

Duval County Public Schools

Southside Middle School



2019-20 Schoolwide Improvement Plan

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Southside Middle School

2948 KNIGHTS LN E, Jacksonville, FL 32216

<http://www.duvalschools.org/southside>

Demographics

Principal: Jennifer Crady

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (40%) 2017-18: C (49%) 2016-17: C (42%) 2015-16: C (44%) 2014-15: F (31%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	CS&I
* 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 Duval County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	C

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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.

Southside Middle School will achieve its vision by employing highly skilled faculty who support students by providing rigorous and measurable instructional lessons, making educational decisions based on data, and appreciating and celebrating the uniqueness of every individual on our campus.

Provide the school's vision statement.

Southside Middle School seeks to provide a safe environment where culture and diversity is valued and a high-quality standard of education contributes to the development of productive citizens for a global society.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Crady, Jennifer	Principal	
Oliver, Stephanie	Assistant Principal	
Ache, Laura	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	334	322	307	0	0	0	0	963	
Attendance below 90 percent	0	0	0	0	0	0	13	14	14	0	0	0	0	41	
One or more suspensions	0	0	0	0	0	0	10	2	2	0	0	0	0	14	
Course failure in ELA or Math	0	0	0	0	0	0	4	2	2	0	0	0	0	8	
Level 1 on statewide assessment	0	0	0	0	0	0	116	101	147	0	0	0	0	364	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	17	22	37	0	0	0	0	76	

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	0	0	0	0	0	0	4	3	2	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	7	5	20	0	0	0	0	32

FTE units allocated to school (total number of teacher units)

27

Date this data was collected or last updated

Friday 8/30/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	27%	43%	54%	32%	41%	52%
ELA Learning Gains	39%	49%	54%	41%	48%	54%
ELA Lowest 25th Percentile	38%	45%	47%	32%	43%	44%
Math Achievement	33%	49%	58%	34%	44%	56%
Math Learning Gains	38%	50%	57%	40%	49%	57%
Math Lowest 25th Percentile	44%	47%	51%	41%	46%	50%
Science Achievement	21%	44%	51%	26%	45%	50%
Social Studies Achievement	54%	68%	72%	61%	65%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	334 (0)	322 (0)	307 (0)	963 (0)
Attendance below 90 percent	13 ()	14 ()	14 ()	41 (0)
One or more suspensions	10 (0)	2 (0)	2 (0)	14 (0)
Course failure in ELA or Math	4 (0)	2 (0)	2 (0)	8 (0)
Level 1 on statewide assessment	116 (0)	101 (0)	147 (0)	364 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	30%	47%	-17%	54%	-24%
	2018	21%	44%	-23%	52%	-31%
Same Grade Comparison		9%				
Cohort Comparison						
07	2019	18%	44%	-26%	52%	-34%
	2018	19%	41%	-22%	51%	-32%
Same Grade Comparison		-1%				
Cohort Comparison		-3%				
08	2019	24%	49%	-25%	56%	-32%
	2018	32%	51%	-19%	58%	-26%
Same Grade Comparison		-8%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	24%	51%	-27%	55%	-31%
	2018	23%	42%	-19%	52%	-29%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	33%	47%	-14%	54%	-21%
	2018	31%	50%	-19%	54%	-23%
Same Grade Comparison		2%				
Cohort Comparison		10%				
08	2019	13%	32%	-19%	46%	-33%
	2018	26%	31%	-5%	45%	-19%
Same Grade Comparison		-13%				
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	6%	40%	-34%	48%	-42%
	2018	11%	44%	-33%	50%	-39%
Same Grade Comparison		-5%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	67%	-14%	67%	-14%
2018	83%	63%	20%	65%	18%
Compare		-30%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	45%	69%	-24%	71%	-26%
2018	57%	84%	-27%	71%	-14%
Compare		-12%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	67%	57%	10%	61%	6%
2018	84%	61%	23%	62%	22%
Compare		-17%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	12	30	35	13	32	38	6	16			
ELL	14	35	41	22	36	45	16	49	70		
ASN	38	48	42	56	47	25	26	66			
BLK	25	34	36	28	35	41	13	48	50		
HSP	24	36	37	30	37	46	18	50	80		
MUL	33	39		53	59						
WHT	31	46	37	35	39	54	30	58	81		
FRL	25	38	34	30	36	41	20	52	71		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	33	33	17	44	52	11	69			
ELL	12	43	43	25	48	42	8	100			
ASN	38	50	44	50	67	73	56				
BLK	21	30	39	34	47	37	32	84	68		
HSP	23	41	43	33	48	44	24	83	83		
MUL	56	52		52	62						
WHT	36	43	48	43	52	46	46	73	89		
FRL	24	39	44	36	48	42	33	80	79		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	12	33	30	5	29	46	11	42			
ELL	16	37	33	22	39	42	6	38			
ASN	49	50	38	48	59	58	36	77			
BLK	29	39	36	29	38	39	21	60	70		
HSP	24	42	33	30	35	38	22	51			
MUL	48	63		48	48						
WHT	37	38	21	38	42	41	38	66	75		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
FRL	31	39	33	31	38	45	23	61	67		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	411
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	43
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The Science Achievement component was the lowest performance area for the 2018-2019 school year (21%). Based on our cause analysis, we believe the largest contribution to the reduction in this area was the loss of our only Biology teacher at the mid-year point due to a medical required

