

Manatee County Public Schools

Oneco Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Oneco Elementary School

5214 22ND STREET CT E, Bradenton, FL 34203

<https://www.manateeschools.net/oneco>

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.

The mission of Oneco Elementary School is to advocate and provide a safe environment where families are inspired to achieve success.

Provide the school's vision statement.

Our vision is to build relationships in order to motivate and educate children to excel in their chosen paths; therefore becoming responsible citizens and contributors to their communities.

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
Williams, Nicole	Principal	The responsibilities and duties as a school principal are to monitor instruction, coach instructional staff, facilitate school leadership and improvement, support staff and students, collect, analyze, and organize data, monitor implementation of school-wide core and supplemental curriculum, facilitate collaborative planning and professional development. The principal is also responsible for the total operational management of the school and plant operations.
Erikzon, Karen	Assistant Principal	The responsibilities and job duties for the assistant principals are to monitor and participate in the MTSS process, facilitate collaborative planning, collect, analyze, and organize data, support student and staff, monitor school-wide PBIS, monitor instructional and facilitate/lead professional development
Lehman, Maria	Assistant Principal	The responsibilities and job duties for the assistant principals are to monitor and participate in the MTSS process, facilitate collaborative planning, collect, analyze, and organize data, support student and staff, monitor school-wide PBIS, monitor instructional and facilitate/lead professional development
	Reading Coach	Reading Coach will support grade level teachers in ELA. Reading Coach will also support teachers in coaching cycles and collaborative planning.
Harms, Samantha	Math Coach	Reading Coach will support grade level teachers in Math. The Math Coach will also support teachers in coaching cycles and collaborative planning.

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.

Our school stakeholders, including teachers, staff, parents, and SAC in a collaborative and inclusive process. We scheduled meetings for staff and families to share their ideas, concerns, and suggestions regarding school improvement. We provided a safe environment for all to express and have open conversations. We conducted surveys to gather input and feedback at our family nights, SAC, and surveys to staff to ensure that all stakeholders had an opportunity to contribute.

Our SIP development committee, consisting of administration, teachers, staff, and parents, worked collaboratively to review and analyze feedback. Based on this information, SIP goals were identified to meet the needs of our school community. Through the SIP development process, open lines of communication have been maintained with our school community. We share this information and progress of our action plan regularly with staff during staff meetings, grade level team meetings, data chats, and PD. It is also share with parents during family events and SAC. So that families and parents are informed consistently, an update of our SIP is part of the agenda.

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))

We will regularly collect and analyze data related to student achievement. This includes district benchmark assessments, FAST, and formative assessments aligned to BEST standards. By monitoring this data, we can identify areas of improvement and the effectiveness of strategies implemented to support student learning.

Student progress will be tracked through weekly and unit assessments and district benchmark assessments. This will allow us to identify learning gaps and adjustments to instruction. The instructional leadership team will meet regularly to monitor the effectiveness of the action plan. We will gather feedback from teachers, staff, and other school community partners on strategies and school initiatives implemented.

The SIP committee will meet quarterly to review the plan's progress. We will include analyzed data, successes and challenges, and share best practices. We will identify successful strategies, address barriers, and make necessary revisions to the SIP.

We have identified the importance of continuous professional development for our teachers and staff. To monitor the effectiveness of the SIP, we will conduct walkthroughs with identified look-fors as evidence of targeted professional development. These ongoing opportunities will help support our teachers and staff with strategies/skills and resources to make meaningful progress.

By regularly monitoring the effective implementation and impact of our SIP, we can effectively address the learning gap and improve student outcomes. The plan will be revised based on data analysis, ongoing evaluations, collaborative discussions, professional development, and feedback from school community.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
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School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	78%
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: D 2018-19: D 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	21	22	14	25	16	22	0	0	0	120	
One or more suspensions	6	4	7	12	8	25	0	0	0	62	
Course failure in English Language Arts (ELA)	0	0	0	27	7	9	0	0	0	43	
Course failure in Math	0	0	0	5	3	8	0	0	0	16	
Level 1 on statewide ELA assessment	32	71	44	68	37	40	0	0	0	292	
Level 1 on statewide Math assessment	50	23	50	42	29	29	0	0	0	223	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	15	28	29	60	33	32	0	0	0	197	

