaps and/or areas for acceleration. Teacher will calculate points required to show a learning gain and group students with similar needs.
Rationale for Evidence-based Strategy:	Monthly planning time, monitoring common assessments, whole-grade level data analysis leads to collective teacher efficacy (effect size 1.57). Individually targeted interventions delivered during the school day and during after school tutoring sessions lead to a positive response to intervention (effect size 1.07).

Action Steps to Implement

-CPT days- collaborative planning time with the administration to complete data analysis and identify student performance gaps and/or areas for acceleration. Teacher will calculate points required to show a learning gain and group students with similar needs.
-Identify lowest quartile students who currently do not receive any additional supports and place them strategically to receive support from a variety of applicable programs (math club, math boot camp, mentoring program, intervention groups, etc.).
- ESE support during math blocks with ESE instructional staff as well as aide support.
-Boot camp/tutoring programs at different grade levels.
-Figure it out Friday on SPNN (weekly math challenge delivered through our morning announcements/news).

Person Responsible Kent Miller (kent.miller@sarasotacountyschools.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Science scores while remaining relatively flat in regards to growth over the previous years have now shown a 6 point decrease from Spring of 2019 which is of greater concern.
Measurable Outcome:	By the year 2022, there will be a minimum of 2%-point increase for all students where 70% are currently demonstrating proficiency (across levels 3,4 & 5) on FCAT 2.0 Science.
Monitoring:	Grade level teams (3rd-5th) will monitor district science benchmark data to find areas needing additional support or reteaching of content.
Person responsible for monitoring outcome:	Jamie Hannon (jamie.hannon@sarasotacountyschools.net)
Evidence-based Strategy:	-Infuse science vocabulary throughout the curriculum -increase the number of students participating in the STEM fair -requiring scientific investigation by exposing student the scientific method beginning in grade K. -Utilizing data from district science assessments in grades 3rd-5th to find areas where additional support is needed. -Provide time for collaboration among science teachers to share best practices. -Schedule 5th grade students to receive an additional time during Specials rotation in the months prior to Spring Science Assessment to review standards from grades 3-4. -Science boot camp to review science standards from grade 5.
Rationale for Evidence-based Strategy:	Scheduled CPT/planning time to monitoring district science benchmark assessments and whole-grade level data analysis lead to collective teacher efficacy (effect size 1.57).

Action Steps to Implement

1. -Participate in and monitor CPTs with teacher to analyze student performance results on curriculum based assessments and county benchmark assessments to identify gaps in student learning

Person Responsible Jamie Hannon (jamie.hannon@sarasotacountyschools.net)

2. -Instructional observations of science blocks to ensure coverage of science standards

Person Responsible Jamie Hannon (jamie.hannon@sarasotacountyschools.net)

3. provide students with hands on learning opportunities during Science rotation through different experiments/labs related to the science curriculum.

Person Responsible Amanda Daughtry (amanda.daughtry@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our discipline data holds up very well against the state and even the rest of our district elementary schools however an area that is most common and that we will closely monitor is physical aggression. We track the data of all behavior support calls, the location of the incident, the number and type of incidents that occur, as well as the number of Notices of Concern and Event/Discipline Reports that are sent home. Our PBIS team meets monthly to target behaviors and any areas of concern on campus where large number of incidents occur to develop strategies/put interventions in place to reduce the behaviors of concern (especially physical aggression). We also track and announce the individual students or classrooms that earn Positive Paws or Shout-Outs for following our Southside ROAR Expectations (Respectful, Orderly, Attentive, Responsible). Our goal is to have 10 times the number of Positive Paws than the combined total of Notices of Concern and Event/Discipline Reports by the end of the year. This data will be shared regularly with the staff.

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.

Programs and practices to ensure a positive school culture and environment include our behavior management systems. All teachers use CHAMPS to clearly define expectations for classroom activities, transitions, and collaboration. In addition, we have a school-wide ROAR expectations. Students can earn "positive paws" for adhering to ROAR expectations anywhere on campus and from anyone - not just their classroom teacher. The positive paw shout outs are given on the morning news and are sent home. In addition, those are tracked. Students receive incentives based on the number of positive paws they receive.

Next, we have a school-wide Cultural Diversity Initiative integrating multicultural literature and activities. Each month focuses on a different culture. This connects with our overall philosophy of integrating the arts into everything we do. Classrooms create artistic pieces related to the materials they are reading.

Counselors provide small group counseling in areas such as: anger management, divorce, and grief and loss. Students are pulled individually or in small groups. Classroom Guidance lessons are also provided for each classroom multiple times during the year.

Our Reading Partner program fosters positive relationships between students and adults while focusing on

developing reading skills and strategies.

We are also starting a mentoring program (Panther Pals) that connects students who need support with staff members who will check in with their student weekly up to daily depending on the needs of the student.

Additionally, technology including social media and virtual meeting programs (Zoom, Teams, etc.) promote participation and awareness through live and recorded sessions to accommodate varying schedules. In addition, the district and school website contain links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, and training to help parents and families work with their children to improve achievement.

The full text and summary of this Schoolwide Improvement Plan may be found online or as a hard copy by request.

Parent and families are regularly invited to attend our SAC meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Southside responds to any such suggestions as soon as practicably possible as evidenced by meeting minutes and notes. If this school-wide improvement plan is not satisfactory to parents, parents/families are encouraged to submit such comments in writing so that the school can document and submit any parents' comments.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

At Southside we have many opportunities for stakeholders to participate. For parents and staff, this includes membership and participation in our Parent Teacher Organization, Southside Foundation for the Arts, Father's Being Involved, and School Advisory Council. Our staff also has an opportunity to collaborate and discuss school issues and concerns during Collaborative Planning Time and with administration during our Team Leader meetings.

Students can positively affect our campus climate include participation in the Student Council, Safety Patrol, After School Clubs, and Theater Production.

Southside provides Parent and Family Engagement materials and trainings designed to provide assistance to parents and families in understanding challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work
with educators to improve the achievement of their children at convenient, flexible times such
as mornings and evenings as well as at-home/attendance zone visits to fulfill the school's
mission and support the needs of students.

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: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
		Total:	$0.00