

Duval County Public Schools

Southside Middle School



2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2019-20 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%)
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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Southside Middle School

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2019-20 Title I School</p> <p>Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>79%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Crady, Jennifer	Principal	
Oliver, Stephanie	Assistant Principal	
Westberry, Lori	Assistant Principal	

Demographic Information

Principal start date

Saturday 7/1/2017, Jennifer Crady

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

37

Demographic Data

2020-21 Status (per MSID File)	Active
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School Type and Grades Served (per MSID File)	Middle School 6-8
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2019-20 Title I School	Yes
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Year	
Support Tier	
ESSA Status	CS&I
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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	340	324	296	0	0	0	0	960
Attendance below 90 percent	0	0	0	0	0	0	138	158	129	0	0	0	0	425
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	2	1	2	0	0	0	0	5
Course failure in Math	0	0	0	0	0	0	1	1	1	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	90	116	110	0	0	0	0	316
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	82	110	118	0	0	0	0	310
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	161	189	161	0	0	0	0	511

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

Date this data was collected or last updated

Tuesday 9/15/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

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	
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

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	
	(0)	(0)	(0)	0 (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.

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%	1

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%	0

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	43
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

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%	0
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%	0
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%	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	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	0

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 two years ago and an increase in teaching in a standards-based aligned format this past 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?

One potential area of concern regarding EWS data is the number of students who have already missed 10% of the school days. This is clearly most likely to COVID-19 implications. 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 with improvements to the implementation of standards-based instruction.
2. Math growth and proficiency for all students including ESSA subgroups below the Federal Index with improvements to the implementation of standards-based instruction.
3. Civics proficiency for all scheduled students including ESSA subgroups below the Federal Index with improvements to the implementation of standards-based instruction.

4. Science proficiency for all scheduled students including ESSA subgroups below the Federal Index with improvements to the implementation of standards-based instruction.
5. Attendance below 90 percent for all students including ESSA subgroups below the Federal Index with improvements to the implementation of standards-based instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus - Improve standards-based planning process (utilizing our 12-step PLC planning protocol including unpacking of standards, creation of learning arcs with aligned tasks and assessments, and student work analysis) and execution of those plans in all content areas.

Area of Focus Description and Rationale:

Description and Rationale - The 2019-2020 school year marked a beginning point for genuine standards-based instruction, tasks, and assessments at Southside Middle. Due to COVID-19, our school year was greatly impacted when we moved to full-time virtual learning that was vastly asynchronous in nature and our previously successful professional community work shifted to a focus on navigating the virtual platforms and the focus on engaging as many students in that platform as possible, causing at least a quarter's worth of professional learning time previously dedicated to standards-based instruction to be lost. The data from the instructional walkthroughs prior to the shift to virtual instruction indicated that the administrative team was calibrated in most instances and that the standards were the key focus of the planning process including the design of student tasks and assessments in all state accountability areas. This year, there is one new member of our administrative team, and thus there is a need to re-calibrate before progressing forward in the standards-based instructional continuum. There are also 9 new teachers to our campus in core content departments that will require additional professional development to be brought up to speed with our planning processes and task and assessment design to allow us to progress forward in the standards-based instructional continuum. The focus on standards-based instruction will improve proficiency and growth scores in all state accountability areas.

Measurable Outcome:

95% of our current core content teachers will engage in successful standards-based instruction planning processes including the creation of learning arcs for each standard with aligned tasks and assessments.

Person responsible for monitoring outcome:

Jennifer Crady (cradyj@duvalschools.org)

Evidence-based Strategy:

Utilize professional learning communities and common planning processes to improve teachers' abilities to provide effective standards-based instruction in all core content areas including the design of formative and summative assessments, instructional delivery, and student learning aligned tasks.

Rationale for Evidence-based Strategy:

According to research including Standards-Based Learning in Action: Moving From Theory to Practice by Tom Schimmer, Garnet Hilman, and Mandy Stalets, "standards-based learning is anchored on a teacher's commitment to designing instructional experiences and assessment that make proficiency against standards (not the accumulation of points) the priority outcome. TNTP's published study "The Opportunity Myth" also addresses the need for "consistent opportunities [for students] to work on grade-appropriate assignments" and for "teachers who hold high expectations for students and truly believe they can meet grade-level standards." DuFour's research on Professional Learning Communities (PLCs), specifically in Learning by Doing: A Handbook for PLCs at Work, also supports the "purpose of school is to ensure all students learn at high levels...helping all students learn requires a collaborative and collective effort...to assess our effectiveness in helping all students learn we must focus on results and use results to inform and improve our professional practice."

Action Steps to Implement

Create School Conditions for Effective Professional Learning:

1. Participate in professional development on the relationship between the School Improvement Plan and the district Standards-Based Initiative requirements and turnkey information to Academic Leadership Team (admin, reading and math interventionists, district specialist/coach).
2. Provide structure within master schedule to carve out dedicated time for PLC and Common Planning work.
3. Utilize budget sources (district allocation, UniSIG, Title I) to provide support personnel to assist with coaching teachers and providing student interventions as needed for all ESSA subgroups and students targeted for growth and proficiency including those in the LPQ, as well as teachers to decrease the class-size to maximize instruction and tutors to provide additional enrichment or remediation for students in need.
4. Hire effectively utilizing UniSIG incentive for teachers with Effective or Highly Effective 3-year Aggregate VAM scores to fill teacher vacancies.

