Southside Elementary School

2014-15 School Improvement Plan

Southside Elementary School

1112 JASMINE ST, Fernandina Beach, FL 32034

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	%

Alternative/ESE Center	Charter School	Minority
No	No	%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

Provide the school's vision statement

Through teamwork, Southside Elementary will stimulate students to reach their potential and to become lifelong learners in an ever-changing society.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) as applicable to appropriate grade levels, including but not limited to:
• The history and content of the Declaration of Independence
• The history, meaning, significance, and effect of the provisions of the Constitution of the United States.
• Flag education
• The elements of civil government
• The history of the United States
• The history of the Holocaust
• The history of African Americans
• The history of the state
• The conservation of natural resources
• Comprehensive health education
• The study of Hispanic contributions to the United States
• The study of women's contributions to the United States
• Character development programs
• Sacrifices of veterans
We will ensure that relationship-building is a clear priority and that students will develop the knowledge and skills to become contributing citizens in a multicultural society and global community.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies.
Involve all staff in the process of modeling and teaching interpersonal expectations in academic and non-academic settings and giving them instruction for reporting violations to appropriate supervisors.
Develop methods of effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels.
Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Ensure teachers are trained in Classroom management strategies.
Instructional team reviews classroom data to ensure students are engaged while in class.
Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.
Class meetings will occur on a frequent basis to include student feedback.
School-wide recognition systems are in place.

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

School based teams meet to discuss students with barriers to academic and social success.
Mentors are assigned to students identified with concerns.
Offer instruction and various campus activities that address social/emotional needs of students.
Connect students to agencies who have Cooperative Agreements or are on campus.
School counseling program with dedicated time to: 1. Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), 2. Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and 3. Evaluate your intervention (Evaluation)
Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. (Include core, supplemental, and intensive supports.)

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

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

Description

School staff, faculty, and administrators strive to strengthen family involvement and family empowerment in the school. The school will coordinate and integrate parental involvement strategies with School Improvement, Strategic Planning, Title I, Title II, Title IV, Title VI, Community Involvement Programs, Business Partnerships, and other community involvement activities.
The school will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective and comprehensive parent involvement programs, based on the National Standards for Parent/Family Involvement Programs, which include:
A. Communication between home and school is regular, two-way and meaningful.
B. Responsible parenting is promoted and supported.
C. Parents play an integral role in assisting student learning. The School will help parents understand the state's academic standards, student progression requirements, and how to monitor their children's progress.

D. Parents are welcome in school, treated with courtesy and respect, and their support and assistance are sought.

E. Parents are full partners in the decisions that affect children and families.

F. Community resources are utilized to strengthen school programs, family practices, and student learning.

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

• Open House

• School Edline web page

• Focus

• Newsletters communicating classroom and school news to parents

• Parent phone calls, School Reach, and face-to face meetings, Remind 101

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school and district build and sustain partnerships with our local community. These groups meet regularly to review data, have discussions about progress, and make decisions about implementation plans and strategies ensuring a common vision among all partners. Our school partnerships support our efforts to increase student achievement by:

• Establishing structured opportunities to engage all stakeholders

• Encouraging open dialogue about challenges and solutions

• Engaging stakeholders in the use of data

• Leveraging community resources and funding sources

Volunteer and Community Involvement programs develop community resources in response to the differing needs of classrooms. By accessing the many diverse resources found in communities, these programs enrich and enhance school curriculum. A wide array of community partners enables these programs to maximize their impact. Volunteers may tutor, mentor, assist in the classroom, help with fundraising, participate in developing school plans, as well as many other opportunities. Recognition awards promote community involvement as well as highlight outstanding volunteer practices and showcase exemplary projects which are then shared district-wide.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Smith, Rebecca	Principal
Cason, Monica	Assistant Principal
Broussard, Jennifer	Teacher, K-12
Clark, Ashleigh	Teacher, K-12
McCamy, Gail	Teacher, K-12
Pendleton, Pat	Teacher, ESE
Voges, Kelly	Teacher, K-12
Robertson, Amy	Guidance Counselor

Duties

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

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficit. The team is to identify problems within the general population of students and within subgroups of students, analyze why the problems are occurring, formulate an intervention plan and then measure the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficit becomes their MTSS and forms the basis for the school improvement plan.