retirement. The overall cause for the lowest performance component of all school grade cells is attributed to the nature of the assessment for Comp. Sci. 3 which tests three grade levels worth of standards and the lack of consistent, effective teachers in the 6th and 7th grade courses and the retention of information across the years, as well as high turnover with personnel. Higher performance in Biology would have prevented the dramatic reduction in the component overall.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The Social Studies Achievement component showed the greatest decline from the prior year (from 81% to 54%). Based on our cause analysis, we know that the largest contribution to this greatest decline was due to the way students were scheduled into Civics classes the prior year. In order to hopefully provide a greater foundation for Civics standards, the course that had traditionally been a 7th grade course was changed in the progression to delay the course and thus testing for a year by providing a buffer of a Law Studies course to cover foundational standards before taking Civics. That strategy has not yielded a large return on investment as the extra year of standards did not improve our Civics scores.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The Science Achievement component had the greatest gap when compared to the state average (21% vs. 51%). As a district, Duval collectively performs well below the state average. While Biology helps our overall achievement, the Comp. Sci. 3 tested area is a challenge across the district. We implemented a new textbook last year and an increase in teaching in a standards-based aligned format this year.

Which data component showed the most improvement? What new actions did your school take in this area?

The Math Lowest 25th Percentile showed the most improvement with 1% gains. While growth, that is ultimately maintenance and is not really attributed to action steps taken to improve.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One potential area of concern regarding EWS data is the number of students who have already missed 10% of the school days. This is possible that it is due to an attendance taking issue or a true truancy issue. With a school like ours and the demographics we serve as a highly diverse school, many of the students who have missed days are also ESOL students who traveled outside of the country and therefore miss a greater number of days.

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

1. Reading growth and proficiency for all students including ESSA subgroups below the Federal Index
2. Math growth and proficiency for all students including ESSA subgroups below the Federal Index
3. Civics proficiency for all scheduled students including ESSA subgroups below the Federal Index
4. Science proficiency for all scheduled students including ESSA subgroups below the Federal Index
5. Attendance below 90 percent for all students including ESSA subgroups below the Federal Index

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading Proficiency
Rationale	Our percentage of achievement in reading proficiency has consistently fallen below the district and state percentages. A focus on this area would encompass improvements to teaching and learning for all students and subgroups.
State the measurable outcome the school plans to achieve	Increase from 27% to 34% proficiency
Person responsible for monitoring outcome	Jennifer Crady (cradyj@duvalschools.org)
Evidence-based Strategy	Utilize a braided curriculum approach with research-based curricular materials (Including but not limited to: HMH Collections, SRA Corrective Reading, IXL) to meet the needs of all students in order to increase reading proficiency.
Rationale for Evidence-based Strategy	All student needs will be addressed through core instruction with HMH Collections materials and standards-aligned instruction, partnered with corrective reading with SRA for students who are below grade level, and IXL for additional remediation and enrichment opportunities aligned to standards. Teachers need to have a deep understanding of the Florida standards, the materials, the strategies, and the delivery methods to provide for effective teaching and learning and ongoing development of teachers is necessary for continued improvement to instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide professional development on various curricular products to ensure effective implementation of standards-based instruction at Tier I (HMH Collections) and to ensure effective implementation with fidelity at Tier II (SRA Corrective Reading) and effective implementation for additional remediation and enrichment (IXL) to increase reading proficiency. This will include PD on the depth of standards using Common Core Companion books. 2. Utilize reading coach to improve instructional delivery with teachers through tiered coaching model based on consistent walkthroughs of standards based instruction. 55% of teachers in the ELA and Reading department are within their first three years of teaching so increased support is needed to increase reading proficiency. 3. Utilize reading interventionists to provide push in and pull out support for targeted students (including subgroups) to reduce the size of groups for intervention within the classrooms thus providing intensive, targeted support in addition to Tier I instruction to increase reading proficiency. 4. Provide tutoring opportunities outside of the school day (teacher-created printed packets aligned to standards to be used as materials) to increase the amount of instructional time with targeted students to increase reading proficiency. 5. Utilize additional reading teacher to allow for smaller group interventions through SRA Corrective to increase reading proficiency. 6. Utilize additional ELA teacher to allow for smaller groups for core instruction to increase reading proficiency. 7. Create and post visual cues/anchor charts for students in classrooms to create common language for greater understanding of standards aligned instruction based on KUDS of

Florida standards and embedded language within the standards to increase reading proficiency.

8. Provide monthly TDEs for teachers to include professional development on literacy-based strategies for implementation across all curricular content areas and content area common lesson planning incorporating ongoing analysis of student work to increase reading proficiency.

9. Create and utilize a coaching lab to include audio/visual equipment that allows for instructional coaches to model effective instructional delivery for teachers with their classes during coaching cycles. These model lessons will be recorded for the benefit of viewing by teachers as often as needed both alone or with the coach for guided viewings based on prescribed look-fors to improve instruction and to increase reading proficiency.

10. Provide laptop cart to all core instructional classes to ensure equitable access to technology and effective implementation of blended learning platform tools including IXL.

11. Engage in a book study across all core content areas for improvement to literacy-based strategy instruction for struggling readers to increase reading proficiency.