Person Responsible Jennifer Crady (cradyj@duvalschools.org)

Establish Structure and Expectations for PLCs:

1. Revise the 12-Step PLC Planning Protocol for protocol for strategic, ongoing PLC work with core content areas for standards-based planning processes including the creation of learning arcs for standards with aligned tasks and assessment and use to guide all ongoing PLC and Common Planning work.
2. Collaborate with Academic Leadership Team (admin, reading and math interventionists, district specialist/coach) to provide ongoing PD through PLCs guided by 12-Step PLC Planning Protocol
4. Provide ongoing support to core content area teachers through PLC and common planning work focused on conversation around standards including the creation of aligned tasks, materials and student assessments and the reflection of student work and performance on formative and summative assessments (to include weekly meetings and quarterly TDEs for continued professional learning).
5. Provide ongoing PD with curricular supplements designed to enrich standards-based instruction (Acaletics, IXL, Renaissance Learning, iReady, Booming Learning tutoring).

Person Responsible Jennifer Crady (cradyj@duvalschools.org)

Monitoring for Effectiveness:

1. Principal will participate in School Improvement Rounds with school cluster for continued professional learning with the Standards-Based Initiative and in preparation for Standards-Based Instructional Reviews.
2. Conduct walkthroughs with school-based administrative team (in partnership with the Regional team and FLDOE support when available) to identify trend data to evaluate alignment across all content area teachers in the execution of the standards-based plans.
3. Conduct virtual walkthroughs to monitor distance learning implementation of standards-based instruction for FT DHR students and provide feedback to ensure Teams pages support SBI with the SWT tool.
3. Calibrate with Academic Leadership Team (admin, reading and math interventionists, district specialist/coach) on Standards-Based Instructional Walkthrough Tool.
4. Meet regularly (including weekly administrative team meetings on Mondays and Academic Leadership Team meetings on last B day of the week) to discuss alignment findings in a collaborative, open, and consistent manner based on Standards Walkthroughs.

Person Responsible Jennifer Crady (cradyj@duvalschools.org)

Supplement and Sustain to Improve Student Achievement:

1. Supplement the technology available to implement distance learning programs with hybrid and full-time virtual students including laptops for students and teacher technology tools designed to help bridge the gap and improve implementation of instruction in distance learning.

2. Supplement student supplies needed in all content areas to minimize shared materials impacted by COVID-19 safety protocols (notebooks, folders, filler paper, etc.).
3. Supplement classroom libraries to include increased variety of cultural diverse selections to aid in increasing reading engagement
4. Conduct faculty book study on Reading Nonfiction: Notice and Note Stances by Kylee Beers.
5. Begin the study of standards-based grading systems to examine existing grading practices that focus on point accumulation and behavioral compliance to a proficiency scale approach through a book study with the academic leadership team on Tom Schimmer's Standards-Based Learning in Action: Moving from Theory to Practice.

Person Responsible Jennifer Crady (cradyj@duvalschools.org)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus - Improve student achievement in the four ESSA subgroups that fall below 41% on the Federal Index: SWD, ELL, Black/Af. Amer., FRL as measured by all school grade components.

Area of Focus Description and Rationale: Description and Rationale - The four subgroups that fall below 41% on the Federal Index (SWD, ELL, Black/Af. amer., and FRL) also fall below most of our overall school grade measures in each tested area. This is a critical needs area as it is our responsibility to close the student achievement gap between each of these subgroups (and those that overlap in more than one subgroup) and our overall school population in each tested area. This is also a requirement in our School Improvement Plan due to our status with the Bureau of School Improvement as a one-time 'D' school. The focus on ESSA subgroups will improve proficiency and growth scores in all state accountability areas for these students and overall.

All four ESSA subgroup measures on the Federal Index will increase to the minimum required threshold of 41%.

Measurable Outcome: All percentages for the four ESSA subgroups will increase to minimize the gap between overall performance and performance of students within the subgroups as measured on state accountability assessments for the nine cells where the gap is greater than 10% difference. Those areas include:

- SWD - ELA Achievement (12% vs. 27%); Math Achievement (13% vs. 33%); Science Achievement (6% vs. 21%); Social Studies Achievement (16% vs. 54%)
- ELL - ELA Achievement (14% vs. 27%); Math Achievement (22% vs. 33%)
- Black - MS Acceleration (50% vs. 70%)

Person responsible for monitoring outcome: Jennifer Crady (cradyj@duvalschools.org)

Evidence-based Strategy: Utilize high quality professional development to provide professional learning for teachers around subgroups and progress monitoring of those subgroups, wraparound services for those subgroups, strong academic standards-aligned curriculum for those subgroups, and the use of professional learning communities to implement the PD.

Rationale for Evidence-based Strategy: According to research including "Professional Learning in the Learning Profession" by Darling-Hammond et. al., the greatest improvements in student achievement have been found to be associated with PD approaches that "occur in collaborative and collegial learning environments in which teachers participate in professional learning and together grapple with issues related to new content and instructional practices" as well as PD that "links to analysis of teaching and student learning, including the formative use of assessment data." Castrechini's research adds that a community school approach that increases the "frequency of parent, family, and community engagement is positively associated with improved student academic achievement...fewer years that students spend in special education, and gains in English language development exam scores for ELLs." The research cited for the first area of focus is also relevant for these subgroups as it relates to standards-based instruction and professional learning communities.

Action Steps to Implement

- Create School Conditions for Effective Professional Learning:
1. Participate in professional development on the relationship between the School Improvement Plan and

- the district Standards-Based Initiative requirements and turnkey information to Academic Leadership Team (admin, reading and math interventionists, district specialist/coach).
2. Provide structure within master schedule to carve out dedicated time for PLC and Common Planning work.
 3. Utilize budget sources (district allocation, UniSIG, Title I) to provide support personnel to assist with coaching teachers and providing student interventions as needed for all ESSA subgroups and students targeted for growth and proficiency including those in the LPQ, as well as teachers to decrease the class-size to maximize instruction and tutors to provide additional enrichment or remediation for students in need.
 4. Hire effectively utilizing UniSIG incentive for teachers with Effective or Highly Effective 3-year Aggregate VAM scores to fill teacher vacancies.

