

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Leslie Hackworth
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Southside Elementary School
(As it should appear in the official records)

School Mailing Address 440 East Witt Road
(If address is P.O. Box, also include street address.)

City Blairs State VA Zip Code+4 (9 digits total) 24527-2442

County Pittsylvania County

Telephone (434) 836-0006 Fax (434) 836-3615

Web site/URL <https://sse.pcs.k12.va.us/> E-mail leslie.hackworth@pcs.k12.va.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Mark Jones E-mail mark.jones@pcs.k12.va.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pittsylvania County Tel. (434) 432-2761

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Calvin Doss
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
4 Middle/Junior high schools
5 High schools
0 K-12 schools
- 19 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)
☐ Suburban
☒ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	44
K	59
1	56
2	70
3	62
4	74
5	63
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	428

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 31 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 62 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 6%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	24
(4) Total number of students in the school as of October 1, 2021	428
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish

English Language Learners (ELL) in the school: 1 %
3 Total number ELL

7. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 428

8. Students receiving special education services with an IEP: 14 %
Total number of students served 61

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>9</u> Autism	<u>2</u> Multiple Disabilities
<u>0</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>6</u> Other Health Impaired
<u>10</u> Developmental Delay	<u>15</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 3 %
Total number of students served: 11

10. Number of years the principal has been in the position at this school: 6

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	22
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	97%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

Our mission at Southside Elementary School is to work cooperatively with parents and the community in providing an educational environment in which all students have an opportunity to achieve their full potential and to become productive citizens. Our vision is to be recognized as an innovative, challenging, and exemplary school that acknowledges our students' individual differences so that they can achieve their potential.

17. Provide a URL link to the school's nondiscrimination policy.

https://cdn5-ss18.sharpschool.com/UserFiles/Servers/Server_93990/Image/JBPC%20Policy.pdf

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

We are Southside Elementary School, home of the Tigers! In our wonderful school, every student, staff member, and stakeholder is truly a member of the Tiger family. We are a dynamic, relationship-oriented school that values connection as a vital component of academic success and social emotional well-being. Our students arrive at our doors from the rural community of Blairs in Pittsylvania County, the largest county in the state of Virginia. Southside is a Title I school in which students represent the economic, cultural, and ethnic diversity of our community; and, 100% of students receive free and reduced priced lunches through the Community Eligibility Program. Teachers and staff meet our scholars each morning with bright smiles and greet them with enthusiasm. The children are eager and excited to learn and grow, excelling under the caring instruction of our highly effective teachers. Our parents and families are engaged, dedicated communicators who desire the very best for their children. They demonstrate this by their support of our school and speaking positively about Southside Elementary in the community at large. Our students and families demand and deserve an outstanding education that will prepare them for a successful school year, but more importantly, a successful future as a citizen in our society. We are the Southside Tiger family!

Two key relational strategies that make our school a success are our laser-like focus on building relationships and maintaining high expectations. Our teachers understand and embody the concept of, “connect before you correct.” Students excel and achieve academically, emotionally, physically, socially, and culturally when a caring adult shows genuine interest in them and their personal stories and helps them to reach their full potential as learners and as human beings. After these strong, intentional relationships are forged, teachers maintain high standards and expectations for students’ academics and behavior, and the students rise to the challenge! Those students who shine in these areas are frequently rewarded for their efforts through Positive Behavior Interventions and Supports (PBIS), embodying the school-wide behavior framework ideals of “Southside Tigers ROCK!” This means that our “ROCK Star” students are Respectful, Organized, Caring, and Know the rules. PBIS initiatives provide a tangible way for teachers and students to celebrate successes daily! For example, students receive positive behavior referrals when they embody these characteristics; and, names are announced over the intercom each morning to recognize their accomplishments. Students who need more assistance to meet our school-wide expectations are provided with tiered supports to meet their needs. A perfect example of one such support is enrollment in the Check-In/Check-Out program, where a caring faculty mentor meets with a student daily to provide feedback on his or her behavior and monitors progress towards goals they set together. At Southside, we understand that every child is beautiful and unique, and it is quite literally our job as educators to meet their individual needs. We are the Southside Tiger family!

Academically, some of our key strategies for enhancing student performance have been data-driven small-group instruction, push-in support services, and a culture of collaboration. Small-group instruction in reading and mathematics individualizes the learning experience so that each child is given the opportunity to master content at their level and pace. Our teachers are experts in disaggregating data and actively using it to make instructional decisions for students, whether that means re-teaching skills to an entire class or providing targeted remediation to a single student. Scaffolding instruction in a small group for below grade-level learners helps them to achieve and allows them to experience success without developing frustration or feeling overwhelmed by grade level work. Accelerating learning in the small-group setting for above-level learners helps them develop critical thinking skills and avoid boredom or distraction as they master skills more quickly than their peers. Additionally, a primarily push-in support services model for inclusion teachers, specialists, tutors, and paraprofessionals allows us to focus all additional resources on students who need them most. With all hands on deck in the classroom, students do not have to miss Tier I instruction to receive additional assistance and instructional support. Having extra adult assistance on the spot during a lesson helps our students by providing additional opportunities for immediate feedback, answering questions, and re-teaching to prevent students from falling behind. Our push-in support services model for small-group reading instruction also allows our kindergarten through second grade students to have two adult-led reading small groups each day, doubling the dose of feedback and direct, differentiated instruction.