Person Responsible	Stephanie Oliver (olivers@duvalschools.org)
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#2	
Title	Math Proficiency
Rationale	Our percentage of achievement in math proficiency has consistently fallen below the district and state percentages. A focus on this area would encompass improvements to teaching and learning for all students and subgroups.
State the measurable outcome the school plans to achieve	Increase from 33% to 40% proficiency
Person responsible for monitoring outcome	Jennifer Crady (cradyj@duvalschools.org)
Evidence-based Strategy	Utilize a braided curriculum approach with research-based curricular materials (Including but not limited to: HMH Into Math, Algebra Nation, HMH Math 180, Acaletics, IXL) to meet the needs of all students in order to increase math proficiency.
Rationale for Evidence-based Strategy	All student needs will be addressed through core instruction with HMH Into Math or Algebra Nation materials and standards-aligned instruction, partnered with Math 180 and Acaletics for students who are below grade level, and IXL and iReady for additional remediation and enrichment opportunities aligned to standards. Teachers need to have a deep understanding of the Florida standards, the materials, the strategies, and the delivery methods to provide for effective teaching and learning and ongoing development of teachers is necessary for continued improvement to instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide professional development on various curricular products to ensure effective implementation of standards-based instruction at Tier I (HMH Into Math or Algebra Nation) and to ensure effective implementation with fidelity at Tier II (HMH Math 180 and/or Acaletics) and effective implementation for additional remediation and enrichment (IXL, iReady) to increase math proficiency. This will include PD on the depth of standards using Common Core Companion books. 2. Utilize math coach to improve instructional delivery with teachers through tiered coaching model based on consistent walkthroughs of standards based instruction. 33% of teachers in the Math department are within their first three years of teaching so increased support is needed to increase math proficiency. 3. Utilize math interventionist and contracted tutors through partnership with Booming Learning to provide push in and pull out support for targeted students (including subgroups) to reduce the size of groups for intervention within the classrooms thus providing intensive, targeted support in addition to Tier I instruction to increase math proficiency. 4. Provide tutoring opportunities outside of the school day (teacher-created printed packets aligned to standards to be used as materials) to increase the amount of instructional time with targeted students to increase math proficiency. 5. Utilize additional math teacher to allow for smaller group interventions through HMH Math 180 to increase math proficiency. 6. Create and post visual cues/anchor charts for students in classrooms to create common language for greater understanding of standards aligned instruction based on KUDS of Florida standards and embedded language within the standards to increase math proficiency.

7. Provide monthly TDEs for teachers to include professional development on curricular tools and materials for effective implementation and content area common lesson planning incorporating ongoing analysis of student work to increase math proficiency.
8. Create and utilize a coaching lab to include audio/visual equipment that allows for instructional coaches to model effective instructional delivery for teachers with their classes during coaching cycles. These model lessons will be recorded for the benefit of viewing by teachers as often as needed both alone or with the coach for guided viewings based on prescribed look-fors to improve instruction and to increase math proficiency.
9. Provide laptop cart to all core instructional classes to ensure equitable access to technology and effective implementation of blended learning platform tools including IXL.

Person Responsible Jennifer Crady (cradyj@duvalschools.org)

#3	
Title	Science Proficiency
Rationale	Our percentage of achievement in science proficiency has consistently fallen below the district and state percentages. A focus on this area would encompass improvements to teaching and learning for all students and subgroups enrolled in state accountability course or enrolled in prerequisite courses to state accountability courses.
State the measurable outcome the school plans to achieve	Increase from 21% to 37% proficiency
Person responsible for monitoring outcome	Jennifer Crady (cradyj@duvalschools.org)
Evidence-based Strategy	Utilize research-based curricular materials (including but not limited to: HMH Florida Science or Bio textbook, Penda, and IXL) to meet the needs of all students in order to increase science proficiency.
Rationale for Evidence-based Strategy	All student needs will be addressed through core instruction with HMH Florida Science or Holt McDougal Biology materials and standards-aligned instruction, partnered with Penda and IXL for additional remediation and enrichment opportunities aligned to standards. Teachers need to have a deep understanding of the Next Generation Science Standards and/or Next Generation Sunshine State Standards for Biology, the materials, the strategies, and the delivery methods to provide for effective teaching and learning and ongoing development of teachers is necessary for continued improvement to instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide professional development on various curricular products to ensure effective implementation of standards-based instruction at Tier I (HMH Florida Science or Holt McDougal) and to ensure effective implementation for additional remediation and enrichment (IXL, Penda) to increase science proficiency. 2. Utilize reading interventionists to provide push in and pull out support for targeted students (including subgroups) to address reading proficiency issues that are impacting science proficiency. 3. Provide tutoring opportunities outside of the school day (teacher-created printed packets aligned to standards to be used as materials) to increase the amount of instructional time with targeted students to increase science proficiency. 4. Create and post visual cues/anchor charts for students in classrooms to create common language for greater understanding of standards aligned instruction based on KUDS of NGSS and NGSSS standards and embedded language within the standards to increase science proficiency. 5. Provide monthly TDEs for teachers to include professional development on curricular tools and materials for effective implementation and content area common lesson planning incorporating ongoing analysis of student work to increase science proficiency. 6. Provide laptop cart to all core instructional classes to ensure equitable access to technology and effective implementation of blended learning platform tools including IXL. 7. Provide enrichment experience at the Jacksonville Zoo (free admission) in support of Biology standards to reinforce instruction and provide experiential learning to increase science proficiency.

