# Southside Elementary School



**2022-23 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: 10/11/2022

| | |
|---|---|
| **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 |
| **2021-22 Title I School** | Yes |
| **2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) | 51% |
| **2021-22 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** | 2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: 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) | **2021-22 Title I School** | **2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Elementary School PK-2 | Yes | 51% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 30% |

## 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**
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|----------------------------------|
| Weber, Monica | Principal | Oversees the general coordinate administrative oversight and plan all phases of instructional leadership for the school including educational programming, administration, budgetary planning, discipline, and counseling services. |
| Jones, Whitney | Reading Coach | |
| Campbell, Leslie | Teacher, PreK | |
| Watts, Erica | Teacher, K-12 | |
| LeClair, Trayce | Teacher, K-12 | |
| Robbins, Sonya | Teacher, K-12 | |
| Hicks, Kim | Curriculum Resource Teacher | |
| Mattox, Nicki | Teacher, K-12 | |
| Bond, Allison | School Counselor | |
| Hays, Lindsay | Assistant Principal | |
| Young, Lindsey | Teacher, ESE | |

## Demographic Information

**Principal start date**

Tuesday 10/11/2022, Monica Weber

**Number of teachers with a 2022 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.*

0

**Number of teachers with a 2022 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.*

0

**Total number of teacher positions allocated to the school**

50

**Total number of students enrolled at the school**

629

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

5

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

8

**Demographic Data**

## Early Warning Systems

**Using prior year's data, complete the table below with the number of students by current 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 | 183 | 221 | 197 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 601 |
| Attendance below 90 percent | 12 | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| One or more suspensions | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Course failure in ELA | 5 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Course failure in Math | 7 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency | 46 | 37 | 48 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 131 |

**Using the table above, complete the table below with the number of students by current grade level who have 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 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |

**Using current year data, complete the table below with the number of students identified as being "retained.":**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 5 | 9 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Students retained two or more times | 15 | 11 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |

**Date this data was collected or last updated**

Wednesday 10/19/2022

**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 | 212 | 208 | 194 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 614 |
| Attendance below 90 percent | 38 | 54 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 125 |
| One or more suspensions | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Course failure in ELA | 5 | 9 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Course failure in Math | 0 | 8 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency | 33 | 33 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 92 |

**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 | 9 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |

**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 | 5 | 13 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Students retained two or more times | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 212 | 208 | 194 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 614 |
| Attendance below 90 percent | 38 | 54 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 125 |
| One or more suspensions | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Course failure in ELA | 5 | 9 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Course failure in Math | 0 | 8 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency | 33 | 33 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 92 |

**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 | 9 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |

**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 | 5 | 13 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Students retained two or more times | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

# 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 | 2022 | | | 2021 | | | 2019 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | 69% | 56% | | | | | 76% | 57% |
| ELA Learning Gains | | | | | | | | 65% | 58% |
| ELA Lowest 25th Percentile | | | | | | | | 54% | 53% |
| Math Achievement | | 53% | 50% | | | | | 85% | 63% |
| Math Learning Gains | | | | | | | | 77% | 62% |
| Math Lowest 25th Percentile | | | | | | | | 67% | 51% |
| Science Achievement | | 81% | 59% | | | | | 75% | 53% |

**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 | |
| 01 | 2022 | | | | | | |
| | 2019 | | | | | | |
| Cohort Comparison | | | | | | | |
| 02 | 2022 | | | | | | |
| | 2019 | | | | | | |
| Cohort Comparison | | 0% | | | | | |

| MATH | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison | |
| 01 | 2022 | | | | | | |
| | 2019 | | | | | | |
| Cohort Comparison | | | | | | | |
| 02 | 2022 | | | | | | |
| | 2019 | | | | | | |
| Cohort Comparison | | 0% | | | | | |

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

## Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| ELL | | | | | | | | | | |
| HSP | | | | | | | | | | |
| FRL | | | | | | | | | | |

| 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 |
| ELL | | | | | | | | | | |
| HSP | | | | | | | | | | |
| FRL | | | | | | | | | | |

| 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 | | | | | | | | | | |

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index – All Students | 56 |
| 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 | 56 |
| Total Points Earned for the Federal Index | 56 |
| 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 | 56 |
| 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 | 56 |
| 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 | 64 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

## Part III: Planning for Improvement

**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?**

Our School wide ELA Achievement percentage increased by seven percentage points in Kindergarten, four percentage points in first grade and two percentage points in 2nd grade from the mid year STAR Reading diagnostic to end of year STAR Reading diagnostic.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

In first grade specifically, the grade level completed the year with only 74% of students performing at or above grade level on STAR Reading diagnostic at the end of the year.