Having multiple staff members working together to support students has fostered a strong spirit of

collaboration among all staff and furthered the notion that all students are “our students.” Our family of educational professionals has proven time after time that they will support each other both professionally and personally. This could mean sharing resources and expertise during grade level team meetings or providing a shoulder to lean on for support when the days are more difficult. These teaching methods have been invaluable to our school in providing our students with a solid foundation for learning and achieving with excellence. We are the Southside Tiger family!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The heart of teaching and learning at Southside Elementary occurs in language arts classes. Students in early grades are taught to read and decode using a systematic phonics approach rooted in the science of reading and the Virginia Standards of Learning. The Foundations program is utilized in grades K-2 for whole-group phonics lessons, and those skills are supported through small-group instruction. Students receive small-group literacy instruction daily that is differentiated to meet their needs. Teacher stations include hands-on phonetic and phonological awareness instruction, and students are engaged in decodable texts to build their fluency, stamina, and prosody. During stations, each homeroom class has a second adult-led small group facilitated by a Title I teacher, tutor, or paraprofessional designed to support all areas of literacy. This provides students with an additional opportunity to receive immediate feedback. While other students are in small-groups, students engage in independent tasks to extend their learning, such as word work activities, reading leveled and/or decodable texts, creative writing, and journaling. Computer programs such as IXL and RAZ-Kids provide skill support to students at their individual levels. Alongside phonics instruction, students practice their decoding skills when reading and demonstrating comprehension of grade level texts and passages.

Students in grades 3-5 receive literacy instruction with a shifted focus from learning to read to reading to learn. The language arts classroom is an engaging, literature-rich environment for students. Teachers choose fiction and non-fiction texts from a variety of genres and cultures based on student needs and interests. Students enjoy engaging whole-group instruction provided to check for understanding of concepts taught. During small-group instruction, teachers scaffold students to support their independent reading levels and comprehension of grade-level material. Students who are reading below grade level are enrolled in a small-group Tier II reading program led by the Title I teacher to continue developing phonetic skills needed for reading grade level texts. The Four-Square writing method is utilized to teach students to write detailed paragraphs and essays on a variety of topics, including basic research skills. Writing instruction is provided across the curriculum and bolsters students' ability to think critically and creatively.

Language arts assessments are critical for teachers to design, monitor, and evaluate instruction to meet individual needs of students. A variety of benchmarks and screeners are administered across grade levels. Students in PreK-3 are assessed using the Phonological Awareness Literacy Screening (PALS) up to three times per year. This assessment measures students' instructional reading level, word knowledge in oral reading, and other phonological information. Students in PreK-5 are screened each fall, winter, and spring via the NWEA Measuring Academic Progress (MAP) assessment. MAP scores provide an individualized learning path for students through the MAP Accelerator. Data and reports from the PALS and MAP assessments are used in accordance with local assessments to guide instruction, remediation, and acceleration of learning. Formative assessments occur daily throughout whole-group and small-group lessons. This informal information is used to check for understanding and mastery of content to provide immediate adjustments to lessons. Summative assessments in the form of cold reads are given weekly or biweekly to monitor student comprehension and progress; and, teachers adjust instruction accordingly to meet student needs. Southside Elementary School recognizes that student success is rooted in a firm understanding and mastery of the five domains of literacy. We take pride in providing a strong foundational literacy program that empowers our students to reach their academic potential in all content areas.

1b. Mathematics curriculum content, instruction, and assessment:

Mathematics instruction at Southside Elementary supports the following five process goals for students outlined in the Virginia Standards of Learning: becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations (such as real-world problems). Teachers understand the importance of teaching mathematics by developing both conceptual and procedural

understanding. New concepts are introduced concretely using appropriate manipulatives during small-group instruction. Next, lessons progress to representational techniques, using pictures, charts, or graphs to help students visualize the mathematical processes. Finally, instruction becomes abstract, with procedural methods that students use to solve problems during whole-group instruction and guided practice. After skills are mastered, teachers use daily spiral review to solidify student retention of concepts and scaffold areas of weakness.

Southside Elementary also strives to develop strong computational fluency skills among students. Students with computational fluency have flexible, efficient, and accurate methods for computing, demonstrating the ability to produce accurate answers efficiently. After being taught the conceptual framework of addition, subtraction, multiplication, and division, students are provided opportunities to develop fact fluency and automaticity through games, educational applications such as Reflex math, and written practice.

Our math team is led by our Title I math teacher. The team holds vertical alignment meetings quarterly during which they break down and discuss the standards. For concepts that are taught across grade levels, the team develops standard processes, procedures, and vocabulary to build consensus and consistency of instruction as students move through the grades. This alignment enhances collaboration and communication among teachers and establishes unified instructional methods to promote student success.