Person Responsible Jennifer Crady (cradyj@duvalschools.org)

Establish Structure and Expectations for PLCs:

1. Revise the 12-Step PLC Planning Protocol for protocol for strategic, ongoing PLC work with core content areas for standards-based planning processes including the creation of learning arcs for standards with aligned tasks and assessment and use to guide all ongoing PLC and Common Planning work.
2. Collaborate with Academic Leadership Team (admin, reading and math interventionists, district specialist/coach) to provide ongoing PD through PLCs guided by 12-Step PLC Planning Protocol
4. Provide ongoing support to core content area teachers through PLC and common planning work focused on conversation around standards including the creation of aligned tasks, materials and student assessments and the reflection of student work and performance on formative and summative assessments (to include weekly meetings and quarterly TDEs for continued professional learning).
5. Provide ongoing PD with curricular supplements designed to enrich standards-based instruction (Acaletics, IXL, Renaissance Learning, iReady, Booming Learning tutoring).

Person Responsible Jennifer Crady (cradyj@duvalschools.org)

Monitoring for Effectiveness:

1. Principal will participate in School Improvement Rounds with school cluster for continued professional learning with the Standards-Based Initiative and in preparation for Standards-Based Instructional Reviews.
2. Conduct walkthroughs with school-based administrative team (in partnership with the Regional team and FLDOE support when available) to identify trend data to evaluate alignment across all content area teachers in the execution of the standards-based plans.
3. Conduct virtual walkthroughs to monitor distance learning implementation of standards-based instruction for FT DHR students and provide feedback to ensure Teams pages support SBI with the SWT tool.
3. Calibrate with Academic Leadership Team (admin, reading and math interventionists, district specialist/coach) on Standards-Based Instructional Walkthrough Tool.
4. Meet regularly (including weekly administrative team meetings on Mondays and Academic Leadership Team meetings on last B day of the week) to discuss alignment findings in a collaborative, open, and consistent manner based on Standards Walkthroughs.

Person Responsible Jennifer Crady (cradyj@duvalschools.org)

Supplement and Sustain to Improve Student Achievement:

1. Supplement the technology available to implement distance learning programs with hybrid and full-time virtual students including laptops for students and teacher technology tools designed to help bridge the gap and improve implementation of instruction in distance learning.
2. Supplement student supplies needed in all content areas to minimize shared materials impacted by COVID-19 safety protocols (notebooks, folders, filler paper, etc.).

3. Supplement classroom libraries to include increased variety of cultural diverse selections to aid in increasing reading engagement
4. Conduct faculty book study on Reading Nonfiction: Notice and Note Stances by Kylene Beers.
5. Begin the study of standards-based grading systems to examine existing grading practices that focus on point accumulation and behavioral compliance to a proficiency scale approach through a book study with the academic leadership team on Tom Schimmer's Standards-Based Learning in Action: Moving from Theory to Practice.

Person Responsible Jennifer Crady (cradyj@duvalschools.org)

Focus on ESSA Subgroups within ALL previous Action Steps:

1. Consider needs of all students in ESSA subgroups during all professional learning including strategic plans for needed accommodations.
2. Provide ongoing PD on identifying students within subgroups as a part of ongoing data analysis for progress monitoring and availability of wraparound services available through existing school partnerships and programs.
3. Strategically monitor each of the subgroups in the targeted areas consistently with all progress monitoring measures taken for all students; disaggregate data to the point of looking at it by subgroup for all quarterly assessments at minimum

Person Responsible Jennifer Crady (cradyj@duvalschools.org)

#3. Leadership specifically relating to Instructional Leadership Team

Area of Focus - Improve perceptions and practices of the effectiveness of the Instructional Leadership Team as measured by the annual Five Essentials survey results of teachers and qualitative data sources related to the function of the team itself.

Area of Focus Description and Rationale:

Description and Rationale - The annual Five Essentials survey data related to Effective Leaders has revealed less than desirable results (Neutral) in Instructional Leadership practices related to the usefulness of feedback given to teachers to improvement teaching, the need to press teachers to implement what they have learned in PD, and the support needed to improve teaching practices. This area of focus is critical because it provides the follow through for all we are doing to focus on standards-based instruction and progress monitoring of our student achievement as a result of the ongoing professional learning provided. This is ultimately the focus that leads to improved teaching and learning and the perception in survey data does not yet demonstrate where we would like to be as an Instructional Leadership Team.

Measurable Outcome:

The measure of Instructional Leadership under the Effective Leaders essential will improve from Neutral to at least Strong which will require more teachers to strongly agree with the statements within the survey.

Person responsible for monitoring outcome:

Jennifer Crady (cradyj@duvalschools.org)

Evidence-based Strategy:

Utilize shared and collaborative leadership approach as an Instructional Leadership Team to spend time in classrooms in order to effectively monitor and encourage curriculum implementation and quality instructional practices, collect data that measures effectiveness of teaching and learning, and provide feedback that is focused on improvements to teaching and learning.

Rationale for Evidence-based Strategy:

According to research including Tucker & Tschannen-Moran, "principals need to function as the chief instructional leader of their school while balancing multiple responsibilities. however, to effectively foster student learning requires the exercise of distributing leadership." School leaders need to "trust teachers to implement instruction effectively, but they also monitor instruction with frequent classroom visits to verify the results" (Portin et al., 2003). This research supports the evidence-bases strategy for shared leadership and the importance to spend time in classrooms to measure the effectiveness of the professional learning for teachers and its impact on student learning. Michael Fullan offers that the "demands that accompany high-stakes testing compel[s] principals to guide their schools to learn from their results and experiences, lead[ing] to coherence within a school and offer better opportunities to sustain results." Continuous improvement requires an examination of data to address inconsistencies with expected results. Effective feedback then becomes vital.