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	6	16	23	12	24	0	0	0	84

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	0	27	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	56	31	46	54	30	22	0	0	0	239
One or more suspensions	11	17	15	10	15	25	0	0	0	93
Course failure in ELA	0	0	0	11	0	0	0	0	0	11
Course failure in Math	0	0	0	13	7	1	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	45	41	26	0	0	0	112
Level 1 on statewide Math assessment	0	0	0	36	25	22	0	0	0	83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	55	50	40	0	0	0	145

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	11	17	15	54	41	30	0	0	0	168

The number of students identified retained:

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

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	56	31	46	54	30	22	0	0	0	239	
One or more suspensions	11	17	15	10	15	25	0	0	0	93	
Course failure in ELA	0	0	0	11	0	0	0	0	0	11	
Course failure in Math	0	0	0	13	7	1	0	0	0	21	
Level 1 on statewide ELA assessment	0	0	0	45	41	26	0	0	0	112	
Level 1 on statewide Math assessment	0	0	0	36	25	22	0	0	0	83	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	55	50	40	0	0	0	145	

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	11	17	15	54	41	30	0	0	0	168

The number of students identified retained:

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

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*	23	51	53	27	55	56	28		
ELA Learning Gains				47			39		
ELA Lowest 25th Percentile				49			50		
Math Achievement*	48	62	59	42	50	50	49		
Math Learning Gains				50			59		
Math Lowest 25th Percentile				50			60		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	15	51	54	18	65	59	36		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					52	50			
College and Career Acceleration						80			
ELP Progress	36	59	59	52			49		

* 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	28
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	141
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	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	335
Total Components for the Federal Index	8
Percent Tested	98
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	19	Yes	4	1
ELL	23	Yes	1	1
AMI				
ASN				
BLK	19	Yes	4	1
HSP	27	Yes	1	1
MUL	44			
PAC				
WHT	36	Yes	1	
FRL	28	Yes	1	1

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	32	Yes	3	
ELL	44			
AMI				
ASN				
BLK	34	Yes	3	
HSP	43			
MUL	45			
PAC				
WHT	47			
FRL	41			

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	23			48			15					36
SWD	9			33			20				5	30
ELL	11			47			12				5	36
AMI												
ASN												
BLK	15			45			0				4	
HSP	19			50			17				5	35
MUL	44			44							2	
PAC												
WHT	33			46			33				4	
FRL	23			46			15				5	36

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	27	47	49	42	50	50	18					52
SWD	14	44	56	30	48	37	0					29
ELL	23	52	55	43	54	63	10					52
AMI												
ASN												
BLK	19	42		31	40	46	23					
HSP	26	49	55	42	53	58	10					52
MUL	40			50								
PAC												
WHT	35	42		53	57							
FRL	25	45	46	43	53	50	18					48

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	28	39	50	49	59	60	36					49
SWD	16	24	30	30	38							44
ELL	18	35		42	56		32					49

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
AMI												
ASN												
BLK	22	41		49	59		23					
HSP	24	36		44	56		33					48
MUL												
PAC												
WHT	43	50		59	70		64					
FRL	25	34	33	48	62	69	34					48

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	30%	53%	-23%	54%	-24%
04	2023 - Spring	26%	54%	-28%	58%	-32%
03	2023 - Spring	17%	47%	-30%	50%	-33%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	48%	62%	-14%	59%	-11%
04	2023 - Spring	51%	64%	-13%	61%	-10%
05	2023 - Spring	44%	61%	-17%	55%	-11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	15%	49%	-34%	51%	-36%

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.

Our lowest-performing component was in ELA achievement overall with a loss of 2% from the 2021-2022 school year from 27-25%. Our SWD, Black/African American, is below our school achievement of 25%. SWD (12%), and Black/African American (15%). Overall our ELA proficiency score demonstrates a need to focus on ELA to close the learning gap. One factor that played a role during the 2022-2023 school year was inconsistent delivery of instruction from staff in grades 4 and 5. Due to staffing shortages, students in these grades participated in a rotation of instruction from qualified staff, but in an inconsistent manner. Support Staff was pulled from intervention schedules to provide coverage routinely and staff providing specialized support were unable to meet with students for targeted intervention.

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

Our Black/African American subgroup showed the greatest decline from the prior year decreasing from 19-15%. Current data demonstrate that attendance data played a role in the decline of student achievement data. Early warning systems will support targeted support.