The MTSS core team consists of: administrator, school counselor, literacy coach, department heads, and instructional coach.The MTSS leadership team is responsible for ensuring that the school has in place a system that provides increasingly intense and individualized interventions, resources and supports needed to meet the unique needs of its students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school's leadership team oversees the implementation and monitoring of its MTSS and SIP structures through databased decision making which identifies areas of deficit and identifies and provides supports and resources needed toaddress those deficits.

In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which are not. It is looking for patterns and trends in the data. Leading questions: Is our core instruction meeting the needs of 75-80 % of our students? If not, is it a curriculum or instruction issue? Are certain groups of students failing to meet expectations in certain subjects? Or, are there certain groups who have other non-academic barriers to achievement that must be addressed before they will be able to meetacademic success? Are there trends in achievement within specific subgroups that need to be addressed? Have resources(funding and staffing) been allocated in the most effective and efficient manner to meet the needs of all stakeholders?

Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. The teams will provide input to the leading questions and assist in determining appropriate research based interventions to remediate specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the leadership team and departments/teams together will monitor the effectiveness of interventions through student progressmonitoring data and fidelity checks.

The Problem Solving Process

The Problem Solving/Response to Intervention model is a decision making process based on the scientific method of problem solving. Florida has embraced the problem solving methodology and incorporated it into its Response to Intervention model.

The Problem Solving process requires the following steps: Problem Identification, Problem Analysis, Intervention Design/ Implementation, and Evaluation: Response to Intervention.

Data based decisions are expected at all levels of the school: school, grade/departments, classroom, (AYP) subgroups (i.e., race, free/reduced lunch, ELL, ESE). A collaborative approach by school staff for development, implementation, and monitoring of the intervention process is expected.

Title II

The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Learning Community (PLC) development and facilitation
Title III
The District provides supplemental academic instruction and services to students who are ELL. The district employees an ELL instructional coach.
Title X- A portion of funds are set aside and reserved to meet the academic and personal needs of identified homeless families. These needs could include academic supplies or assistance with personal hygiene items, or referrals to social service agencies.
Supplemental Academic Instruction (SAI)
These funds are utilized to provide supplemental academic coaches.
Violence Prevention Programs:
The District has adopted bullying prevention and intervention policies and procedures. Each year training is provided.
Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education is taught through many programs and courses
3) The School Food Service Program, school breakfast, school lunch, and after care snacks follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Head Start
The Nassau Schools that contain primary grades work in concert with Episcopal Childrens Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement.
Adult Education
Nassau County Adult High school provides courses to all eligible students on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes. Adult Education also offers night classes for GED Prep at four locations on a flexible schedule.
Career and Technical Education
Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to work towards postsecondary degrees.
Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Rebecca Smith	Principal
Robyn Melton	Parent
Shelly Rawls	Parent
Jennifer Ryals	Parent
Adrienne Ethridge	Parent
Susan Childers	Parent
Janice Mote	Business/Community
Lori Vanlennep	Parent
Donna McRannolds	Business/Community
Shirley Sutsy	Business/Community
Marissa Whittier	Teacher
Paola Hernandez	Education Support Employee
Amy Robertson	Education Support Employee
Adrian Farmer	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Based on the Survey of Extent of Implementation and Effectiveness of School Improvement Plan Results, teachers and parents were aware and knowledgable of the SIP. Sufficient support had been received, as well as the implementation of strategies. Small groups, collaboration, and Saxon Phonics materials were listed as most helpful in making our SIP successful.