Action Steps to Implement

Presses Teachers to Implement Professional Learning:

1. Provide ongoing PD to teachers through PLCs focused on high quality instruction. Include explicit look-fors and timelines for implementation.
2. Observe instruction with the provided look-fors specific to each PLC session weekly. Document trends across departments using weekly coaches' Forms and individual feedback using coaches' feedback forms or SWT or other form of documentation.
3. Discuss data findings in weekly Instructional Leadership Team meetings and determine next steps for PLCs and individual teacher needs (e.g. coaching cycles).

4. Embed shared leadership opportunities in PLCs for teachers to share their instructional practices related to the specific look-fors from PLCs (e.g. creation of learning arcs, lesson design templates, student work samples, formative and summative assessment data, next steps).

Person Responsible Jennifer Crady (cradyj@duvalschools.org)

Provide Useful Feedback to Improve Teaching:

1. Determine feedback mechanisms that are perceived as most useful to teachers through PLC surveys.
2. Observe instruction with the provided look-fors specific to each PLC session weekly. Document trends across departments using weekly coaches' Forms and individual feedback using coaches' feedback forms or SWT or other form of documentation.
3. Provide teachers with feedback through the mechanisms perceived as useful including spending time in conversation with teachers as much as possible instead of sole written feedback.
4. Involve teachers in personal goal setting related to improving teaching through IPDPs and ongoing feedback cycles outside of required observations (through common planning sessions).

Person Responsible Jennifer Crady (cradyj@duvalschools.org)

Provide Support Teachers Need to Improve Teaching:

1. Determine support mechanisms that are perceived as supportive to teachers through PLC surveys.
2. Observe instruction with the provided look-fors specific to each PLC session weekly. Document trends across departments using weekly coaches' Forms and individual feedback using coaches' feedback forms or SWT or other form of documentation.
3. Provide teachers with feedback through the mechanisms perceived as useful including spending time in conversation with teachers as much as possible instead of sole written feedback.
4. Involve teachers in personal goal setting related to improving teaching through IPDPs and ongoing feedback cycles outside of required observations (through common planning sessions).
5. Provide support to teachers through the mechanisms perceived as being supportive including increased communication and availability as much as possible.

Person Responsible Jennifer Crady (cradyj@duvalschools.org)

#4. Culture & Environment specifically relating to School Safety

Area of Focus - Improve perceptions of school culture relating to safety as measured by the annual Five Essentials survey results of students and other internal survey results.

Area of Focus Description and Rationale:

Description and Rationale - The annual Five Essentials survey data related to Supportive Environment has revealed less than desirable results (Very Weak) in Safety practices related to in classrooms, in hallways and in bathrooms on campus. In addition, other internal survey results indicate the need for increased social and emotional safety. This area of focus is critical because it speaks to needed improvements in school culture that impact students' basic needs according to Maslow's Hierarchy which can have a great affect on their academic performance.

Measurable Outcome:

The measure of Safety under the Supportive Environment essential will improve from Very Weak to at least Neutral which will require more students to respond that they feel mostly safe in each area within the survey.

Other survey data collected including some qualitative measures will also improve to indicate that students feel more socially and emotionally safe on campus than before.

Person responsible for monitoring outcome:

Jennifer Crady (cradyj@duvalschools.org)

Evidence-based Strategy:

Utilize a multi-pronged approach to improve perceptions of physical, social and emotional safety of students including improvements to physical structures, teacher-based programs with calming classrooms and/or family meetings, community partnerships including Team Up, school-based clubs, restorative justice skills training in conflict management and social skills, training of teachers in mental health first aid, ongoing PBIS team meetings, and implementation of a self-regulation room on campus. All of these research-bases strategies will be explicitly communicated with students and families to improve awareness of these practices so that they can be utilized by more students.

Rationale for Evidence-based Strategy:

The joint statement from NAEESP, NASSP, SSWAA, NASRO, ASCA, and NASP's Executive Summary provides a detailed framework for improving school safety. in that Framework for Safe and Successful Schools, they state that "school safety and positive school climate are not achieved by singular actions but rather by effective comprehensive and collaborative efforts requiring the dedication and commitment of all school staff and relevant community members." This supports our multi-pronged approach to address many approaches to improving school culture related to school safety.

Action Steps to Implement

Physical Structures:

1. Work with the district to improve perimeter fencing including a more secure front gate entrance onto campus with crash gates for allowable egress safely.
2. Repair/replace window coverings to improve hard corner safe zones for Code Red/Active Assailant Drills.
3. Mark hard corner safe zones on ceilings instead of floors to ensure marks stay constant.
4. Work with local law enforcement and district law enforcement to ensure all required drills and practices related to any evacuations are consistent and executed correctly.
5. Communicate above steps to all stakeholders explicitly including students.

Person Responsible

Jennifer Crady (cradyj@duvalschools.org)

Teacher-Based Programs:

1. Work with Project RISE to provide training to teachers on calming classrooms and/or family meetings. Observe in action and provide feedback.
2. Participate in district provided or Project RISE provided trainings for culturally responsive teaching. Observe in action and provide feedback.
3. Ensure all teachers attend Youth Mental Health First Aid required and offered by the district.
4. Reestablish monthly Club Days post Covid-19 for increased student connection with teacher sponsors
5. Provide restorative justice training to all teachers for increased awareness of intervention through guidance and student services
6. Communicate above steps to all stakeholders explicitly including students.

