

Duval County Public Schools

# Westside Middle School



## 2021-22 Schoolwide Improvement Plan

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# Westside Middle School

4815 WESCONNETT BLVD, Jacksonville, FL 32210

[www.duvalschools.org/wms](http://www.duvalschools.org/wms)

## Demographics

**Principal: David Errico**

Start Date for this Principal: 7/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: D (40%) 2017-18: C (49%) 2016-17: C (41%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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](http://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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# Westside Middle School

4815 WESCONNETT BLVD, Jacksonville, FL 32210

[www.duvalschools.org/wms](http://www.duvalschools.org/wms)

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2020-21 Title I School</b></p> <p>Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>84%</p>

## School Grades History

<b>Year</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Grade</b>		D	D	C

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

The mission of J.E.B. Stuart Middle School is to achieving an educational standard of excellence as our chief priority for all students. To accomplish this goal, we will provide a calm, safe, and respectful school climate. Working in collaboration, the faculty, staff, parents, and community will ensure that all students achieve their academic, social, and physical potential to become productive citizens and lifelong learners.

**Provide the school's vision statement.**

J.E.B. Stuart Middle School will provide an engaging curriculum that will motivate students to reach their full potential in a safe, nurturing environment.

### School Leadership Team

**Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Hudson, Robert	Principal	Mr. Hudson role as principal is to serve as the instructional leader of the school. Mr. Hudson is responsible for analyzing data to provide instructional support to improve student achievement school wide. Mr. Hudson will work collaboratively with teachers during professional learning communities .
Byrd, Michael	Assistant Principal	Ms. Byrd is an instructional leader that will support the school vision. She is responsible working with the Math department, providing professional development, disaggregation of data and working with district specialists to build teacher sustainability.
Wade, Tandra	Other	Ms. Wade is the Math Interventionist/Coach and will collaborate and provide support to teachers during PLC and common planning. Ms. Wade will disaggregate data to provide strategies to teachers that will ensure students' academic improvement.
Wallace, Allison	Reading Coach	Ms. Wallace is the Reading Coach and will collaborate and provide support to teachers during PLC and common planning. Ms. Wallace will disaggregate data to provide strategies to teachers that will ensure students' academic improvement.

### Demographic Information

**Principal start date**

Wednesday 7/1/2020, David Errico

**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.*

2

**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.*

10

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

30

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

706

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

5

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

3

**Demographic Data**

**Early Warning Systems**

**2021-22**

**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	237	239	246	0	0	0	0	722
Attendance below 90 percent	0	0	0	0	0	0	101	93	101	0	0	0	0	295
One or more suspensions	0	0	0	0	0	0	46	42	44	0	0	0	0	132
Course failure in ELA	0	0	0	0	0	0	31	45	16	0	0	0	0	92
Course failure in Math	0	0	0	0	0	0	5	22	13	0	0	0	0	40
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	73	65	75	0	0	0	0	213
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	67	55	63	0	0	0	0	185
Number of students with a substantial reading deficiency	0	0	0	0	0	0	32	26	37	0	0	0	0	95

**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	66	61	50	0	0	0	0	177

**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	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Wednesday 6/9/2021

**2020-21 - 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	260	241	245	0	0	0	0	746
Attendance below 90 percent	0	0	0	0	0	0	59	60	0	0	0	0	0	119
One or more suspensions	0	0	0	0	0	0	86	59	0	0	0	0	0	145
Course failure in ELA	0	0	0	0	0	0	101	22	24	0	0	0	0	147
Course failure in Math	0	0	0	0	0	0	91	33	89	0	0	0	0	213
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	84	84	89	0	0	0	0	257
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	77	73	81	0	0	0	0	231

**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	154	135	115	0	0	0	0	404

**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	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**2020-21 - 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	260	241	245	0	0	0	0	746
Attendance below 90 percent	0	0	0	0	0	0	59	60	0	0	0	0	0	119
One or more suspensions	0	0	0	0	0	0	86	59	0	0	0	0	0	145
Course failure in ELA	0	0	0	0	0	0	101	22	24	0	0	0	0	147
Course failure in Math	0	0	0	0	0	0	91	33	89	0	0	0	0	213
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	84	84	89	0	0	0	0	257
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	77	73	81	0	0	0	0	231

