

Duval County Public Schools

Southside Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	17
Positive Culture & Environment	24
Budget to Support Goals	24

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	24

Southside Middle School

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">98%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">81%</p>

School Grades History

	2020-21	2019-20	2018-19	2017-18
Year				
Grade		D	D	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	Position Title	Job Duties and Responsibilities
Crady, Jennifer	Principal	
Oliver, Stephanie	Assistant Principal	
Dixon, Robert	Dean	

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.*

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

903

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

11

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

11

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	308	296	299	0	0	0	0	903
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	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	0	0	0	0	0	0	0	0

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

Thursday 6/10/2021

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	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	

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	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	5	
Course failure in Math	0	0	0	0	0	0	1	1	1	0	0	0	3	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	90	116	110	0	0	0	316	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	82	110	118	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	
	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	

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%	28%	42%	53%
ELA Learning Gains				39%	49%	54%	39%	47%	54%
ELA Lowest 25th Percentile				38%	45%	47%	43%	44%	47%
Math Achievement				33%	49%	58%	38%	46%	58%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				38%	50%	57%	50%	50%	57%
Math Lowest 25th Percentile				44%	47%	51%	43%	47%	51%
Science Achievement				21%	44%	51%	36%	45%	52%
Social Studies Achievement				54%	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	30%	47%	-17%	54%	-24%
Cohort Comparison						
07	2021					
	2019	18%	44%	-26%	52%	-34%
Cohort Comparison		-30%				
08	2021					
	2019	24%	49%	-25%	56%	-32%
Cohort Comparison		-18%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	24%	51%	-27%	55%	-31%
Cohort Comparison						
07	2021					
	2019	33%	47%	-14%	54%	-21%
Cohort Comparison		-24%				
08	2021					
	2019	13%	32%	-19%	46%	-33%
Cohort Comparison		-33%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	6%	40%	-34%	48%	-42%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	53%	67%	-14%	67%	-14%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	45%	69%	-24%	71%	-26%
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	67%	57%	10%	61%	6%
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.

District-created standards-aligned Progress Monitoring Assessments

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48	49	50
	Economically Disadvantaged	37	39	40
	Students With Disabilities	24	25	20
	English Language Learners	11	14	14
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45	46	43
	Economically Disadvantaged	34	37	32
	Students With Disabilities	23	25	18
	English Language Learners	20	21	17
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43	49	43
	Economically Disadvantaged	32	37	30
	Students With Disabilities	18	23	19
	English Language Learners	12	14	7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44	44	42
	Economically Disadvantaged	35	35	34
	Students With Disabilities	24	24	22
	English Language Learners	23	20	20
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	56	55	56
	Economically Disadvantaged	45	44	44
	Students With Disabilities	33	30	28
	English Language Learners	21	23	15

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52	50	51
	Economically Disadvantaged	41	38	40
	Students With Disabilities	23	21	24
	English Language Learners	11	12	8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37	37	37
	Economically Disadvantaged	33	34	32
	Students With Disabilities	26	26	20
	English Language Learners	25	27	23
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	54	53	56
	Economically Disadvantaged	43	40	42
	Students With Disabilities	28	25	24
	English Language Learners	14	18	12

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	9	17	16	5	20	22	6	16			
ELL	15	33	27	25	32	34	18	49			
ASN	36	49		48	46		62	79	80		
BLK	23	28	32	22	24	22	30	46	89		
HSP	19	32	24	24	33	36	29	42	92		
MUL	36	25		30	15						
WHT	28	34	30	28	32	38	39	36	79		
FRL	23	31	32	26	27	26	35	42	83		
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		

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	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		

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	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	381
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	14
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	31
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	59
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	35
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	37
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	27
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	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
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 pending 2021 scores

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

Analysis forthcoming pending 2021 scores

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 pending 2021 scores

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

Analysis forthcoming pending 2021 scores

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

Analysis forthcoming pending 2021 scores

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

Analysis forthcoming pending 2021 scores

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 pending 2021 scores

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

Analysis forthcoming pending 2021 scores

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 planning cycle protocol including reviews of unpacking of standards, revision of learning arcs with creation/revision of aligned tasks and assessments, and ongoing 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. We have since had two school years impacted by Covid-19 with no state testing data. The data from the instructional walkthroughs held before and during our Covid impacted school years 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 again 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.

