

Hillsborough County Public Schools

Miles Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	19
Positive Culture & Environment	28
Budget to Support Goals	29

Miles Elementary School

317 E 124TH AVE, Tampa, FL 33612

[no web address on file]

Demographics

Principal: Carla Nolan

Start Date for this Principal: 8/14/2019

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (35%) 2017-18: D (39%) 2016-17: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	29

Miles Elementary School

317 E 124TH AVE, Tampa, FL 33612

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-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	91%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	D

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SIP Authority

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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.

At Miles, we remove barriers by not accepting excuses. We attend! We engage! We learn!

Provide the school's vision statement.

Our Miles community is committed to preparing students for a lifetime of resilience and success.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Nolan, Carla	Principal	<ul style="list-style-type: none"> • Serve as instructional leader for the school. • Provide academic coaches with school focus and mission to use during planning and monitoring. • Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. To include attending planning sessions, classroom walkthroughs with specific feedback to teachers. • Work with district leadership to make instructional decisions to maximize student achievement. • Work to provide coaches/teachers with materials needed for book studies.
Bode, Teresa	Assistant Principal	<ul style="list-style-type: none"> • Serve as instructional leader for the school. • Provide academic coaches with school focus and mission to use during planning and monitoring. • Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. To include attending planning sessions, classroom walkthroughs with specific feedback to teachers. • Work with district leadership to make instructional decisions to maximize student achievement. • Work to provide coaches/teachers with materials needed for book studies.
Casey, Amber	Math Coach	<p>Lesson planning with teachers Lead PD Work with students Coaching cycles with teachers</p>
Motomal, Rachel	Math Coach	<p>Lesson planning with teachers Lead PD Work with students Coaching cycles with teachers</p>
Musser, Kathryn	Reading Coach	<p>Lesson planning with teachers Lead PD Work with students Coaching cycles with teachers</p>
Hense, Jennifer	Reading Coach	<p>Lesson planning with teachers Lead PD Work with students Coaching cycles with teachers</p>
Duncan, Stacey	Other	<p>Lesson planning with teachers Lead PD</p>

Name	Position Title	Job Duties and Responsibilities
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Work with students
Coaching cycles with teachers

Demographic Information

Principal start date

Wednesday 8/14/2019, Carla Nolan

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

790

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

7

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

10

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	119	121	113	151	110	159	0	0	0	0	0	0	0	773
Attendance below 90 percent	61	55	46	60	38	60	0	0	0	0	0	0	0	320
One or more suspensions	0	2	0	0	2	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	12	48	81	0	0	0	0	0	0	0	141
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	46	85	0	0	0	0	0	0	0	142
Number of students with a substantial reading deficiency	23	33	50	63	33	65	0	0	0	0	0	0	0	267

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	2	0	0	1	0	0	0	0	0	0	0	0	3

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	12	0	0	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	0	

Date this data was collected or last updated

Monday 11/1/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	136	134	106	166	121	143	0	0	0	0	0	0	0	806
Attendance below 90 percent	35	25	27	23	15	20	0	0	0	0	0	0	0	145
One or more suspensions	4	6	1	9	6	10	0	0	0	0	0	0	0	36
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	23	41	46	0	0	0	0	0	0	0	110
Level 1 on 2019 statewide Math assessment	0	0	0	21	53	52	0	0	0	0	0	0	0	126

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	4	3	0	20	34	36	0	0	0	0	0	0	0	97

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	1	1	1	4	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	4	0	0	0	0	0	0	0	0	4

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	136	134	106	166	121	143	0	0	0	0	0	0	0	806
Attendance below 90 percent	35	25	27	23	15	20	0	0	0	0	0	0	0	145
One or more suspensions	4	6	1	9	6	10	0	0	0	0	0	0	0	36
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	23	41	46	0	0	0	0	0	0	0	110
Level 1 on 2019 statewide Math assessment	0	0	0	21	53	52	0	0	0	0	0	0	0	126

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	4	3	0	20	34	36	0	0	0	0	0	0	0	97

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	1	1	1	4	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	4	0	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				29%	52%	57%	31%	52%	56%
ELA Learning Gains				46%	55%	58%	47%	52%	55%
ELA Lowest 25th Percentile				45%	50%	53%	44%	46%	48%
Math Achievement				26%	54%	63%	34%	55%	62%
Math Learning Gains				36%	57%	62%	45%	57%	59%
Math Lowest 25th Percentile				33%	46%	51%	36%	44%	47%
Science Achievement				31%	50%	53%	39%	51%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	24%	52%	-28%	58%	-34%
Cohort Comparison						
04	2021					
	2019	30%	55%	-25%	58%	-28%
Cohort Comparison		-24%				
05	2021					
	2019	26%	54%	-28%	56%	-30%
Cohort Comparison		-30%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	24%	54%	-30%	62%	-38%
Cohort Comparison						
04	2021					
	2019	26%	57%	-31%	64%	-38%
Cohort Comparison		-24%				
05	2021					
	2019	19%	54%	-35%	60%	-41%
Cohort Comparison		-26%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	26%	51%	-25%	53%	-27%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