Mathematics assessments are administered throughout the year. Kindergarten and preschool students are screened using the Early Mathematics Assessment System (EMAS) each fall and spring. This provides data regarding students' early math skills and their progress towards skill attainment during the year. Students in PreK-5 are also assessed using NWEA MAP, which provides approximate grade level equivalency and an individualized learning path for students through the MAP Accelerator. Teachers routinely administer formative assessments to check understanding and adjust instruction during or after each lesson. Common summative assessments are given by each grade level at the culmination of each unit; and, data is used to determine mastery of content as well as remediation needs. After reviewing data and assessment reports, our Title I math teacher pulls out groups of students or pushes into the classroom to provide supplementary instruction based on specific skills deficits. During this time, students have the opportunity to learn alternative methods and procedures to solve problems, with reinforcement of the conceptual basis of the skill. Mathematics instruction at Southside Elementary is integral in developing critical thinking, collaboration, and problem-solving skills with a focus on real-world applications.

1c. Science curriculum content, instruction, and assessment:

Science instruction at Southside Elementary is entrenched in inquiry and investigation. Engaging in the practices of science and engineering, based on the Virginia Standards of Learning, helps students understand how scientific knowledge develops, giving them an appreciation of the many ways to investigate, model, and explain the world. Curricular strands focus on life processes, living systems, physical science, and earth and space systems while building students' skills in Virginia's 5 C's: critical thinking, collaboration, communication, creative thinking, and citizenship. From preschool to fifth grade, students engage in hands-on activities, experiments, and investigations that bring concepts to life. Formative and summative assessments are utilized to allow students to demonstrate their understanding of concepts. Third and fourth grade students engage in a Performance Based Assessment (PBA) in which they are given multiple opportunities to demonstrate mastery through the use of performance tasks that require them to apply the content and skills they have learned.

In 2022-2023, Southside Elementary debuted a STEM Lab for elementary students. This is a pilot program at select schools in our division. In this lab, students and teachers have access to specialized technology for robotics, coding, engineering, and computer science. When utilizing this space for project-based learning, students work collaboratively to plan, execute, and analyze data and outcomes. This lab helps prepare students for the Career Connections program in our middle schools. Teachers and students from all grade levels may utilize this lab for hands-on learning experiences.

A favorite annual event hosted by the science department is STEM Day. Math and science teachers collaborate to present an entire day of instructional activities centered around science, technology, NBRS 2023

engineering, and mathematics. Local science museums bring materials to help students conduct experiments. The division's STEM teachers demonstrate project-based learning activities that incorporate a multi-disciplinary approach. Instructional technology resource teachers guide students in coding and computer science activities. All grade levels participate in the event and present their science projects for the Science Fair. Students are empowered through these activities that demonstrate how science is a part of their everyday lives.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Southside Elementary teachers make history come alive. The curriculum encompasses the history, geography, economics, and civics concepts found in the Virginia Standards of Learning. History instruction teaches students not just about things that happened in the past, but about the world around them and how to better function as global citizens. Students learn to be researchers, collaborators, and communicators as they learn, explore, and apply their content knowledge. In class, students use maps, historical texts, photographs, and artifacts to explore and extend their learning about past and present events. This process helps students develop foundational skills to be successful in school, college, career, and life. Formative assessments are used routinely as teachers progress through lessons to provide them to adjust instruction and allow the opportunity for re-teaching. Summative assessments are given at the culmination of a unit and often include project-based or performance-based components. For example, third grade students design a discovery book detailing the contributions of an ancient civilization to modern society.

Teachers in other content areas, such as reading, music, and library/media, play an integral part in the social studies curriculum as they incorporate history concepts into their classes, books, and teaching materials regularly to foster an interdisciplinary approach. Teachers also extend social studies learning outside of the classroom walls through planning field trips to locations such as Patrick Henry's Red Hill, Monticello, Jamestown, and the local Danville Museum of Fine Arts and History. Southside also partners with the Jamestown-Yorktown Foundation for guest speakers to visit the school and present artifacts and engaging lessons to students. These authentic experiences better equip students to understand our past and how it contributes to current events.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

The iconic Fred Rogers stated, "Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning." Using a play-based curriculum, early childhood education builds the foundation for student success in kindergarten and beyond. At Southside Elementary, inclusive preschool programming is provided to at-risk three and four year old students. The curriculum provides opportunities and experiences for students to engage with five developmental domains. The first domain, approaches to play and learning, teaches students to take the initiative, demonstrate creativity and curiosity, build executive functioning skills, and increase self-regulation through a play-based learning environment. Student social and emotional development, the second domain, helps them develop a positive self-concept and the social emotional competencies needed to interact positively with other students and adults in the school setting. Communication, language, and literacy skills encompass the third domain, in which students learn the foundations of reading and writing to prepare them for kindergarten. Students practice health and physical development (domain four) through using their senses, gross and fine motor skills, and taking care of their self-care needs. The final domain focuses on cognitive development, with students exploring science, social science, mathematics, and the arts.