**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	154	135	115	0	0	0	0	404

**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	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				27%	43%	54%	25%	42%	53%
ELA Learning Gains				38%	49%	54%	42%	47%	54%
ELA Lowest 25th Percentile				37%	45%	47%	41%	44%	47%
Math Achievement				37%	49%	58%	41%	46%	58%
Math Learning Gains				43%	50%	57%	56%	50%	57%
Math Lowest 25th Percentile				38%	47%	51%	58%	47%	51%
Science Achievement				34%	44%	51%	33%	45%	52%
Social Studies Achievement				47%	68%	72%	81%	82%	72%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	27%	47%	-20%	54%	-27%
Cohort Comparison						
07	2021					
	2019	27%	44%	-17%	52%	-25%
Cohort Comparison		-27%				
08	2021					
	2019	26%	49%	-23%	56%	-30%
Cohort Comparison		-27%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	44%	51%	-7%	55%	-11%
Cohort Comparison						
07	2021					
	2019	38%	47%	-9%	54%	-16%
Cohort Comparison		-44%				
08	2021					
	2019	10%	32%	-22%	46%	-36%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	35%	40%	-5%	48%	-13%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	46%	69%	-23%	71%	-25%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	58%	57%	1%	61%	-3%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

**Grade Level Data Review - Progress Monitoring Assessments**

Provide the progress monitoring tool(s) by grade level used to compile the below data.

PMA assessment Data, teacher assessment, information will be updated below after Fall PMA.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	14	28	27	15	24	21	9	25			
ELL	18	48	47	31	42		18	50			
ASN	50	60		70	70						
BLK	18	26	24	20	21	24	17	33	49		
HSP	23	44	41	29	39	50	19	50			
MUL	28	21		23	29						
WHT	36	27		44	32		34	64	61		
FRL	19	29	26	23	28	30	15	41	51		
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	15	35	21	18	25	28	19	16			
ELL	21	41	50	30	35	37					

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
ASN	36	57		60	60						
BLK	23	34	36	34	40	34	22	42	44		
HSP	31	40	38	33	41	42	57	50	60		
MUL	27	36		38	46			50			
WHT	45	56	58	50	51	59	67	68	77		
FRL	26	36	32	35	41	35	29	43	50		
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	6	23	32	18	51	57	12				
ELL	19	34	9	42	81	83					
ASN	27			64							
BLK	22	41	41	35	52	56	24	76	56		
HSP	34	43	18	55	72	67	47				
MUL	25	45		40	50						
WHT	32	44	40	51	56	59	58	86	67		
FRL	26	43	42	39	55	58	30	80	59		

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	326
Total Components for the Federal Index	10
Percent Tested	95%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	20
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	63
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	26
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	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	25
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	43
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	30
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Analysis forthcoming after PMA results

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Analysis forthcoming after PMA results

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Analysis forthcoming after PMA results

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Analysis forthcoming after PMA results

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

Analysis forthcoming after PMA results

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

Analysis forthcoming after PMA results

#### Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Analysis forthcoming after PMA results

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

Analysis forthcoming after PMA results

## Part III: Planning for Improvement

### Areas of Focus:

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

**Area of Focus Description and Rationale:** Standards based planning and instruction will be new way of work for the school with the number of new teachers and a brand new leadership team. The data from our district SWT dashboard was used to identify these areas.  
 Areas of focus will be:  
 -Calibrating leadership team with the standards based walk-through tool.  
 -Supporting and proving teachers with appropriate resources and training in standards based planning.

By the end of the first quarter using the standards based walk through tool, 75% of core classes will be implementing instruction, tasks, and materials directly aligned with appropriate standard.