Development of this school improvement plan

Our SAC members were invited to the School Improvement meetings that took place throughout September. At which time, the school improvement plan (SIP) was discussed and new goals/ strategies were formulated. The SAC members received a copy of the SIP prior to the October 2014 meeting in order to review and incorporate changes and/or suggestions. Changes were made to the document. During the October meeting, SAC members voted on the approval of the SIP for the school year 2014.

Preparation of the school's annual budget and plan

The SAC budget was presented and discussed in a School Advisory Council Meeting. It was reported that the SAC fund balance was currently $709.53 in 2013/14. The balance as of July 1, 2014 was $3,390. The FDOE subsequently awarded SES $2680.47 bringing the SAC fund balance to the $4,099.53. The amount of $996.72 that was requested to pay the front desk secretary for two weeks during the summer was deducted leaving a total balance of $3102.81 as of September 2, 2014

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Last year, the only request for funds was to pay the front desk secretary for two weeks during the summer to help complete paperwork, registrations, and answer phone calls. The amount budgeted was $996.72

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Bass, Chrissy	Teacher, K-12
Kittrell, Erika	Teacher, K-12
Thornton, Kaysley	Teacher, K-12
Montague, Joan	Teacher, K-12
Sweatt, Louise	Teacher, K-12
Hicks, Kim	Teacher, K-12
Powell, Merinda	Teacher, K-12
Sapp, Cynthia	Teacher, K-12
Pendleton, Pat	Teacher, K-12
Worley, Tracey	Teacher, K-12
Bermudez, Rosalinda	Paraprofessional
Kelley, Donna	Paraprofessional

Duties

Describe how the LLT promotes literacy within the school

The LLT will support instructional strategies to improve reading comprehension and the Common Core State Standards for College and Career Readiness in reading, writing, speaking, listening, and language. The LLT team will provide professional development throughout the year to ensure that text complexity, along with close reading and rereading of texts, is central to lessons, to provide scaffolding that does not preempt or replace text reading by students, to develop and ask text dependent questions from a range of question types, to emphasize that students support their answers based upon evidence from the text, and to provide extensive research and writing opportunities.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Opportunities for encouraging positive working relationships between teachers include participation in Leadership Meetings, Faculty Meetings, and Team Meetings. In these meetings the focus is on students'

academic and social needs. Teachers regularly engage in professional dialogue with colleagues; share ideas, knowledge, and techniques; and participate in collaborative problem-solving around classroom instruction. Teachers work together to develop shared knowledge and discover common solutions to challenging problems.

The master schedule was revamped to give students early release time every Wednesday in order for teachers to have additional collaborative instructional planning time.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Provision of mentoring, training and coaching for:
a) first and second-year new teachers, including those in Alternative Certification (ACP) or
Educator Preparation Institute (EPI) programs; and
b) ESOL and Reading teachers in the process of earning an Endorsement.
These activities are coordinated with the district's Personnel system and through the provision of an ESOL Coach and an Instructional Strategies/New Teacher Coach.
2. In order to ensure that all teachers become Effective or Highly Effective, the district will provide resources, coaching, and professional development to any teacher whose overall evaluation rating is Needs Improvement or Unsatisfactory. The principal will conduct a conference with the teacher to determine specific goals and needs for professional development, in addition to needs for classroom strategies and behaviors.
3. Resources and/or professional development will be provided to support the skills and knowledge needed to increase the number of In-field/Highly Qualified/effective teachers. This will include provision of ESOL, Reading, and Gifted Endorsement courses; financial support for testing to add areas of certification to teachers' existing certificates; financial support for provision of study guides and workshops (as available); assistance with cost of adding subject areas to certificates to become in-field in all courses taught.
4. The district will recruit effective teachers and leaders, including minorities, to ensure high quality and diversity of applicants and will retain exemplary teachers through recognition, incentives and leadership development opportunities.
5. Professional development activities and records are efficiently and effectively managed to ensure teachers maintain their certification and remain up to date in their areas of certification.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