Students' reading and mathematical skills are assessed through the MAP test as well as PALS and Virginia Kindergarten Readiness Program (VKRP). Information about student progress is communicated with parents so they can support students at home. The preschool program is facilitated by a Family Services Coordinator who plans family engagement activities, community field trips, and educational workshops for families. The Southside Elementary preschool program has been an essential part of students' growth and development as

they prepare for kindergarten. In addition to the academic preparation in early literacy and numeracy, students, who have been enrolled in preschool at Southside Elementary, enter kindergarten being able to work cooperatively with others, follow directions, express themselves, regulate their emotions, think creatively, and develop positive relationships.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Creativity is at the center of arts instruction at Southside Elementary, allowing students to demonstrate learning through multiple modalities. All homeroom teachers act as art teachers, with arts integration in the classroom a minimum of once per week. The hallways and classrooms of Southside Elementary School display students' artistic creations through painting, drawing, designing, and constructing beautiful pieces. Annually, school finalists are chosen for the Virginia School Board Association (VSBA) art contest. Art instruction is tied to core content areas as a way to foster critical thinking, allows students to explore ideas, expands student understanding of many cultures, and enhances engagement in each subject. Art is also used as a creative outlet for students to express themselves and experience the joy of creating something beautiful of their own design.

Choral music class is also a weekly occurrence for all Southside students. Students make music through experiences that allow them to create, sing, play, listen, and move. The music teacher instructs students in music theory from an early age, helping students learn to read music and apply technical skills. Exposure to music from a wide variety of cultures and locales helps students develop understanding of the cultural and historical influences of music. The music classroom is one where students think creatively, transforming ideas and emotions into music and movement. Students in each grade level perform concerts for the school community annually to demonstrate their talent. Collaboration and communication are important parts of music instruction as students prepare for performances. The Southside Elementary music program inspires students to work towards a shared vision of unity and harmony.

2b. Physical education/health/nutrition

A healthy body supports a healthy mind. The purpose of physical education at Southside Elementary School is to develop physically literate students. This means that our students have the knowledge, skills, and confidence to make healthy choices and engage in meaningful physical activity throughout life. All students at Southside Elementary School attend physical education classes two to three days each week. Students learn about the components of fitness, including developing motor skills, strength, endurance, coordination, and flexibility. Starting in preschool, students begin to understand the importance of health-enhancing physical fitness and maintaining an active lifestyle as well as developing healthy habits to support their nutrition. These lessons are delivered in a fun, active, and safe environment. Physical education class also supports students in developing the stamina, focus, and executive functioning skills needed to promote academic success. The social emotional development of students involves learning to cooperate, communicate, and solve problems respectfully through structured play. The physical education department also plans and executes many popular fitness-based school events for students throughout the year, including races, kickball and dodgeball tournaments, and cornhole competitions. Students enjoy the opportunity to compete with their peers while demonstrating teamwork, sportsmanship, and collaboration.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

Southside Elementary students, who meet reading goals during the year, are given a medal that states, "Readers are Leaders." That motto encompasses our belief that strong reading skills build the foundation for student success in the future. A major contributor to our reading program is the library. All students visit the

library at least once a week to check out books. The librarian has curated a variety of engaging, diverse, and inclusive fiction and non-fiction texts. The librarian shares literature with students from a variety of genres to build student interest in books for recreational reading. Older students are also taught research skills and proper utilization of print and digital reference sources to collect information. Our librarian collaborates with teachers to plan lessons related to word analysis skills such as prefixes and suffixes, synonyms and antonyms, and homophones. In addition, students are encouraged and incentivized for reading through the Accelerated Reader (AR) program. Students have AR point goals each marking period and are rewarded for meeting those goals with treats, parties, fun activities, and a field trip at the end of the year. The AR program has helped to foster a love of reading from an early age, developing a strong literacy foundation for our future leaders.

2e. Any other interesting or innovative curriculum programs you would like to share

Southside Elementary School is proud to offer the Sign Language Club for students in grades 2-5. This is an after-school program for students of all abilities that meets bi-weekly. The club is led by our school speech language pathologist. According to Gallaudet University, sign language is the sixth most common language in the United States. The purpose of the club is to help students begin to learn and communicate common words and phrases in American Sign Language (ASL). Students learn to sign the Pledge of Allegiance and present the pledge at school functions. They also learn to sign the lyrics to musical pieces that are presented at choral concerts throughout the year. In addition to the joy of learning and exposure to another language, research indicated that students learning ASL had higher reading levels and test scores, and 15-20% improvement in vocabulary as compared to students not receiving instruction in ASL (Daniels, 1996). Students enjoy the opportunity to expand their knowledge about the deaf and hard of hearing community and learn to communicate inclusively.

Source: Daniels, M. (1996). Seeing language: The effect of sign language on vocabulary development in young hearing children. *Child Study Journal*, 26, 193-208.

3. Academic Supports

3a. Students performing below grade level:

Dedicated teachers and staff at Southside Elementary are committed to providing every student with the support they need to be successful. First, students in need of academic, behavioral, or attendance support are identified by our Tier II Team, consisting of administrators, the school counselor, teachers, and specialists. Using a Multi-Tiered System of Support (MTSS) approach, identified students are placed on a “Hot List” and interventions are designed, implemented, and monitored by the team. Classroom teachers provide tailored instruction for all below grade level students as they differentiate and modify instruction and assignments to meet student needs through the Tier I instructional process. Tier II interventions include additional opportunities for small-group or 1:1 instruction with specialists, tutors, and trained paraprofessionals using research-based reading and math programs. Another common Tier II strategy that teachers utilize is breaking down tasks into smaller, more manageable pieces. This allows students to feel a sense of accomplishment as they move through the steps of a complex task and can motivate them to persevere. Visual aids, such as graphic organizers and checklists, are often included in this strategy to help students understand concepts more easily. Growth assessments such as the MAP (grades PreK-8) and PALS (grades PreK-3) tests are of particular importance when assessing the growth of these students when they are unable to master grade level content consistently. Teachers and Tier II service providers use assessment data to provide re-teaching and remediation and plan skills to cover when delivering instructional interventions.

