Putnam County School District

Middleton Burney Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Middleton Burney Elementary School

1020 HUNTINGTON RD, Crescent City, FL 32112

www.putnamschools.org/o/mbes

School Board Approval

This plan was approved by the Putnam County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Middleton-Burney Elementary School will provide engaging and effective standards-based instruction that will allow students to reach academic proficiency. Through collective responsibility, our students will grow and learn in a positive environment where all students, faculty, staff, parents and community members work together to foster successful outcomes.

Provide the school's vision statement.

Our Middleton-Burney Elementary family is dedicated to achieving our school mission to educate our students by staying focused on learning, creating a collaborative culture, and monitoring the results of student growth to inform and improve best practices for success.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Scranton, Tiffany	Principal	Tiffany Scranton, principal, will accept responsibility for the instructional vision and management of all school functions by delegating, observing, following through, and coaching the employees. She will evaluate all employees and keep the leadership team focused on the mission of ensuring student success through Tier 1 Instruction, Intervention, and Building a Positive School Culture.
Reed, Stephanie	Assistant Principal	Stephanie will accept responsibility for assisting the principal to maintain the instructional vision and management of all school functions by delegating, observing, following through, and coaching the employees. She will evaluate all employees and keep the leadership team focused on the mission of ensuring student success through Tier 1 Instruction, Intervention, and Building a Positive School Culture.
Gilyard, Joanne	Assistant Principal	Tina will accept responsibility for assisting the principal to maintain the instructional vision and management of all school functions by delegating, observing, following through, and coaching the employees. She will evaluate all employees and keep the leadership team focused on the mission of ensuring student success through Tier 1 Instruction, Intervention, and Building a Positive School Culture.
Graham, Michelle	Instructional Coach	Michelle will support highly effective classroom practices focusing on academic teaming and engagement. She will provide professional development through targeted feedback cycles, PLCs, and Look & Learns. She will assist with keeping the leadership team focused on the mission of ensuring student success.
Hutcheson, Amber	Instructional Coach	Support highly effective classroom instructional practices focusing on academic teaming and engagement. Build capacity through modeling of effective lessons and provide professional learning through targeted feedback cycles, PLCs, and Look & Learns. Assist with keeping the leadership team focused on the mission of ensuring student success.
Wylie, Sarah	Other	Sarah will lead the MTSS/RtI process at MBES and work in conjunction with our Lead Team and Student Services Team to provide, monitor, and support identified interventions for students in Tier 2 and Tier 3 of the MTSS process. Sarah will also assist Stephanie Reed, AP, with our school-wide testing efforts. She will assist with keeping the leadership team focused on the mission of ensuring student success
Miles, Tonya	Other	Tonya will support highly effective classroom practices focusing on academic teaming and engagement. She will provide professional development with an emphasis on Intervention and ESE supports. She

Name	Position Title	Job Duties and Responsibilities
		will assist with keeping the leadership team focused on the mission of ensuring student success.
Moultrie, John	Other	John will assist the leadership team to maintain the instructional vision and management of all school functions by providing SEL supports to all students and teachers. He will assist with keeping the leadership team focused on the mission of ensuring student success by supporting classrooms with student service needs including: guidance, dean, 504s, and PBIS for students in PreK, 1st, 3rd, & 5th grades.
Wylie, Jade	Other	Jade will assist the leadership team to maintain the instructional vision and management of all school functions by providing SEL supports to all students and teachers. She will assist with keeping the leadership team focused on the mission of ensuring student success by supporting classrooms with student service needs including: guidance, dean, 504s, and PBIS for students in K, 2nd, 4th, & 6th grades.
Graham, Carl	Paraprofessional	Carl, paraprofessional, will support intervention and improve learning for students specifically in the area of Reading/ELA.
Rivera, Beverly	Other	Beverly, Student Success Mentor, will provide mentoring services, improve communication, and monitor data.
Hoilman, Elizabeth	Other	Elizabeth, Community Liaison, will promote the involvement of parents, and other community groups and organizations in the development of relationships between students and the school, and the school, home, and community.
Paul, Kerry	Instructional Coach	Work with and support social studies and science teachers assisting with the development of strategies, skills, tools, and techniques to effectively teach social studies and science to all students.
Kellner, Asia	Math Coach	Bi-weekly visits to work with and support mathematics teachers assisting with the development of strategies, skills, tools, and techniques to effectively teach mathematics to all students.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council (SAC) will meet a minimum of 4 times per year. Input was gathered and used in the SIP development process through Middleton-Burney's School Advisory Council and included all required stakeholders. (school leadership team, teachers and school staff, parents, and families, and business or community leaders). The function of the SAC is to assist in the development and then oversee the implementation of a School Improvement Plan (SIP) that will serve as a framework for school improvement and to provide all of the stakeholders an opportunity to be active participants in the assessment of needs, development of priorities, and identification and use of resources based on an analysis of multiple sources of available school data.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students meeting the State's academic standards, particularly for those students with the greatest achievement gap at every SAC meeting which will be held a minimum of four times per school year. The school will revise the plan, as necessary, to ensure continuous improvement during the mid-year review and reflection process. We will use the data to monitor each subgroup paying particular close attention to our lowest performing subgroups, African Americans, White, and Students with Disabilities.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	72%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C