**Measurable Outcome:** Data Info: 19-20 school year  
 In ELA, Math, Civics, and Science, the school will see student gains increase by at least 5%. While increasing student gains, the school will work to have more proficient students simultaneously.  
 ELA Achievement - 27%  
 Math Achievement - 37%  
 Social Studies Achievement - 47%  
 Science Achievement - 34%  
 ELA Gains - 38%  
 ELA L25 Gains - 37%  
 Math Gains - 43%  
 Math L25 Gains - 38%

**Monitoring:** Administration will be using the standards based walk through tool and we can pull weekly, monthly reports as well as by content area.

**Person responsible for monitoring outcome:** Robert Hudson (hudsonr1@duvalschools.org)

**Evidence-based Strategy:** If instruction and tasks are aligned to the standards to meet the needs of all students based on data, then all students will be prepared to be successful on the state exams at the end of the school year. Based on standards walk-through tool, our team can measure classrooms that have aligned standards and experiences in core classes.

**Rationale for Evidence-based Strategy:** Identified Resources/Criteria:  
 -Time and resources to differentiate instruction  
 -Understanding standard-aligned materials resources  
 -Collecting data and analyzing to change instructional practices  
 -Need for involvement of parents with student academic goals  
 -Need for technology in electives to enhance standard-aligned tasks

**Action Steps to Implement**

1. Professional Learning Communities data chats around standards mastery.

**Person Responsible** Allison Wallace (wallacea1@duvalschools.org)

2. Use standards walk-through tool weekly to make sure standard based instruction, tasks, and assessments are meeting expectations.

**Person Responsible** Robert Hudson (hudsonr1@duvalschools.org)

3. Core classes identify standards and develop common assessments through PLCs and CPCs.

**Person Responsible** Michael Byrd (byrdm2@duvalschools.org)

6. Breakdown standards to help students in small group instruction

**Person Responsible** Cassandra Smith (smithc3@duvalschools.org)

PDs that were provided last year using the learning arc and resources will be provided to new teachers as well as refresher trainings for teachers in need.

**Person Responsible** [no one identified]

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Instructional practice for math includes math learning gains and math lowest 25th percentile. During the 19-20 school year, the data between the first and second PMA decreased for 8th and 7th grade and increased for 6th grade and the average for all grade levels is 32%. This area was identified from the needs assessment because of past decreases, overall pass rate, and the need for improved instruction. We have used Title I funds for a full time two math interventionists to provide push in and pull out support for our students. Each will also have classes to reduce class size and provide more opportunity for small group support. We purchased additional full time math teacher using Title I funds to reduce class sizes and provide more small group interventions and instructional support.

**Measurable Outcome:** The goal is to increase school wide math learning gains by 5 percentage points from 43 to 48 percent and the lowest 25th percentile by 7 percentage points from 38 to 45 percent.

**Monitoring:** Quarterly PMAs, monthly Acaletics assessments and teacher assessments will be monitored by the Math Coach/Interventionist, AP over Math, and the math teachers.

**Person responsible for monitoring outcome:** Michael Byrd (byrdm2@duvalschools.org)

**Evidence-based Strategy:**

1. We will have an added math coach that will assist with professional development and will do push-ins for teacher support
2. The math interventionist will do pull-outs and push-ins for small groups for student support
3. Continued focus on standards-based instruction
4. Provide after school tutoring to support learning gains

**Rationale for Evidence-based Strategy:** The math interventionist was chosen to help provide student support in developing proficient mathematical skills. The math coach was chosen to help provide teacher support through professional development. Professional development will support data analysis, lesson planning and research-based instructional strategies to create assessments, improve instructional delivery and engagement.

**Action Steps to Implement**

Data will be tracked by instructional coach and interventionist on a biweekly basis.

**Person Responsible** Tandra Wade (wadet@duvalschools.org)

Tutoring funds set aside for math to provide students more opportunity for individual and small group interventions. Pull outs will be created after PMA for targeted students to receive additional tutoring during the school day during electives. After school program will support all targeted students willing and able to stay.