I-Ready for ELA and math.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17	23	40
	Economically Disadvantaged	17	23	40
	Students With Disabilities	18	27	55
	English Language Learners	8	13	28
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11	21	38
	Economically Disadvantaged	11	20	38
	Students With Disabilities	10	31	44
	English Language Learners	22	42	64
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9	19	22
	Economically Disadvantaged	9	19	21
	Students With Disabilities	6	6	12
	English Language Learners	10	14	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5	14	27
	Economically Disadvantaged	4	14	27
	Students With Disabilities	9	24	25
	English Language Learners	2	14	30

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15	20	28
	Economically Disadvantaged	16	20	29
	Students With Disabilities	12	12	13
	English Language Learners	7	15	29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	12	23
	Economically Disadvantaged	6	12	23
	Students With Disabilities	11	8	19
	English Language Learners	1	7	22

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8	12	20
	Economically Disadvantaged	9	12	21
	Students With Disabilities	13	16	21
	English Language Learners	6	5	21
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11	16	29
	Economically Disadvantaged	11	16	30
	Students With Disabilities	14	17	30
	English Language Learners	6	11	24

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18	20	21
	Economically Disadvantaged	18	21	24
	Students With Disabilities	19	14	18
	English Language Learners	2	13	13
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	19	29
	Economically Disadvantaged	14	20	31
	Students With Disabilities	18	25	26
	English Language Learners	5	9	13
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	29	30	
	Economically Disadvantaged	29	30	
	Students With Disabilities	23	15	
	English Language Learners	11	11	
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	6	25	42	15	33	17					
ELL	25	38	55	29	58	31	17				
BLK	13	29		16	26		5				
HSP	23	41	62	28	63	43	20				
MUL	29			21							
WHT	37	60		41							
FRL	21	39	48	26	53	38	17				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	12	46	48	13	35	31	7				
ELL	26	43	33	27	35	27	22				
BLK	26	56	65	13	34	52	32				

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
HSP	29	42	38	29	36	23	28				
MUL	38			46							
WHT	32	56		33	42		33				
FRL	29	46	45	26	36	33	31				
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	20	39	20	23	32	8	31				
ELL	27	53	46	34	48	41	32				
BLK	23	42	42	19	30	24	23				
HSP	30	48	41	37	50	48	36				
MUL	47	50		47	50						
WHT	41	50		46	48		53				
FRL	31	48	44	34	45	37	39				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	304
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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	40
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	18
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	43
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	25
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	46
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our data supports that most students enter the school below level. Few students remain at Miles throughout their elementary career. Students respond well to small group instruction. ELL students make up an increasing number of our students and their learning takes time.

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

Based on the 2019 data, science, ELA, and Math all present needs of improvement.

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

Contributing factors to this need include COVID implications, lack of math understanding from the staff, lack of planning support for science teachers, and ELL students acquisition of English. We have revamped our grade level PLC for planning which will support these needs.

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

Math learning gains showed the most improvement.

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

Our 5th grade math teacher is a state high impact teacher. She was able to teach 4 out of 5 classes last year. Support from our math coach allowed for small group activities to be planned and delivered.

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

Grade level PLC plans for rigorous learning activities, direct support for ELL and ESE students, and continued small group instruction with a focus on individual student needs. Coaches make sure that standards and tasks are aligned.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development based upon walkthrough data and data guide our activities. PD takes place during PLC time as well as one Tuesday a month. Learning walks take place as needed and planned.

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

ELP and small group instruction delivered by coaches continue to take place. Before school learning groups take place every day at the direction of a math coach, ESE teacher, and grade level teacher. PLC focus is building teacher capacity.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:

Area of Focus Description: Instructional practice dictates most, if not all, aspects of school learning. Within a class, the instructional practice is what drives student learning directly. A focus on instructional practice will have a positive impact on proficiency and learning gains. A focus on instructional practices will take place through careful planning and data review in subject PLC's. PLC's will focus on selecting texts and tasks that match the standard, analyzing the data once the standard has been assessed, and the re-teaching of those standards needing to be addressed. These planning sessions will incorporate strategies and monitor the data for the ESSA subgroups: Black, White, Hispanic, SWD, ELL, and Economically Disadvantaged students.

Rationale: This focus was chosen after considering student formative learning data, iReady results, planning sessions, and observations. Lessons must include more rigor and the expectations of students must rise if we are to become a high performing school. Walkthroughs indicated that while the appropriate standards were being taught, the performance tasks lacked an appropriate level of rigor.

The reading coaches, math coaches, and writing coach will lead the PLC through the required steps. They will support teachers in planning, feedback, implementation, and coaching. Title 1 aides will support students directly.

Within the PLC, we will:

- Lesson Objective stated (SIP strategy part 1)
- Performance task established (SIP strategy part 3)
- How will objective be taught within the framework? (SIP strategy part 2)
- Options for whole group, small group, individual practice
- Decide on scaffolding strategy and when the strategy will be used (small group or ind)
- Discuss aggressive monitoring plan and what form of feedback will be used
- Data reviewed as performance tasks, formative, and district assessments are completed
- Teachers model the strategy for PLC team

By October 2021, all PLC teams will engage in authentic PLC's. These PLC's will be led by our content coaches and will follow an established protocol.