Person Responsible Jennifer Crady (cradyj@duvalschools.org)

Community Partnerships:

1. Review existing community partnerships including contact information and yearly goals for support.
2. Utilize Team Up program for students by special invitation to participate when school-based data indicates the need for further intervention.
3. Utilize Fidelity Investments annual campus improvement funds to support school initiatives related to improved school safety (Zen Den/self-regulation room creation in lieu of ISSP).
4. Utilize faith-based partnerships to aid in efforts on campus including possible mentors or other support mechanisms.
5. Utilize Kim's Open door to provide wraparound services for ELLs.
6. Utilize Englewood Full-Service Schools for wraparound services for all students in need of further support.
7. Communicate above steps to all stakeholders explicitly including students.

Person Responsible Jennifer Crady (cradyj@duvalschools.org)

Positive Behavioral Interventions and Support (PBIS):

1. Reestablish team and monthly meetings on campus
2. Incorporate team leads into Project RISE Leadership Team to streamline campus-wide work with MTSS and available interventions
3. Recognize student and teacher award winners for Knightly behaviors monthly
4. Communicate above steps to all stakeholders explicitly including students.

Person Responsible Jennifer Crady (cradyj@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school leadership team collectively determined that Title I funds will be used to support the entire Area of Focus of Instructional Practice specifically relating to Standards-aligned Instruction through salaried positions including: one math teacher, one language arts teacher, one reading teacher, one and a half reading interventionists, and one math interventionist. These Title I funds are utilized to supplement our current allocations for personnel and serve in the capacities to reduce class sizes to allow for maximized effective instruction, as well as to provide interventions in math and reading to students targeted for growth and proficiency including all ESSA subgroups and students in the LPQ.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Southside Middle builds relationships with stakeholders 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), 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, SMS Community Teams page, 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 and contributing to a positive school culture and environment.

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. We begin every school day with announcements that conclude with the recitation of our school's Knight's Oath which emphasizes the desired behaviors from our work in PBIS.

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.

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.

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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$406,597.57
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7300	110-Administrators	2111 - Southside Middle School	UniSIG	0.5	\$36,937.00
			<i>Notes: *Supplemental Assistant Principal is not a new position in the district, but it will be a newly added layer of support for the school. The primary role of the supplemental assistant principal is to provide additional administrative instructional support to content area teachers of students who are in a state assessed grade and/or course based upon a tiered level of needed support. The supplemental AP will work in coordination with the Innovation and School Improvement Region Executive Directors and the School principal to: -Provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; -The Supplemental Assistant Principal will also serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; -To ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and -Support the effective use of benchmarks, learning, and expectations. -Provide direct feedback measures to identified instructional staff to ensure accountability for all participants engaged in the educational process. -Support and promote a positive learning culture through job-embedded, real time provide coaching of identified instructional staff in the application of best practices for increasing student achievement and standards mastery. Yes, this is a new employee to continue for the 20-21 SY; This position was approved in the 19-20 UniSIG grant; This position is split funded and shared with Young Women's/Men's Leadership Academy.</i>			
	7300	210-Retirement	2111 - Southside Middle School	UniSIG		\$3,693.73
			<i>Notes: Supplemental Assistant Principal Benefits Retirement at 10.00%</i>			
	7300	220-Social Security	2111 - Southside Middle School	UniSIG		\$2,825.70
			<i>Notes: Supplemental Assistant Principal Benefits Social Security at 7.65%</i>			
	7300	231-Health and Hospitalization	2111 - Southside Middle School	UniSIG		\$6,478.80
			<i>Notes: Supplemental Assistant Principal Benefits Group Health at 17.54%</i>			
	7300	232-Life Insurance	2111 - Southside Middle School	UniSIG		\$7.39
			<i>Notes: Supplemental Assistant Principal Benefits Life Insurance at .02%</i>			
	7300	240-Workers Compensation	2111 - Southside Middle School	UniSIG		\$347.21
			<i>Notes: Supplemental Assistant Principal Benefits Workers Compensation at .94%</i>			

	7300	290-Other Employee Benefits	2111 - Southside Middle School	UniSIG		\$199.46
			<i>Notes: Supplemental Assistant Principal Benefits Flex Medical at .54%</i>			
	7300	330-Travel	2111 - Southside Middle School	UniSIG		\$196.31
			<i>Notes: Supplemental Assistant Principal In County Travel</i>			
	5100	369-Technology-Related Rentals	2111 - Southside Middle School	UniSIG		\$22,440.00
			<i>Notes: The site license for iReady Reading and Math on this line item will be used with all students taking Math and English Language Arts, which include 6th – 8th Grade. Start date will be September 2020 through August 2021. These licenses will be used to support intervention and closing achievement gaps. Please see the attached quote.</i>			
	5100	640-Furniture, Fixtures and Equipment	2111 - Southside Middle School	UniSIG		\$42,102.00
			<i>Notes: This line item will be used to support all grade levels. The laptops and charging carts will be used for blended learning platforms such as iReady, Achieve 3000, ACALETICS, IXL, Renaissance Learning, etc). The school is in need of 3 carts and 65 laptops. Please see the quote attached. The district is providing a 4:1 for student laptops ; The school currently has 300 devices for the 970 students. The school is need of these laptops to ensure baseline assessments can be done in timely manner. In addition, the laptops will support students in the Hybrid model during everyday instruction</i>			
	5100	510-Supplies	2111 - Southside Middle School	UniSIG		\$18,317.27
			<i>Notes: This line item will be used to support all core content areas - math, ELA, science, and social studies for all students grades 6th-8th. We will purchase notebooks, folders, filler paper for color-coded by subject notebooks and interactive journals and other supplies and materials needed to support teachers and tutors in their efforts to enhance and support differentiated small group instruction. Please see the attached quotes.</i>			
	5100	510-Supplies	2111 - Southside Middle School	UniSIG		\$2,387.25
			<i>Notes: This line item will be used to support all core content areas - math, ELA, science, and social studies for all students in grades 6th-8th. 70 qty G430S Ultra-Thin Graphic Tablet 4" X 3" pen needed to support teachers in their efforts to enhance and support differentiated small group instruction especially with virtual learning. Please see the attached quote. These tablets provide a way for teachers who are teaching both virtually and face-to-face. The tablets work hand in hand with computer. It allows teachers share their screens and allows them to annotate and model lessons in real time without having to use their laptop. The district provides all teachers with a laptop (non-touch screen), however these tablets allow two devices to be used while instructing students.</i>			
	5900	120-Classroom Teachers	2111 - Southside Middle School	UniSIG		\$39,168.00
			<i>Notes: This line item will be used to pay for 17 teachers in core content areas to tutor students before or after school for a total of 96 hours each @ \$24 per hour. The students targeted will be 6th-8th grade students based on progress monitoring assessments in state accountability content areas who are deficient in specific tested standards. Tutors will work with students in these deficient standards to move toward proficiency as measured by ongoing progress monitoring. Tutors calculated at \$24 per hour x 17 teachers x 91 hours. The estimated time of tutoring will be Sept. 30th - April 30th. Approximately 250 students.</i>			
	5900	210-Retirement	2111 - Southside Middle School	UniSIG		\$3,931.80
			<i>Notes: Tutoring Benefits Retirement 10%</i>			
	5900	220-Social Security	2111 - Southside Middle School	UniSIG		\$3,007.83
			<i>Notes: Tutoring Benefits Social Security at 7.65%</i>			