Person Responsible Laura Ache (ache1@duvalschools.org)

#4	
Title	Social Studies Proficiency
Rationale	Our percentage of achievement in social studies proficiency has consistently fallen below the district and state percentages. A focus on this area would encompass improvements to teaching and learning for all students and subgroups enrolled in state accountability course or enrolled in preparation courses to state accountability courses.
State the measurable outcome the school plans to achieve	Increase from 54% to 64% proficiency
Person responsible for monitoring outcome	Jennifer Crady (cradyj@duvalschools.org)
Evidence-based Strategy	Utilize research-based curricular materials (including but not limited to: McGraw-Hill-Florida Civics Economics & Geography and Florida Transformative Education Gateway to American Government, iCivics, and IXL) to meet the needs of all students in order to increase social studies proficiency.
Rationale for Evidence-based Strategy	All student needs will be addressed through core instruction with McGraw-Hill-Florida Civics Economics & Geography and Florida Transformative Education Gateway to American Government materials and standards-aligned instruction, partnered with iCivics and IXL for additional remediation and enrichment opportunities aligned to standards. Teachers need to have a deep understanding of the Next Generation Sunshine State Standards for Civics, the materials, the strategies, and the delivery methods to provide for effective teaching and learning and ongoing development of teachers is necessary for continued improvement to instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide professional development on various curricular products to ensure effective implementation of standards-based instruction at Tier I (McGraw-Hill-Florida Civics Economics & Geography and Florida Transformative Education Gateway to American Government) and to ensure effective implementation for additional remediation and enrichment (IXL, iCivics) to increase social studies proficiency. 2. Utilize reading interventionists to provide push in and pull out support for targeted students (including subgroups) to address reading proficiency issues that are impacting social studies proficiency. 3. Provide tutoring opportunities outside of the school day (teacher-created printed packets aligned to standards to be used as materials) to increase the amount of instructional time with targeted students to increase social studies proficiency. 4. Create and post visual cues/anchor charts for students in classrooms to create common language for greater understanding of standards aligned instruction based on KUDS of NGSSS standards and embedded language within the standards to increase social studies proficiency. 5. Provide monthly TDEs for teachers to include professional development on curricular tools and materials for effective implementation and content area common lesson planning incorporating ongoing analysis of student work to increase social studies proficiency. 6. Provide laptop cart to all core instructional classes to ensure equitable access to technology and effective implementation of blended learning platform tools including IXL.

Person Responsible Laura Ache (ache1@duvalschools.org)

#5	
Title	Leadership Development (Principal On Special Assignment)
Rationale	To ensure that standards based instructional support is consistent and continuous. To create a multi-tiered instructional leadership team consisting of a Mentoring Principal on special assignment, who will serves as a mentoring and coaching partner to a new/novice principal assigned to a differentiated accountability school. This peer mentoring principal will provide and additional layer of administrative and instructional support in research based strategies and best practices for cultivating an instructional team of teachers by:, guidance with creating data driven academic leadership teams and teacher PLC's that create systemic and transformational change, and support best practices for supporting and guiding staff with methods and proven strategies that transform daily instructional practices and cultivate learning environments while ultimately increasing student achievement.
State the measurable outcome the school plans to achieve	With Leadership Development being implemented with fidelity, we will see an increase in all content areas and teacher retention.
Person responsible for monitoring outcome	School Improvement Dept (schoolimprovement@duvalschools.org)
Evidence-based Strategy	<p>As stated from the First Response Training article titled The Importance of Effective Leadership in Schools, "School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions. School leadership has a greater influence on schools and students when it is widely distributed. Some patterns of distribution are more effective than others."</p> <p>https://www.firstresponsetraining.com/news/the-importance-of-effective-leadership-in-schools/</p>
Rationale for Evidence-based Strategy	The School "Master" principal, will not only oversee all operational and instructional systems at the school, but also provide explicit, job-embedded, coaching for the assigned alternative principal in key leadership development areas to include; how to effectively create and establish school wide systems for school improvement, planning for sustainable change, and engaging all stakeholders in the school's plan for improvement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide secondary leadership and instructional support that is focused on increasing student achievement and closing the achievement gap in tested grades; 2. Serves as Alternative Principal under the direct guidance of the principal or as designee in the absence of the Master principal 3. Support the school's academic leadership development and professional learning (assistant principals, coaches, interventionist, instructional leads) to ensure the success of all students in the learning environment; 4. Support the master principal's communicated expectations and direct feedback from measures to instructional staff in order to ensure accountability for all participants engaged in the educational process is shared. 5. Support and promote the school's vision for student learning, climate and culture; community partnerships, and family/stakeholder engagement.

Person Responsible School Improvement Dept (schoolimprovement@duvalschools.org)

#6	
Title	Improving Academic Rigor with Standards Based Instruction
Rationale	The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas. Assist with teachers of students who are in a state assessed grade and/or course. Will provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement, closing the achievement gap in tested grades; Will serve Assistant Principal grade level ELA, Math, and Science Learning communities. Monitors success of all students in the learning environment, ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance, and support the effective use of benchmarks, learning and expectations, feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. Support & promote positive learning culture; provide support and framework for effective standards based instructional program delivery; coaching instructional staff in application of best practice for increasing student growth
State the measurable outcome the school plans to achieve	With specific content area support, we will see an increase in all content areas. Learning gains will increase by 5-8%
Person responsible for monitoring outcome	Jennifer Crady (cradyj@duvalschools.org)
Evidence-based Strategy	As stated in Leadership Content Knowledge (2003), "We go on to suggest that all administrators have solid mastery of at least one subject (and the learning and teaching of it) and that they develop expertise in other subjects by "postholing," that is, conducting in-depth explorations of an important but bounded slice of the subject, how it is learned, and how it is taught. We conclude with an exploration of how content knowledge and leadership knowledge might be intertwined and suggestions for further research." https://www.jstor.org/stable/3699585?seq=1
Rationale for Evidence-based Strategy	Content specialist are non-administrative, peer to peer support staff who can provided job-embedded professional learning and coaching support. Although effective in instilling credibility with peer's groups, peer coaches cannot provide any evaluative or summative direction or feedback, therefore any necessary teacher professional growth planning and/or progressive action that requires more intensive action must be observed, documented, and supported by administrative staff only.
Action Step	
Description	<ol style="list-style-type: none"> 1. Support the school's academic leadership development and professional learning (assistant principals, coaches, interventionist, instructional leads) to ensure the success of all students in the learning environment; 2. Serves as Assistant Principal of grade level ELA, Math, and Science learning communities; 3. Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills

Person Responsible Jennifer Crady (cradyj@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Southside Middle builds relationships through a variety of means of communication including but not limited to: monthly parent meetings held at the school, monthly SAC and PTSA meetings, use of social media (Facebook, Instagram, Twitter), school website, mass communication system Parent Link for email, phone, and text contact, daily availability for parent conferences with teachers, access to a parent resource center, and open opportunities to meet with faculty and staff. Thorough, ongoing, and transparent communication allow us to build quality relationships with stakeholders for the shared benefit of supporting students.

PFEP Link

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

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.

Southside Middle fosters a school culture of connecting with individual students to ensure the social-emotional needs are being met. We do this through encouraging morning meetings in classrooms to allow for student discourse and mental health check-ins; teaching ongoing lessons related to mental health, character education, positive behavior, growth mindset, cultural studies to explicitly promote awareness and sensitivity; providing opportunities for students to choose a club of their choice during the school day to promote connection for individual students. We have three guidance counselors on staff and systems in place to ensure that all students have access as needed. We also have community partnerships with agencies that provide mentoring opportunities for students.

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

Southside Middle holds a parent night for families transitioning into and out of middle school to share the opportunities on our campus and exposure to high school programs to meet the needs of students. Fifth grade students and parents are invited to tour the school and meet with faculty, staff, and existing students to describe the school offerings and answer any questions. The school hosts a transition night for 8th graders and their parents with visiting high schools who present about their programs and offerings to better educate students and families as they select and apply to future schools.

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.

Southside Middle utilizes the school leadership team that meets weekly to conduct a needs assessment based on multiple data sources. The principal provides information about funding sources and a shared leadership approach is taken to determine how funds are spent to meet the needs identified in the needs assessment. A clear breakdown of funding sources and amounts is provided to prevent duplication of services and to ensure priority needs are met.

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

Southside Middle promotes college and career awareness through community partnerships with agencies that expose students to surrounding area colleges on field trips and through hosting an annual career fair for students to expose them to a variety of career opportunities.

Part V: Budget

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

1	III.A.	Areas of Focus: Reading Proficiency				\$64,784.22
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	310-Professional and Technical Services	2111 - Southside Middle School	UniSIG	0.0	\$1,625.00
			<i>Notes: The school is requesting to use this funding to support 13 reading teachers to be covered by a substitute for a school day for extensive standards-based planning and professional development (both by content grouping and grade level teams) provided by instructional coaches and administrators or lead teachers</i>			
	5900	120-Classroom Teachers	2111 - Southside Middle School	UniSIG	0.0	\$29,568.00
			<i>Notes: Provide tutoring opportunities outside of the school day (teacher-created printed packets aligned to standards to be used as materials) to increase the amount of instructional time with targeted students to increase reading proficiency. [Salary]</i>			
	5900	220-Social Security	2111 - Southside Middle School	UniSIG	0.0	\$2,262.00
			<i>Notes: Tutoring Benefits Social Security 7.65%</i>			
	5900	510-Supplies	2111 - Southside Middle School	UniSIG	0.0	\$2,000.00
			<i>Notes: Provide tutoring opportunities outside of the school day (teacher-created printed packets aligned to standards to be used as materials) to increase the amount of instructional time with targeted students to increase reading proficiency. Provide monthly TDEs for teachers to include professional development on literacy-based strategies for implementation across all curricular content areas and content area common lesson planning incorporating ongoing analysis of student work to increase reading proficiency.</i>			
	6300	620-Audio Visual Materials (Non-consumable)	2111 - Southside Middle School	UniSIG	0.0	\$11,730.00
			<i>Notes: Create and utilize a coaching lab to include audio/visual equipment that allows for instructional coaches to model effective instructional delivery for teachers with their classes</i>			