Measurable Outcome:

Our formatives are scheduled to take place in February. While we focus on student gains, we teach for proficiency as well:

- Common assessment data in ELA will show 41% of students performing at or above proficiency.
- Common assessment data in Math will show 41% of students performing at or above proficiency.
- Common assessment data in Science will show 50% of students performing at or above proficiency.

Monitoring:

- PLC planning protocols will be reviewed by admin.
- ILT will meet and review data and schedules with coaches.
- PLC's will be visited by admin, schedule permitting.
- Teacher walkthroughs will be monitored by content coaches and admin to ensure implementation of PLC plans.
- Teachers will use aggressive monitoring to measure in the moment classroom learning.
- PLC will review student data from student performance tasks. The objective will be measured by the tasks and students will be measured as progress towards objective.
- Student data will be tracked via spreadsheets.

Larger data will be analyzed by PLC, led by coaches, on a longer data day resulting in action plans.

Look-Fors will include monitoring for on grade level texts and tasks, teachers monitoring of in the moment learning, and the monitoring of students' reading abilities to drive any needed individual remediation.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Planning PLC will result in the following look-for strategies:

Reading/Science- Texts are at or above the complexity level expected for the grade and time in school

Reading/Math/Science- The teacher provides opportunities for students to work with and practice grade-level problems and exercises.

Reading/Math/Science- The teacher deliberately checks for understanding throughout the lesson according to student understanding (aggressive monitoring).

Reading- Frequent monitoring of students' reading abilities drives the content of remediation.

Daily meetings with coaches to review findings from walkthroughs.

Rationale for Evidence-based Strategy:

Planning PLC will collaborate with each other and plan engaging lessons. The selected strategies support the acceleration initiative. The strategies will create opportunities for students to engage in on-level tasks while working with on-level texts. Teachers will monitor the student learning in the moment using aggressive monitoring techniques. This monitoring will allow teachers to adjust the lesson quickly while using targeted strategies. These strategies were selected because they have a high impact on student learning from Hattie's work. "Visible Learning, Hattie, 2016."
Resource teachers will monitor lesson implementation and their findings will be discussed during the planned daily checkups with admin.

Action Steps to Implement

Schedule for grade level planning and data days to occur for ELA, Math, and Science. Ensure attendance by all appropriate stakeholders. These planning sessions will incorporate strategies and monitor data for the ESSA subgroups: Black, White, Hispanic, SWD, ELL, and Economically Disadvantaged students.

1. VE teachers, ELL teacher and ELL paras are included in schedule, allowing them to participate.
2. Coverage for classroom teachers is scheduled and provided.
3. Attendance is recorded on protocol instrument.
4. T-Payroll is submitted if required for planning sessions.
5. Admin attends PLC as scheduled and available.

Monitoring: a schedule will be produced. Admin will review protocols for attendance and notes.

See action steps below for more steps to the process

Person Responsible [no one identified]

PLC protocols for ELA, Math, and Science planning will be created-step by step process to guide planning.

1. Resource team consisting of reading coaches, math coaches, writing coach, and RTI resource teacher

will be hired. Expectations and plans of action will be established.

See action steps below describing resource team responsibilities.

2. Admin, the resource coaches, and DRT will create a protocol to be used at each grade level planning.

3. PLC planning protocols created for ELA and Math and will include the following steps:

(The look Fors for each lesson will follow the protocol listed below. The look fors will be monitored daily, utilizing the 4 principles of excellent instruction with a focus of rigorous content and academic ownership.)

Lesson Objective stated (SIP strategy part 1)

Performance task established (SIP strategy part 3)

How will objective be taught within the framework? (SIP strategy part 2)

Options for whole group, small group, individual practice

Decide on scaffolding strategy and when the strategy will be used (small group or ind)

Discuss aggressive monitoring plan and what form of feedback will be used

Data reviewed as performance tasks, formative, and district assessments are completed

Teachers model the strategy for PLC team

Monitoring: Protocols will be collected and submitted to admin once planning session is concluded.

Person Responsible [no one identified]

Data will be analyzed during PLC Planning. This data is in addition to data secured by teachers. Formative data, i-Ready data, etc... will be collected for planning sessions.

1. Resource teachers will lead the PLC sessions and data review.

2. Teachers will bring evidence of class based student learning to PLC.

3. Other evidence will be provided by admin, such as formative data.

4. Data will be reviewed through a systematic approach. Trends will be identified.

5. All students will be reviewed with an emphasis on BQ, below level, ESE, and ELL students.

6. Next steps will be identified and an action plan created.

Person Responsible [no one identified]

To support teacher PLC planning and delivery of content, laptops will be purchased. The laptops will allow teachers to work from many locations, to have access to their planning and resources, and to create effective lesson delivery through the use of programs.

Person Responsible [no one identified]

Newline panels will be purchased. These interactive screens allow for lessons to be delivered through different media. They will be used during PLC's during planning, allowing for more effective planning to take place as the digital platforms can be quickly manipulate for the PLC usage.

Person Responsible [no one identified]

To increase the reading material in classrooms, particularly engaging non-fiction texts, print subscriptions to reading materials will be purchased. These texts will be relevant and engaging. This will support student learning in multiple subjects, across all ESSA groups.