**Person Responsible** Cassandra Smith (smithc3@duvalschools.org)

We purchased additional math teacher using Title I funds to reduce class sizes and provide more small group interventions and instructional support.

**Person Responsible** [no one identified]

We purchased additional math teacher to reduce class sizes and provide more small group interventions and instructional support.

**Person Responsible** Cassandra Smith (smithc3@duvalschools.org)

**#3. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** This area includes ELA learning gains and lowest 25th percentile. The 19-20 scores between the first and second PMA assessments increased for 8th grade and decreased for 6th and 7th grade with the school average score at 37%. This area was identified from the needs assessment because of past decreases, overall pass rate, and the need for improved instruction. We also purchased additional full time ELA teacher using Title I funds to reduce class sizes and provide additional small groups support for students in ELA and reading.

**Measurable Outcome:** The goal is to increase learning gains by 5 percentage points from 38 to 43 percent and to increase lowest 25th percentile by 5 percentage points from 37 to 42 percent.

**Monitoring:** Reading coach and AP over reading and ELA/Reading department will monitor data each month using Achieve scores, teacher assessments, quarterly PMA data.

**Person responsible for monitoring outcome:** Allison Wallace (wallacea1@duvalschools.org)

**Evidence-based Strategy:**

1. We will have a reading coach that will assist with professional development and will do push-ins for teacher support
2. The reading interventionist will work with students to support them in reading
3. Continued focus on standards-based instruction
4. Teachers will receive professional development to support data analysis, lesson planning, and research based instructional strategies to create assessments, improve instructional delivery and engagement.

**Rationale for Evidence-based Strategy:** The reading interventionist was chosen to help provide student support in developing proficient reading skills. The reading coach was chosen to help provide teacher support through professional development. Professional development will support data analysis, lesson planning and research-based instructional strategies to create assessments, improve instructional delivery and engagement.

**Action Steps to Implement**

Data will be tracked by instructional coach on a biweekly basis

**Person Responsible** Michael Byrd (byrdm2@duvalschools.org)

Reading interventionist will be hired to support students developing grade level reading skills

**Person Responsible** Michael Byrd (byrdm2@duvalschools.org)

PD will be provided on learning arc and standards based instruction for all new teachers to ELA and refresher and more advanced training for returning ELA teachers. PD will be provided by standards coach, administrator and district support specialists for specific areas in ELA.

**Person Responsible** [no one identified]

**#4. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

**Area of Focus Description and Rationale:** Having a strong PBIS plan will allow for the school to take a proactive approach to reducing the amount of student misconduct. Within the PBIS plan, teachers will gain knowledge and strategies to provide positive incentives for students to make the right choices while at school. We chose to use Title I funds for a full time Dean's position that will support the climate and culture of the school and help to fully implement a PBIS plan. The data from the 18-19 and 19-20 school year presented an increase of discipline incidents which made us come to this area of focus.

**Measurable Outcome:** Reduction in the top 5 referrals from previous year.  
Reduction in the number of students with multiple EWS from previous year.

**Monitoring:** The Deans will monitor discipline data Bi weekly and put in safety nets to support students with multiple referrals.

**Person responsible for monitoring outcome:** Cassandra Smith (smithc3@duvalschools.org)

**Evidence-based Strategy:** If Positive Behavior Interventions and supports (PBIS) are implemented with fidelity, the number of disciplinary incidents on campus will be reduced.

**Rationale for Evidence-based Strategy:** A growing body of research provided evidence of a link between school discipline practices-especially the use of suspensions-with lower academic achievement. The level of disciplinary involvement also has a strong negative relationship with the ability of students to achieve at grade level or graduate from high school. We will monitor the behavior of students through our discipline referrals and PBIS team to identify areas of concern, support, and interventions.

**Action Steps to Implement**

PBIS Monthly meeting to discuss school wide discipline expectations, interventions, trends. Team of Deans and teachers will discuss new and creative ways to reduce discipline referrals and incidents.

**Person Responsible** Charles Lewis (lewisc1@duvalschools.org)

Teacher champs training for 1st year teachers will be provided.