A. First year teachers participate in the following district professional development and mentoring activities:
1. New Teacher Orientation, including introduction to the Nassau District Schools' mission and values
2. Professional Development in the district's Marzano Evaluation Framework.
3. Monthly (8) New Teacher Professional Learning Community sessions with text: Why Didn't I Learn This in College?
4. Common Core Standards and Lesson Planning
5. The Florida Educator Code of Ethics
6. Conducting Effective Parent Conferences
7. District E-mail Protocol and technology-based curriculum programs
8. Professional Education Competencies, as applicable
9. Classroom and Behavior Management
10. Other professional development as specified by the school or district, such as Reading, ESOL, or Writing.
B. Observation and Coaching/Mentoring Components:
1. Two classroom observations followed by a feedback conference, conducted by the District Instructional Strategies Coach who is trained in highly trained in Clinical Education, observation and feedback/coaching strategies, and the Marzano framework.

2. Two classroom observations (one per semester) followed by a feedback conference, conducted by a mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher, has been rated as Highly Effective, has been provided with CET or similar training and coaching resources, and is selected by the principal as a mentor.

3. Two classroom observations (one per semester) followed by a feedback conference, by the new teacher in the classroom of the mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher and who has been rated as Highly Effective.

4. On-going informal observations and coaching with feedback conducted by Instructional Strategies Coach, with related professional development resources available via the district's iObservation system.

5. Walk-throughs, informal observations, and formal observations using the Marzano framework instrument, conducted by a trained principal, assistant principal or other administrator, with related professional development resources available via the district's iObservation system.

C. RATIONAL FOR MENTOR/NEW TEACHER PAIRINGS AND PLANNED MENTORING ACTIVITIES: The District Instructional Strategies Coach and the school principal confer to select a mentor teacher or other certified educator who teaches the same grade level/subject area/role as the new teacher or other educator, and who has been rated as Highly Effective.

The planned mentoring activities provide on-going and regularly-scheduled opportunities for classroom visits and observations, reflection, and coaching and feedback, as well as monthly collaboration in PLCs for professional development in best practices and highly effective instructional strategies. The purpose of these on-going support strategies is to increase teacher effectiveness and as a result, to increase student achievement.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Core instructional materials and programs are selected from the list of state approved adoptions. It is also the intent of the Nassau County School District that textbooks be selected for district-wide use by course/grade/level to assure continuity and economy throughout the district. Media materials should be selected to provide enrichment and curriculum support taking into consideration the varied needs, interests, and abilities of the school population. School Textbook Selection Committees include representatives of faculty, parents and community members.

District Adoption Process:

1. Sample materials of all state adopted texts will be obtained by the appropriate director and evaluated by the school committee using appropriate forms and criteria.

2. Each school will select its choice for the district adoption in each area under consideration. Each school's selection will be submitted to the appropriate instructional director.

3. School selections will be tallied. The title receiving the most votes will be designated as the district adoption for each course or subject area.

Resources used to evaluate instructional materials include: Florida State Standards and Next Generation Sunshine State Standards, grade level expectations, curriculum frameworks or course descriptions, and FLDOE instructional materials specifications.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data analysis is at the center of all instructional decisions. The master schedule contains blocks of time for instruction based on the diverse needs of students. Remediation and enrichment in the classroom is based on progress monitoring data collected in core classes such as reading and math. This data is reviewed in team meetings and data chats are conducted with students.

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficiency. The team is charged with identifying problems within the general population of students and within subgroups of students, analyzing why the problems are occurring, formulating an intervention plan and then measuring the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficiency becomes their MTSS (multi-tiered system of supports) and forms the basis for the school improvement plan.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,440

Title V after school tutoring program is provided to our lowest 25% to improve reading and math strategies.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Cason, Monica, monica.cason@nassau.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers tutor struggling students after school in reading and math skills.
Data from STAR, iReady, Lexia, IXL is collected and analyzed by the instructional staff in order to determine effectiveness.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The Nassau Schools that contain primary grades work in concert with Episcopal Children's Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement. Southside Elementary ESE PK program transitions students into Kindergarten through inclusion during the Spring of the school year. ESE services are provided to special education students at Head Start by Southside PK teachers.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

