

Nassau County School District

# Wildlight Elementary



## 2019-20 Schoolwide Improvement Plan

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## Wildlight Elementary

550 CURIOSITY AVE, Yulee, FL 32097

[ no web address on file ]

### Demographics

Principal: Amber Nicholas Bovinette

Start Date for this Principal: 1/5/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	34%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (69%) 2017-18: B (61%) 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

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

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## Wildlight Elementary

550 CURIOSITY AVE, Yulee, FL 32097

[ no web address on file ]

### 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	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

### School Grades History

Year	2018-19	2017-18
Grade	A	B

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

The mission of Wildlight Elementary School is to embrace diversity and create a community of risk-taking, self-motivated learners who will reach their maximum potential academically, socially and developmentally in a safe and nurturing learning environment.

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

The vision of Wildlight Elementary is to allow all students to reach their maximum potential in all aspects of life by providing a safe learning environment, embracing diversity and creating a community of risk-taking, self-motivated learners.

### 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
Hodges, Scott	Principal	
Druelle, Ashley	Teacher, K-12	Third Grade Chair
Jones, Whitney	Teacher, K-12	Second Grade Chair
Norfleet, Rachel	School Counselor	
Ray, Sarah	Assistant Principal	
Sides, Donna	Teacher, K-12	Kindergarten Chair
Thompson, Desiree	Teacher, K-12	Fourth Grade Chair
Angeli, Leanna	Teacher, K-12	First Grade Chair
Martin, Kelley	Teacher, K-12	Fifth Grade Chair
Collins, Kristy	Other	Reading Coach
Bozeman, Jennifer	Instructional Media	
Parks, Emily	School Counselor	ESE Grade Level Chair, Guidance Counselor

### 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	130	108	127	127	130	137	0	0	0	0	0	0	0	759
Attendance below 90 percent	16	6	11	1	13	6	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	2	1	2	0	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	0	2	1	0	0	0	0	0	0	0	3

**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	1	2	1	0	0	0	0	0	0	4

**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		4	2	4	1	1	0	0	0	0	0	0	0	12
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

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

54

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

Wednesday 9/25/2019

**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	6	7	3	6	8	9	0	0	0	0	0	0	0	39
One or more suspensions	0	0	0	2	0	2	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	2	1	0	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	1	5	13	0	0	0	0	0	0	0	19

**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	1	3	1	1	0	0	0	0	0	0	6

**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	6	7	3	6	8	9	0	0	0	0	0	0	0	39
One or more suspensions	0	0	0	2	0	2	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	2	1	0	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	1	5	13	0	0	0	0	0	0	0	19

**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	1	3	1	1	0	0	0	0	0	0	0	6

## 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	74%	76%	57%	0%	73%	55%
ELA Learning Gains	63%	65%	58%	0%	64%	57%
ELA Lowest 25th Percentile	54%	54%	53%	0%	49%	52%
Math Achievement	82%	85%	63%	0%	82%	61%
Math Learning Gains	75%	77%	62%	0%	71%	61%
Math Lowest 25th Percentile	56%	67%	51%	0%	64%	51%
Science Achievement	76%	75%	53%	0%	73%	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	130 (0)	108 (0)	127 (0)	127 (0)	130 (0)	137 (0)	759 (0)
Attendance below 90 percent	16 (6)	6 (7)	11 (3)	1 (6)	13 (8)	6 (9)	53 (39)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (2)	0 (0)	0 (2)	0 (4)
Course failure in ELA or Math	0 (0)	0 (0)	2 (2)	1 (1)	2 (0)	0 (0)	5 (3)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (1)	2 (5)	1 (13)	3 (19)

### 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	77%	75%	2%	58%	19%
	2018	83%	76%	7%	57%	26%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	72%	68%	4%	58%	14%
	2018	67%	69%	-2%	56%	11%
Same Grade Comparison		5%				
Cohort Comparison		-11%				
05	2019	67%	75%	-8%	56%	11%
	2018	65%	71%	-6%	55%	10%
Same Grade Comparison		2%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	82%	83%	-1%	62%	20%
	2018	76%	80%	-4%	62%	14%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	80%	81%	-1%	64%	16%
	2018	79%	83%	-4%	62%	17%
Same Grade Comparison		1%				
Cohort Comparison		4%				
05	2019	82%	86%	-4%	60%	22%
	2018	73%	79%	-6%	61%	12%
Same Grade Comparison		9%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	76%	73%	3%	53%	23%
	2018	65%	72%	-7%	55%	10%
Same Grade Comparison		11%				
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	67	62	62	65	66	61	62				

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
BLK	68	68		68	59		73				
HSP	53			65							
MUL	50	40		75	80						
WHT	78	67	64	86	78	61	80				
FRL	65	57	45	73	75	53	61				
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	57	38	33	56	49	53	56				
BLK	64	60		62	48		50				
HSP	50	53		67	67		64				
MUL	84			68							
WHT	74	53	36	79	69	72	73				
FRL	62	50	27	68	53	54	56				
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

### 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)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	480
Total Components for the Federal Index	7
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	64
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	67
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	73
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	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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 lowest data component was the percentage of students in the lowest quartile making learning gains. The percentage making learning gains was 54%. This percentage increased from 33% the previous year.

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

Every category of the school grade component increased last year, we had one sub group drop.