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.

Our greatest gaps compared to the state average are our overall ELA achievement data in grades 3-5. We had an achievement gap of 33% in 3rd grade from 17-50%, a 30% gap in 4th from 27-57%, and a 25% gap in 5th from 55-30%. The lack of consistent instruction due to attendance and staff vacancies played a role in the gap in proficiency.

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

Proficiency in math in grades 3rd-5th grade showed the most improvement. Maintaining the differentiated math club structure to provide a systemic spiral preview and review model and monthly progressing monitoring of the standards, followed by targeted misconception identification and reteaching and adjusting groups provides targeted support to monitor annual progress towards meeting achievement standards in math.

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

Reflecting on the EWS data, two areas of concern are attendance and behavior interventions. If students are at risk and not actively attending class or are pulled out of class to address discipline issues, they are losing valuable instructional time.

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

1. Academic Instructional Focus; prioritizing 2nd & 3rd grade ELA, writing across grade levels, and science
2. Closing Instructional Gaps; for SWD and Black/African American students
3. Supporting staff and building capacity for sustainable instruction through professional development

and coaching

4. 3rd grade academy

Area of Focus

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

#1. 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.

2023 data indicated a proficiency rate of 17% in 3rd grade, 26% in 4th grade ELA, and 30% in 5th grade ELA. In math 48% in 3rd grade math, 51% in 4th grade math, and 44% in 5th grade math. and 15% in Science. Classroom teachers will require support to participate, plan, and prepare to deliver quality standards-aligned instruction.

Due to the updated grading system for School Grade calculation Third Grade Reading scores will be a separate "bucket" calculated into the school grade. The administrative team decided to provide additional strategic support for 3rd grade ELA to Tier 2 students to move them towards proficiency. The .5 resource teacher will be funded from UNISIG and Title I (Which are similar funding sources). The resource teacher will provided additional instruction to Tier 2 students in reading based on FAST data.

Classroom instruction will require an alignment to grade-level BEST standards and curriculum resources. This will require support, feedback, guidance, and tiered support to build teacher efficacy, build sustainable capacity, and positively impact student learning toward meeting proficiency goals for grade-level standards. Grade-level teams will participate in facilitated collaborative weekly and bi-weekly subject-specific planning using subject-specific protocols developed to ensure efficiency. Professional development and coaching support were identified as critical needs by our staff through survey data highlighting a gap in instructional support and professional learning and a BSI gap analysis on coaching systems and supports.

Our coaching systems will provide the support necessary to provide benchmark-aligned quality instruction. The new math coach (Math Resource Teacher) will participate in the District led coaching academy on a quarterly basis. They will receive PD in the areas of best practices for coaching to support the math instruction at Oneco Elementary. The math coach (Math Resource teacher) will be an active member on the Instructional Leadership team, where student data is analyzed and reviewed to provide instructional coaching at all levels. The administrative team will develop the math coach (Math Resource teacher) schedule based on school needs to support math instruction.

The administrative team, instructional coaches for ELA and math, mentor teachers, and teacher leaders will provide professional development opportunities and an accelerated coaching system throughout the school year that will provide on-the-job embedded support for standards-aligned planning through collaborative planning, self-paced book study guidance supported by supplemental collaborative discussions, self-paced Learning Focused modules supported by facilitators, and ongoing systematic yearlong PD opportunities for professional growth focused on student needs and best practices.

Measurable Outcome:

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

If Tier I instruction is aligned to the rigor of the benchmarks, scaffolded to address individualized students' needs, and designed to increase accountability for learning among all students, then ELA and Math proficiency will increase by 10% or more as measured by the 2024 Spring FAST. This expected growth is applied to all students at each grade level and for each ESSA subgroup to meet or exceed 41% proficiency. The aim is to effectively scaffold students' mastery of benchmarks while closing achievement gaps for non-proficient students.

By September 30th, 2023, coaching vision, purpose, and systems will be shared and communicated with staff.

By September 15th, instructional priorities will be identified and defined By November 10th, 2023, 100% of the instructional staff will be tiered for support and coaching cycles as identified through previous walkthroughs and student data (by teacher), current walkthroughs (formal and informal), and collaborative planning.