The ALT collectively determined that Title I funds will be used to support the entire Area of Focus through salaried positions: two math teachers, two ELA teachers, one reading teacher, 1.5 reading interventionists, and one math interventionist. These Title I funds are utilized to supplement our current allocations for personnel and reduce class sizes, 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.

Measurable Outcome:

97% 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.

Monitoring:

- 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. Calibrate with Academic Leadership Team (admin, reading and math interventionists, district specialist/coach) on Standards-Based Instructional Walkthrough Tool.
 4. Meet regularly (including weekly Admin check-ins on Mondays and weekly Academic Leadership Team meetings on Tuesdays) to discuss alignment findings in a collaborative, open, and consistent manner based on Standards Walkthroughs.

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. Provide structure within master schedule to carve out dedicated time for PLC and Common Planning work.
2. 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 funding additional teachers to decrease the class-size to maximize instruction and tutors to provide additional enrichment or remediation for students in need.
3. 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. Review the schoolwide Planning Cycle Protocol for strategic, ongoing PLC work with core content areas for standards-based planning processes including the revision of learning arcs for standards with created aligned tasks and assessments and use to guide all ongoing PLC and Common Planning work.
2. Collaborate with Academic Leadership Team (admin, coaches/interventionists, district specialist/coach) to provide ongoing PD through PLCs guided by schoolwide Planning Cycle Protocol and determined school or department needs
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 (IXL, iReady, Booming Learning tutoring).

Person Responsible Jennifer Crady (cradyj@duvalschools.org)

Supplement and Sustain to Improve Student Achievement:

1. Supplement the technology available including laptops for students and teacher/interventionist technology tools designed to help bridge the gap and improve implementation of instruction and efficient, ongoing data analysis.
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. Provide PD supplies to support teacher development with standards-based instructional planning practices.
3. 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. Culture & Environment specifically relating to School Safety

Area of Focus - Improve perceptions of school culture relating to safety and "felt 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 hallways and in bathrooms on campus and outside around the school. 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. This is especially important this year when all schools return to a brick and mortar school setting with additional trauma due to Covid impact. Due to Covid, we were unable to maximize our efforts last year to implement all of our school improvement goals in this arena.

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.

Monitoring:

Monitoring for Effectiveness:

1. The existing PBIS team will begin to use 5 Essentials data as a baseline for the survey language and data to establish needed improvements.
2. An SEL survey will be issued to students at the start of the year to capture the needs students have returning to school.
3. A progress monitoring survey will be developed to be given to students at least twice during the year as a measure leading up to the 5 Essentials survey given once per year.
4. Classroom and common area walkthroughs will be conducted by ALT members to measure progress with teachers using provided professional learning to improve safety and "felt safety" on campus.

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 Calm Classrooms curriculum, utilized TBRI strategies 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-based 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 NAESP, 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. Ensure every room has a hard corner safe zone on ceiling instead of floor 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 district resources and support to provide PD on Calm Classrooms and/or family meetings. Observe in action and provide feedback.
2. Secure funding to participate in ongoing TBRI training for Trust-Based Relational Interventions. Observe in action and provide feedback.
3. Ensure all teachers attend Youth Mental Health First Aid required and offered by the district including hosting a pre-planning training option to increase the percentage of teachers completing the training.
4. Reinstitute monthly Club Days, Culture, and Character lessons for increased student connection with teacher sponsors on Early Release days.
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 all students and 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 and increased community connections with Fidelity employees focused on mental health needs and opportunities for calls to action).
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. Increase number of referrals and completed intakes.
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 with calendar invites sent to increase participation and use of Teams to increase access to all.
2. Recognize student and teacher award winners for Knightly behaviors monthly and incentives to decrease our top five types of infractions on campus - skipping class, tardiness, classroom disruptions,

cafeteria incidents, and fighting.