For students below grade level who struggle with behavior and social emotional skills, our school counselor leads groups to provide direct instruction and practice in prosocial behavior and conflict resolution. Functional behavior assessments (FBA) are conducted for students with more advanced challenges in this area to drive the creation of behavior intervention plans (BIP). The Tier II team continues to collaborate and monitor student performance and progress throughout the year. Additional students are added to the “Hot List” or additional services can be added for students based on their individual needs. The team also

determines when a student needs to be presented to the Pre-Referral team to discuss possible evaluation for eligibility for special education or a 504 plan.

3b. Students performing above grade level:

It is essential to engage, challenge, and motivate students achieving above grade level to continue their investment in learning. This occurs at Southside Elementary School in several ways. First, teachers provide differentiated lessons to students daily. Above grade level students are presented with content on their level in reading and math during small group time each day. Supplemental instructional programs, such as RAZ-Kids, Reflex math, and IXL, also allow teachers to assign students to work at their level. Targeting instruction in this manner allows teachers to help students extend their learning above the required curriculum standards for the grade level and further develop their critical and creative thinking skills. Some identified students above grade level are eligible for the Gifted and Talented education program. Students in this program meet weekly with gifted teachers for enrichment opportunities including field trips, guest speakers, STEM activities, flexible learning opportunities, and project-based learning. This program allows above grade level students to learn from each other and extend their thought process beyond the typical classroom setting. Students enjoy the opportunity to build relationships with an additional teacher who can provide feedback to them in their learning and help them set goals and monitor their progress. Gifted teachers and general education teachers also collaborate throughout the year to share ideas and resources regarding how to best meet the needs of these special scholars.

3c. Students with disabilities:

Students with disabilities have unique learning needs. Students with special needs are able to receive services at Southside Elementary beginning in our “Wee 3” class through fifth grade. Students with individualized education programs (IEPs) are assigned to highly qualified case managers who are responsible for providing support, services, and accommodations to help them be successful. Most identified special education students are served in inclusive classrooms where special education teachers and paraprofessionals collaborate with general education teachers to implement IEPs. Strategies that are used for students with disabilities include multisensory instruction that reinforces learning through visual aids, hands-on activities, and verbal explanations. Students receive differentiated instruction that is adapted to meet their needs through variation of the content, process, or product of the lesson based on student abilities and interests. Specific intervention programs that the teachers use in small-group or 1:1 settings include My Sidewalks, the Sonday system, and Orton-Gillingham techniques. As needed, students have access to assistive technology to help them access the curriculum and participate more fully in the classroom. To motivate students to learn, teachers provide positive reinforcement such as verbal praise or tangible rewards. Students with more significant behavior challenges have behavior intervention plans (BIP) implemented to support them in the learning environment so that they can be academically successful.

Southside Elementary has made significant progress in closing the achievement gap for students with disabilities. Crucial to that success is the culture of collaboration among support staff. Special education teachers, paraprofessionals, general education teachers, therapists, the school psychologist, counselor, special education coordinator, and administrators all work together as a team to meet the needs of special education students and ensure that students receive the individualized instruction and support they need to be successful. Whether the needs be academic, behavioral, social, or emotional, the team designs plans to assist the students and also involves parents as key decision-makers in their child’s plans and progress. Case managers often follow students for several years, allowing them to develop a relationship with the student and family and provide cohesive support.

3d. English Language Learners:

English Language Learners (ELLs) have unique instructional needs that are addressed to help them develop their language skills and succeed academically. English language instructional support at Southside Elementary is provided as a direct service by a certified EL teacher to students in kindergarten through fifth grade. Based on the needs of the individual student, services may be provided through a push-in or pull-out model. Tutors begin working with identified ELL students in preschool as well. The frequency and type of

direct services varies based on individual student needs. However, all homeroom teachers of ELL students across grade levels collaborate with the EL teacher to implement a variety of accommodations and strategies to help the students be successful. Instruction includes language support and supplemental instruction in grammar, vocabulary, syntax, and phonetics. Scaffolding is a key ingredient, as teachers provide additional examples and break down complex concepts into smaller steps for students. Students are also provided with many opportunities to practice speaking, listening, reading, and writing. Teachers use clear and concise language when communicating with ELLs, avoiding idioms or unfamiliar figurative language. Visual aids are essential in assisting students with understanding new concepts and building meaning of new vocabulary. Cooperative learning activities help students practice their language skills in a supportive environment with peers. With regards to assessment, students receive the accommodations they need based on their individual learning plans. Assessments measure both language proficiency and academic content knowledge. The ACCESS for ELLs assessment by WIDA is administered annually, and results are used to design ELL instruction and drive services. By addressing the instructional needs of ELLs, teachers are able to create a supportive and inclusive learning environment that helps these students succeed academically and socially.