	5900	240-Workers Compensation	2111 - Southside Middle School	UniSIG		\$369.59
			<i>Notes: Tutoring Benefits Workers Compensation at .94%</i>			
	5900	160-Other Support Personnel	2111 - Southside Middle School	UniSIG		\$150.00
			<i>Notes: This line item will be used to pay for 1 Tier I to tutor students before or after school for a total of 15 hours @ \$10 per hour. The students targeted will be 6th-8th grade students based on progress monitoring assessments in state accountability content areas who are deficient in specific tested standards. Tutor will work with students in these deficient standards to move toward proficiency as measured by ongoing progress monitoring. Tutor calculated at \$10 per hour x 15 hours. The estimated time of tutoring will be Sept. 30th - April 30th. Approximately 15. These Tier I students are ESOL students who count for proficiency and gains on state accountability test. There is an ESOL para who is eligible to provide this tutoring outside of school hours.</i>			
	5100	120-Classroom Teachers	2111 - Southside Middle School	UniSIG	1.0	\$39,019.00
			<i>Notes: *Math Interventionist - this line item will be used to work with all grade levels in our school. Specifically, the Lowest Performing Quartile students in each grade level. Due to home learning for 2-3 months during the 2019-2020 school year, we will need to push-in and pull-out students for small group instruction. This position's qualifications are: Education - Bachelor's degree from an accredited college or university. Experience: Three years of continuous teaching experience in mathematics. Experience working with at-risk students. Salary is based on verified years of teaching experience. Certifications & Licenses: Florida Department of Education Certification in Elementary Education K-6 for Elementary interventionist; This is a content specific instructional support positions that will provide the opportunity to provide students the needed intervention on mastery of objectives. Identified students will receive assistance in reaching proficiency with standards-aligned skills. If approved, the candidate who was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (100%).</i>			
	5100	210-Retirement	2111 - Southside Middle School	UniSIG		\$3,901.87
			<i>Notes: Math Interventionist - Benefits Retirement 10%</i>			
	5100	220-Social Security	2111 - Southside Middle School	UniSIG		\$2,984.93
			<i>Notes: Math Interventionist - Benefits Social Security 7.65%</i>			
	5100	231-Health and Hospitalization	2111 - Southside Middle School	UniSIG		\$6,843.88
			<i>Notes: Math Interventionist Benefits Group Health at 17.54%</i>			
	5100	232-Life Insurance	2111 - Southside Middle School	UniSIG		\$7.80
			<i>Notes: Math Interventionist Benefits Life Insurance at .02%</i>			
	5100	240-Workers Compensation	2111 - Southside Middle School	UniSIG		\$366.78
			<i>Notes: Math Interventionist Benefits Workers Compensation at .94%</i>			
	5100	290-Other Employee Benefits	2111 - Southside Middle School	UniSIG		\$210.70
			<i>Notes: Math Interventionist Benefits Benefits Flex Medical at .54%</i>			
	5100	120-Classroom Teachers	2111 - Southside Middle School	UniSIG	1.0	\$27,441.00
			<i>Notes: *Reading Interventionist - This line item will be used to work with all grade levels in our school. Specifically, the Lowest Performing Quartile students in each grade level. Due to home learning for 2-3 months during the 2019-2020 school year, we will need to push-in and pull-out students for small group instruction. This position's qualifications are: Education-</i>			