**Person Responsible** Robert Hudson (hudsonr1@duvalschools.org)

Classroom rituals and routines training with school wide discipline policies and expectations will be presented and refreshed based on teacher need.

**Person Responsible** Charles Lewis (lewisc1@duvalschools.org)

PBIS team leaders will receive PBIS training by district discipline office support personnel.

**Person Responsible** Robert Hudson (hudsonr1@duvalschools.org)

**#5. Instructional Practice specifically relating to Social Studies**

**Area of Focus**  
**Description and Rationale:** Civics data from the 2019 FSA showed civics dropping from a 81 percent to a 47 percent. The PMA data during the 2019-20 school year showed only a 5% growth between PMA 1 and 2 in proficiency.

**Measurable Outcome:** The goal for civics is to increase 5 percentage points from 47 to 52 percent.

**Monitoring:** Civics data will be monitored quarterly by the team and administrator with discussions on what standards students are in need of remediation and additional supports.

**Person responsible for monitoring outcome:** Robert Hudson (hudsonr1@duvalschools.org)

**Evidence-based Strategy:**  
 1. Continued focus on standards-based instruction  
 2. Teachers will receive professional development to support data analysis, lesson planning, and research based instructional strategies to create assessments, improve instructional delivery and engagement.

**Rationale for Evidence-based Strategy:** Professional development will support data analysis, lesson planning and research-based instructional strategies to create assessments, improve instructional delivery and engagement. Research has proven that teachers have a large impact on student achievement through rigor, relevance and relationships. (Daggers, 2008) Students will benefit from teachers' professional development experiences to enhance their learning and academic performance.

**Action Steps to Implement**

Civics team will receive PD on civics and resources available for planning and task alignment from district specialist

**Person Responsible** Robert Hudson (hudsonr1@duvalschools.org)

Civics teachers will receive performance matters training and support analyzing PMA data at the end of each quarter to identify areas in need of support.

**Person Responsible** [no one identified]



**#6. Instructional Practice specifically relating to Science**

<b>Area of Focus Description and Rationale:</b>	Science scores are traditionally low and we budgeted for additional full time science position out of title I funds. This will allow for classes to be smaller and meet class size as well as provide more opportunities for small group interventions and support.
<b>Measurable Outcome:</b>	scores in 18/19 were 34% proficient and this year would have been 21%. Goal is to increase science proficiency to 35% for the 21-22 school year.
<b>Monitoring:</b>	Science data will be monitored quarterly by the team and administrator with discussions on what standards students are in need of remediation and additional supports.
<b>Person responsible for monitoring outcome:</b>	Robert Hudson (hudsonr1@duvalschools.org)
<b>Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Continued focus on standards-based instruction</li> <li>2. Teachers will receive professional development to support data analysis, lesson planning, and research based instructional strategies to create assessments, improve instructional delivery and engagement.</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	Professional development will support data analysis, lesson planning and research-based instructional strategies to create assessments, improve instructional delivery and engagement. Research has proven that teachers have a large impact on student achievement through rigor, relevance and relationships. (Daggers, 2008) Students will benefit from teachers' professional development experiences to enhance their learning and academic performance.

**Action Steps to Implement**

District science specialist will support in common planning and PLCs in lesson planning and task creation to support the teachers in the department.

**Person Responsible** Robert Hudson (hudsonr1@duvalschools.org)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safe-schools-for-alex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Analysis forthcoming**



### 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.

Using the 5 essentials survey and school climate reports from district, we find areas that are in need of additional supports or areas for improvement. The addition of the Dean will support in more timely discipline actions and consistency of discipline throughout the school which is an area teachers wanted to see from the survey.

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

Administration, Deans, Teachers, security, clerical, students, and parents all have roles within the school on improving the culture and environment of the school.

