

Nassau County School District

Southside Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	14
Positive Culture & Environment	17
Budget to Support Goals	18

Southside Elementary School

1112 JASMINE ST, Fernandina Beach, FL 32034

[no web address on file]

Demographics

Principal: Monica Weber

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-2
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	51%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Nassau County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	18

Southside Elementary School

1112 JASMINE ST, Fernandina Beach, FL 32034

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-2	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Nassau County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

Our mission at Southside Elementary is to: Positively empower each other to make good choices to become lifelong learners and responsible model citizens.

Provide the school's vision statement.

Through collaborative teamwork, Southside Elementary will stimulate and motivate students to reach their potential cognitively and behaviorally in order to be lifelong learners in an ever-changing society.

School Leadership Team

Membership

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
Palmer, Marlana	Principal	
Robertson, Amy	School Counselor	
Williams, Jill	Assistant Principal	
Hicks, Kim	Instructional Media	
LeClair, Trayce	Teacher, K-12	
Robbins, Sonya	Teacher, K-12	
Campbell, Leslie	Teacher, PreK	
Martin, Laura	Teacher, K-12	
Watts, Erica	Teacher, K-12	
Jones, Whitney	Reading Coach	

Demographic Information

Principal start date

Saturday 7/1/2017, Monica Weber

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.*

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

46

Total number of students enrolled at the school

639

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

7

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

6

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	212	208	194	0	0	0	0	0	0	0	0	0	0	614
Attendance below 90 percent	38	54	33	0	0	0	0	0	0	0	0	0	0	125
One or more suspensions	1	1	1	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	5	9	2	0	0	0	0	0	0	0	0	0	0	16
Course failure in Math	0	8	2	0	0	0	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	33	33	26	0	0	0	0	0	0	0	0	0	0	92

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	9	3	0	0	0	0	0	0	0	0	0	0	13

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	13	2	0	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 9/20/2021

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	164	202	204	0	0	0	0	0	0	0	0	0	0	570
Attendance below 90 percent	28	30	21	0	0	0	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	6	6	6	0	0	0	0	0	0	0	0	0	0	18
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	164	202	204	0	0	0	0	0	0	0	0	0	0	570
Attendance below 90 percent	28	30	21	0	0	0	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	6	6	6	0	0	0	0	0	0	0	0	0	0	18
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					76%	57%		72%	56%
ELA Learning Gains					65%	58%		59%	55%
ELA Lowest 25th Percentile					54%	53%		49%	48%
Math Achievement					85%	63%		82%	62%
Math Learning Gains					77%	62%		72%	59%
Math Lowest 25th Percentile					67%	51%		62%	47%
Science Achievement					75%	53%		74%	55%

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Grade Level Data Review - Progress Monitoring Assessments

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

Early Literacy (Kindergarten) and STAR Reading (1st and 2nd Grade) is utilized for the ELA Progress Monitoring.

iReady Math is utilized for Math Progress Monitoring.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54	83	95
	Economically Disadvantaged	44	67	75
	Students With Disabilities	26	68	75
	English Language Learners	0	66	60
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	64	82
	Economically Disadvantaged	13	63	75
	Students With Disabilities	17	52	80
	English Language Learners	0	29	56
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	70	75
	Economically Disadvantaged	20	50	67
	Students With Disabilities	36	41	50
	English Language Learners	22	27	40
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11	42	71
	Economically Disadvantaged	0	10	20
	Students With Disabilities	8	23	55
	English Language Learners	0	5	20

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
ELL											
HSP											
FRL											

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL											
HSP											
FRL											
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

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	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	68
Total Components for the Federal Index	1
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	68
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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?

According to the 2020-2021 progress monitoring data, Southside Elementary showed growth in all categories from the beginning of the year to the end of the year. Our current first grade ELA data went from 54% proficient at the beginning of the year to 95% proficient at the end of the year. Our current second grade data went from 39% proficient at the beginning of the year to 75% proficient at the end of the year.

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

The data components that show the greatest need for improvement based on the 2020-2021 progress monitoring ELA data and Reading SAT 10 data is proficiency percentage for the students in our lowest quartile.

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

Learning barriers including varying disabilities and the limited proficiency of the English language. An additional factor includes students missing foundational skills due to not attending school brick and mortar school due to covid.

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

The ELA data for our current first grade students showed the most improvement.

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

Differentiated small group instruction, tutoring programs, ELL support, data chats and reflection with teachers, professional development with teachers and paraprofessionals.

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

Continued differentiated instruction, tutoring programs, ELL support, data chats and reflections with teachers, additional professional development with teachers and paraprofessionals, phonics curriculum refresh training, continued support of Rti process, monthly monitoring of lowest quartile.

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.

Data Chats and Reflections quarterly, Peer observations with focus on differentiation and engagement, Standards professional development, Saxon Phonics refresh training, weekly support with Rti process during collaboration meetings.