	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	35	60	67	70	59	59	52	0	0	402
One or more suspensions		2	3	6	6	14	12	18	0	0	61
Course failure in English Language Arts (ELA)	1	4	12	49	24	9	28	0	0	127
Course failure in Math	1	2	16	40	13	17	8	0	0	97
Level 1 on statewide ELA assessment	0	0	0	22	44	53	33	0	0	152
Level 1 on statewide Math assessment	0	0	0	18	50	50	49	0	0	167
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	44	22	8	0	0	74

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	3	3	15	37	34	26	27	0	0	145

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	1	0	1	22	0	0	0	0	0	24
Students retained two or more times	0	0	0	2	4	5	1	0	0	12

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	36	75	66	70	53	49	53	0	0	402
One or more suspensions	0	3	1	6	3	3	6	0	0	22
Course failure in ELA	0	14	8	28	20	2	10	0	0	82
Course failure in Math	0	11	12	19	7	8	12	0	0	69
Level 1 on statewide ELA assessment	0	0	0	29	39	33	50	0	0	151
Level 1 on statewide Math assessment	0	0	0	26	48	48	64	0	0	186
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	17	63	73	28	47	77	0	0	305

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	10	3	25	35	26	29	0	0	128

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	29	0	0	0	0	0	30
Students retained two or more times	0	0	0	7	5	1	0	0	0	13

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	36	75	66	70	53	49	53	0	0	402
One or more suspensions	0	3	1	6	3	3	6	0	0	22
Course failure in ELA	0	14	8	28	20	2	10	0	0	82
Course failure in Math	0	11	12	19	7	8	12	0	0	69
Level 1 on statewide ELA assessment	0	0	0	29	39	33	50	0	0	151
Level 1 on statewide Math assessment	0	0	0	26	48	48	64	0	0	186
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	17	63	73	28	47	77	0	0	305

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	10	3	25	35	26	29	0	0	128

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	1	0	0	29	0	0	0	0	0	30
Students retained two or more times	0	0	0	7	5	1	0	0	0	13

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	33	43	53	34	43	56	30		
ELA Learning Gains				50			43		
ELA Lowest 25th Percentile				37			50		
Math Achievement*	41	49	59	33	47	50	31		
Math Learning Gains				44			34		
Math Lowest 25th Percentile				43			23		
Science Achievement*	38	45	54	28	45	59	28		
Social Studies Achievement*					58	64			
Middle School Acceleration					54	52			
Graduation Rate					36	50			
College and Career Acceleration						80			
ELP Progress	60	56	59	52			44		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	202
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	321
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	2	2
ELL	37	Yes	1	
AMI				
ASN				
BLK	21	Yes	4	2
HSP	38	Yes	1	
MUL	50			
PAC				
WHT	42			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	39	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	1	1
ELL	42			
AMI				
ASN				
BLK	22	Yes	3	1
HSP	43			
MUL	41			
PAC				
WHT	40	Yes	1	
FRL	40	Yes	1	

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	33			41			38					60
SWD	27			30			29				5	42
ELL	29			40			31				5	60
AMI												
ASN												
BLK	24			18							3	
HSP	31			41			33				5	60
MUL	50			50							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	39			47			43				4	
FRL	32			39			38				5	60

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	34	50	37	33	44	43	28					52
SWD	15	30	24	19	33	32	13					34
ELL	31	54	43	33	49	48	25					52
AMI												
ASN												
BLK	15	35	30	10	32	33	0					
HSP	34	54	43	34	47	48	28					52
MUL	44	50		28	43							
PAC												
WHT	42	49	31	43	42	36	37					
FRL	32	49	38	32	43	45	25					53

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	30	43	50	31	34	23	28					44
SWD	15	39	59	20	24	24	17					39
ELL	25	43	43	28	39	40	19					44
AMI												
ASN												
BLK	17	27		14	5		13					
HSP	30	42	44	31	40	41	25					44
MUL	39	30		28	30		30					
PAC												
WHT	39	61		44	46		46					
FRL	29	41	48	28	32	17	26					42

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	39%	45%	-6%	54%	-15%
04	2023 - Spring	34%	44%	-10%	58%	-24%
06	2023 - Spring	31%	45%	-14%	47%	-16%
03	2023 - Spring	28%	36%	-8%	50%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	48%	60%	-12%	54%	-6%
03	2023 - Spring	38%	45%	-7%	59%	-21%
04	2023 - Spring	44%	51%	-7%	61%	-17%
05	2023 - Spring	37%	46%	-9%	55%	-18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	42%	-7%	51%	-16%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

In ELA, third grade performed the lowest on PM3 with a 27.7%. We started the school year with approximately 40 students being retained in third grade. We were departmentalized for ELA/SS & Math/Science.
In Math, fifth grade performed the lowest on PM3 with a 36.7%. We were departmentalized for ELA/SS & Math/Science; however, teachers combined classes on numerous occasions, with no recognizable

proficiency increases. This was a team that had been the same for several years with little to no increase in proficiency.

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

With an overall influx of vacancies, 6-10 classrooms were covered by paraprofessionals and substitutes. While our instructional coaches and grade level worked diligently to include these individuals in planning and data analysis, this was part of the reason for gaps across the campus in rigor and consistency in instruction.