**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 implementation of new curriculum with fidelity along with the learning of new grade level standards by our teachers may have been contributing factors to the lower percentage gains in first grade. We have since began to implement instructional practices to better meet the needs of students. For example, our end of year data showed that first grade classrooms implementing the new curriculum with fidelity had higher gains than classrooms that did not. Our leadership team will continue to provide Professional Development to our teachers to help support this instruction with the current curriculum and taking a deeper dive into the new BEST ELA Standards. We will observe instruction within the school and at other elementary schools within the district. Monthly progress monitoring of students will help with the fluidity of student small groups to use data do drive instruction. Coaching cycles and peer to peer observations with newer teachers will also take place bimonthly.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Kindergarten had a thirty-three percent gain from the beginning of the year to end of year on the STAR Reading diagnostics. This grade level ended the year with ninety-two percent of students at or above grade level.

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

We continue to perform individualized data chats with teachers every 6 weeks to better understand our students performance data and plan for specific intervention, instruction and support. Our data chats continue to improve so that productive instructional decisions can be made. Teacher support also continues as every grade level models lessons and participate in peer to peer observations.

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

We are implementing targeted in school support using our small group instruction model, tiered support using our MTSS, differentiated and scaffolded instruction. In school and after school tutoring using researched based instruction. Monthly phonics screeners are being done at each grade level in order to have the data drive student grouping during small group instruction.

**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.**

Professional Development focused on breaking down the standards, differentiated instruction, and small group instruction will be held monthly during faculty meetings. We will continue to support best practices with all teachers through weekly PLCs, modeling, and classroom observations.

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

Additional services implemented include monthly leadership meetings, PBIS meetings, and MTSS meetings to analyze data and ensure we are progressing academically. We will also continue our weekly collaborative grade level meetings where teaching best practices are modeled and discussed.

**Areas of Focus**
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

| #1. Instructional Practice specifically relating to ELA | |
|---|---|
| **Area of Focus Description and Rationale:**<br>**Include a rationale that explains how it was identified as a critical need from the data reviewed.** | On the 2021-2022 STAR Early Literacy/Reading ELA Proficiency for Kindergarten through 2nd grade grade, 83% of students proficiency performing at or above the 50th percentile. In first grade specifically, the grade level completed the year with only 74% of students performing at or above grade level on STAR Reading diagnostic at the end of the year. |
| **Measurable Outcome:**<br>**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | 88% of students will score at or above the 50th percentile on the 2022-2023 STAR Early Literacy/Reading end of year ELA assessment. |
| **Monitoring:**<br>**Describe how this Area of Focus will be monitored for the desired outcome.** | We will measure this Area of Focus by using STAR Data, monthly screeners, and student Benchmark Data with an emphasis on first grade. We will begin by compiling and analyzing our BOY data, then compare it to the MOY, and make adjustments to our instructional strategies. |
| **Person responsible for monitoring outcome:** | Monica Weber (webermo@nassau.k12.fl.us) |
| **Evidence-based Strategy:**<br>**Describe the evidence-based strategy being implemented for this Area of Focus.** | The Evidence-based strategy used is intentional differentiated ELA instruction based on data from diagnostic assessments and phonics screeners, daily observations, and Benchmark assessments. Utilization of the Gradual Release Model in small group along with standards based planning modeled through monthly professional developments during faculty meetings. |
| **Rationale for Evidence-based Strategy:**<br>**Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | Based on previous STAR and Benchmarks, our data reveals the need for continued adjustments in differentiating small group instruction and providing additional targeted instruction through intervention blocks, such as In School and After School Tutoring. Each of those areas are specific researched based strategies for phonics, phonological awareness, fluency and comprehension. |

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Targeted afterschool tutoring for students in the lowest quartile (Lowest 20th Percentile, four times a week).

| **Person Responsible** | Whitney Jones (joneswh@nassau.k12.fl.us) |
|---|---|

Targeted in school tutoring for students in the lowest quartile (Lowest 20th Percentile, two times a week).

| **Person Responsible** | Whitney Jones (joneswh@nassau.k12.fl.us) |
|---|---|

Classroom visits/observations at CES for first grade teachers.

| **Person Responsible** | Monica Weber (webermo@nassau.k12.fl.us) |
|---|---|

Mentor/Mentee Observation cycles.

**Person Responsible**     Whitney Jones (joneswh@nassau.k12.fl.us)

Peer to Peer observation cycles.

**Person Responsible**     Whitney Jones (joneswh@nassau.k12.fl.us)

Individual data chats with teachers every 6 weeks.