1 = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Southside Elementary will work to help all students achieve proficiency in Reading, Writing, Mathematics and Science as determined by state/local assessments.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Southside Elementary will work to help all students achieve proficiency in Reading, Writing, Mathematics and Science as determined by state/local assessments. 1a

🔑 G045969

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	71.0

Resources Available to Support the Goal 2

- Saxon Phonics, Star Reading and Math, Lexia Core 5, Accelerated Reader, IXL, iReady, Think Central, FSS Curriculum, District approved textbooks, supplemental materials, Instructional Focus Calendars, CPALMS.

Targeted Barriers to Achieving the Goal 3

- Various ability levels

- Staff development along with the time and money required.

- Parent knowledge and understanding of the reading, math, science and writing process.

Plan to Monitor Progress Toward G1. 8

Student achievement towards proficiency

Person Responsible

Rebecca Smith

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Assessment data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Southside Elementary will work to help all students achieve proficiency in Reading, Writing, Mathematics and Science as determined by state/local assessments. 1

🔑 G045969

G1.B1 Various ability levels 2

🔑 B113660

G1.B1.S1 Leveled readers will be utilized in Science to differentiate instruction for various ability levels. 4

🔑 S125097

Strategy Rationale

Leveled readers will provide context for understanding Science concepts for differentiation through the inquiry approach.

Action Step 1 5

Strategy: Utilizing leveled readers during reading and/or science instruction
Professional Development: Provide teachers training through grade-level collaboration meetings to ensure effective use of the leveled readers.

Person Responsible

Rebecca Smith

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Lesson plans and classroom observations

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Utilizing leveled readers during Science instruction

Person Responsible

Rebecca Smith

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Lesson plans, classroom observation, staff development documentation

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Formative and summative assessments

Person Responsible

Rebecca Smith

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Assessment data

G1.B1.S2 Small group instruction will be utilized during the Math block to meet the learning needs of each student to include a preview, review, skill. 4

🔑 S125098

Strategy Rationale

Small group instruction in math will provide differentiation through intensive daily exposure.

Action Step 1 5

Strategy: Small group instruction
Professional Development: Provide teachers training to ensure effective small group and differentiated instruction is implemented during the Math block to meet the individual learning needs of students.

Person Responsible

Rebecca Smith

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Lesson plans and classroom observations

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Small group instruction being utilized

Person Responsible

Rebecca Smith

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Lesson plans, classroom observation, calendars, peer observations, meeting and staff development documentation

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Formative and summative assessments

Person Responsible

Rebecca Smith

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Assessment data

G1.B1.S3 Small group instruction will be utilized during the 90 minute reading block to meet the learning needs of each student to include writing a text based response to literature including keyboarding/ computer skills with an integration of all curriculum subjects. Additional tutoring services for students that have demonstrated low reading performance will be provided `4`

🔧 S125099

Strategy Rationale

Small group instruction in Reading will provide differentiation through intensive daily exposure.

Action Step 1 `5`

Strategy: Small group instruction
Professional Development: Provide teachers training to ensure effective small group and differentiated instruction is implemented during the 90 minute reading block to meet the individual learning needs of students.

Person Responsible

Rebecca Smith

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Lesson plans and classroom observation

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Strategy will be monitored by observing teachers during instruction

Person Responsible

Rebecca Smith

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Lesson plans, classroom observation, attendance rosters, parent newsletters, calendars, peer observation, meeting and staff development documentation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Formative and summative assessments

Person Responsible

Rebecca Smith

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Assessment Data

G1.B2 Staff development along with the time and money required. `2`

B113661

G1.B2.S1 Provide collaborative planning time for teachers. Provide county and/or school wide staff development in FSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies. `4`

S125100

Strategy Rationale

Teachers are able to prepare in a collaborative setting with other team members to execute effective best practices.