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.

In ELA, the greatest gap when compared to the state average was in fourth grade. One of the three departmentalized ELA teachers was new to the fourth grade team and had a "Needs Improvement" VAM score from previous years. This cohort also included 20 students that were promoted through the Summer Reading Camp program.
In Math, the greatest gap when compared to the state average was in third grade. One of the three departmentalized Math teachers was on extended leave for the duration of the first nine weeks. The classroom was covered by paraprofessionals and/or substitutes. The coverage planned and met regularly with the Math team to try to stay on board with the pacing guide and district PLC direction.

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

In ELA, the most improvement was in fifth grade. Some of the contributing factors were that attendance in District-led Learning Communities, PLCs, and Look & Learns were required and encouraged. The team was coached in remaining self-contained as opposed to combining for instruction.
In Math, the most improvement was in fourth grade. While the fourth grade team had the addition of a first-year teacher, some of the contributing factors were that the team worked collaboratively with the district coach to maintain the instructional pace and fidelity of the standards.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One potential area of concern is consistent ESE support for subgroups and overall student attendance. Now that we are beyond the pandemic, we are seeing the affects of previous distance learning with many students missing foundational skills of phonics and reading comprehension and the new needs of our students. This has refocused our efforts of interventions and services. This has also required us to revisit previously developed plans of support to meet current needs.

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

1. All teachers maintain rigorous Tier 1 Instruction using the district approved resources and supports.
2. Tiered Intervention Implementation and tracking to fluidly shift students to best meet their needs.
3. Third grade support in ELA and Intervention.
4. Implementation and tracking of Best Practices in all subjects - teaming, look & learns, explicit instruction.
5. Maintain a positive school culture that enriches the work of the previous school year.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Middleton-Burney Elementary School (MBES) needs to maintain and continue to evolve the positive school culture that enriches the work of the previous school year to continue to improve how teachers and parents perceive the school as partners in educating children and staff and to continue to build trusting relationships with parents. There is a need to continue to bridge the gap between available wrap-around services and student and family access to those services. The Community Liaison will work to continue implementation of the comprehensive approach to family and community partnerships. Additionally, this is the second year the entire administrative team has been in place at the school. MBES will continue to build the school culture for teachers and students. The leadership team has implemented a number of actions to improve culture for the staff and will continue to work to create schoolwide commitment and a sense of belonging for all stakeholders. MBES has in place a PBIS schoolwide initiative to recognize positive behaviors and attendance. MBES will provide professional learning opportunities to address a positive culture and environment and improve the PBIS initiative during the upcoming school year. There are built in early release days each month where the staff will participate in structured PL opportunities. Early release days will be a continuation of our GROWing Impact 2023 Conference style break-out sessions. Also, there are four teacher book studies planned to support improvement of school culture and increase collaboration.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our focus with our positive culture and environment is to better increase student attendance, teacher attendance, as well as teacher retention by 2%. Our data based objective/outcome will be determined through the use of My Voice. It's a survey tool that is used for faculty and student input.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor the attendance of students, attendance of teachers, as well as determine the number of teachers retained at the end of the 2023-2024 school year.

Person responsible for monitoring outcome:

Tiffany Scranton (tscranton@my.putnamschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented for this Area of Focus is implementation of structured professional learning that results in change in teacher knowledge and practices.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Effective professional development is defined as structured professional learning that results in changes to teacher knowledge and practices, and improvements in student learning outcomes. Professional learning is conceptualized as a product of both externally provided and job-embedded activities that increase teachers' knowledge and help them change their instructional practice in ways that support student learning. Thus, formal PD represents a subset of the range of experiences that may result in professional learning.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Community Liaison at Middleton-Burney Elementary School will promote the involvement of parents and other community groups and organizations in the development of relationships between students and the school, and the school, home, and community.

Person Responsible: Elizabeth Hoilman (ehoilman@my.putnamschools.org)

By When: End of school year 2023-24.

Expenditures for professional books for teacher book studies at Middleton-Burney Elementary School to support improvement of school culture and increase collaboration.

Person Responsible: Tiffany Scranton (tscranton@my.putnamschools.org)

By When: Throughout the 2023-24 school year.

#2. Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Middleton-Burney Elementary School's (MBES) overall federal index is below 41%. The subgroups below 41% are African Americans, White, and Students with Disabilities. MBES has a large number of ELL students. Based on this data, the school needs to focus on improving student outcomes in all subgroups and for all students by using the district approved high-quality supplemental materials, resources, programs, and supports for intervention to improve learning for students. The Student Success Mentor will communicate regularly with parents and families, connecting them to comprehensive and appropriate support services as needed. The Student Success Mentor will monitor student attendance, behavior, and academic performance and celebrate student improvements.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If Middleton-Burney Elementary School implements tiered intervention and tracking to fluidly shift students to best meet their needs throughout the 2023-24 SY, then all subgroups will be at or above the overall federal index of 41%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored using LSI Rigor Walk Tool, Marzano's Evaluation and Coaching tool as well as Leveled Literacy Intervention progress checks. Weekly check-ins with the Student Success Mentor and paraprofessionals specifically supporting interventions for feedback and monitoring updates will be conducted.