By November 10th, 2023, 100% of the instructional staff will engage in 50% of the differentiated professional development opportunities provided through self-paced book study, self-paced modules, and Snacks for Strats professional learning sessions provided.

By November 10th, 2023, 100% of the instructional staff identified for tier 2 & 3 supports will be identified. These teachers will complete coaching cycles, additional follow-up from the coaching staff, and mentor teachers by February 2024 based on the impact of implementation (district and state assessment data, teacher reflections, meetings with the coach).

By May 2024, the reading coach and math coach will provide tiered support through coaching cycles to all instructional staff identified for coaching support as identified through administrative walk-through data and explicit “look fors”

By May 2024, 100% of the instructional staff will increase their rate of teaching efficacy based on their professional learning path as evidenced by their completed professional development plans.

By May 2024, 60% of students will score proficient in Mathematics as measured by state progress monitoring assessments aligned to grade-level performance standards.

By May 2024, 35% of students will score proficient in ELA as measured by state progress monitoring assessments aligned to grade-level performance standards.

By May 2024, 35% of 5th-grade students will score proficient in Science as measured by state progress monitoring assessments aligned to grade-level performance standards.

***BSI model... State student data will reflect a minimum proficiency rate of 41% or more in all school grade components.

Monitoring:

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

Systems for monitoring high-quality instruction include (1) Facilitated, collaborative planning; (2) Regular classroom observations with feedback and coaching; (3) Routine use of student performance data to make instructional decisions; (4) Multi-Tiered System of Support; and (5) regular team meetings, such as ILT, PLCs, and TCTs, to monitor progress toward school improvement.

PM data from district assessment platforms will be used to ensure that students are mastering grade-level benchmarks after planning has been properly implemented. SBLT will monitor target/task alignment through weekly focused classroom walkthroughs using the standard walk tool.

SBLT will monitor the transfer of facilitated collaborative sessions based on classroom observations and walkthroughs. Each SBLT team member is an active participant in the facilitated collaborative planning sessions and will be able to provide feedback to the SLT team during meetings sessions.

The administrative team will participate in and monitor instructional staff participation in offered professional development, and participation in coaching cycles with the coaching staff, and will provide ongoing feedback on opportunities for growth. This activity will also include the monitoring of the 0.5 resource teacher. Professional development learning calendars will be provided. Teachers participating

will participate in an exit ticket to commit to new learning applications.

The administrative team will collaborate on and calibrate their observations from targeted “look fors” derived from professional development opportunities to identify support and coaching needs.

Evidence of coaching cycles will be monitored for the transfer of new learning from walk-throughs and coaching schedule notes. This includes reading and the math coach.

Coaching plans that include an identified focus for coaching aligned with the instructional “look fors”, the method with coaching will be provided.

Coaching logs (Reading and Math) that include actions taken by the coach and the teacher and outcomes as a result of coaching.

The administration will schedule a time to review coaching documentation and provide feedback to coaches (Reading and Math)

Oneco will utilize WOZ labs in 5th grade to build interactive hands on instructional opportunities in science instruction. The WOZ labs are aligned to science content that will be assessed on the science assessment.

Person responsible for monitoring outcome:

Nicole Williams (williamsn@manateeschools.net)

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.)

Florida’s Multi-Tiered System of Support

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

An effective MTSS framework has the following components: (1) Strong, high-quality classroom instruction for all students; (2) Use of assessment data to measure and monitor academic/behavior progress; (3) Identification of at-risk students; (4) Targeted, evidenced-based interventions; and (5) Routine collaboration of school teams to determine when and where coaching and training are needed for improved learning outcomes.

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.

1. Facilitated, collaborative planning to increase teacher expertise of what students must know, understand, and be able to do aligned to the rigor required of the benchmarks and to plan instructional task that engage all students. Weekly collaborative planning will occur outside of the teacher work day. Oneco has established facilitated collaborative planning schedules for all grade levels to work with an ILT member. Planning sessions will address remedial and accelerated instruction for small groups and provide opportunities for problem-solving, discussion of high-effect practices, and ongoing review of student

performance data.

2. Define Look Fors related to high-quality instruction that are present every day, in every classroom, and for the benefit of every student. Create and use systems for monitoring Look Fors to strengthen alignment of daily instructional tasks to grade level benchmarks, ensure fidelity use of instructional resources for remedial and intervention instruction, and utilize strategies to engage all students.

