

Hillsborough County Public Schools

Desoto Elementary School



2019-20 Schoolwide Improvement Plan

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Desoto Elementary School

2618 CORRINE ST, Tampa, FL 33605

[no web address on file]

Demographics

Principal: Emily T IR Elli

Start Date for this Principal: 6/20/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2018-19: D (36%) 2017-18: C (48%) 2016-17: C (46%) 2015-16: C (46%) 2014-15: F (30%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	C

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

DeSoto Elementary is committed to the differentiated instruction of every student providing them with the knowledge, skills, desire, and confidence necessary to reach their highest potential.

Provide the school's vision statement.

DeSoto Elementary will be an A school without achievement gaps.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Thompson, Kimberly	Principal	Leadership team includes assistant principal, content coaches and team leaders.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	27	37	31	48	37	39	0	0	0	0	0	0	0	219
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	1	2	2	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	11	17	15	0	0	0	0	0	0	0	43

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

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

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	2	4	1	11	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	

FTE units allocated to school (total number of teacher units)

30

Date this data was collected or last updated

Wednesday 6/26/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	3	8	5	10	4	0	0	0	0	0	0	0	30
One or more suspensions	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	13	19	0	0	0	0	0	0	0	34

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

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

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	3	8	5	10	4	0	0	0	0	0	0	0	30
One or more suspensions	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	13	19	0	0	0	0	0	0	0	34

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

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

Part II: Needs Assessment/Analysis**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	27%	52%	57%	45%	52%	55%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Learning Gains	43%	55%	58%	51%	55%	57%
ELA Lowest 25th Percentile	31%	50%	53%	33%	51%	52%
Math Achievement	42%	54%	63%	31%	53%	61%
Math Learning Gains	49%	57%	62%	58%	54%	61%
Math Lowest 25th Percentile	19%	46%	51%	64%	46%	51%
Science Achievement	38%	50%	53%	42%	48%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	27 (0)	37 (0)	31 (0)	48 (0)	37 (0)	39 (0)	219 (0)
Attendance below 90 percent	0 (0)	0 (3)	0 (8)	0 (5)	0 (10)	0 (4)	0 (30)
One or more suspensions	0 (0)	0 (0)	0 (0)	1 (0)	2 (2)	2 (0)	5 (2)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	11 (2)	17 (13)	15 (19)	43 (34)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	18%	52%	-34%	58%	-40%
	2018	33%	53%	-20%	57%	-24%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2019	26%	55%	-29%	58%	-32%
	2018	41%	55%	-14%	56%	-15%
Same Grade Comparison		-15%				
Cohort Comparison		-7%				
05	2019	38%	54%	-16%	56%	-18%
	2018	44%	51%	-7%	55%	-11%
Same Grade Comparison		-6%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	27%	54%	-27%	62%	-35%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	50%	55%	-5%	62%	-12%
Same Grade Comparison		-23%				
Cohort Comparison						
04	2019	58%	57%	1%	64%	-6%
	2018	31%	57%	-26%	62%	-31%
Same Grade Comparison		27%				
Cohort Comparison		8%				
05	2019	39%	54%	-15%	60%	-21%
	2018	36%	54%	-18%	61%	-25%
Same Grade Comparison		3%				
Cohort Comparison		8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	38%	51%	-13%	53%	-15%
	2018	36%	52%	-16%	55%	-19%
Same Grade Comparison		2%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD		19		14	31	17					
ELL	18	32	18	37	52		27				
BLK	31	47		31	42		31				
HSP	24	37	18	40	54	20	38				
WHT	38			77							
FRL	27	45	31	41	47	13	37				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	75	73	17	24						
ELL	29	59		34	38						
BLK	26	56		24	35						
HSP	43	70	70	47	51		50				
WHT	50			50							
FRL	41	67	71	43	46	25	42				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	4	22		8	41						
ELL	33	52		28	52		21				
BLK	41	27		31	57						
HSP	43	56		28	58		39				
FRL	44	50	33	31	59	64	42				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	291
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
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	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
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	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data showed our lowest performance was in our ELA proficiency. The lack of foundational skills and relevant student choice in reading materials contributed to the decline in ELA.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our greatest decline was the learning gains of our ELA students. There was a change in entire grade level, lack of foundational skills, and relevant student choice in reading materials contributed to the decline in learning.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap was in our ELA proficiency when compared to the state. This was due to the lack of foundational skills and relevant student choice in reading materials.

Which data component showed the most improvement? What new actions did your school take in this area?