Person responsible for monitoring outcome:

Tiffany Scranton (tscranton@my.putnamschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented for this Area is Leveled Literacy Intervention (LLI).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The identified evidence-based strategy, Leveled Literacy Intervention (LLI), meets Florida's definition of evidence-based and align with the Putnam County School District's K-12 Reading Plan. The LLI program addresses the identified need to improve student reading outcomes. Resources and criteria are based on the approved K-12 Decision Trees.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The paraprofessional at Middleton-Burney Elementary School will support intervention and improve learning for all students specifically focusing on the African Americans, White, and Students with Disabilities subgroups that are below 41%.

Person Responsible: Carl Graham (cgraham@my.putnamschools.org)

By When: End of school year 2023-24.

The Student Success Mentor at Middleton-Burney Elementary School will provide mentoring services, improve communication, and monitor data for all students specifically focusing on the African Americans, White, and Students with Disabilities subgroups that are below 41%.

Person Responsible: Beverly Rivera (b2rivera@my.putnamschools.org)

By When: End of school year 2023-24

The Student Success Mentor and the additional intervention paraprofessional will support intervention efforts through daily check-ins, data chats, and small group interactions and will serve as an additional focus of support for the subgroups below 41%. This personnel will also be a part of the collaborative efforts and data analysis during Instructional Reviews.

Person Responsible: Tiffany Scranton (tscranton@my.putnamschools.org)

By When: End of school year 2023-24

#3. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

During the 22-23 SY, third grade performed the lowest on PM3 with a 27.7% in ELA and fifth grade performed the lowest on PM3 with a 36.7% in math. Also during the 22-23 SY, the greatest gap when compared to the state average was in fourth grade ELA and the greatest gap when compared to the state average was in third grade for math. Therefore, the priority focus needs to be in third grade. This data confirms that MBES must focus on Tier 1 core instruction for all grade levels and subject areas and improve instructional practice in SY 23-24. Improving instructional practice will also include scaffolding instruction and corrective feedback. Planning and instruction must be rigorous, targeted, and benchmark-aligned using the district approved resources and supports. Implementation and tracking of Best Practices including teaming, look & learns, and explicit instruction are a must.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If Middleton-Burney Elementary School implements highly effective, rigorous, targeted, and benchmark-aligned instructional practices incorporating academic teaming and engagement throughout the 2023-24 SY, then progress monitoring data for district and statewide assessments will show a 10% increase in the percentage of students proficient in kindergarten through sixth grade.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored using LSI Rigor Walk Tool, Marzano's Evaluation and Coaching tool as well as ALEKS, F.A.S.T. Math, and District Progress Monitoring. We will use the SchoolCity platform to progress monitor all standards based assessments.

Person responsible for monitoring outcome:

Tiffany Scranton (tscranton@my.putnamschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

High Leverage Practices 18 - Use Strategies to Promote Active Student Engagement. This strategy provides students with frequent and varied opportunities to respond and encourages students to engage with peers as well. Through effective promotion of student engagement, teachers will acquire and implement a wide repertoire of research-supported active student response practices such as fluency-building activities, guided notes, class-wide peer tutoring, digital tools, and collaborative learning strategies.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

MBES will continue to implementing Academic Teaming. Promoting active student engagement has an Effect Size of .82, when implemented with fidelity, we expect to see growth. MBES will use PCSD's Trend Walk tool that has an element that focuses on students interacting with partners and teams.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The instructional coach at Middleton-Burney Elementary School will support highly effective classroom instructional practices focusing on academic teaming and engagement. She will build capacity through modeling of effective lessons and provide professional learning through targeted feedback cycles, PLCs, and Look & Learns. She will work collaboratively with the grade level teams to maintain the instructional pace and fidelity of the standards to improve learning for all students specifically focusing on the African Americans, White, and Students with Disabilities subgroups that are below 41%.

Person Responsible: Amber Hutcheson (ahutcheson@my.putnamschools.org)

By When: End of school year 2023-24.

Teachers, and paraprofessionals will collaborate and plan beyond the contract day for highly effective, rigorous, targeted, and benchmark-aligned instruction. Middleton-Burney Elementary School's plan involves monthly Professional Learning Communities and summer professional learning including the Instructional Empowerment national conference in Orlando, FL.

Person Responsible: Tiffany Scranton (tscranton@my.putnamschools.org)

By When: Throughout the 2023-24 school year.

Students at Middleton-Burney Elementary School will be provided with the resources needed and opportunities to attend educational field trips to support highly effective, rigorous, targeted, and benchmark-aligned instructional practices.

Person Responsible: Stephanie Reed (sreed@my.putnamschools.org)

By When: Throughout the 2023-24 school year.

Teachers and paraprofessionals at Middleton-Burney Elementary School will provide academic tutoring outside of the regular school day.

Person Responsible: Joanne Gilyard (jgilyard@my.putnamschools.org)

By When: Throughout the 2023-24 school year.

Teachers and paraprofessionals at Middleton-Burney Elementary School will participate in professional learning to support highly effective, rigorous, targeted, and benchmark-aligned instructional practices and improve learning for all students specifically focusing on the African Americans, White, and Students with Disabilities subgroups that are below 41%.

Person Responsible: Michelle Graham (m2graham@my.putnamschools.org)

By When: The end of summer for the 2023-24 school year.