**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.**

Wildlight Elementary scored above the state average on every single component of the state grading system. However, we were closest to the state average

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

Our most improved element was our lowest quartile learning gains. We improved from 33% in the spring of 2018 to 54% in the spring of 2019.

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

Our Multiracial students dropped from 84% high achieving in ELA to 50% high achieving. A contributing factor to this is the increase in the number of students in this subgroup and the fact that many came in from out of state and were not exposed to our curriculum standards in previous years.

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

1. Increasing learning gains in Lowest Quartile Reading gains.
2. Increasing learning gains in Lowest Quartile Math gains.
3. Increasing Learning gains in Reading overall.
4. Increasing overall Reading High Achievement.
5. Improving the percentage of students in our multiracial subgroup scoring in the high achieving range.

## Part III: Planning for Improvement

### Areas of Focus:

**#1**

<b>Title</b>	ELA Achievement in the lowest quartile
<b>Rationale</b>	Fifty-four percent of our lowest quartile students made learning gains in the Spring of 2019. This is only 1% above the state average.
<b>State the measurable outcome the school plans to achieve</b>	WES will have a 6% improvement in learning gains in ELA on the Florida Standards Assessment during the spring of 2020.
<b>Person responsible for monitoring outcome</b>	Scott Hodges (scott.hodges@nassau.k12.fl.us)
<b>Evidence-based Strategy</b>	To implement the intentional differentiated ELA instruction based on data from diagnostic assessment to progress monitor and achievement growth.
<b>Rationale for Evidence-based Strategy</b>	Based on a plethora of assessments (iReady, STAR, FSA data, Lexia, Progress Monitoring, etc.) the data shows a need to continued adjustments for growth in ELA.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Differentiated small group instruction</li> <li>2. Targeted in school intervention</li> <li>3. Tiered support as indicated in MTSS</li> <li>4. Before and after school tutoring</li> <li>5. Collaborative planning and professional development</li> </ol>
<b>Person Responsible</b>	Scott Hodges (scott.hodges@nassau.k12.fl.us)

### 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).**

We will use the same strategies to address the additional priorities as increase reading ability will improve all aspects of reading and math achievement.

## 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.**

WES builds positive relationships with families by establishing and supporting the PTO, SAC and hosting parent nights in Reading, Math, Science and Technology. Parents have access to the FOCUS student data base and receive mid-nine week progress reports in addition to quarterly report cards. In addiiton to

weekly and monthly newsletters, the REMIND app, the school Facebook Page and Blackboard Parent call system is used to communicate school-wide events and information.

#### **PFEF Link**

The school completes a Parental Involvement Plan (PFEF), 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.**

School based teams meet to discuss students with barriers to academic and social success and refer to Child Advocate Rapid Response Team (CARRT) as needed.

Staff advocates are assigned to students identified with concerns.

Offer instruction and various campus activities that address social/emotional needs of students.

Connect students to agencies who have Cooperative Agreements or are on campus.

School counseling program with dedicated time to: 1. Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), 2. Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and 3. Evaluate your intervention (Evaluation)

Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. (Include core, supplemental, and intensive supports.)

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

The Nassau Schools that contain primary grades work in concert with Episcopal Children's Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement. Each school also holds student/parent orientation meetings to assist with the transitioning from one school level to another. The Student Progression Plan and student handbook are distributed and reviewed.

#### **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.**

The school's leadership team oversees the implementation and monitoring of its MTSS and SIP structures through data based decision making which identifies areas of deficit and identifies and provides supports and resources needed to address those deficits.

The Problem Solving/RTi process requires the following steps: Problem Identification, Problem Analysis, Intervention Design/ Implementation, and Evaluation: Response to Intervention.

Data based decisions are expected at all levels.

#### **Title I**

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II/Title III ensuring staff development needs are provided.

Teachers develop, lead, and evaluate school core content/standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches.



They identify systematic patterns of student needs with district personnel to identify evidence-based intervention strategies; assist with whole school screening programs that provide early services for children to be considered "at-risk"; assist in the implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components such as Parental Programs; Supplemental Educational Services; and special support services.

#### Title II

The District uses supplemental funds for improving basic education:

- training to certify qualified mentors for the New Teacher Program
- training for endorsement programs training/PLC's

#### Title III

The District provides supplemental academic instruction and services to students who are ELL.

Title X-Funds are set aside and reserved to meet the academic and personal needs of identified homeless families.

#### Violence Prevention Programs:

The District has adopted bullying prevention and intervention, policies, procedures and training.

#### Head Start

Primary grades work with Episcopal Children's Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement and meaningful parent involvement.

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

We have an after school Teacher in Training Club, a Robotics Club, and a variety of music and art programs provided after school through the community agency, Arts Alive.

## Part V: Budget

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

1	III.A.	Areas of Focus: ELA Achievement in the lowest quartile				\$61,883.88
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0242 - Wildlight Elementary	Title, I Part A	768.0	\$22,950.88
	6150	510-Supplies	0242 - Wildlight Elementary	Title, I Part A	768.0	\$8,150.00
	6400	120-Classroom Teachers	0242 - Wildlight Elementary	Title, I Part A	768.0	\$2,420.00
	6300	750-Other Personal Services	0242 - Wildlight Elementary	Title, I Part A	768.0	\$9,400.00
<i>Notes: Subs for Professional Envelopment</i>						
	5100	150-Aides	0242 - Wildlight Elementary	Title, I Part A	768.0	\$18,963.00
<b>Total:</b>						<b>\$61,883.88</b>