Action Step 1 `5`

Provide collaborative planning time and professional development to meet the needs of the teachers

Person Responsible

Rebecca Smith

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Lesson plans, PGP, deliberate practice, sign in sheets and agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Administration observes and participates in the grade-level collaboration meetings.

Person Responsible

Rebecca Smith

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Lesson plans, observations, attendance rosters, parent newsletters, calendars, peer observations, meeting and staff development documentation

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Formative and summative assessments

Person Responsible

Rebecca Smith

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Local/State Assessments

G1.B3 Parent knowledge and understanding of the reading, math, science and writing process. `2`

`B113662`

G1.B3.S1 Continue to keep parents informed about expectations and student progress. Provide parents with tools which enable them to better assist their children. Parents will have the opportunities to learn about math, science and writing instruction as well as the reading process. `4`

`S125101`

Strategy Rationale

To provide parents information regarding the curriculum areas in order to give them tools for their child to succeed.

Action Step 1 `5`

Parent involvement opportunities and communication

Person Responsible

Rebecca Smith

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Climate survey, sign in sheets, newsletters, calendars

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Process of informing parents of expectations and student progress

Person Responsible

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Lesson plans, observations, attendance rosters, parent newsletters, calendars, peer observations, meeting and staff development documentation

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Formative and summative assessements

Person Responsible

Rebecca Smith

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

assessment data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Strategy: Utilizing leveled readers during reading and/or science instruction Professional Development: Provide teachers training through grade-level collaboration meetings to ensure effective use of the leveled readers.	Smith, Rebecca	8/6/2014	Lesson plans and classroom observations	5/22/2015 daily
G1.B1.S2.A1	Strategy: Small group instruction Professional Development: Provide teachers training to ensure effective small group and differentiated instruction is implemented during the Math block to meet the individual learning needs of students.	Smith, Rebecca	8/6/2014	Lesson plans and classroom observations	5/22/2015 daily
G1.B1.S3.A1	Strategy: Small group instruction Professional Development: Provide teachers training to ensure effective	Smith, Rebecca	8/6/2014	Lesson plans and classroom observation	5/22/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	small group and differentiated instruction is implemented during the 90 minute reading block to meet the individual learning needs of students.				
G1.B2.S1.A1	Provide collaborative planning time and professional development to meet the needs of the teachers	Smith, Rebecca	8/6/2014	Lesson plans, PGP, deliberate practice, sign in sheets and agendas	5/22/2015 daily
G1.B3.S1.A1	Parent involvement opportunities and communication	Smith, Rebecca	8/6/2014	Climate survey, sign in sheets, newsletters, calendars	5/22/2015 daily
G1.MA1	Student achievement towards proficiency	Smith, Rebecca	8/6/2014	Assessment data	5/22/2015 daily
G1.B1.S1.MA1	Formative and summative assessments	Smith, Rebecca	8/6/2014	Assessment data	5/22/2015 daily
G1.B1.S1.MA1	Utilizing leveled readers during Science instruction	Smith, Rebecca	8/6/2014	Lesson plans, classroom observation, staff development documentation	5/22/2015 daily
G1.B2.S1.MA1	Formative and summative assessments	Smith, Rebecca	8/6/2014	Local/State Assessments	5/22/2015 daily
G1.B2.S1.MA1	Administration observes and participates in the grade-level collaboration meetings.	Smith, Rebecca	8/6/2014	Lesson plans, observations, attendance rosters, parent newsletters, calendars, peer observations, meeting and staff development documentation	5/22/2015 daily
G1.B3.S1.MA1	Formative and summative assessements	Smith, Rebecca	8/6/2014	assessment data	5/22/2015 daily
G1.B3.S1.MA1	Process of informing parents of expectations and student progress		8/6/2014	Lesson plans, observations, attendance rosters, parent newsletters, calendars, peer observations, meeting and staff development documentation	5/22/2015 daily
G1.B1.S2.MA1	Formative and summative assessments	Smith, Rebecca	8/6/2014	Assessment data	5/22/2015 daily
G1.B1.S2.MA1	Small group instruction being utilized	Smith, Rebecca	8/6/2014	Lesson plans, classroom observation, calendars, peer observations, meeting and staff development documentation	5/22/2015 daily
G1.B1.S3.MA1	Formative and summative assessments	Smith, Rebecca	8/6/2014	Assessment Data	5/22/2015 daily
G1.B1.S3.MA1	Strategy will be monitored by observing teachers during instruction	Smith, Rebecca	8/6/2014	Lesson plans, classroom observation, attendance rosters, parent newsletters, calendars, peer observation, meeting and staff development documentation.	5/22/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Southside Elementary will work to help all students achieve proficiency in Reading, Writing, Mathematics and Science as determined by state/local assessments.