The subgroups below 41% are African Americans, White, and Students with Disabilities. Instructional support staff will delineate data collected for each sub group following Diagnostics, Unit assessments, and Instructional Reviews. The team will work together to adjust implementation efforts to meet the needs of identified supports. Additional tutoring will also be available afterschool.

Person Responsible: Tiffany Scranton (tscranton@my.putnamschools.org)

By When: By the end of 23-24 school year.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

District staff from multiple departments support schools with additional funding to ensure schools supplement and do not supplant.

With allocated funds for school improvement, such as UniSIG, school leaders must seek approval through the Department of Strategic Initiatives and School Improvement before expending funds. This collaboration ensures that expenditures follow grant RFPs, are aligned with approved budgets, and meet school needs based on data.

The district has ongoing systems in place to provide resources to schools based on needs. Along with a general fund set-aside for school improvement, district staff from multiple departments provide additional support throughout the school year when student, teacher, and school needs are identified.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on 22-23 end of year screening and progress monitoring data, the percentage of students in kindergarten through second grade, who are not on track to score proficient on the STAR standardized ELA assessment are as follows:
Kindergarten 10 %
1st grade 24 %
2nd grade 34 %
Based on full-year students tested in STAR reading, the following grade levels had 50% or more of the students scoring below the 40th percentile are Kindergarten 52%, 1st grade 67%, and 2nd grade 57%. This achievement data, along with the transition to B.E.S.T. Standards for all K-6 and all new ELA adopted instructional materials in our district, confirms that we must focus on core instruction and improving instructional practice in SY 23-24. Planning and instruction must be rigorous, targeted, and standards-based.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Based on 21-22 FSA ELA data, the percentage of students below Level 3 are as follows:
3rd grade 30%
4th grade 28%
5th grade 16%
Based on full-year students tested on FAST ELA for their grade level, the following grade levels had 50% or more of the students scoring below the 40th percentile are 3rd grade 71%, 4th grade 66%, and 5th grade 60%.
This achievement data, along with the transition to B.E.S.T. Standards for all K-6 and all new ELA adopted instructional materials in our district, confirms that we must focus on core instruction and improving instructional practice in SY 23-24. Planning and instruction must be rigorous, targeted, and standards-based.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Middleton-Burney Elementary School will have 50% or more of the students in kindergarten through second grade on track to pass the statewide ELA assessment. Progress Monitoring data for district and statewide assessments will show an increase in the percentage of students proficient in kindergarten through second grade by the end of the 23-24 SY.

Grades 3-5 Measurable Outcomes

Middleton-Burney Elementary School's (MBES) goal is to increase student proficiency in all grade levels. Third grade reading scores were the lowest and are, therefore, the priority focus for the 23-24 SY. If MBES focuses on rigorous, targeted, and standards-based planning and instruction, then by the end of the SY 2023-24 progress monitoring data for district and statewide assessments will show an increase in the percentage of students proficient in third through sixth grade.
We will have 50% or more of the students in third, fourth, fifth, and sixth grade on track to pass the statewide ELA assessment.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Strategies are monitored using the i-Ready Reading Diagnostic assessment and program-specific progress
monitoring as well as F.A.S.T. monitoring PM1, PM2, and PM3, and Benchmark Unit Assessments.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Scranton, Tiffany, tscranton@my.putnamschools.org

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

K-12 Comprehensive Evidence-based Reading Plan
K-3 Open Court Foundational Skills Kits
K-6 Benchmark Advance
(SIPPS) Systematic Instruction in Phonological Awareness, Phonics, and Sight Words
(LLI) Leveled Literacy Intervention

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The identified evidence-based strategies meet Florida's definition of evidence-based and align with the Putnam County School District's K-12 Reading Plan. The programs address the identified need to improve
student reading outcomes. Resources and criteria are based on the approved K-12 Decision Trees.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Assist with implementing data-informed instruction.	Scranton, Tiffany, tscranton@my.putnamschools.org
The literacy leadership team will meet to track ELA progress. Walk Throughs will be conducted using a trend walk template and Marzano evaluation system. Use of high-quality instructional materials will be a focus during the walk throughs.	Scranton, Tiffany, tscranton@my.putnamschools.org
Implementation of district benchmark assessments and other progress monitoring assessments. Teachers will follow district year at a glance documents to take unit assessments as well as take state progress monitoring 3x per year and iReady reading diagnostics 3x per year. This data will help drive ELA instruction during the school year and assist with implementing data-informed instruction from Step 1.	Scranton, Tiffany, tscranton@my.putnamschools.org
Teachers will attend ELA professional learning communities at the district level and receive support from the District Literacy Coach.	Hutcheson, Amber, ahutcheson@my.putnamschools.org
Support from school based instructional coac.h	Hutcheson, Amber, ahutcheson@my.putnamschools.org
NA	

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

MBES shares the SIP with our stakeholders several times throughout the year. We share it during the SAC meetings and during the Annual Title 1 program. We also share the SIP on the school's webpage www.mbes.putnamschools.org