The most improved academic areas was in our math learning gains. This was due to the small group individualize instruction provided by the classroom and resource teachers.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The two potential areas of concerns are: Students with attendance below 90 percent as well as the number of students we are retaining in our primary grades.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Proficiency
2. Math Bottom Quartile
3. ELA Bottom Quartile
4. Math Proficiency
5. Science

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Student achievement will increase by creating an environment of high expectations for students engaged in relevant tasks.
Rationale	Reading, Math, and Science proficiency are all below the district average. ELA proficiency - 27%, Math proficiency -42% and Science proficiency - 38%
State the measurable outcome the school plans to achieve	2019-2020 school year FSA results: Student proficiency in reading will increase from 27% to 32% Student proficiency in math will increase from 42% to 47% Student proficiency in science will increase from 38% to 43%
Person responsible for monitoring outcome	Kimberly Thompson (kimberly.thompson@hcps.net)
Evidence-based Strategy	1. Standards based collaborative planning. 2. Establish a culture of high performing PLCs and ILT 3. Provide teachers with strategies to engage students
Rationale for Evidence-based Strategy	PLCs are effective at developing teacher capacity as well as collaborative planning
Action Step	
Description	<p>1. Standards Based Planning</p> <ul style="list-style-type: none"> * Reading coach, reading resource, and math resource teachers will plan with grade levels weekly using achievement level descriptors. The planning time will be embedded into the weekly schedule. * Reading and math coaches will complete coaching cycles to ensure planning carried out with fidelity with identified teachers. * Planning with clear learning intentions and success criteria identified with clearly aligned tasks. * Clear structures and systems for leadership team to progress monitor planning. A member of the leadership team will attend all planning sessions. Clear schedule established. * ESE and ELL support will attend planning to have a clear focus on meeting the needs of those subgroups. * Effective planning in place for MTSS Intervention, including use of computer-supported learning. <p>Monitoring: An administrator will attend planning sessions for ELA and Math and conduct classroom walkthroughs as a follow up to each planning session.</p> <p>2. Culture High Performing PLCs/ILTs</p> <ul style="list-style-type: none"> * Identified PLC facilitators (with stipend) trained to engage collaboration in PLCs/ILTs * Data analysis to inform planning * Goal setting with teachers and students * Clear systems for Leadership Team to progress monitor * Build capacity for other teachers to lead from the classroom (substitutes to cover) * Clear plan for intervention delivery and progress monitoring system <p>Monitoring: Administrators will conduct walkthroughs to check for fidelity of</p>

intervention instruction.

3. Equip teachers with strategies to engage students

- * Students surveyed

- * Increase student discussion time. Provide PD for teachers

- * Empower teachers to use engagement strategies in all lessons. Professional Development book study (Marzano - The Art and Science of Teaching Marzano.)

- Using technology in classroom with supporting software. (Book studies to include Doug Fisher Writing Strategies Book)

- * Teachers visit model classroom to see strategies in play. (Substitutes for coverage and stipend for model classroom teachers)

- * Students fully engaged in rigorous class learning, supported by necessary classroom supplies

Monitoring: Administrators and leadership team members will conduct walkthroughs to look for implementation of strategies based on professional development training.

Person Responsible

Kimberly Thompson (kimberly.thompson@hcps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

1. ELA Proficiency
2. Math Bottom Quartile
3. ELA Bottom Quartile
4. Math Proficiency
5. Science

Our environment of high expectations will cover these priorities.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school will provide evening events that will provide parents with materials to support their child. We will also build relationships with community partners to ensure that we're preparing students for life.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: <http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

- Bring 6th/9th graders back early for orientation
- Train a cadre of student ambassadors to help orient other students
- Parent information and/or education opportunities
- Hold articulation meetings between 5th and 6th grade teachers
- Campus visits
- Shadow days
- Middle school students visit, tutor and or perform at elementary schools
- High school students visit, tutor, or perform at middle schools.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

To ensure efficient/systematic allocation and use of resources, the PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources).

An annual inventory of resource materials, staff, and funds allocated determines necessary resource materials and personnel available to meet student needs through a resource map.