Person Responsible [no one identified]

Supplies for our students will be purchased. These supplies are required to support instruction and student learning.

Person Responsible [no one identified]

Tutorial programs targeting students in grades 3-5 will be offered throughout the week and on weekends. These programs will target students in all ESSA groups and will include students below level. Tutorial programs will cover math, ELA, and science. PLC will discuss which students to target and how content will be delivered during small group instruction. The work from the PLC will guide the instructional opportunities for the students in the tutorial programs. It will ensure that tutorial lessons are need based.

Person Responsible [no one identified]

Workshops will be planned and content delivered to support all teachers. These workshops will cover content that teachers will need to use in lessons. The content chosen, planned for, and delivered will be a result of the work taking place in PLC and from data collected during the walkthroughs. We will consider the standards along the curriculum map and deliver the workshop at an appropriate time, maximizing the content and strategies developed to have a positive impact on student learning.

A workshop stipend will be provided for participants and a stipend will be provided for the trainers.

Person Responsible [no one identified]

Two Title 1 aides will be hired. They will directly work with students on the 1:1 or small group basis as determined by student needs.

One PFE liaison aide be hired. This person will work with the SSW and guidance as well as parents. The purpose will be to support families in several areas such as attendance and family resources.

Person Responsible [no one identified]

Hire 2 Reading Coaches and one writing resource teacher

Provides instructional coaching to English Language Arts classroom teachers to improve instruction and student outcomes.

Prepare and provide PD for staff based on needs and requests.

Conducts data conferences with teachers to interpret data and plan instruction, and model effective teaching techniques when presenting to groups.

Meets regularly with building administrators regarding classroom practices and provides ongoing feedback.

Provide small group instruction to selected students.

Conduct classroom walkthroughs to monitor student response to plans and provide teachers with feedback.

Implement and monitor planning protocol.

Participate and plan for data conferences with teachers during PLC's while encouraging teachers to create plans based on student data.

Work with administration during walkthroughs to provide feedback during district and state visits.

Help teachers with lessons that maximize reading/writing time. Merge content to support each.

Conduct daily classroom walkthroughs and monitor the implementation of planned lessons.

Person Responsible [no one identified]

Hire two math coaches:

Provides coaching to targeted audiences to improve math instruction, classroom organization and management, and effective implementation of district-provided resources.

Models and coaches how to administer assessments and collect data. Conducts data conferences with teacher to interpret and plan instruction.

Prepare and provide professional development for staff based on staff needs and requests.

Meets regularly with building administrators regarding classroom practices and provides ongoing feedback.

Perform small group instruction for selected students.

Implement and monitor planning protocol.

Participate and plan for data conferences with teachers during PLC's while helping teacher to create plans based on student data.

Conduct daily classroom walkthroughs and monitor the implementation of planned lessons.

Person Responsible [no one identified]

Hire an RTI teacher:

Assists in creating an understanding of the problem-solving process and its use in determining effectiveness of interventions.

Engages in coaching cycles with teachers to improve student performance to include student engagement and behavior strategies.

Models effective techniques in the classroom.

Provides professional development of MTSS-RtI to faculty and staff.

Assists school administrators and staff in developing individual, class, and school-wide interventions, including data collection and analysis.

Supports the Problem-Solving Leadership Team (PSLT) in implementation of Problem Solving Response to Intervention (PSRtI) and schoolwide Positive Behavior Systems (PBS).

Complete classroom walkthroughs to provide teachers with feedback based on school-wide, classroom, and individual student expectations.

Help to collect data to be used in making decisions on students individual academic and behavior plans.

Supports new teachers with implementation of planned lesson and monitoring for effective student engagement.

Person Responsible [no one identified]

When administration and coaching staff is conducting walkthrough the 4 Principals of Excellent Instruction will be used to identify high quality instruction along with the lesson plans generated from PLC's:

Lesson Objective stated (SIP strategy part 1)

Performance task established (SIP strategy part 3)

Is the right lesson structure being used: whole group, small group, individual practice

Is the scaffolding strategy being used effectively

Is an aggressive monitoring plan in place and what form of feedback was used

How will objective be taught within the framework? (SIP strategy part 2)

Options for whole group, small group, individual practice

Decide on scaffolding strategy and when the strategy will be used (small group or ind)

Discuss aggressive monitoring plan and what form of feedback will be used

Data reviewed as performance tasks, formative, and district assessments are completed

Teachers model the strategy for PLC team

Person Responsible [no one identified]

To support the instructional priority of planning, staff will receive an additional 1 hour of planning to analyze data from informative assessments and plan lesson to increase student achievement. During the planning sessions, teachers will bring evidence of class-based student learning. They will review student data with an emphasis on BQ, Below Level, and ESE students. They will identify next steps and create an action plan. The additional 1 hour planning sessions will begin in September for 45 staff members at a pay rate of \$36.00 per hour for 20 weeks.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to ELA

Area of Focus Description: Instructional practice dictates most, if not all, aspects of school learning. Within a class, the instructional practice is what drives student learning directly. A focus on instructional practice will have a positive impact on proficiency and learning gains. A focus on instructional practices will take place through careful planning and data review in subject PLC's. PLC's will focus on selecting texts and tasks that match the standard, analyzing the data once the standard has been assessed, and the re-teaching of those standards needing to be addressed. These planning sessions will incorporate strategies and monitor the data for the ESSA subgroups: Black, White, Hispanic, SWD, ELL, and Economically Disadvantaged students.