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

Additional services implemented includes bi-monthly meeting with our MTSS team to ensure we are progressing academically.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	After analyzing our ELA Progress Monitoring data and SAT 10 data, the critical need is to increase the proficiency of our K-2 students in our lowest quartile.
Measurable Outcome:	On the 2020/2021 SAT 10 Reading Assessment 84% of our students scored at/above the 30th percentile. Our goal for the 2021/2022 SAT 10 Reading Assessment, 90% of our students will score at/above the 30th percentile.
Monitoring:	We will monitor this progress through monthly monitoring of our Tier III students utilizing STAR Early Literacy/STAR, monthly Phonics Screeners for all students, continued beginning/middle/end of the year progress monitoring utilizing STAR Early Literacy/STAR for all students.
Person responsible for monitoring outcome:	Marlena Palmer (palmerma1@nassau.k12.fl.us)
Evidence-based Strategy:	The Evidence-based strategy used is intentional differentiated small group ELA instruction and tutoring based on data from diagnostic assessments, daily observations, and Benchmark assessments.
Rationale for Evidence-based Strategy:	Based on previous SAT 10 data and various assessments using iReady, STAR and Benchmarks, our data reveals the need for continued adjustments in differentiating small group instruction and providing additional targeted instruction through intervention blocks such as After School Tutoring and In-school support time for intervention.

Action Steps to Implement

Targeted in-school support with small group instruction.

Person Responsible Marlena Palmer (palmerma1@nassau.k12.fl.us)

Tiered support as indicated in MTSS and supported by the A-Team.

Person Responsible Amy Robertson (amy.robertson@nassau.k12.fl.us)

After school tutoring of our lower quartile with targeted instruction based on area of need.

Person Responsible Whitney Jones (joneswh@nassau.k12.fl.us)

Intervention Time utilized with students needing support of specific skills and standards.

Person Responsible Whitney Jones (joneswh@nassau.k12.fl.us)

Professional Development focused on our ELL students and utilizing concrete manipulatives for instruction.

Person Responsible Sonya Robbins (robbinsso@nassau.k12.fl.us)

Professional Development focused on differentiating instruction, understanding data and utilizing concrete manipulatives for instruction.

Person Responsible Whitney Jones (joneswh@nassau.k12.fl.us)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Our current data indicates that our average daily attendance has fluctuated each month from 93% in August to 91% in September.

Measurable Outcome: By the end of the 2022 school year, the goal at SES is to increase the daily attendance to 95%

Monitoring: Students' Average Daily Attendance (ADA) percentage from the Focus Portal will be reviewed bimonthly at MTSS meetings.

Person responsible for monitoring outcome: Marlena Palmer (palmerma1@nassau.k12.fl.us)

Evidence-based Strategy: Parent Communication will be used to bring awareness of attendance policy. MTSS meetings will be held to determine students' needs and reason for absences. Schedule truancy parent conferences for students with excessive absences.

Rationale for Evidence-based Strategy: It is evident that parent/student communication and incentives are needed to express the importance of attendance and the correlation to student achievement.

Action Steps to Implement

Parent communication regarding attendance policy.

Person Responsible Marlena Palmer (palmerma1@nassau.k12.fl.us)

Parent attendance letters (5 day, 10 day) for students with excessive absences. Parent conferences scheduled as needed.

Person Responsible Marlena Palmer (palmerma1@nassau.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://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.

According to the safeschoolsforAlex.org data, Southside ranks significantly low compared to other elementary schools in the state of Florida. Southside uses PBIS to provide each student with expectations, rewards, and consequences. School discipline data is analyzed each month during our MTSS meetings using our School Discipline Notices and Discipline Referrals from FOCUS. Students are provided interventions based on the data that include: "Check-In Check-Out", " Check & Connect." If the behavior elevates beyond the use of a Tier 2 intervention, other resources are provided which may include a behavior plan, meetings with the counselor/school psychologist, family support, community outreach, etc.

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.

School staff, faculty, and administrators strive to strengthen parent involvement in the school which builds a positive school culture and environment. The school will coordinate and integrate parental involvement strategies including community involvement opportunities and business partnerships.

The school will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective and comprehensive parent involvement programs, based on the National Standards for Parent/Family Involvement Programs, which include:

- A. Communication between home and school is regular, two-way and meaningful.
- B. Responsible parenting is promoted and supported.
- C. Parents play an integral role in assisting student learning. The School will help parents understand the state's academic standards, student progression requirements, and how to monitor their children's progress.
- D. Parents are welcome, treated with courtesy and respect, and their support and assistance are sought.
- E. Parents are full partners in the decisions that affect children and families.

F. Community resources are utilized to strengthen school programs, family practices, and student learning.

The school will communicate parental choices and responsibilities to parents. Emphasis will be placed on active parent involvement at each school. The following are examples of family and community involvement communication:

- Open House, Parent Nights (STEAM, Literacy)
- School Web Page
- Focus
- Newsletters communicating classroom and school news to parents
- Parent phone calls, Blackboard, and conferences, school marquee, Remind

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

Stakeholder groups include instructional staff and non-instructional staff, students, and families of students, volunteers, Student Advisory Council members and District Office personnel. Additional stakeholder groups include after-school care providers, social services, and business partners. Stakeholder groups meet or are consulted to employ school improvement strategies that impact the positive school culture and environment of our schools.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA					\$129,764.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
	5100	150-Aides	0071 - Southside Elementary School	Title, I Part A		\$125,264.00	
			Notes: Paraprofessionals to provide small group instruction.				
	6300	750-Other Personal Services	0071 - Southside Elementary School	Title, I Part A		\$4,500.00	
			Notes: Substitutes for curriculum planning and data reviews/reflections				
			0071 - Southside Elementary School			\$0.00	
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance					\$0.00
Total:							\$129,764.00