4. Communicate above steps to all stakeholders explicitly including students.

Person Responsible Jennifer Crady (cradyj@duvalschools.org)

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

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

#4. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.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 per the release of 2020-21 data available on [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org)

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.

Analysis forthcoming

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

Analysis forthcoming

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				\$248,089.12
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7300	110-Administrators	2111 - Southside Middle School	UniSIG	0.5	\$37,026.00
			<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 YMWLA (50%).</i>			
	7300	210-Retirement	2111 - Southside Middle School	UniSIG		\$4,006.21
			<i>Notes: Supplemental Instructional Assistant Principal Retirement at 10.82%</i>			

	7300	220-Social Security	2111 - Southside Middle School	UniSIG		\$2,832.49
			<i>Notes: Supplemental Instructional Assistant Principal Social Security/Medicare at 7.65%</i>			
	7300	231-Health and Hospitalization	2111 - Southside Middle School	UniSIG		\$5,935.27
			<i>Notes: Supplemental Instructional Assistant Principal Group Health at 16.03%</i>			
	7300	232-Life Insurance	2111 - Southside Middle School	UniSIG		\$7.41
			<i>Notes: Supplemental Instructional Assistant Principal Group Life at 0.02%</i>			
	7300	240-Workers Compensation	2111 - Southside Middle School	UniSIG		\$610.93
			<i>Notes: Supplemental Instructional Assistant Principal Workers Comp at 1.65%</i>			
	7300	290-Other Employee Benefits	2111 - Southside Middle School	UniSIG		\$192.54
			<i>Notes: Supplemental Instructional Assistant Principal Flex Benefits at 0.52%</i>			
	7300	110-Administrators	2111 - Southside Middle School	UniSIG	0.2	\$14,823.61
			<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 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 Ramona (50%) and Reynolds Lane (30%).</i></p>			
	7300	210-Retirement	2111 - Southside Middle School	UniSIG		\$1,603.89
			<i>Notes: Supplemental Instructional Assistant Principal Retirement at 10.82%</i>			
	7300	220-Social Security	2111 - Southside Middle School	UniSIG		\$1,133.99
			<i>Notes: Supplemental Instructional Assistant Principal Social Security/Medicare at 7.65%</i>			
	7300	231-Health and Hospitalization	2111 - Southside Middle School	UniSIG		\$2,376.19
			<i>Notes: Supplemental Instructional Assistant Principal Group Health at 16.03%</i>			
	7300	232-Life Insurance	2111 - Southside Middle School	UniSIG		\$2.96
			<i>Notes: Supplemental Instructional Assistant Principal Group Life at 0.02%</i>			
	7300	240-Workers Compensation	2111 - Southside Middle School	UniSIG		\$244.59

			<i>Notes: Supplemental Instructional Assistant Principal Workers Comp at 1.65%</i>		
7300	290-Other Employee Benefits	2111 - Southside Middle School	UniSIG		\$77.08
			<i>Notes: Supplemental Instructional Assistant Principal Flex Benefits at 0.52%</i>		
5100	120-Classroom Teachers	2111 - Southside Middle School	UniSIG	1.0	\$42,128.10
			<p><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 & 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. This position will be funded by UniSIG (100%). This line item was approved using UniSIG funds last year.</i></p>		
5100	210-Retirement	2111 - Southside Middle School	UniSIG		\$4,558.26
			<i>Notes: Math Interventionist Retirement at 10.82%</i>		
5100	220-Social Security	2111 - Southside Middle School	UniSIG		\$3,222.80
			<i>Notes: Math Interventionist Social Security/Medicare</i>		
5100	231-Health and Hospitalization	2111 - Southside Middle School	UniSIG		\$6,753.13
			<i>Notes: Math Interventionist Group Health at 16.03%</i>		
5100	232-Life Insurance	2111 - Southside Middle School	UniSIG		\$8.43
			<i>Notes: Math Interventionist Group Life at 0.02%</i>		
5100	240-Workers Compensation	2111 - Southside Middle School	UniSIG		\$695.11
			<i>Notes: Math Interventionist Workers Comp at 1.65%</i>		
5100	290-Other Employee Benefits	2111 - Southside Middle School	UniSIG		\$219.07
			<i>Notes: Math Interventionist Flex Benefits at 0.52%</i>		
5100	120-Classroom Teachers	2111 - Southside Middle School	UniSIG	0.5	\$25,154.58
			<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 & Licenses: Florida Teaching certificate in Elementary Education K-6 (Elem. level); Florida teaching certificate in Reading OR Reading endorsement at the secondary level. This position will be funded by UniSIG (50%). This line item was approved using UniSIG last year.</i></p>		
5100	210-Retirement	2111 - Southside Middle School	UniSIG		\$2,721.73
			<i>Notes: Reading Interventionist Retirement at 10.82%</i>		