Area of Focus Description and Rationale:

Rationale: This focus was chosen after considering student formative learning data, iReady results, planning sessions, and observations. Lessons must include more rigor and the expectations of students must rise if we are to become a high performing school. Walkthroughs indicated that while the appropriate standards were being taught, the performance tasks lacked an appropriate level of rigor.

The reading coaches will lead the PLC through the required steps. They will support teachers in planning, feedback, implementation, and coaching. Title 1 aides will support students directly.

Within the PLC, we will:

Lesson Objective stated (SIP strategy part 1)

Performance task established (SIP strategy part 3)

How will objective be taught within the framework? (SIP strategy part 2)

Options for whole group, small group, individual practice

Decide on scaffolding strategy and when the strategy will be used (small group or ind)

Discuss aggressive monitoring plan and what form of feedback will be used

Data reviewed as performance tasks, formative, and district assessments are completed

Teachers model the strategy for PLC team

By October 2021, all PLC teams will engage in authentic PLC's. These PLC's will be led by our content coaches and will follow an established protocol.

Measurable Outcome:

Our formatives are scheduled to take place in February. While we focus on student gains, we teach for proficiency as well:

Common assessment data in ELA will show 41% of students performing at or above proficiency.

PLC planning protocols will be reviewed by admin.

ILT will meet and review data and schedules with coaches.

PLC's will be visited by admin, schedule permitting.

Teacher walkthroughs will be monitored by content coaches and admin to ensure implementation of PLC plans.

Teachers will use aggressive monitoring to measure in the moment classroom learning.

PLC will review student data from student performance tasks. The objective will be

Monitoring:

measured by the tasks and students will be measured as progress towards objective.

Student data will be tracked via spreadsheets.

Larger data will be analyzed by PLC, led by coaches, on a longer data day resulting in action plans.

Look-Fors will include monitoring for on grade level texts and tasks, teachers monitoring of in the moment learning, and the monitoring of students' reading abilities to drive any needed individual remediation.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Planning PLC will result in the following look-for strategies:

- Texts are at or above the complexity level expected for the grade.
 - The teacher provides opportunities for students to work with and practice grade-level problems and exercises.
 - The teacher deliberately checks for understanding throughout the lesson according to student understanding (aggressive monitoring).
 - Frequent monitoring of students' reading abilities drives the content of remediation.
- Daily meetings with coaches to review findings from walkthroughs.

Rationale for Evidence-based Strategy:

Planning PLC will collaborate with each other and plan engaging lessons. The selected strategies support the acceleration initiative. The strategies will create opportunities for students to engage in on-level tasks while working with on-level texts. Teachers will monitor the student learning in the moment using aggressive monitoring techniques. This monitoring will allow teachers to adjust the lesson quickly while using targeted strategies. These strategies were selected because they have a high impact on student learning from Hattie's work. "Visible Learning, Hattie, 2016."
Resource teachers will monitor lesson implementation and their findings will be discussed during the planned daily checkups with admin.

Action Steps to Implement

PLC protocols will be created-step by step process to guide planning.

1. Reading coaches will be hired. Expectations and plans of action will be established.
- ## See action steps below describing resource team responsibilities.
2. Admin, the resource coaches, and DRT will create a protocol to be used at each grade level planning.
 3. PLC planning protocols created for ELA and will include the following steps:
(The look Fors for each lesson will follow the protocol listed below. The look fors will be monitored daily, utilizing the 4 principles of excellent instruction with a focus of rigorous content and academic ownership.)
Lesson Objective stated (SIP strategy part 1)
Performance task established (SIP strategy part 3)
How will objective be taught within the framework? (SIP strategy part 2)
Options for whole group, small group, individual practice
Decide on scaffolding strategy and when the strategy will be used (small group or ind)
Discuss aggressive monitoring plan and what form of feedback will be used
Data reviewed as performance tasks, formative, and district assessments are completed
Teachers model the strategy for PLC team

Monitoring: Protocols will be collected and submitted to admin once planning session is concluded.

Person Responsible [no one identified]

Data will be analyzed during PLC Planning. This data is in addition to data secured by teachers. Formative data, i-Ready data, etc... will be collected for planning sessions.

1. Resource teachers will lead the PLC sessions and data review.
2. Teachers will bring evidence of class based student learning to PLC.
3. Other evidence will be provided by admin, such as formative data.
4. Data will be reviewed through a systematic approach. Trends will be identified.

5. All students will be reviewed with an emphasis on BQ, below level, ESE, and ELL students.
6. Next steps will be identified and an action plan created.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

1. Behavior Management-we saw decreases in student referrals for 2020-2021. To maintain this trend, a renewed focus on PBIS, CHAMPS, and learning expectations will take place. Our new RTI teacher in coordination with the guidance counselors have planned time to do teacher trainings. Fidelity checks through classroom visits will monitor for implementation. The PBIS team has selected topics and resources for classroom lessons. These lessons will focus on SEL for our students. Increased monitoring of high traffic area, such as the cafeteria will take place.