### 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				\$103,211.26
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7300	110-Administrators	2072 - Westside Middle School	UniSIG	0.5	\$37,026.00
			<p><i>Notes: Supplemental Instructional Assistant Principal - This is not a new position. The primary role of the supplemental instructional 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 instructional 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</i></p>			

			<i>The same employee from last year will continue this year. This position was approved using UniSIG funds last year. The position is shared and split funded with Jefferson Davis (50%).</i>		
7300	210-Retirement	2072 - Westside Middle School	UniSIG		\$4,006.21
			<i>Notes: Supplemental Instructional Assistant Principal Retirement at 10.82%</i>		
7300	220-Social Security	2072 - Westside Middle School	UniSIG		\$2,832.49
			<i>Notes: Supplemental Instructional Assistant Principal Social Security/Medicare at 7.65%</i>		
7300	231-Health and Hospitalization	2072 - Westside Middle School	UniSIG		\$5,935.27
			<i>Notes: Supplemental Instructional Assistant Principal Group Health at 16.03%</i>		
7300	232-Life Insurance	2072 - Westside Middle School	UniSIG		\$7.41
			<i>Notes: Supplemental Instructional Assistant Principal Group Life at 0.02%</i>		
7300	240-Workers Compensation	2072 - Westside Middle School	UniSIG		\$610.93
			<i>Notes: Supplemental Instructional Assistant Principal Workers Comp at 1.65%</i>		
7300	290-Other Employee Benefits	2072 - Westside Middle School	UniSIG		\$192.54
			<i>Notes: Supplemental Instructional Assistant Principal Flex Benefits at 0.52%</i>		
7300	110-Administrators	2072 - Westside Middle School	UniSIG	0.25	\$18,513.00
			<i>Notes: Supplemental Instructional Assistant Principal - This is not a new position. The primary role of the supplemental instructional 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 instructional 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 The same employee from last year will continue this year. This position was approved using UniSIG funds last year. The position is shared and split funded with Sallye B. Mathis (50%) and Jefferson Davis (25%).</i>		
7300	210-Retirement	2072 - Westside Middle School	UniSIG		\$2,003.11
			<i>Notes: Supplemental Instructional Assistant Principal Retirement at 10.82%</i>		
7300	220-Social Security	2072 - Westside Middle School	UniSIG		\$1,416.24
			<i>Notes: Supplemental Instructional Assistant Principal Social Security/Medicare at 7.65%</i>		
7300	231-Health and Hospitalization	2072 - Westside Middle School	UniSIG		\$2,967.63
			<i>Notes: Supplemental Instructional Assistant Principal Group Health at 16.03%</i>		

7300	232-Life Insurance	2072 - Westside Middle School	UniSIG		\$3.70
		<i>Notes: Supplemental Instructional Assistant Principal Group Life at 0.02%</i>			
7300	240-Workers Compensation	2072 - Westside Middle School	UniSIG		\$305.46
		<i>Notes: Supplemental Instructional Assistant Principal Workers Comp at 1.65%</i>			
7300	290-Other Employee Benefits	2072 - Westside Middle School	UniSIG		\$96.27
		<i>Notes: Supplemental Instructional Assistant Principal Flex Benefits at 0.52%</i>			
5900	120-Classroom Teachers	2072 - Westside Middle School	UniSIG		\$12,000.00
		<i>Notes: Tutoring 500 hours @ \$24 per hour the line item will be used to support grade levels 6-8 tutors to assist with the achievement gaps. Tutoring will be offered to students in the lowest performing quartile in grade level 6-8. Certified teachers will have the opportunity to sign up on a first come, first serve basis. The tentative dates are October 4th - December 10th (before school, after school, or Saturday school). Depending on the number of students, the estimated number of teachers to provide tutoring is 6-8 teachers with at 1:10 teacher student ratio.</i>			
5900	210-Retirement	2072 - Westside Middle School	UniSIG		\$1,298.40
		<i>Notes: Tutoring Retirement Benefits 10.82%</i>			
5900	220-Social Security	2072 - Westside Middle School	UniSIG		\$918.00
		<i>Notes: Tutoring Social Security Benefits 7.65%</i>			
5900	240-Workers Compensation	2072 - Westside Middle School	UniSIG		\$198.00
		<i>Notes: Tutoring Workers Compensation 1.65%</i>			
5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	2072 - Westside Middle School	UniSIG		\$1,482.00
		<i>Notes: Lexmark CX522ade Color Multifunction Printer Lexmark Network Ready Laser Printer Bundle: 2 quantity @\$741 each - These printers will be housed with the coaches and interventionists.</i>			
5100	519-Technology-Related Supplies	2072 - Westside Middle School	UniSIG		\$967.00
		<i>Notes: Lexmark Toner for Printers</i>			
5100	510-Supplies	2072 - Westside Middle School	UniSIG		\$2,565.60
		<i>Notes: School supplies, paper, pencils, pens, easel pads, markers, sharpies, erasers, composition books</i>			
5100	643-Capitalized Hardware and Technology-Related Infrastructure	2072 - Westside Middle School	UniSIG		\$3,570.00
		<i>Notes: M70q Tiny - i5/16GB RAM/256 SSD Dual Monitor - High Performance: Lenovo Tiny M70q processor 3 qty @ \$1,190 each. This line item will be used for student projects in the Global Scholar course and the Computer Application sections.</i>			
5100	519-Technology-Related Supplies	2072 - Westside Middle School	UniSIG		\$366.00