3e. Other populations, if a special program or intervention is offered:

One unique program that has benefited a small target population at our school is our sensory room, known as Chillville! Initially sponsored by our school's occupational therapy team, Chillville was designed to be a calming environment featuring activities and manipulatives that students can utilize to meet their sensory needs, self-regulate, and rebalance in order to prepare their minds and bodies to best receive instruction. Chillville provides a means for students to find appropriate strategies and tools that can be utilized for self-regulation, ensuring participation as active, calm learners within the school. Effective utilization of the space can provide a bridge linking calming and self-regulation skills to the use of similar strategies in the classroom. Chillville serves as a quiet, safe, and respectful place of retreat. Students who have visits to Chillville included in their daily learning plans include those served by occupational therapy services and others whose teachers and families agree the students could benefit from having sensory-seeking needs met during the school day. Students always visit the room on a scheduled basis and are supervised by a familiar, trained adult. Chillville has several different areas: a calming space, a book nook, a brain power space featuring interactive games and puzzles, a kid power space with sensory motor opportunities, and a fine motor station. Many students quickly recognize which area meets their needs best and choose to visit that area most frequently. When entering the room, students "chime in" on a windchime and set a visual timer; when leaving, they "chime out" and say, "I'm ready to learn!" This ritual signifies the significance of the space and the transition in and out. Teachers notice the positive difference this space has made in the academic performance, executive functioning, and prosocial behaviors of their students. This authentic room is another example of Southside Elementary School's commitment to meeting the needs of every student in order to enhance their success.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Southside Elementary School is a place where students want to be! This is evidenced by our average daily attendance rate of 95% or above for the past five school years. In 2022-2023, Southside holds the highest daily attendance rate for the year to date of any school, PreK-12, in our school division. Our dedicated staff work diligently to make Southside Elementary a positive environment in which students are engaged and motivated each and every day! Teachers demonstrate this by smiling and greeting their students by name as they walk through the doors. Social-emotional skills are explicitly taught, developed, and reinforced through our PBIS program and through tangible rewards and celebrations of student success in these areas. Students receive authentic praise and affirmation from teachers and staff throughout the day when meeting expectations.

Teachers consistently provide high-quality instruction to students using a variety of research-based methods. This type of instruction makes learning fun in the classroom and holds students to high standards for learning and achievement. Incorporating manipulatives, games, brain breaks, frequent transitions, relevant instructional technology, hands-on activities, and experiments brings classroom instruction to life and motivates students to persevere and attend to instruction throughout the class period. When administrators go on daily learning walks to visit classrooms, they enjoy the opportunity to join in the fun as well and see the love of learning written clearly on the faces of both students and teachers.

The school plans and executes numerous co-curricular events that take place during the school day so that all of our students can experience them, eliminating transportation after school as a barrier to access. These include events such as our Back-to-School Picnic, Grandparent's Day Breakfast, Fall Festival, STEM Day and Science Fair, TurkeyBall, Winter Wonderland, Black History Month assembly, Bingo for Books, TigerBall, and fall and spring choral concerts. Parents are invited to some events, and others are live streamed for parents to view remotely due to space limitations. These events take a lot of time and effort to plan, but every moment is worthwhile when staff see how they promote a sense of pride in our school community and reinforce student engagement in learning, both academically and socially. Through taking part in these events, students at Southside witness the dedication of their teachers firsthand. It makes the students feel so special when the staff come together to provide them with fun activities that make school exciting!

2. Engaging Families and Community:

Southside Elementary is blessed to have support from a variety of community partners. Our Parent Teacher Organization (PTO) is a relatively small but mighty group of parents that work diligently to support our school. The PTO conducts fundraisers throughout the year to provide the students with fun experiences on special days such as Field Day, helps the school pay for supplies not covered by typical allocations, and rewards teachers with morale-boosting treats! The PTO hosts annual membership drives and provides the opportunity for any parent to join and be more engaged with the school. The PTO leadership selects several members each year to serve on the School Improvement Team to enhance school reform efforts from the parent perspective. Meetings are held throughout the year to keep all parents informed of school events, student achievement, and how raised funds are being used to benefit the school community.

Two school-based resources for engaging our families and community are our school counselor and our school zone's home/school coordinator. Our school counselor works daily to meet the needs of families where they are. She communicates and establishes rapport with parents who feel comfortable reaching out and speaking with her about challenges their students face at home and school and how she can support them. She coordinates efforts to provide hygiene items, holiday gifts, and weekly food bags for needy students in conjunction with several local churches that donate to our students on a weekly basis. Our school counselor also serves as the liaison between the school and our therapeutic day treatment services provider, referring students who could benefit from services. When more community services or resources are needed than the school can offer, our counselor collaborates with our division's home/school coordinator. The

coordinator is able to provide detailed support to families outlining services that are available to them, such as counseling, in-home services, medical evaluations, case management, and Medicaid transport. Using a truly wrap-around approach, these two professionals provide a depth of support to students and families.