2. Parent Involvement- Parents will be engaged with during car lines, open houses, and walk up. The purpose of these early interactions will be to welcome parents but to also informally survey them regarding topics of interest for them. We have had success engaging our Spanish speaking families with the purpose of language acquisition. We hope to continue with those efforts. Teachers will survey their families for needs as well. This will give us a platform to work from.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

At Miles Elementary, creating a positive school culture and climate is paramount to the success of our students. It is highly evident in the following ways. We begin by establishing an infrastructure that supports the well-being and sense of belonging of our entire staff through our Sunshine Committee, Business Partnerships, and Adult Social and Emotional Learning. The programs work to provide teachers and staff (ex. secretaries, data processor, nurse, custodial staff, lunchroom workers, and bus drivers) with a sense of value and belonging, to incentivize hard work, and to establish positive mindsets that contribute to positive individual classroom cultures. Staff is provided with positive reinforcement through notes, positive verbal

feedback, light meals and snacks, a quarterly coffee bar supported by one of our church partnerships just to name a few examples. Sunshine Committee provides gift cards and monthly rewards as well. To begin the school year, the entire staff came together for a three hour training to enhance their understanding and commitment around building a positive school culture and climate. In turn, students are supported by healthy and happy teachers who cultivate positive culture throughout the school by providing students with engaging lessons in addition to social and emotional learning that is embedded throughout the entire school day. Administration, instructional coaches, student services, and the ELL and RTI resource teachers collaborate with the entire staff to augment teacher planning and execution of this program. The instructional coaches guide teachers in their development of social and emotional learning components that can be embedded throughout core curriculum, while the guidance counselors (2) and the RTI Resource teacher provide daily 30 minute lessons to each grade level to enhance the social and emotional competence of all learners thus impacting the positive culture and climate of our school. The counselors additionally work to provide Positive Behavioral Interventions and Support (PBIS) which involves a team of diverse teachers working to support each other as well as students on a daily and monthly basis through celebrations of positive behavior and learning. Miles has an exceptionally effective program that involves a school store where students are able to utilize Mustang Dollars earned for positive interactions and academic success in exchange for a variety of high interest items. Non-evaluative coaching cycles are offered to teachers seeking assistance as a part of personal and professional growth as a part of the psychologically safe environment and growth mindset that we seek to provide staff. In turn, we are utilizing AVID with our intermediate grades to establish growth mindset, goal setting, and high expectations for success in a risk-free environment for students. Finally, a culture and climate booster will provided at each faculty meeting this year to support mindsets that promote this positivity.

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

Josh Hodges, Principal- Establishes the schoolwide systems and vision for the SEL components and the support of instruction. Sets parameters for the small group lesson regarding time. Introduces new initiatives and directs those that oversee the implementation. Directly reaches out and interacts with our community partners and the various church relationships.

Classroom teachers- lead role in setting the culture. Supports PBIS initiatives, establishes relationships with students, implements planned programs.

Teresa Bode, AP- Creates schedules for the various programs as they take place throughout the year. Mentors students as the need is identified. Supports some small groups through the use of book clubs focused on needs our students face.

Debra Mora and Kelly Rashford, Guidance counselors- conducts small group and whole group lessons. Serves as a contacts for community resources, such as the Dungy Foundation, and organizes the volunteer system. Works 1:1 with students in need. Leads the various PBIS events scheduled throughout the year.

Greta Woolley, RTI teacher- creates PD surrounding culture for Miles and the entire district. Created a wellness room to support the wellbeing of our students in need. Works with students in small groups and conducts whole group lessons everyday. Supports new teachers and teachers in need through 1:1 coaching cycles. Meets regularly with new teachers and interns, using the skills she acquired as a mentor.