**Person Responsible**     Monica Weber (webermo@nassau.k12.fl.us)

## #2. Positive Culture and Environment specifically relating to Behavior

| | |
|---|---|
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Our current data reveals that 146 referrals were input into focus during the 2021-2022 school year. Twenty-three students had received one Focus referral and 18 of those the students had 2 or more referrals equating to four percent of the school population. The majority of these referrals were specific to Fighting/ Aggression and/or Defiance/Disrespect/Insubordination. Forty of the 146 referrals resulting in out of school suspension as the consequence. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | By the end of the 2022-2023 school year, the percentage of students receiving Focus referrals will decrease by 50%. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | Monthly PBIS meetings will be held to review and analyze discipline data. MTSS meetings will be held every 6 weeks to monitor student data for students receiving Tier 2 and Tier 3 interventions in the area of behavior. |
| **Person responsible for monitoring outcome:** | Monica Weber (webermo@nassau.k12.fl.us) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | Problem Solving Teams will meet every 6 weeks to monitor student data, discuss interventions that are being implemented and the progress being made. The PBIS team has revamped and implemented a school wide PBIS plan that includes positive reinforcements for individual students as well as whole class and whole school rewards. Guidance referrals are now in place that allows the guidance counselor to check in with students with the beginning signs of an potential disruptive behaviors. |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** | By providing teachers the opportunity to complete guidance referrals for students, it allows our guidance counselor to work with the students to replace the non desired behavior with the appropriate behavior. Meeting every six weeks as a problem solving team we will be able to see if the interventions are working or if they need to be adjusted. Providing students the opportunity to work for positive incentives will help them achieve the desired behavior and engagement to stay in the classroom and not miss instructional time. |

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create a school-wide systematic Positive Behavior Interventions and Support Plan.

| **Person Responsible** | Lindsay Hays (haysli@nassau.k12.fl.us) |
|---|---|

Train faculty and staff on the new PBIS plan.

| **Person Responsible** | Lindsay Hays (haysli@nassau.k12.fl.us) |
|---|---|

Conduct student assemblies to review school wide rules and expectations along with informing students all the rewards they could be recognized for either individually or as a class.

| **Person Responsible** | Lindsay Hays (haysli@nassau.k12.fl.us) |
|---|---|

Implement Tier 1 PBIS school wide incentives such as attendance popcorn parties, Beach Bucket Cafeteria behavior popsicles, Positive Pirate Referrals, Surfer of the Month Ceremonies, etc. regularly with fidelity.

| **Person Responsible** | Monica Weber (webermo@nassau.k12.fl.us) |
|---|---|

Meet monthly with PBIS Team to ensure implementation of plan, review data, and make changes to problem areas.

| **Person Responsible** | Monica Weber (webermo@nassau.k12.fl.us) |
|---|---|

## RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

N/A

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

N/A

**Measurable Outcomes:**
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

N/A

**Grades 3-5: Measureable Outcome(s)**

N/A

**Monitoring:**
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

**Person responsible for monitoring outcome:**
Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

**Rationale for Evidence-based Practices/Programs:**
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

**Action Steps to Implement:**
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

| Action Step | Person Responsible for Monitoring |
|---|---|

N/A

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

**Describe how the school addresses building a positive school culture and environment.**

School staff, faculty, and administrators strive to strengthen rapport with students in the school which builds a
positive school culture and learning environment. The school will coordinate and integrate a school wide Positive Behavior Plan including individual, class, and school wide opportunities to be recognized for following schoolwide rules and expectations.
The school will provide teachers training on the new plan and provide them with all the tools needed in order to implement it. Students will attend Positive Behavior Assemblies to be taught the school wide expectations and show them all the ways they will positively be reinforced. For example, Positive Referrals, Perfect Attendance Parties, Cafeteria Class Incentives, Whole Class Compliments, and Student of the Month.

Positive behavior will be recognized daily on morning announcements and visual posters/bulletin boards will serve to remind students of positive behavioral expectations.

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

Parent involvement and participation will also be included. Monthly letters with information about Positive Behavior Interventions and support will be communicated on the school's social media page, through Remind, and in weekly Tuesday folders. Parents will also be invited to events such as quarterly award ceremonies and student of the month celebrations.

Our school PBIS Committee will meet monthly to review the plan, analyze student behavioral and academic data, and make decisions about how to positive recognize students and build relationships within the classroom. Areas of need will be identified and discussed in order to improve on the schoolwide positive behavior plan.

School wide positive supports will also be provided for faculty and staff. For example, instructors of the month and a monthly morale plan that includes surprises for faculty and staff such as ice cream floats, coffee bars, etc. will be implemented. Celebration of student growth during faculty meetings and during weekly PLCs will also be implemented.