G1.B1 Various ability levels

G1.B1.S1 Leveled readers will be utilized in Science to differentiate instruction for various ability levels.

PD Opportunity 1

Strategy: Utilizing leveled readers during reading and/or science instruction Professional Development: Provide teachers training through grade-level collaboration meetings to ensure effective use of the leveled readers.

Facilitator

Teachers, Administration, District Office

Participants

Teachers

Schedule

Daily, from 8/6/2014 to 5/22/2015

G1.B1.S2 Small group instruction will be utilized during the Math block to meet the learning needs of each student to include a preview, review, skill.

PD Opportunity 1

Strategy: Small group instruction Professional Development: Provide teachers training to ensure effective small group and differentiated instruction is implemented during the Math block to meet the individual learning needs of students.

Facilitator

Grade Level Chair, Administration, Teachers, District Office

Participants

Teachers, Para professionals, Administration

Schedule

Daily, from 8/6/2014 to 5/22/2015

G1.B1.S3 Small group instruction will be utilized during the 90 minute reading block to meet the learning needs of each student to include writing a text based response to literature including keyboarding/computer skills with an integration of all curriculum subjects. Additional tutoring services for students that have demonstrated low reading performance will be provided

PD Opportunity 1

Strategy: Small group instruction Professional Development: Provide teachers training to ensure effective small group and differentiated instruction is implemented during the 90 minute reading block to meet the individual learning needs of students.

Facilitator

Grade Level Chair, Administration, Teachers and District Office

Participants

Teachers, Para professionals

Schedule

Daily, from 8/6/2014 to 5/22/2015

G1.B2 Staff development along with the time and money required.

G1.B2.S1 Provide collaborative planning time for teachers. Provide county and/or school wide staff development in FSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies.

PD Opportunity 1

Provide collaborative planning time and professional development to meet the needs of the teachers

Facilitator

Grade Level Chairs, Teachers, Administration and District Office staff

Participants

Teachers

Schedule

Daily, from 8/6/2014 to 5/22/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Goal 1: Southside Elementary will work to help all students achieve proficiency in Reading, Writing, Mathematics and Science as determined by state/local assessments.	13,600
Grand Total	**13,600**

Goal 1: Southside Elementary will work to help all students achieve proficiency in Reading, Writing, Mathematics and Science as determined by state/local assessments.		
Description	**Source**	**Total**
B1.S3.A1 - Materials	General Fund	2,500
B1.S3.A1 - Make-n-Take	Other	0
B1.S3.A1 - Curriculum Mapping/CPALMS training	Other	0
B1.S3.A1 - Technology training with iReady, Lexia Core 5, Accelerated Reader	General Fund	0
B1.S3.A1		0
B2.S1.A1 - Materials for professional development	General Fund	2,300
B3.S1.A1 - Curriculum Nights	General Fund	600
B3.S1.A1 - Student Recognition	General Fund	8,000
B3.S1.A1 - Parent Involvement Committee	General Fund	200
B3.S1.A1		0
Total Goal 1		**13,600**