Dushun Beckford-Torres, SSW- works directly with students and families. Organizes resources as needed. Communicates with the district FACE team to organize resources for families in need, attendance incentives, programs for feeding, and mentors students.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities	\$359,641.69
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	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	3041 - Miles Elementary School	UniSIG	1.0	\$67,150.12
			<i>Notes: *Reading Coach will focus on coaching, modeling, and lesson planning with teachers. Grades 3-5 will have weekly planning sessions. Coaches will conduct coaching cycles with ELA teachers. Teachers new to ELA will receive bi-weekly support in the form of observing a modeled lesson taught by the coach, being observed by the coach with support as needed, and just being observed for feedback by the coach. The coach will coordinate and plan PD sessions. The coaches will instruct small groups. These students will be identified by grade level teachers and learning data. Targeted students will include those that are below level and/or tier 3). This Action Step will address all ESSA groups.</i>			
	6400	210-Retirement	3041 - Miles Elementary School	UniSIG		\$7,265.64
			<i>Notes: *Reading Coach Retirement (10.82%)</i>			
	6400	220-Social Security	3041 - Miles Elementary School	UniSIG		\$4,163.31
			<i>Notes: *Reading Coach FICA (6.2%)</i>			
	6400	220-Social Security	3041 - Miles Elementary School	UniSIG		\$973.68
			<i>Notes: *Reading Coach Medicare (1.45%)</i>			
	6400	230-Group Insurance	3041 - Miles Elementary School	UniSIG		\$12,568.52
			<i>Notes: *Reading Coach Health and Life Insurance (19%)</i>			
	6400	240-Workers Compensation	3041 - Miles Elementary School	UniSIG		\$342.47
			<i>Notes: *Reading Coach Workers Comp (.51%)</i>			
	6400	130-Other Certified Instructional Personnel	3041 - Miles Elementary School	UniSIG	1.0	\$50,350.14
			<i>Notes: *Reading Coach will focus on coaching, modeling, and lesson planning with teachers. Grades K -2 will have weekly planning sessions. Coaches will conduct coaching cycles with ELA teachers. Teachers new to ELA will receive bi-weekly support in the form of observing a modeled lesson taught by the coach, being observed by the coach with support as needed, and just being observed for feedback by the coach. The coach will coordinate and plan PD sessions. The coaches will instruct small groups. These students will be identified by grade level teachers and learning data. Targeted students will include those that are below level and/or tier 3). This Action Step will address all ESSA groups.</i>			
	6400	210-Retirement	3041 - Miles Elementary School	UniSIG		\$5,447.88
			<i>Notes: *Reading Coach 2 Retirement (10.82%)</i>			
	6400	220-Social Security	3041 - Miles Elementary School	UniSIG		\$3,121.71
			<i>Notes: *Reading Coach 2 FICA (6.2%)</i>			
	6400	220-Social Security	3041 - Miles Elementary School	UniSIG		\$730.08
			<i>Notes: *Reading Coach 2 Medicare (1.45%)</i>			
	6400	230-Group Insurance	3041 - Miles Elementary School	UniSIG		\$9,376.53
			<i>Notes: *Reading Coach 2 Health and Life Insurance (19%)</i>			

Hillsborough - 3041 - Miles Elementary School - 2021-22 SIP

	6400	240-Workers Compensation	3041 - Miles Elementary School	UniSIG		\$256.79
			<i>Notes: *Reading Coach 2 Workers Comp (.51%)</i>			
	5100	150-Aides	3041 - Miles Elementary School	UniSIG	1.0	\$17,873.73
			<i>Notes: *Aide will be used to support behaviors, small group instruction in grade K-2. The para's daily small groups will be based on baseline data from iReady and Achieve 3000. The para will impact approximately 75 students in K-2. . Assist in the implementation of instructional resources and appropriate accommodations to curriculum and assessment materials, under the direct supervision of a classroom teacher.</i>			
	5100	210-Retirement	3041 - Miles Elementary School	UniSIG		\$1,933.94
			<i>Notes: *Aide Retirement (10.82%)</i>			
	5100	220-Social Security	3041 - Miles Elementary School	UniSIG		\$1,108.17
			<i>Notes: *Aide FICA (6.2%)</i>			
	5100	220-Social Security	3041 - Miles Elementary School	UniSIG		\$259.17
			<i>Notes: *Aide Medicare (1.45%)</i>			
	5100	230-Group Insurance	3041 - Miles Elementary School	UniSIG		\$3,396.01
			<i>Notes: *Aide Health and Life Insurance (19%)</i>			
	5100	240-Workers Compensation	3041 - Miles Elementary School	UniSIG		\$91.16
			<i>Notes: *Aide Workers Comp (.51%)</i>			
	5100	150-Aides	3041 - Miles Elementary School	UniSIG	1.0	\$17,163.72
			<i>Notes: Aide is a new position that will be used to support behaviors, small group instruction in grade 3rd-5th. The para's daily small groups will be based on baseline data from FSA, iReady and Achieve 3000. The para will impact approximately 75 students in 3rd-5th. . Assist in the implementation of instructional resources and appropriate accommodations to curriculum and assessment materials, under the direct supervision of a classroom teacher.</i>			
	5100	210-Retirement	3041 - Miles Elementary School	UniSIG		\$1,857.11
			<i>Notes: Aide 2 Retirement (10.82%)</i>			
	5100	220-Social Security	3041 - Miles Elementary School	UniSIG		\$1,064.15
			<i>Notes: Aide 2 FICA (6.2%)</i>			
	5100	220-Social Security	3041 - Miles Elementary School	UniSIG		\$248.87
			<i>Notes: Aide 2 Medicare (1.45%)</i>			
	5100	230-Group Insurance	3041 - Miles Elementary School	UniSIG		\$3,261.11
			<i>Notes: Aide 2 Health and Life Insurance (19%)</i>			
	5100	240-Workers Compensation	3041 - Miles Elementary School	UniSIG		\$87.53