Several local churches have “adopted” our school and partner with us to provide support to our families. The weekly food bags that needy students receive are provided through an effort initiated by Shining Light Baptist Church and in conjunction with White Oak Worship Center. In addition to the food bags, Shining Light Baptist Church members have donated school supplies for students and teachers, purchased painting supplies, and helped with painting the interior and exterior of the school, and provided funds to the school for Field Day and for teacher appreciation. Several local businesses and churches have also made generous donations to our school community for teacher recognition and appreciation (White Oak Worship Center, Mt. Tabor Baptist Church, FarmPlus Insurance, Foster Fuels, Chestnut Level Baptist Church, Shining Light Baptist Church, Stone Creek Church, and Mt. Pleasant United Methodist Church). Blairs Baptist Church also donates school supplies annually so that no student goes without! Stone Creek Church hosts after school tutoring twice per week free of charge to our families and has also donated to our teacher appreciation funds. Southside Elementary School is blessed to be surrounded by a community of caring faith-based organizations that intentionally assist our families, support our school, and encourage our staff.

Southside Elementary also has a close relationship with our local 4-H Program extension agent. She has provided a variety of lessons in our schools over the years, most recently focusing on STEM integration and hands-on, cooperative learning opportunities for students. Teachers and students enjoy her visits, and she is a valuable resource for bringing Pittsylvania County 4-H learning initiatives into our school. After these programs, some students are inspired to attend 4-H camp during the summer and receive engaging outdoor learning experiences there!

3. Creating Professional Culture:

Teachers and staff are at the heart of what makes Southside Elementary School excellent, and they deserve to work in a positive, professional environment that supports their growth and development as professionals. We accomplish this at Southside in several ways. Administrators focus on building relationships and rapport with staff. This trust is the starting point from which any professional development conversations can begin. Staff are provided with professional autonomy and support of calculated instructional risk-taking. Teachers are regularly provided with commendations and recommendations to improve their professional capacity, and their successes, effective strategies, and accomplishments are highlighted at faculty meetings and team meetings. There is a strong culture of communication and collaboration among teachers and administrators, which is backed by specific support and follow-through on determined action items. This working relationship leads to high levels of teacher and staff morale.

Staff professional development is targeted to meet the individual needs of teachers. Teachers, new to the school, grade level, or an instructional program, are provided with training and follow-up support to implement their new responsibilities. For example, Southside provided Foundations training to grades K-2 teachers when this phonics program first began to be implemented to ensure teachers felt comfortable and ready to begin instructing students with fidelity. School-wide professional development is provided annually to the entire faculty to support school goals and objectives. This is typically accomplished through book studies led by the administrative team. In recent years, the faculty have studied “10 Mindframes for Visible Learning” by John Hattie and Klaus Zierer, “The Essential 55” by Ron Clark, “Culturize” by Jimmy Casas, and “The Distance Learning Playbook” by Douglas Fisher and Nancy Frey. Teachers enjoy collaborating to discuss and implement concepts from professional learning and remaining up to date on educational research and trends.

Navigating education in the post-COVID era has drawn attention to the need for teachers to practice self-care more than ever. To build morale, the PTO, administrators, and our community partners provide monthly treats for teachers. These tangible items symbolize appreciation for the work they do each day. Teachers also enjoy receiving coupons for classroom coverage so that they can attend to personal responsibilities or appointments throughout the year without using accrued leave. This demonstrates the caring culture of our school.

As a product of our trusting, professional environment, Southside Elementary School staff is keenly aware that we all work together to meet the needs of every student. We don't teach subjects; we teach students. These aren't just my students; they are our students. From custodians to bus drivers to support staff, teachers, and administrators, the Southside staff has a collaborative commitment to shared responsibility for the safety, well-being, and learning outcomes of our students. Each staff member is empowered in their role and responsibility to be a leader within the school.

4. School Leadership:

Southside Elementary School has a talented and cohesive administrative team consisting of a principal and assistant principal at the helm. These positive, dedicated leaders demonstrate a commitment to servant leadership and view their leadership roles as opportunities to support the staff and students and walk alongside them in the journey to success. This is evidenced by their willingness to complete any task, whether mopping bathrooms and vacuuming carpets when custodians are unexpectedly ill, covering classrooms for teachers to provide a much-needed break, or taking students on walks to de-escalate them so they can return to the classroom ready to learn. Key values of school leaders at Southside Elementary are consistency, transparency, and integrity. The administrators believe that these values go hand-in-hand as they build relationships and rapport with stakeholders and always consider the needs of students first in decision-making. Important issues are brought to the School Leadership Team, consisting of administrators, the school counselor, and lead teachers, for shared decision-making to enhance buy-in and morale. These values create a high level of trust within the organization.

The vision for the school is clearly articulated and is witnessed in the principal and assistant principal's unwavering focus on student success and achievement. The principal takes pride in being extremely organized and has created a school master schedule that condenses transition time and maximizes uninterrupted time for student learning. Through instructional leadership, the principal and assistant principal empower teachers to work at the highest capacity and exceed their current level of instructional skill and expertise. Classroom resources that teachers need to do so are provided without hesitation while maintaining a properly balanced budget. Disciplinary problems are handled by the assistant principal swiftly and with consistency, fairness, and compassion, minimizing the loss of instructional time. Students who cause disruptions during the school day are provided with logical consequences and reflective, restorative conversations that teach them to make better choices moving forward.