			<i>during coaching cycles. These model lessons will be recorded for the benefit of viewing by teachers as often as needed both alone or with the coach for guided viewings based on prescribed look-fors to improve instruction and to increase reading proficiency.</i>			
	5900	210-Retirement	2111 - Southside Middle School	UniSIG	0.0	\$2,504.00
			<i>Notes: Tutoring Benefits Retirement 8.47%</i>			
	5900	240-Workers Compensation	2111 - Southside Middle School	UniSIG	0.0	\$278.00
			<i>Notes: Tutoring Benefits Workers Compensation .94%</i>			
	5900	250-Unemployment Compensation	2111 - Southside Middle School	UniSIG	0.0	\$3.00
			<i>Notes: Tutoring Benefits Unemployment Compensation .01%</i>			
	6400	330-Travel	2111 - Southside Middle School	UniSIG	0.0	\$525.80
			<i>Notes: PD for Teachers In county and Out of County Travel</i>			
	5100	510-Supplies	2111 - Southside Middle School	UniSIG		\$1,825.20
			<i>Notes: Engage in a book study across all core content areas for improvement to literacy-based strategy instruction to increase reading proficiency.</i>			
	6400	130-Other Certified Instructional Personnel	2111 - Southside Middle School	UniSIG		\$8,736.00
			<i>Notes: Planning will occur at school to focus on data (Progress Monitoring, iReady, Achieve 3000, Corrective Reading), tier 2 and 3 teachers (coaching cycle), and core instruction. (13 teachers, 1 coach, (13 teachers, 1 coach, 26 hours per teacher each @ \$24 per hour 4-5 hours per Saturday)</i>			
	6400	200-Employee Benefits	2111 - Southside Middle School	UniSIG		\$1,490.00
			<i>Notes: Benefits Planning 17.06%</i>			
	5100	510-Supplies	2111 - Southside Middle School	UniSIG	0.0	\$2,237.22
			<i>Notes: technical materials needed to support virtual learning and home learning for the remainder of the school year (microphone headsets, mouse, etc).</i>			
2	III.A.	Areas of Focus: Math Proficiency				\$232,732.67
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	310-Professional and Technical Services	2111 - Southside Middle School	UniSIG	0.0	\$1,125.00
			<i>Notes: The school is requesting to use this funding to support 9 Math teachers to be covered by a substitute for a school day for extensive standards-based planning and professional development (both by content grouping and grade level teams) provided by instructional coaches and administrators or lead teachers. The funding is based on \$125/day per teacher cost</i>			
	5100	130-Other Certified Instructional Personnel	2111 - Southside Middle School	UniSIG	0.9	\$42,300.00
			<i>Notes: Utilize math interventionist and contracted tutors through partnership with Booming Learning to provide push in and pull out support for targeted students (including subgroups) to reduce the size of groups for intervention within the classrooms thus providing intensive, targeted support in addition to Tier I instruction to increase math proficiency. [Salary]</i>			
	5100	210-Retirement	2111 - Southside Middle School	UniSIG	0.0	\$3,583.00

			Notes: Utilize math interventionist Retirement 8.47%			
	5900	120-Classroom Teachers	2111 - Southside Middle School	UniSIG	0.0	\$24,192.00
			Notes: Provide tutoring opportunities outside of the school day (teacher-created printed packets aligned to standards to be used as materials) to increase the amount of instructional time with targeted students to increase math proficiency. [Salary]			
	5900	210-Retirement	2111 - Southside Middle School	UniSIG	0.0	\$2,049.00
			Notes: Tutoring Benefits Retirement 8.47%			
	5900	510-Supplies	2111 - Southside Middle School	UniSIG	0.0	\$2,500.00
			Notes: Provide tutoring opportunities outside of the school day (teacher-created printed packets aligned to standards to be used as materials) to increase the amount of instructional time with targeted students to increase math proficiency.			
	5900	310-Professional and Technical Services	2111 - Southside Middle School	UniSIG	0.0	\$49,250.00
			Notes: Utilize contracted tutors through partnership with Booming Learning to provide push in and pull out support for targeted students (including subgroups) to reduce the size of groups for intervention within the classrooms thus providing intensive, targeted support in addition to Tier I instruction to increase math proficiency.			
	5100	220-Social Security	2111 - Southside Middle School	UniSIG	0.0	\$3,236.00
			Notes: Utilize math interventionist Social Security 7.65%			
	5100	231-Health and Hospitalization	2111 - Southside Middle School	UniSIG	0.0	\$7,826.00
			Notes: Utilize math interventionist Health and Hospitalization 18.50%			
	5100	232-Life Insurance	2111 - Southside Middle School	UniSIG	0.0	\$13.00
			Notes: Utilize math interventionist Life Insurance .03%			
	5100	240-Workers Compensation	2111 - Southside Middle School	UniSIG	0.0	\$398.00
			Notes: Utilize math interventionist Workers Compensation .94%			
	5100	250-Unemployment Compensation	2111 - Southside Middle School	UniSIG	0.0	\$4.00
			Notes: Utilize math interventionist Unemployment Compensation .01%			
	5100	290-Other Employee Benefits	2111 - Southside Middle School	UniSIG	0.0	\$241.00
			Notes: Utilize math interventionist Other Employee Benefits Flex Medical .57%			
	5100	290-Other Employee Benefits	2111 - Southside Middle School	UniSIG	0.0	\$592.00
			Notes: Utilize math interventionist Other Employee Benefits Leave 1.4%			
	5900	220-Social Security	2111 - Southside Middle School	UniSIG	0.0	\$1,851.00
			Notes: Tutoring Benefits Social Security 7.65%			
	5900	240-Workers Compensation	2111 - Southside Middle School	UniSIG	0.0	\$227.00