			<i>Notes: Aide 2 Workers Comp (.51%)</i>		
6150	150-Aides	3041 - Miles Elementary School	UniSIG	1.0	\$30,870.00
			<i>Notes: Parent Liaison is a new position that will be used to support students and families with their social needs as well as academic needs. The PFE Liaison will work with the student services team to connect families with resources. PFE Liaison will partner with student services to offer monthly parent nights regarding standards-based instruction (ELA, Math, Science, Social Studies) and overall ways families can support their students to experience academic success. Improve culture with families.</i>		
6150	210-Retirement	3041 - Miles Elementary School	UniSIG		\$3,340.13
			<i>Notes: Parent Liaison Retirement (10.82%)</i>		
6150	220-Social Security	3041 - Miles Elementary School	UniSIG		\$1,913.94
			<i>Notes: Parent Liaison FICA (6.2%)</i>		
6150	220-Social Security	3041 - Miles Elementary School	UniSIG		\$447.62
			<i>Notes: Parent Liaison Medicare (1.45%)</i>		
6150	230-Group Insurance	3041 - Miles Elementary School	UniSIG		\$5,865.30
			<i>Notes: Parent Liaison Health and Life Insurance (19%)</i>		
6150	240-Workers Compensation	3041 - Miles Elementary School	UniSIG		\$157.44
			<i>Notes: Parent Liaison Workers Comp (.51%)</i>		
6400	120-Classroom Teachers	3041 - Miles Elementary School	UniSIG		\$16,364.88
			<i>Notes: Professional Development will be held for 70 teachers for 1 hour per week for 12 weeks at a \$15 stipend. One specific PD will focus on the understanding and incorporating the BEST standards in K-2. The other PDs will be based on student data from FSA and baseline data from iReady and Achieve 3000.</i>		
6400	210-Retirement	3041 - Miles Elementary School	UniSIG		\$1,770.68
			<i>Notes: Professional Development Retirement (10.82%)</i>		
6400	220-Social Security	3041 - Miles Elementary School	UniSIG		\$1,014.62
			<i>Notes: Professional Development FICA (6.2%)</i>		
6400	220-Social Security	3041 - Miles Elementary School	UniSIG		\$237.29
			<i>Notes: Professional Development Medicare (1.45%)</i>		
6400	240-Workers Compensation	3041 - Miles Elementary School	UniSIG		\$83.46
			<i>Notes: Professional Development Workers Comp (.51%)</i>		
6300	120-Classroom Teachers	3041 - Miles Elementary School	UniSIG		\$32,944.67
			<i>Notes: To support the instructional priority of planning, staff will receive an additional 1 hour of planning to analyze data from formative assessments and plan lessons to increase student achievement. During the planning sessions, teachers will bring evidence of class-</i>		

			<i>based student learning. They will review student data with an emphasis on BQ, Below Level, and ESE students. They will identify next steps and create an action plan. The additional 1 hour planning sessions will begin in September for 45 staff members at a pay rate of \$36.00 per hour for 20 weeks.</i>		
6300	210-Retirement	3041 - Miles Elementary School	UniSIG		\$3,564.61
			<i>Notes: Additional Planning -Retirement (10.82%)</i>		
6300	220-Social Security	3041 - Miles Elementary School	UniSIG		\$2,042.57
			<i>Notes: Additional Planning-FICA (6.2%)</i>		
6300	220-Social Security	3041 - Miles Elementary School	UniSIG		\$477.70
			<i>Notes: Additional Planning-Medicare (1.45%)</i>		
6300	240-Workers Compensation	3041 - Miles Elementary School	UniSIG		\$168.02
			<i>Notes: -Additional Planning Workers Comp (.51%)</i>		
5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	3041 - Miles Elementary School	UniSIG		\$9,772.00
			<i>Notes: Purchase 7 Newline display boards to be placed into 7 classrooms in grades 3-5. The display boards will enhance teaching in the classrooms for teachers. It will allow opportunities for students to enhance their learning through technology.</i>		
5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	3041 - Miles Elementary School	UniSIG		\$4,172.00
			<i>Notes: Purchase 7 stands to support Newline display boards.</i>		
5100	520-Textbooks	3041 - Miles Elementary School	UniSIG		\$4,892.88
			<i>Notes: Purchase subscription from Scholastic to support ELA. The subscription provides Non-Fiction Short reads for grades 3-5. These books provide short Non-Fiction text that will support reading and science instruction. They will be used with students in grades 3-5, impacting about 400 students.</i>		
5100	510-Supplies	3041 - Miles Elementary School	UniSIG		\$15,177.60
			<i>Notes: The school will purchase supplies for teachers to support students with their learning. The school will purchase notebook paper, pens, pencils, notebooks, file folders, two pocket folders, dividers, colored pencils, highlighters, chart paper, composition notebooks, and markers.</i>		
5100	519-Technology-Related Supplies	3041 - Miles Elementary School	UniSIG		\$2,272.74
			<i>Notes: Purchase toner, flash drives, surge protectors, and headphones for K-5 teachers for academic usage.</i>		
5100	644-Computer Hardware Non-Capitalized	3041 - Miles Elementary School	UniSIG		\$12,000.00
			<i>Notes: Purchase 20 at \$600 laptops to support instructions within the classroom. The laptops will provide teachers an opportunity for students to have small group instruction in Math and Science. It will also support instruction in ELA when incorporating iReady and Achieve 3000</i>		
2	III.A.	Areas of Focus: Instructional Practice: ELA			\$0.00
				Total:	\$376,793.75