5100	220-Social Security	2111 - Southside Middle School	UniSIG		\$1,924.33
<i>Notes: Reading Interventionist Social Security/Medicare at 7.65%</i>					
5100	231-Health and Hospitalization	2111 - Southside Middle School	UniSIG		\$4,032.28
<i>Notes: Reading Interventionist Group Health at 16.03%</i>					
5100	232-Life Insurance	2111 - Southside Middle School	UniSIG		\$5.03
<i>Notes: Reading Interventionist Group Life at 0.02%</i>					
5100	240-Workers Compensation	2111 - Southside Middle School	UniSIG		\$415.05
<i>Notes: Reading Interventionist Workers Comp at 1.65%</i>					
5100	290-Other Employee Benefits	2111 - Southside Middle School	UniSIG		\$130.80
<i>Notes: Reading Interventionist Flex Benefits at 0.52%</i>					
5100	120-Classroom Teachers	2111 - Southside Middle School	UniSIG	1.0	\$38,808.45
<i>Notes: Supplemental ELA Teacher - This position is a new request. This line item is for a standard middle school classroom teaching position that is being requested to supplement the district's standard allocation allotted to the school. The qualifications for the position, as with all teachers requires a bachelor's degree from an accredited college or university. Experience: None required. Salary is based on verified years of teaching experience. Certifications & Licenses: Must be eligible for Florida Department of Education Certification in appropriate subject area. The school is aware that this position cannot be in place until approved. This position will be funded 100% through UniSIG.</i>					
5100	210-Retirement	2111 - Southside Middle School	UniSIG		\$4,199.07
<i>Notes: Supplemental ELA Teacher Retirement at 10.82%</i>					
5100	220-Social Security	2111 - Southside Middle School	UniSIG		\$2,968.85
<i>Notes: Supplemental ELA Teacher Social Security/Medicare at 7.65%</i>					
5100	231-Health and Hospitalization	2111 - Southside Middle School	UniSIG		\$6,220.99
<i>Notes: Supplemental ELA Teacher Group Health at 16.03%</i>					
5100	232-Life Insurance	2111 - Southside Middle School	UniSIG		\$7.76
<i>Notes: Supplemental ELA Teacher Group Life at 0.02%</i>					
5100	240-Workers Compensation	2111 - Southside Middle School	UniSIG		\$640.34
<i>Notes: Supplemental ELA Teacher Workers Comp at 1.65%</i>					
5100	240-Workers Compensation	2111 - Southside Middle School	UniSIG		\$201.80
<i>Notes: Supplemental ELA Teacher Flex Benefits at 0.52%</i>					
5100	369-Technology-Related Rentals	2111 - Southside Middle School	UniSIG		\$26,800.00