3. Identify the instructional practice(s) that will increase teacher capacity and create a plan for coaching to accelerate improvement. Create systems for monitoring the focus, frequency, and types of coaching and support for improved teaching and learning. Math coach and reading coach will use coaching logs to track instructional practices in designated area of need and support. Coaching logs will be monitored and reviewed by the administrative team on a semi monthly basis.

4. Create a calendar of yearlong meeting structures (ILT, TCT, PLC, and IST) to analyze student performance data, define key attributes of learners to address their unique needs, and evaluate available resources best matched to students' needs.

5. Implement a response to intervention framework (MTSS) to support students' academic and behavioral success. The 0.5 resource teacher schedule will be developed based on the MTSS model to support Tier 2 ELA students in 3rd grade. Additional reading support will be established within the ELA block and during the extended hour for reading instruction.

Person Responsible: Nicole Williams (williamsn@manateeschools.net)

By When: These action steps will be fully implemented and monitored by December 2023.

#2. Positive Culture and Environment specifically relating to Early Warning System

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.

Building a positive school culture that supports student success requires the implementation of sustainable actionable systems designed to create a welcoming and supportive environment for students and staff. Our SWD and Black/African American students underperform academically and will require targeted early warning supports for attendance and behavior. Attendance including absences, tardiness, and absence from class due to timeouts and redirects contribute to lost learning time in the classroom. Through the development of a comprehensive plan involving mentorship through our Behavior Technician, Graduation Enhancement Technician, and Parent Liaison, we will build capacity for time on task in the classroom. These staff members will communicate with students and families, encourage positive interactions, will provide positive affirmation and recognition, and will communicate and encourage all stakeholders to participate in our schoolwide learning environment. Attendanceworks.org provides tips and tools that will be shared with teaching staff on how they play a role to improve student attendance in addition to communicating additional supports. Our Behavior Technician plays an instrumental role in building positive relationships with students and works on helping them recognize the importance of being in school every day.

Measurable Outcome:

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

By May 2024, student chronic absenteeism will be reduced by 10% as evidenced by attendance in FOCUS.

By May 2024, overall student campus attendance will increase by 10% compared to attendance data from the 2022-2023 school year.

By May 2024, there will be a 10% decrease in the number of discipline referrals as evidenced in FOCUS from the 2022-2023 school year.

Monitoring:

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

A running spreadsheet and anecdotal notes will record attendance data, tardy data, parent phone calls, home visits, and attendance recognition opportunities. The Graduation Enhancement Technician developed a clear-tiered attendance plan for implementation. The Behavior Technician will be assigned to students based on areas of need to collect data needed and behavior supports in the classroom. Behavior Technician will participate in monthly SOS meetings to discuss students at risk due to early warning systems will be addressed by the GET, PSL, and the BT and the administrative team. These meetings are designed to review data and discuss solutions to support students and teachers in the learning environment.

Person responsible for monitoring outcome:

[no one identified]

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.)

Chang, et al. (2019) provide several high-yield strategies that will improve chronic school attendance issues. Building relationships is the strongest indicator to improve the desire for students to attend school and will provide positive conditions for learning. The key will be to use these relationships to help absenteeism not be treated as punitive. Our BT and GET will provide ongoing support to improve attendance.

https://www.attendanceworks.org/wp-content/uploads/2019/06/Attendance_Works_Using_Chronic_Absence__091619.pdf

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Creating positive relationships with students and families will not only improve attendance, but will contribute to greater student academic achievement, a stronger peer relationship foundation, and can contribute to improving the chances a student will graduate from high school and/or go onto higher education or vocational training.

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 administrative team will work collaboratively with the Behavior Technician (BT) to develop a schedule based on discipline data, student observations, and/or referrals. The Behavior Technician (BT) will be assigned to students based on data collected to support student's behavior needs in the classroom and out. BT will work jointly with the classroom teacher to implement strategies to support learners. Behavior Technician will participate in monthly SOS meetings to discuss students at risk due to early warning systems. These meetings are designed to review data and discuss solutions to support students and teachers in the learning environment.

Person Responsible: Maria Lehman (lehmanm@manateeschools.net)

By When: By September 2023, schedule created for Behavior Technician to support learner needs in the classroom. By May 2023, discipline data and out of classroom removal will decreased by 10% due to supports provided by Behavior Technician.