Administrator communication is also consistent and transparent. The principal sends "Tiger Talk," a weekly text message, email, and phone call to all staff and families in their chosen language with updates on important events at the school that week. The administrators contact parents frequently for positive reasons and to update families on students' progress. Parents serve alongside administrators on the School Improvement Team, and administrators ensure parents are engaged in the educational process. Administrative communication with teachers is direct and kind, rooted in the relationships and rapport that have already been established. This models the attitude that the administrators expect staff to display when communicating with students. Perhaps most importantly, the principal and assistant principal are visible leaders who are in constant communication with students. They know them by name and speak to them with kindness and respect, encouraging them to excel and celebrating successes with them.

During the COVID-19 pandemic, the administrators recognized the insurmountable task that teachers were challenged with and sought to lighten their workload in any way possible. This meant removing any unnecessary obligations or programs, frequently replacing meetings with emails, and focusing on the top priority of each day-- high quality Tier I instruction. This paid dividends in increasing staff morale and maintaining high levels of student achievement and growth during unprecedented times in the field of education.

5. Culturally Responsive Teaching and Learning:

Southside Elementary School takes great pride in addressing the diverse needs and backgrounds of our students, families, and staff in multiple ways. As a relationship-oriented school, we strive to build and foster

a community that values diversity and promotes inclusiveness through a safe, welcoming environment for all that enter our doors. Teachers of all grade levels incorporate culturally responsive teaching practices in their classroom instruction. This means that they purposefully highlight and integrate many cultures through an inclusive curriculum that celebrates individual differences and teaches about the rich historical traditions and current experiences of different cultures. In subjects, such as music, science, language arts, physical education, history, and library/media, teachers expose students to the perspectives of others and how to coexist with love and respect in our beautiful, inclusive, diverse society. We provide individualized support to families, encouraging all parents and guardians to engage in the educational process by involving them in decision-making and providing needed resources such as translation services or translators, family liaisons, and parent education workshops.

As our staff serves our community, we strive to hire a diverse, talented staff that reflects the character and uniqueness of the Southside community. This contributes to a more inclusive environment and provides positive role models for students from diverse backgrounds. Our school and division also support our current staff in developing a deeper understanding about how to address the unique needs of students and families from various backgrounds. Teachers and staff have been provided with multiple and ongoing professional development opportunities at the school and district level related to cultural competency, diversity, inclusion, and equity. To further promote equity, our school policies and practices take care to ensure that all students have access to quality education. This includes access to needed resources such as Chromebooks and hotspots, school supplies, or other materials to complete work at home.

Perhaps most importantly, Southside Elementary has created a safe and supportive school culture that promotes respect, inclusion, and empathy. This is done through direct instruction by teachers and our school counselor in anti-bullying and through a proactive focus on kindness and caring incorporated into our school-wide PBIS program. By valuing diversity and addressing unique needs, our school helps students feel supported, engaged, and successful. Every student, staff, and stakeholder of Southside Elementary School is an important, treasured, and celebrated part of the Tiger family!

PART VI - STRATEGY FOR EXCELLENCE

While no single strategy can accurately represent what makes Southside Elementary School excellent, all indicators are rooted in an intense focus on building community. Instructional programs, district initiatives, and educational trends always change over time, but the heart of teaching, learning, and student success lies in the community that schools build together. Without a clear vision, intentionality, and deep commitment from all staff, this level of community cannot be successfully achieved. Southside Elementary is comprised of talented professionals at all levels who are dedicated to creating community in their classrooms and the school as a whole. Students, staff, families, and community members at our school are all part of the family and are treated as such. We work together collaboratively, cohesively, and tirelessly to support student learning and growth and provide students with a top-tier education in a positive, supportive environment.

The connections we make daily through our intentional interactions show our students and stakeholders that they are loved, valued, and celebrated within our walls. Everyone is treated with kindness, respect, and consistency. Our students thrive academically and behaviorally because they are in an environment where their needs are met joyfully by caring staff members. Teachers and staff have formed strong professional and collegial relationships with one another, leading to a spirit of continuous improvement and heightened capacity for all. Our staff does not hesitate to share resources and collaborate to improve their instructional practices and student outcomes. Neither staff nor students are fearful of failure at this school because they know they have their school community as a safety net. The strong relationships fostered between students and staff motivate students to succeed and exceed the high expectations set by caring adults for their learning and behavior. School staff and families develop deep connections throughout the years, as students are enrolled from preschool through fifth grade. The deep impact of respect and rapport between parents and staff leads to trusting relationships as parents offer us their most valuable gifts each day--their children-- to educate and accelerate into future leaders.

Each morning, our students recite the Southside pledge. "I will use my hands to help, not hurt. I will use my heart to love, not hate. I will use my voice to encourage, not insult. With my actions, I will make my school and my world a better place." From preschool to fifth grade classrooms, these words echo in the halls each morning and signify the values of love, respect, and encouragement upon which the Southside community is built. We are the Southside Tiger family!