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)	*[Data Not Available]*
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.

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	Guidance 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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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 School	2022 District	2022 State	2021 School	2021 District	2021 State	2019 School	2019 District	2019 State
ELA Achievement		69%	56%					76%	57%
ELA Learning Gains		66%	61%					65%	58%
ELA Lowest 25th Percentile		54%	52%					54%	53%
Math Achievement		81%	60%					85%	63%
Math Learning Gains		70%	64%					77%	62%
Math Lowest 25th Percentile		64%	55%					67%	51%
Science Achievement		70%	51%					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

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
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
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
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: **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: **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: **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: **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: **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.