To ensure support systems, small group, and individual needs are met, the PSLT:

- Reviews school-wide data on an ongoing basis, identifying instructional needs across the school;
- Supports the implementation of high quality instructional practices during core and intervention blocks;
- Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs, facilitating problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessments, outcome data, and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC teacher liaisons, others as needed

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Field trip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

na

Part V: Budget

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

1	III.A.	Areas of Focus: Student achievement will increase by creating an environment of high expectations for students engaged in relevant tasks.				\$284,112.78
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	1081 - Desoto Elementary School		1.0	\$41,875.87
			<i>Notes: Reading Resource Teacher - provide coaching cycles with teachers, professional development, and lesson planning support.</i>			
			1081 - Desoto Elementary School			\$0.00
			<i>Notes: PLC Facilitator stipend</i>			
	5100	520-Textbooks	1081 - Desoto Elementary School	Title, I Part A		\$6,000.00
			<i>Notes: Book study: Doug Fisher and Writing Strategies Book</i>			
	5100	120-Classroom Teachers	1081 - Desoto Elementary School	UniSIG	1.0	\$56,378.26
			<i>Notes: Math Resource Teacher</i>			
	5100	210-Retirement	1081 - Desoto Elementary School			\$3,546.89
			<i>Notes: 8.47% of Reading Resource Teacher</i>			

5100	220-Social Security	1081 - Desoto Elementary School			\$2,596.30
Notes: 6.2% of .88 Reading Resource Teacher FICA					
5100	220-Social Security	1081 - Desoto Elementary School			\$607.20
Notes: 1.45% of .88 Reading Resource Teacher Medicare					
5100	230-Group Insurance	1081 - Desoto Elementary School			\$7,412.03
Notes: 17.7% of .88 Reading Resource Teacher					
5100	240-Workers Compensation	1081 - Desoto Elementary School			\$213.57
Notes: .51% of .88 Reading Resource Teacher					
5100	210-Retirement	1081 - Desoto Elementary School	UniSIG		\$4,775.24
Notes: 8.47% of Math Resource Teacher					
5100	220-Social Security	1081 - Desoto Elementary School	UniSIG		\$3,495.45
Notes: 6.2% of Math Resource Teacher FICA					
5100	220-Social Security	1081 - Desoto Elementary School	UniSIG		\$817.48
Notes: 1.45% of Math Resource Teacher Medicare					
5100	230-Group Insurance	1081 - Desoto Elementary School	UniSIG		\$9,978.95
Notes: 17.7% of Math Resource Teacher					
5100	240-Workers Compensation	1081 - Desoto Elementary School	UniSIG		\$287.53
Notes: .51% of Math Resource Teacher					
7200	790-Miscellaneous Expenses	1081 - Desoto Elementary School			\$1,574.68
Notes: 2.81% of .88 Reading Resource Teacher					
5100	510-Supplies	1081 - Desoto Elementary School	UniSIG		\$2,089.56
Notes: Pocket charts/chart paper/markers/pencils (quote available)					
5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	1081 - Desoto Elementary School	UniSIG		\$499.75
Notes: Longitech Slim Folio Case with integrated bluetooth keyboard for ipad - (5)\$99.95ea (quote available)					
5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	1081 - Desoto Elementary School	UniSIG		\$445.00
Notes: Apple Pencil - (5)\$89ea (quote available)					
5100	644-Computer Hardware Non-Capitalized	1081 - Desoto Elementary School	UniSIG		\$1,495.00

			<i>Notes: iPad Wi-Fi 32GB - Space Gray - (5)\$299ea (quote available)</i>			
	6400	330-Travel	1081 - Desoto Elementary School			\$7,299.72
			<i>Notes: Get Your Teach On National Conference 6 ppl to travel to Atlanta, hotel, registration fees, food stipend, transportation in Atlanta</i>			
	5100	120-Classroom Teachers	1081 - Desoto Elementary School	Title, I Part A	0.5	\$38,549.30
			<i>Notes: Writing Resource Teacher</i>			
	5100	520-Textbooks	1081 - Desoto Elementary School	Title, I Part A		\$25,000.00
			<i>Notes: Classroom libraries and materials for the reading book room</i>			
	5100	730-Dues and Fees	1081 - Desoto Elementary School	Title, I Part A		\$675.00
			<i>Notes: JA BIZ Town Fieldtrip</i>			
	5100	692-Computer Software Non-Capitalized	1081 - Desoto Elementary School	Title, I Part A		\$20,000.00
			<i>Notes: Laptops for small group instruction</i>			
	7200	390-Other Purchased Services	1081 - Desoto Elementary School	Title, I Part A		\$4,000.00
			<i>Notes: substitutes for professional development</i>			
	5100	510-Supplies	1081 - Desoto Elementary School	Title, I Part A		\$4,500.00
			<i>Notes: Supplies for professional development and classroom</i>			
	5100	310-Professional and Technical Services	1081 - Desoto Elementary School	UniSIG		\$40,000.00
			<i>Notes: Catapult tutoring services for reading support- 2 teachers, 4 days a week, October through April (quote available)</i>			
			1081 - Desoto Elementary School			\$0.00
Total:						\$286,455.19