			<i>Notes: Supplies toner</i>			
	7800	390-Other Purchased Services	2072 - Westside Middle School	UniSIG		\$3,930.00
			<i>Notes: Tutoring Transportation: Funds to transport students after school and on Saturdays. 72.5 days X 54.20</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$60,512.46</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	2072 - Westside Middle School	UniSIG		\$43,611.43
			<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. The school will need to push-in and pull-out students for small group instruction. The 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 &amp; 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%). This position was approved using UniSIG funds last year.</i>			
	5100	210-Retirement	2072 - Westside Middle School	UniSIG		\$4,718.76
			<i>Notes: Math Interventionist Retirement at 10.82%</i>			
	5100	220-Social Security	2072 - Westside Middle School	UniSIG		\$3,336.27
			<i>Notes: Math Interventionist Social Security/Medicare at 7.65%</i>			
	5100	231-Health and Hospitalization	2072 - Westside Middle School	UniSIG		\$6,990.91
			<i>Notes: Math Interventionist Group Health at 16.03%</i>			
	5100	232-Life Insurance	2072 - Westside Middle School	UniSIG		\$8.72
			<i>Notes: Math Interventionist Group Life at 0.02%</i>			
	5100	240-Workers Compensation	2072 - Westside Middle School	UniSIG		\$719.59
			<i>Notes: Math Interventionist Workers Comp at 1.65%</i>			
	5100	290-Other Employee Benefits	2072 - Westside Middle School	UniSIG		\$226.78
			<i>Notes: Math Interventionist Flex Benefits at 0.52%</i>			
	5100	310-Professional and Technical Services	2072 - Westside Middle School	UniSIG		\$900.00
			<i>Notes: Substitute Teacher (Math Interventionist) - This line item is needed to provide additional support in classroom and assist in place for Math Interventionist. Both interventionists have a large number of student assignments. If an interventionist is on leave for any days, small group instruction needs to continue. This will allow the school funds to get coverage for those students.</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$134,412.90</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