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Throughout the year MBES provides different parent nights to build relationships with parents as well as to provide opportunities for parents to participate in activities with their children. MBES encourages all stakeholders to participate in our SAC and to volunteer at school. MBES sends home progress reports after testing, report cards, and mid terms to keep parents in the loop of how their children are doing. MBES communicates with our parents through the Apptegy program. MBES asks for input on the PFEP during SAC meetings to get input from our parents. Our PFEP is available on our website.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

MBES created a master schedule that has reading and math interventions worked into the schedule to ensure that students get that additional help when needed. The master schedule was developed to allow common planning time. We work with our district staff to ensure that we are using the most high yield strategies in our classrooms. MBES participates in school level and district level PLC's. District coaches come in to support us with intentional instructional planning. Monitoring is an ongoing process to ensure that our district provided curriculum is implemented with fidelity.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

In accordance with ESSA Section 118 (b} (2}, the methodology used to allocate State and local funds to each school receiving assistance under Title I, Part A ensures that the school receives all the State and local funds it would otherwise receive if it were not receiving Federal funds. The District has a methodology for support, not supplant when allocating State and local funds to each school.

Each school year, the District's Chief Financial Officer assures State and local funds are distributed at an equal level by preparing a report showing comparability across all schools for the allocation of instructional staff. Staff allocations are based on a formula applied consistently so that all schools that are comparable receive allocations in a comparable manner. The report is audited by the State yearly to assure the District meets this mandate.

The funding formula is based on Florida Public Schools Full-time Equivalent (FTE) data. Expenditures of all Federal title funds at the school level are monitored to ensure expenditures supplement the general curriculum and fulfill the intent of grant funding. All expenditures are reviewed by the Federal Programs Office to ensure compliance with applicable Federal and State guidelines.

Additionally, the school leadership team conducts a district unified Comprehensive Needs Assessment (CNA) towards the end of each school year. The CNA reports on how resources including personnel, instruction, and curriculum are aligned to identified needs. Student programming outcomes are monitored both in the CNA and quarterly district-admin data conversations.

Schools implementing CSI, TSI, or ATSI activities may use available funds, including Federal title funds, to support implementation of identified activities in the schoolwide improvement plan.

Federal funding projects are monitored for auditing purposes by the Office of Federal Programs. Audit boxes for each program are maintained and aligned to pertinent work papers and Federal and State guidance.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other				$63,285.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	160	0251 - Middleton Burney Elementary	UniSIG	1.0	$41,000.00
			Notes: Salary for 1.0 FTE Community Liaison at Middleton-Burney Elementary School to promote the involvement of parents, and other community groups and organizations in the development of relationships between students and the school, and the school, home, and community.			
	6150	210	0251 - Middleton Burney Elementary	UniSIG		$5,564.00
			Notes: Retirement benefits for one Community Liaison at Middleton-Burney Elementary School to promote the involvement of parents, and other community groups and organizations in the development of relationships between students and the school, and the school, home, and community. Retirement rate is 13.57%.			
	6150	220	0251 - Middleton Burney Elementary	UniSIG		$3,137.00
			Notes: Social Security/Medicare benefits for one Community Liaison at Middleton-Burney Elementary School to promote the involvement of parents, and other community groups and organizations in the development of relationships between students and the school, and the school, home, and community. Social Security/Medicare rate is 7.65%.			
	6150	230	0251 - Middleton Burney Elementary	UniSIG		$4,500.00
			Notes: Group insurance benefits for one Community Liaison at Middleton-Burney Elementary School to promote the involvement of parents, and other community groups and organizations in the development of relationships between students and the school, and the school, home, and community. District group insurance share is $4500 per employee.			
	6400	510	0251 - Middleton Burney Elementary	UniSIG		$9,000.00
			Notes: Expenditures for professional books for faculty and staff book studies at Middleton-Burney Elementary to support improvement of school culture and increase collaboration.120 employees x $25 per book = $3,000. $3,000 x 3 titles per year = $9,000. Resilient by Rick Hanson Relentless by Hamish Brewer The Power of a Positive Team by Jon Gordon			
	6150	230	0251 - Middleton Burney Elementary	UniSIG		$84.00
			Notes: Life insurance benefits for one Community Liaison at Middleton-Burney Elementary School to promote the involvement of parents, and other community groups and organizations in the development of relationships between students and the school, and the school, home, and community. Life insurance rate is $0.203 per thousand up to $50,000.			
2	III.B.	Area of Focus: Instructional Practice: Intervention				$156,625.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	0251 - Middleton Burney Elementary	UniSIG	1.0	$26,500.00
			Notes: Salary for 1.0 FTE paraprofessional at Middleton-Burney Elementary School to support intervention and improve learning for students specifically in the area of Reading/ELA.			