			<i>Notes: Tutoring Benefits Workers Compensation .94%</i>			
	5900	250-Unemployment Compensation	2111 - Southside Middle School	UniSIG	0.0	\$2.00
			<i>Notes: Tutoring Benefits Unemployment Compensation .01%</i>			
	6400	330-Travel	2111 - Southside Middle School	UniSIG	0.0	\$603.00
			<i>Notes: Teachers In county and Out of County travel for Prof Development</i>			
	5100	510-Supplies	2111 - Southside Middle School	UniSIG	0.0	\$9,280.00
			<i>Notes: Additional Supplies paper, pens, pencils, chart paper, ink cartridge, staples, memo pads, post it notes, binder clips,</i>			
	5100	510-Supplies	2111 - Southside Middle School	UniSIG	0.0	\$62,168.46
			<i>Notes: (93) 8th grade Algebra ACALETIC's Student/Teacher Supplementary materials packs = \$5,240.83 (960) 6th , 7th , and 8th Grade ACALETICS Math Student/Teacher Supplementary material = \$54,960.00 (225) 8th grade Science ACALETICS's Student Supplementary materials = \$1,967.63</i>			
	6400	310-Professional and Technical Services	2111 - Southside Middle School	UniSIG		\$11,000.00
			<i>Notes: (4) On-Site Teacher Side by Side Professional Development @ \$2,750 per day for a total cost of \$11,000.00</i>			
	6400	130-Other Certified Instructional Personnel	2111 - Southside Middle School	UniSIG		\$6,240.00
			<i>Notes: Planning will occur at school to focus on data (Progress Monitoring, Math 180,) tier 2 and 3 teachers (coaching cycle), and core instruction. (9 teachers, 1 coach, (13 teachers, 1 coach, 26 hours per teacher each @ \$24 per hour 4-5 hours per Saturday)</i>			
	6400	200-Employee Benefits	2111 - Southside Middle School	UniSIG		\$1,065.00
			<i>Notes: Benefits for planning 17.06%</i>			
	6400	510-Supplies	2111 - Southside Middle School	UniSIG		\$750.00
			<i>Notes: Professional learning materials for the teacher PLC trainings</i>			
	5100	510-Supplies	2111 - Southside Middle School	UniSIG	0.0	\$2,237.21
			<i>Notes: technical materials needed to support virtual learning and home learning for the remainder of the school year (microphone headsets, mouse, etc).</i>			
3	III.A.	Areas of Focus: Science Proficiency				\$19,595.54
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	310-Professional and Technical Services	2111 - Southside Middle School	UniSIG	0.0	\$750.00
			<i>Notes: - The school is requesting to use this funding to support 6 Science teachers to be covered by a substitute for a school day for extensive standards-based planning and professional development (both by content grouping and grade level teams) provided by instructional coaches and administrators or lead teachers. The funding is based on \$125/day per teacher cost</i>			
	5900	120-Classroom Teachers	2111 - Southside Middle School	UniSIG	0.0	\$7,376.04

			<i>Notes: Provide tutoring opportunities outside of the school day (teacher-created printed packets aligned to standards to be used as materials) to increase the amount of instructional time with targeted students to increase science proficiency. [Salary]</i>			
	5900	210-Retirement	2111 - Southside Middle School	UniSIG	0.0	\$554.00
			<i>Notes: Tutoring Benefits Retirement 8.47%</i>			
	5900	510-Supplies	2111 - Southside Middle School	UniSIG	0.0	\$3,994.00
			<i>Notes: Provide tutoring opportunities outside of the school day (teacher-created printed packets aligned to standards to be used as materials) to increase the amount of instructional time with targeted students to increase science proficiency.</i>			
	5900	220-Social Security	2111 - Southside Middle School	UniSIG	0.0	\$411.00
			<i>Notes: Tutoring Benefits Social Security 7.65%</i>			
	5900	240-Workers Compensation	2111 - Southside Middle School	UniSIG	0.0	\$51.00
			<i>Notes: Tutoring Benefits Workers Compensation .94%</i>			
	5900	250-Unemployment Compensation	2111 - Southside Middle School	UniSIG	0.0	\$1.00
			<i>Notes: Tutoring Benefits Unemployment Compensation .01%</i>			
	5100	510-Supplies	2111 - Southside Middle School	UniSIG	0.0	\$2,623.50
			<i>Notes: Acaletics Supplementary Science Materials</i>			
	6400	130-Other Certified Instructional Personnel	2111 - Southside Middle School	UniSIG		\$3,276.00
			<i>Notes: Planning will occur at school to focus on data (Progress Monitoring, iReady, Achieve 3000.), tier 2 and 3 teachers (coaching cycle), and core instruction. (6 teachers, 1 coach, 19.5 hours each teacher @ \$24 per hour 4-5 hours per Saturday)</i>			
	6400	200-Employee Benefits	2111 - Southside Middle School	UniSIG		\$559.00
			<i>Notes: Benefits planning 17.06%</i>			
4	III.A.	Areas of Focus: Social Studies Proficiency				\$20,675.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	310-Professional and Technical Services	2111 - Southside Middle School	UniSIG	0.0	\$1,000.00
			<i>Notes: The school is requesting to use this funding to support 8 Social Studies teachers to be covered by a substitute for a school day for extensive standards-based planning and professional development (both by content grouping and grade level teams) provided by instructional coaches and administrators or lead teachers. The funding is based on \$125/day per teacher cost</i>			
	5900	120-Classroom Teachers	2111 - Southside Middle School	UniSIG	0.0	\$8,064.00
			<i>Notes: Provide tutoring opportunities outside of the school day (teacher-created printed packets aligned to standards to be used as materials) to increase the amount of instructional time with targeted students to increase social studies proficiency. [Salary]</i>			
	5900	210-Retirement	2111 - Southside Middle School	UniSIG	0.0	\$683.00
			<i>Notes: Tutoring Benefits Retirement 8.47%</i>			