5100	120-Classroom Teachers	2072 - Westside Middle School	UniSIG	1.0	\$42,130.69
		<p><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. the school will need to push-in and pull-out students for small group instruction. The qualifications are: Education- 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 &amp; 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 (100%). This line item was approved last year using UniSIG funds.</i></p>			
5100	210-Retirement	2072 - Westside Middle School	UniSIG		\$4,558.54
		<p><i>Notes: Reading Interventionist Retirement at 10.82%</i></p>			
5100	220-Social Security	2072 - Westside Middle School	UniSIG		\$3,223.00
		<p><i>Notes: Reading Interventionist Social Security/Medicare at 7.65%</i></p>			
5100	231-Health and Hospitalization	2072 - Westside Middle School	UniSIG		\$6,753.55
		<p><i>Notes: Reading Interventionist Group Health at 16.03%</i></p>			
5100	232-Life Insurance	2072 - Westside Middle School	UniSIG		\$8.43
		<p><i>Notes: Reading Interventionist Group Life at 0.02%</i></p>			
5100	240-Workers Compensation	2072 - Westside Middle School	UniSIG		\$695.16
		<p><i>Notes: Reading Interventionist Workers Comp at 1.65%</i></p>			
5100	290-Other Employee Benefits	2072 - Westside Middle School	UniSIG		\$219.08
		<p><i>Notes: Reading Interventionist Flex Benefits at 0.52%</i></p>			
5100	120-Classroom Teachers	2072 - Westside Middle School	UniSIG	1.0	\$42,130.69
		<p><i>Notes: Supplemental ELA Teacher - The Supplemental Teacher is needed to support the reading teachers by adding a supplemental teacher to the team. Aside from what the district is providing aligning with the FTE, the school would like to provide smaller classroom sizes in reading to support small group intervention and direct instruction. This line item was approved last year using UniSIG funds.</i></p>			
5100	210-Retirement	2072 - Westside Middle School	UniSIG		\$4,558.54
		<p><i>Notes: Supplemental ELA Teacher Retirement at 10.82%</i></p>			
5100	220-Social Security	2072 - Westside Middle School	UniSIG		\$3,223.00
		<p><i>Notes: Supplemental ELA Teacher Social Security/Medicare at 7.65%</i></p>			
5100	231-Health and Hospitalization	2072 - Westside Middle School	UniSIG		\$6,753.55
		<p><i>Notes: Supplemental ELA Teacher Group Health at 16.03%</i></p>			
5100	232-Life Insurance	2072 - Westside Middle School	UniSIG		\$8.43

			<i>Notes: Supplemental ELA Teacher Group Life at 0.02%</i>		
5100	240-Workers Compensation	2072 - Westside Middle School	UniSIG		\$695.16
			<i>Notes: Supplemental ELA Teacher Workers Comp at 1.65%</i>		
5100	290-Other Employee Benefits	2072 - Westside Middle School	UniSIG		\$219.08
			<i>Notes: Supplemental ELA Teacher Flex Benefits at 0.52%</i>		
5100	643-Capitalized Hardware and Technology-Related Infrastructure	2072 - Westside Middle School	UniSIG		\$786.00
			<i>Notes: Student Laptop Cart (1): This line item will be used to support students engagement and participation with the online blended learning programs and collecting student data when taking district assessments.</i>		
5100	644-Computer Hardware Non-Capitalized	2072 - Westside Middle School	UniSIG		\$16,650.00
			<i>Notes: Student Laptops 25 qty \$666 each: This line item will be used to support students engagement and participation with the online blended learning programs and collecting student data when taking district assessments.</i>		
5100	310-Professional and Technical Services	2072 - Westside Middle School	UniSIG		\$900.00
			<i>Notes: Substitute Teacher (ELA Teacher) - This line item is needed to provide additional support in classroom and assist in place for Supplemental ELA Teacher. This will allow the school funds to get coverage for those students.</i>		
5100	310-Professional and Technical Services	2072 - Westside Middle School	UniSIG		\$900.00
			<i>Notes: Substitute Teacher (Reading Interventionist) - This line item is needed to provide additional support in classroom and assist in place for the Reading Interventionist. Both interventionists have a large number of student assignments. This will allow the school funds to get coverage for those students.</i>		
4	III.A.	<b>Areas of Focus: Culture &amp; Environment: Positive Behavior Intervention and Supports</b>			<b>\$0.00</b>
5	III.A.	<b>Areas of Focus: Instructional Practice: Social Studies</b>			<b>\$0.00</b>
6	III.A.	<b>Areas of Focus: Instructional Practice: Science</b>			<b>\$0.00</b>
				<b>Total:</b>	<b>\$314,521.25</b>