			<i>Notes: Iready Math and Reading Site License for 801-1200 Students - The district is not purchasing iReady for schools this year. This line item will be used to support all students with specific interventions in math and reading through an online blended learning model.</i>			
	6400	310-Professional and Technical Services	2111 - Southside Middle School	UniSIG		\$3,000.00
			<i>Notes: Professional Development iReady Assessment and Personalized Instruction Advanced User Package Two Advanced User Sessions (2 sessions - 6 hrs each); This is to ensure iReady is implemented with fidelity. The tentative sessions will be conducted during the school day, during teacher's common planning to ensure they are not pulled out of the classroom during instruction.</i>			
	5100	310-Professional and Technical Services	2111 - Southside Middle School	UniSIG		\$900.00
			<i>Notes: Substitute for Supplemental ELA Teacher - This line item is to ensure the classroom has coverage when and if the Supplemental ELA Teacher is on leave.</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	2111 - Southside Middle School	UniSIG		\$1,500.00
			<i>Notes: Dual Monitor Bundles 3 qty @ \$500 each - This line item is needed to improve the efficiency of data analysis so that the interventionists can be more knowledgeable of student performance and progress monitoring data in order to meet the specific needs of students that they work with directly to improve outcomes.</i>			
2	III.A.	Areas of Focus: Culture & Environment: School Safety				\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$131,409.95
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	644-Computer Hardware Non-Capitalized	2111 - Southside Middle School	UniSIG		\$15,225.00
			<i>Notes: Student Laptops Thinkpad 25 qty @ \$609 each - This line item is needed to ensure students are able to access the online blended learning programs and take district assessments each quarter.</i>			
	5900	120-Classroom Teachers	2111 - Southside Middle School	UniSIG		\$35,328.00
			<i>Notes: Tutoring 1474 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 - March 4th (before school, after school, or Saturday school). The subject areas will be Math, ELA, Science, and Civics. 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	2111 - Southside Middle School	UniSIG		\$3,822.48
			<i>Notes: Tutoring Benefits Retirement 10.82%</i>			
	5900	220-Social Security	2111 - Southside Middle School	UniSIG		\$2,702.59
			<i>Notes: Tutoring Benefits Social Security 7.65%</i>			
	5900	240-Workers Compensation	2111 - Southside Middle School	UniSIG		\$582.91
			<i>Notes: Tutoring Benefits Workers Compensation 1.65%</i>			
	5900	310-Professional and Technical Services	2111 - Southside Middle School	UniSIG		\$49,500.00

			<p><i>Notes: Tutoring Contract with Boom Learning - - 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 Southside MS 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 identified as at 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. This has been beneficial to the school because these tutors push in the classroom versus outside of the instructional day (which the school has added a separate request for).</i></p>			
6100	369-Technology-Related Rentals	2111 - Southside Middle School	UniSIG		\$2,465.12	
			<p><i>Notes: Calm Classroom Elementary & Middle School (Spanish/English) Hardcopy and Digital Manual 80 users license @\$30 each: This line item is used support all students with a social emotional resource. The manual is the for the teachers to implement with their classes daily.</i></p>			
5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	2111 - Southside Middle School	UniSIG		\$1,678.00	
			<p><i>Notes: Student Laptop Carts 2 qty @\$839 each; This line item is needed to support students participate in the online blended learning models and take district assessments quarterly.</i></p>			
5100	510-Supplies	2111 - Southside Middle School	UniSIG		\$7,131.20	
			<p><i>Notes: Composition books and student folders - The materials are for 4 separate colors, Purple, Red, Green, Blue. The quantities and pricing are the same 2 colors on one quote and 2 colors on the other quote.</i></p>			
5100	510-Supplies	2111 - Southside Middle School	UniSIG		\$4,798.65	
			<p><i>Notes: Folders, pencils, glue sticks, pens, hanging folders, sharpie, highlighters, 3 tab folders</i></p>			
5100	510-Supplies	2111 - Southside Middle School	UniSIG		\$4,820.00	
			<p><i>Notes: Tape, Dry Erase sets, Dry Erase markers, post it notes, Dry Erase boards</i></p>			
7800	390-Other Purchased Services	2111 - Southside Middle School	UniSIG		\$3,356.00	
			<p><i>Notes: Tutoring Transportation: Funds to transport students after school and on Saturdays. 61 days X 52.40</i></p>			
Total:					\$401,161.25	