			<i>Bachelor's degree from an accredited college or university. Experience: 3 years continuous teaching experience at the elementary level; 4 years continuous reading teaching at the secondary level. Salary is based on verified years of teaching experience. Certifications & Licenses: Florida Teaching certificate in Elementary Education K-6 (Elem. level); Florida teaching certificate in Reading OR Reading endorsement at the secondary level. If approved, the candidate who was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (50%). This position was funded by Title I last year.</i>		
5100	210-Retirement	2111 - Southside Middle School	UniSIG		\$2,744.06
			<i>Notes: Reading Interventionist Benefits Retirement at 10.00%</i>		
5100	220-Social Security	2111 - Southside Middle School	UniSIG		\$2,099.20
			<i>Notes: Reading Interventionist Benefits Social Security at 7.65%</i>		
5100	231-Health and Hospitalization	2111 - Southside Middle School	UniSIG		\$4,813.07
			<i>Notes: Reading Interventionist Benefits Group Health at 17.54%</i>		
5100	232-Life Insurance	2111 - Southside Middle School	UniSIG		\$5.49
			<i>Notes: Reading Interventionist Benefits Life Insurance at .02%</i>		
5100	240-Workers Compensation	2111 - Southside Middle School	UniSIG		\$257.95
			<i>Notes: Reading Interventionist Benefits Workers Compensation at .94%</i>		
5100	290-Other Employee Benefits	2111 - Southside Middle School	UniSIG		\$148.18
			<i>Notes: Reading Interventionist Benefits Benefits Flex Medical at .54%</i>		
5100	369-Technology-Related Rentals	2111 - Southside Middle School	UniSIG		\$450.00
			<i>Notes: The site license for Renaissance Learning on this line item will be used with all students taking Algebra (8th Grade). Start date will be September 2020 through August 2021. This license will be used to support standards-aligned skills deficiencies while targeting proficiency and progress monitoring of interventions. Please see the attached quote.</i>		
5100	510-Supplies	2111 - Southside Middle School	UniSIG		\$57,959.00
			<i>Notes: Acaletics 2020-21 Math Custom Implementation Package Gr.(6-8) 958 qty These supplemental materials have been beneficial in increasing our math data.</i>		
5100	510-Supplies	2111 - Southside Middle School	UniSIG		\$5,522.59
			<i>Notes: Acaletics 2020-21 Algebra (Gr. 6-8) 98 qty These supplemental materials have been beneficial in increasing our math data.</i>		
5100	510-Supplies	2111 - Southside Middle School	UniSIG		\$4,840.81
			<i>Notes: This line item will be used to support the school's request to purchase culturally diverse and appropriate grade level novels for weekly book club and classroom libraries to use during small group and student independent reading time to increase student engagement in reading. The school intends to utilize this resource to support small group reading instruction within multiple grade level classrooms and during book club sessions to provide remediation of essential foundational reading skills requiring remediation, as identified by progress monitoring data analysis. Please see attached quote. The school has 48 classrooms and every classroom will receive a library containing these materials.</i>		
5100	510-Supplies	2111 - Southside Middle School	UniSIG		\$2,623.50

			<i>Notes: Science QUIK-PIK Book 1 300 qty @7.95 each These supplemental materials have been beneficial to increasing our science data.</i>		
5900	310-Professional and Technical Services	2111 - Southside Middle School	UniSIG		\$49,250.00
			<i>Notes: Booming Learning Tutoring Contract - BLC will provide six (6) tutors during the hours of 10:00 am- 4:00pm, three times weekly for push in, pull out, and small group intensive math tutoring to students targeted by SMS in grades 6th, 7th, and 8th during the school year, at total of 61 days of tutoring support will be provided by six (6) tutors (366 hours per tutor). Students identify as a great risk of failing the course or standardized testing. Students identified will be monitored during both regular school and summer session for progress monitoring, attendance, and potential grade/course recovery. The breakdown of services is as follows: Contractor provides Six (6) Tutors for six (6) hours three times weekly during the hours of 10:00 am - 4:00 pm.</i>		
5100	510-Supplies	2111 - Southside Middle School	UniSIG		\$2,880.00
			<i>Notes: Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies 80 qty @ \$36 each</i>		
6400	310-Professional and Technical Services	2111 - Southside Middle School	UniSIG		\$500.00
			<i>Notes: The school plans to utilize 2 subs to support coverage of their 2 Civics classroom teachers to participate in 2 full day PLC's (1 per quarter). During the PLC, teachers with the support of the Region Content AP, school-based administrator, and Civics Specialist will provide professional development for teachers with the creation of standards-aligned learning arcs and lessons, analyze student progress monitoring data and plan for remediation and intervention of taught standards that have not been mastered, as well as plan for upcoming units of study for Civics and tested standards. Reading and Math Instructional coaches will push-in to classes in teacher absences to ensure effective instruction still occurs with students on these two days. Subs calculated at \$125/day x 2 subs x 2 days.</i>		
6400	310-Professional and Technical Services	2111 - Southside Middle School	UniSIG		\$750.00
			<i>Notes: The school plans to utilize 3 subs to support coverage of their 3 Comp Sci 3/ Biology classroom teachers to participate in 2 full day PLC's (1 per quarter). During the PLC, teachers with the support of the Region Content AP, school-based administrator, and Science Specialist will provide professional development for teachers with the creation of standards-aligned learning arcs and lessons, analyze student progress monitoring data and plan for remediation and intervention of taught standards that have not been mastered, as well as plan for upcoming units of study for Comp Sci 3/ Biology and tested standards. Reading and Math Instructional coaches will push-in to classes in teacher absences to ensure effective instruction still occurs with students on these two days. Subs calculated at \$125/day x 3 subs x 2 days. The school is asking for additional review of these line items due to the pertinent information shared during the Summer BSI Academy: The Summer BSI Academy focused on standards-aligned planning for each core content area that involves unpacking each standard with the use of the KUDS protocol, construction of aligned learning activities for students that provide grade level parallel experiences to assessment, construction/design of appropriate formative and summative assessments to measure student understanding and progress for ALL standards in the curriculum guides for each quarter. These TDEs serve as extensions to PLC work building on the importance of common planning with coach support. The academic coach and PLC lead administrator for each department facilitates the modeling of the process for highly tested standards and each member of the PLC contributes to the process, including the sharing of student work and evaluating the alignment of task and student response to the task to determine alignment. This work can not be accomplished in a limited time of our regular PLC meetings (85 minutes) and truly sets the tone for the standards-based work done throughout the quarter. Our state coach, Eddie Kiep, has seen this work in place and supports the value of it. We have plans for the instructional days missed in the classroom as they will be taught by other academic coaches and interventionists and effective teachers so not to cause a day with subs alone.</i>		
6400	310-Professional and Technical Services	2111 - Southside Middle School	UniSIG		\$1,750.00
			<i>Notes: The school plans to utilize 7 subs to support coverage of their 7 Math classroom teachers to participate in 2 full day PLC's (1 per quarter). During the PLC, teachers with the support of the Region Content AP, school-based administrator, Math Instructional Coach, and Math Specialist will provide professional development for teachers with the creation of</i>		