	5100	210		0251 - Middleton Burney Elementary	UniSIG		$3,597.00
				Notes: Retirement benefits for one paraprofessional at Middleton-Burney Elementary School to support intervention and improve learning for students specifically in the area of Reading/ELA. Retirement rate is 13.57%.			
	5100	220		0251 - Middleton Burney Elementary	UniSIG		$2,028.00
				Notes: Social Security/Medicare benefits for one paraprofessional at Middleton-Burney Elementary School to support intervention and improve learning for students specifically in the area of Reading/ELA. Social Security/Medicare rate is 7.65%.			
	5100	230		0251 - Middleton Burney Elementary	UniSIG		$4,500.00
				Notes: Group insurance benefits for one paraprofessional at Middleton-Burney Elementary School to support intervention and improve learning for students specifically in the area of Reading/ELA. District group insurance share is $4500 per employee.			
	5100	510		0251 - Middleton Burney Elementary	UniSIG		$15,000.00
				Notes: Expenditures for instructional supplies at Middleton-Burney Elementary to address ESSA subgroups including Steps to Benchmark Advance Intervention, SIPPS, and Leveled Literacy Intervention (LLI) materials. The K-12 Comprehensive Evidence-Based Reading Plan includes these approved programs used for Tier 2 and Tier 3 interventions.			
	5100	644		0251 - Middleton Burney Elementary	UniSIG		$47,561.00
				Notes: Expenditures for student chromebooks with upgrades and chargers to support student use of intervention programs, keyboarding, and for use during assessments.			
	6110	160		0251 - Middleton Burney Elementary	UniSIG	1.0	$41,000.00
				Notes: Salary for 1.0 FTE Student Success Mentor at Middleton-Burney Elementary to increase students' overall success in school by providing mentoring services, improving communication, and monitoring data.			
	6110	210		0251 - Middleton Burney Elementary	UniSIG		$8,664.00
				Notes: Retirement benefits for one Student Success Mentor at Middleton-Burney Elementary to increase students' overall success in school by providing mentoring services, improving communication, and monitoring data. The DROP Retirement rate is 21.13%.			
	6110	220		0251 - Middleton Burney Elementary	UniSIG		$3,137.00
				Notes: Social Security/Medicare benefits for one Student Success Mentor at Middleton-Burney Elementary to increase students' overall success in school by providing mentoring services, improving communication, and monitoring data. Social Security/Medicare rate is 7.65%.			
	6110	230		0251 - Middleton Burney Elementary	UniSIG		$4,500.00
				Notes: Group insurance benefits for one Student Success Mentor at Middleton-Burney Elementary to increase students' overall success in school by providing mentoring services, improving communication, and monitoring data. District group insurance share is $4500 per employee.			
	5100	230		0251 - Middleton Burney Elementary	UniSIG		$54.00
				Notes: Life insurance benefits for one paraprofessional at Middleton-Burney Elementary School to support intervention and improve learning for students specifically in the area of Reading/ELA. Life insurance rate is $0.203 per thousand up to $50,000.			

			Budget Focus	Funding Source	FTE	2023-24
	6110	230	0251 - Middleton Burney Elementary	UniSIG		$84.00
			Notes: Life insurance benefits for one Student Success Mentor at Middleton-Burney Elementary to increase students' overall success in school by providing mentoring services, improving communication, and monitoring data. Life insurance rate is $0.203 per thousand up to $50,000.			
3	**III.B.**	**Area of Focus: Instructional Practice: Benchmark-aligned Instruction**				**$238,138.63**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	120	0251 - Middleton Burney Elementary	UniSIG	1.0	$54,000.00
			Notes: Salary for 1.0 FTE ELA/Reading coach at Middleton-Burney Elementary School to support instructional practice, build capacity through modeling of effective lessons, provide professional development, and ongoing feedback.			
	6300	210	0251 - Middleton Burney Elementary	UniSIG		$7,328.00
			Notes: Retirement benefits for one ELA/Reading coach at Middleton-Burney Elementary School to support instructional practice, build capacity through modeling of effective lessons, provide professional development, and ongoing feedback. Retirement rate is 13.57%.			
	6300	220	0251 - Middleton Burney Elementary	UniSIG		$4,131.00
			Notes: Social Security/Medicare benefits for one ELA/Reading coach at Middleton-Burney Elementary School to support instructional practice, build capacity through modeling of effective lessons, provide professional development, and ongoing feedback. Social Security/Medicare rate is 7.65%.			
	6300	230	0251 - Middleton Burney Elementary	UniSIG		$4,500.00
			Notes: Group insurance benefits for one ELA/Reading coach at Middleton-Burney Elementary School to support instructional practice, build capacity through modeling of effective lessons, provide professional development, and ongoing feedback. District group insurance share is $4500 per employee.			
	5100	510	0251 - Middleton Burney Elementary	UniSIG		$15,000.00
			Notes: Expenditures for instructional supplies at Middleton-Burney Elementary School to support benchmark-aligned planning and classroom instruction including Open Court decodable take-home texts, poster board, chart paper, individual student white boards, student workbooks, and manipulatives.			
	6400	120	0251 - Middleton Burney Elementary	UniSIG		$18,000.00
			Notes: Stipends for 60 teachers to collaborate and learn beyond the contract day to support benchmark-aligned planning, instruction, and professional learning. Middleton-Burney Elementary School's plan involves monthly Professional Learning Communities for 1 hour every month for 10 months. Teachers will be paid for each PLC at a rate of $30 per hour. $30 hour x 10 hours = $300. $300 x 60 teachers = $18,000.			
	6400	150	0251 - Middleton Burney Elementary	UniSIG		$9,000.00
			Notes: Stipends for 30 paraprofessionals to collaborate and learn beyond the contract day to support benchmark-aligned planning, instruction, and professional learning. Middleton-Burney Elementary School's plan involves monthly Professional Learning Communities for 1 hour every month for 10 months. Paraprofessionals will be paid for each PLC at a rate of $30 per hour. $30 hour x 10 hours = $300. $300 x 30 paraprofessionals = $9,000.			
	6400	220	0251 - Middleton Burney Elementary	UniSIG		$2,066.00