	5900	510-Supplies	2111 - Southside Middle School	UniSIG	0.0	\$3,660.00
			Notes: Provide tutoring opportunities outside of the school day (teacher-created printed packets aligned to standards to be used as materials) to increase the amount of instructional time with targeted students to increase social studies proficiency.			
	5900	220-Social Security	2111 - Southside Middle School	UniSIG	0.0	\$617.00
			Notes: Tutoring Benefits Social Security 7.65%			
	5900	240-Workers Compensation	2111 - Southside Middle School	UniSIG	0.0	\$76.00
			Notes: Tutoring Benefits Workers Compensation .94%			
	5900	250-Unemployment Compensation	2111 - Southside Middle School	UniSIG	0.0	\$1.00
			Notes: Tutoring Benefits Unemployment Compensation .01%			
	6400	130-Other Certified Instructional Personnel	2111 - Southside Middle School	UniSIG		\$5,616.00
			Notes: Planning will occur at school to focus on data (Progress Monitoring, iReady, Achieve 3000, tier 2 and 3 teachers (coaching cycle), and core instruction. (8 teachers, 1 coach, 26 hours per teacher each @ \$24 per hour 4-5 hours per Saturday)			
	6400	200-Employee Benefits	2111 - Southside Middle School	UniSIG		\$958.00
			Notes: Benefits Planning 17.06%			
5	III.A.	Areas of Focus: Leadership Development (Principal On Special Assignment)				\$38,083.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7300	110-Administrators	2111 - Southside Middle School	UniSIG	0.25	\$27,500.00
			Notes: Additional Support Supplemental Principal. The primary role of the supplemental Principal is to provide additional administrative instructional support to content areas.			
	7300	210-Retirement	2111 - Southside Middle School	UniSIG	0.0	\$2,329.00
			Notes: Additional Support Supplemental Principal Benefits Retirement 8.47%			
	7300	220-Social Security	2111 - Southside Middle School	UniSIG	0.0	\$2,104.00
			Notes: Additional Support Supplemental Principal Benefits Social Security 7.65%			
	7300	231-Health and Hospitalization	2111 - Southside Middle School	UniSIG	0.0	\$5,088.00
			Notes: Additional Support Supplemental Principal Benefits Health and Hospitalization 18.50%			
	7300	232-Life Insurance	2111 - Southside Middle School	UniSIG	0.0	\$8.00
			Notes: Additional Support Supplemental Principal Benefits Life Insurance .03%			
	7300	240-Workers Compensation	2111 - Southside Middle School	UniSIG	0.0	\$259.00
			Notes: Additional Support Supplemental Principal Benefits Workers Compensation .94%			

	7300	250-Unemployment Compensation	2111 - Southside Middle School	UniSIG	0.0	\$3.00
			Notes: Additional Support Supplemental Principal Benefits Unemployment Compensation .01%			
	7300	290-Other Employee Benefits	2111 - Southside Middle School	UniSIG	0.0	\$157.00
			Notes: Additional Support Supplemental Principal Benefits Other Employee Benefits Flex Medical .57%			
	7300	290-Other Employee Benefits	2111 - Southside Middle School	UniSIG	0.0	\$385.00
			Notes: Additional Support Supplemental Principal Benefits Other Employee Benefits Leave 1.4%			
	7300	330-Travel	2111 - Southside Middle School	UniSIG	0.0	\$250.00
			Notes: Travel for A/P and Additional Support Supplemental Principal In County			
6	III.A.	Areas of Focus: Improving Academic Rigor with Standards Based Instruction				\$48,402.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7300	110-Administrators	2111 - Southside Middle School	UniSIG	0.5	\$35,000.00
			Notes: The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas. Assist with teachers of students who are in a state assessed grade and/or course. Will provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement, closing the achievement gap in tested grades; Will serve Assistant Principal grade level ELA, Math, and Science Learning communities. Monitors success of all students in the learning environment, ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance, and support the effective use of benchmarks, learning and expectations, feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. Support & promote positive learning culture; provide support and framework for effective standards based instructional program delivery; coaching instructional staff in application of best practice for increasing student growth			
	7300	210-Retirement	2111 - Southside Middle School	UniSIG	0.0	\$2,965.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Retirement 8.47%			
	7300	220-Social Security	2111 - Southside Middle School	UniSIG	0.0	\$2,678.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Social Security 7.65%			
	7300	231-Health and Hospitalization	2111 - Southside Middle School	UniSIG	0.0	\$6,475.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Health and Hospitalization 18.50%			
	7300	232-Life Insurance	2111 - Southside Middle School	UniSIG	0.0	\$11.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Life Insurance .03%			
	7300	240-Workers Compensation	2111 - Southside Middle School	UniSIG	0.0	\$329.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Workers Compensation .94%			

	7300	250-Unemployment Compensation	2111 - Southside Middle School	UniSIG	0.0	\$4.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Leave 1.4%</i>			
	7300	290-Other Employee Benefits	2111 - Southside Middle School	UniSIG	0.0	\$200.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Flex Medical .57%</i>			
	7300	290-Other Employee Benefits	2111 - Southside Middle School	UniSIG	0.0	\$490.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Leave 1.4%</i>			
	7300	330-Travel	2111 - Southside Middle School	UniSIG	0.0	\$250.00
			<i>Notes: Travel In County Assistant Principal</i>			
					Total:	\$445,745.00