			<p><i>standards-aligned learning arcs and lessons, analyze student progress monitoring data and plan for remediation and intervention of taught standards that have not been mastered, as well as plan for upcoming units of study for Civics and tested standards. Reading Instructional coach and interventionist will push-in to classes in teacher absences to ensure effective instruction still occurs with students on these two days. Subs calculated at \$125/day x 7 subs x 2 days. The school is asking for additional review of these line items due to the pertinent information shared during the Summer BSI Academy: The Summer BSI Academy focused on standards-aligned planning for each core content area that involves unpacking each standard with the use of the KUDS protocol, construction of aligned learning activities for students that provide grade level parallel experiences to assessment, construction/design of appropriate formative and summative assessments to measure student understanding and progress for ALL standards in the curriculum guides for each quarter. These TDEs serve as extensions to PLC work building on the importance of common planning with coach support. The academic coach and PLC lead administrator for each department facilitates the modeling of the process for highly tested standards and each member of the PLC contributes to the process, including the sharing of student work and evaluating the alignment of task and student response to the task to determine alignment. This work can not be accomplished in a limited time of our regular PLC meetings (85 minutes) and truly sets the tone for the standards-based work done throughout the quarter. Our state coach, Eddie Kiep, has seen this work in place and supports the value of it. We have plans for the instructional days missed in the classroom as they will be taught by other academic coaches and interventionists and effective teachers so not to cause a day with subs alone.</i></p>		
6400	310-Professional and Technical Services	2111 - Southside Middle School	UniSIG		\$1,750.00
			<p><i>Notes: The school plans to utilize 7 subs to support coverage of their 7 ELA classroom teachers to participate in 2 full day PLC's (1 per quarter). During the PLC, teachers with the support of the Region Content AP, school-based administrator, Reading Instructional Coach, and ELA Specialist will provide professional development for teachers with the creation of standards-aligned learning arcs and lessons, analyze student progress monitoring data and plan for remediation and intervention of taught standards that have not been mastered, as well as plan for upcoming units of study for ELA and tested standards. Math Instructional coach and interventionist will push-in to classes in teacher absences to ensure effective instruction still occurs with students on these two days. Subs calculated at \$125/day x 7 subs x 2 days. The school is asking for additional review of these line items due to the pertinent information shared during the Summer BSI Academy: The Summer BSI Academy focused on standards-aligned planning for each core content area that involves unpacking each standard with the use of the KUDS protocol, construction of aligned learning activities for students that provide grade level parallel experiences to assessment, construction/design of appropriate formative and summative assessments to measure student understanding and progress for ALL standards in the curriculum guides for each quarter. These TDEs serve as extensions to PLC work building on the importance of common planning with coach support. The academic coach and PLC lead administrator for each department facilitates the modeling of the process for highly tested standards and each member of the PLC contributes to the process, including the sharing of student work and evaluating the alignment of task and student response to the task to determine alignment. This work can not be accomplished in a limited time of our regular PLC meetings (85 minutes) and truly sets the tone for the standards-based work done throughout the quarter. Our state coach, Eddie Kiep, has seen this work in place and supports the value of it. We have plans for the instructional days missed in the classroom as they will be taught by other academic coaches and interventionists and effective teachers so not to cause a day with subs alone.</i></p>		
6400	130-Other Certified Instructional Personnel	2111 - Southside Middle School	UniSIG		\$3,864.00
			<p><i>Notes: This line item is for subject area teachers to work outside of the instructional day (up to 7 hours each) for planning and collaborating for the quarters not covered during the PLC planning days. These sessions will consist of focused on standards-aligned planning for each core content area that involves unpacking each standard with the use of the KUDS protocol, construction of aligned learning activities for students that provide grade level parallel experiences to assessment, construction/design of appropriate formative and summative assessments to measure student understanding and progress for ALL standards in the curriculum guides for each quarter. The total amount of teachers are 23 (8 ELA teachers, 4 Science teachers, 9 Math teachers, and 2 Social Studies teachers) to be paid for 7 hours each at \$24 an hour + benefits = \$4,508. The remaining \$167.68 will be used for PLC supplies, such as easel boards, copy paper, toner, data notebooks, small group instruction packets, etc.</i></p>		
6400	210-Retirement	2111 - Southside Middle School	UniSIG		\$386.40
			<p><i>Notes: PLC PD Benefits Retirement 10%</i></p>		

	6400	220-Social Security	2111 - Southside Middle School	UniSIG		\$295.60
			<i>Notes: PLC PD Benefits Social Security 7.65%</i>			
	6400	240-Workers Compensation	2111 - Southside Middle School	UniSIG		\$36.32
			<i>Notes: PLC PD Benefits Workers Compensation .94%</i>			
	6400	510-Supplies	2111 - Southside Middle School	UniSIG		\$336.10
			<i>Notes: The remaining \$336.10 will be used for PLC supplies, such as easel boards, copy paper, toner, data notebooks, small group instruction packets, etc.</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$0.00
3	III.A.	Areas of Focus: Leadership: Instructional Leadership Team				\$0.00
4	III.A.	Areas of Focus: Culture & Environment: School Safety				\$0.00
					Total:	\$425,077.50