				Notes: Social Security/Medicare benefits for 60 teachers and 30 paraprofessionals to collaborate and learn beyond the contract day to support benchmark-aligned planning, instruction, and professional learning. Middleton-Burney Elementary School's plan involves monthly Professional Learning Communities for 1 hour every month for 10 months. Social Security/Medicare rate is 7.65%.		
	6400	330	0251 - Middleton Burney Elementary	UniSIG		$26,728.00
			Notes: Out of county travel costs for transportation, meals, hotel rooms, and registration fees for ten teachers and three school administrators from Middleton-Burney Elementary School to attend professional learning to support benchmark-aligned planning, instruction, and staff/student culture including the IE Building Expertise Educator's Conference in Orlando, FL during June 2024. All travel will be within the State of Florida. Transportation = $150 per person. Meals = $156 per person. Hotel room at $250 per night for 3 nights = $750 per person. Registration = $1,000 per person. The cost per person = $2,056. $2,056 x 13 people = $26,728.		
	6400	120	0251 - Middleton Burney Elementary	UniSIG		$3,250.00
			Notes: Stipends for ten teachers to attend the IE Building Expertise Educator's Conference in Orlando, FL during June 2024. Teachers will be paid at a rate of $130 per day for 2.5 days. $130/day x 2.5 days = $325. $325 x 10 teachers = $3,250.		
	7800	360	0251 - Middleton Burney Elementary	UniSIG		$25,000.00
			Notes: Expenditures for student transportation services including charter buses to provide students at Middleton-Burney Elementary with opportunities to attend educational field trips. These trips have not previously been funded by the district. The Symphony in Daytona Beach in January 2024 Florida State University and State Capital in March 2024 University of Florida and Florida Museum of Natural History with Butterfly Garden in April 2024		
	6400	220	0251 - Middleton Burney Elementary	UniSIG		$249.00
			Notes: Social Security/Medicare benefits for ten teachers to attend the IE Building Expertise Educator's Conference in Orlando, FL during June 2024. Social Security/Medicare rate is 7.65%.		
	5100	120	0251 - Middleton Burney Elementary	UniSIG		$25,200.00
			Notes: Compensation for 30 teachers at Middleton-Burney Elementary School to provide academic tutoring outside of the regular school day for a total of 720 hours. The teacher rate of pay is $35 per hour. $35/hour x 720 hours = $25,200		
	5100	150	0251 - Middleton Burney Elementary	UniSIG		$5,250.00
			Notes: Compensation for 15 paraprofessionals at Middleton-Burney Elementary School to provide academic tutoring outside of the regular school day for a total of 300 hours. The paraprofessional rate of pay is $17.50 per hour. $17.50/hour x 300 hours = $5,250.		
	5100	210	0251 - Middleton Burney Elementary	UniSIG		$4,133.00
			Notes: Retirement benefits for 30 teachers and 15 paraprofessionals at Middleton-Burney Elementary School to provide academic tutoring outside of the regular school day for a total of 1020 hours. Retirement rate is 13.57%.		
	5100	220	0251 - Middleton Burney Elementary	UniSIG		$2,330.00
			Notes: Social Security/Medicare benefits for 30 teachers and 15 paraprofessionals at Middleton-Burney Elementary School to provide academic tutoring outside of the regular school day for a total of 1020 hours. Social Security/Medicare rate is 7.65%.		
	6300	230	0251 - Middleton Burney Elementary	UniSIG		$102.00

			Notes: Life insurance benefits for one ELA/Reading coach at Middleton-Burney Elementary School to support instructional practice, build capacity through modeling of effective lessons, provide professional development, and ongoing feedback. Life insurance rate is $0.203 per thousand up to $50,000.			
	6400	120	0251 - Middleton Burney Elementary	UniSIG		$7,800.00
			Notes: Stipends for 60 teachers at Middleton-Burney Elementary School to participate in one day of summer professional learning to support benchmark-aligned planning, instruction, and staff/student culture. Teachers will be paid at a rate of $130 per day.			
	6400	150	0251 - Middleton Burney Elementary	UniSIG		$3,900.00
			Notes: Stipends for 30 paraprofessionals at Middleton-Burney Elementary School to participate in one day of summer professional learning to support benchmark-aligned planning, instruction, and staff/student culture. Paraprofessionals will be paid at a rate of $130 per day.			
	6400	220	0251 - Middleton Burney Elementary	UniSIG		$896.00
			Notes: Social Security/Medicare benefits for 60 teachers and 30 paraprofessionals at Middleton-Burney Elementary School to participate in one day of summer professional learning to support benchmark-aligned planning, instruction, and staff/student culture. Social Security/Medicare rate is 7.65%.			
	5100	510	0251 - Middleton Burney Elementary	UniSIG		$19,275.63
			Notes: Expenditures for office supplies at Middleton-Burney Elementary to support benchmark-aligned planning and classroom instruction including copy paper, ink, post-its, markers, notebooks, folders, binders, highlighters, and pencils.			
					Total:	**$458,048.63**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No