The administrative team will work collaboratively with the Behavior Technician (BT) to develop a schedule based on discipline data, student observations, and/or referrals. The Behavior Technician (BT) will be assigned to students based on data collected to support student's behavior needs in the classroom and out. BT will work jointly with the classroom teacher to implement strategies to support learners. Behavior Technician will participate in monthly SOS meetings to discuss students at risk due to early warning systems. These meetings are designed to review data and discuss solutions to support students and teachers in the learning environment.

Person Responsible: Maria Lehman (lehmanm@manateeschools.net)

By When: By September 2023, schedule created for Behavior Technician to support learner needs in the classroom. By May 2023, discipline data and out of classroom removal will decreased by 10% due to supports provided by Behavior Technician.

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)).

In collaboration with the school administrative team, the Department of Federal Programs and Grants, along with the Executive Directors and curriculum team provide CSI schools support with aligning resources based on the school's areas of Focus. The team met in July of 2023 to review the UNISG grant application, SIP template, and additional funding sources to brainstorm with CSI's school to allocate funds based on the school's Areas of Focus. Feedback regarding plans were provided by the Federal Program and Grants team to ensure all UNSIG budgets were aligned to the assurances as identified in the grant application.

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

Students in grades K-2 will receive direct and explicit instruction on ELA BEST standards. Additional opportunities for targeted small group instruction and tiered interventions will be provided based on progress monitoring data. Teacher will integrate writing across all content areas to strengthen early literacy development and to ensure students' abilities to fully express ideas through reasoning, citing evidence, and problem solving.

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

Students in grades 3-5 will receive direct and explicit instruction on ELA BEST standards. Additional opportunities for targeted small group instruction and tiered interventions will be provided based on progress monitoring data. Teacher will integrate writing across all content areas to strengthen early literacy development and to ensure students' abilities to fully express ideas through reasoning, citing evidence, and problem solving.

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

As measured by 2024 ELA Spring FAST, 50% or more students in grades K-2 will earn a level 3 or higher.

Grades 3-5 Measurable Outcomes

As measured by 2024 ELA Spring FAST 35% or more students in grades 3-5 will earn a level 3 or higher.

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.

Systems for monitoring instruction will include facilitated collaborative planning, regular classroom visits (observations) will feedback and coaching, routine use of student performance data to make instructional decisions, Multi-Tiered System of Support, and regular team meetings to monitor progress toward school improvement.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Williams, Nicole, williamsn@manateeschools.net

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?

Facilitated collaborative planning is to increase teacher expertise of remedial and intervention instruction for small groups and opportunities for problem-solving, discussions of high-effect size strategies and practices, and ongoing review of student performance data. Teachers will use the decision tree instructional materials, including Benchmark Advance, Lexia CORE, guided reading, and SRA to ensure explicit and rigorous instruction for 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 purpose of planning, implementing, and monitoring responsive instruction is to ensure the progression of student learning and increase grade-level literacy proficiency. Effectively delivered core, remedial, and intervention instruction will move students along the trajectory toward proficiency. The Comprehensive Evidenced-based Reading Plan, Decision-Trees, and Literacy Leadership Teams will provide guidance on literacy intervention instruction.

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
<p>All action steps for Benchmark-aligned Instruction also apply to the RAISE Area of Focus, specifically strengthening systems to monitor Tier 1 instruction and building teacher capacity through coaching for accelerated improvement.</p> <p>Chapter One Tutoring and United Way Initiative will also provide support in early literacy instruction with kindergarten and first grades.</p> <p>School teams will participate in and implement professional development provided by the State Regional Literacy Directors to improve early literacy instruction. The instructional coach will participate in monthly coaches' academy aligned to the BSI Coaching for Accelerated Improvement.</p>	<p>Williams, Nicole, williamsn@manateeschools.net</p>

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.

Ongoing SIP, UniSIG, and SWP plans are consistently communicated through SAC and staff communication. This information is collected to identify needs for the school for a CNA to target specific needs by the school. SAC meetings take place once a month, Title I meetings are provided twice a year, once at the beginning of the year and once at the end of the year, and are incorporated in the SAC timeframe to ensure the greatest number of participants.

Ongoing opportunities to engage in campus activities are communicated through the Oneco school Facebook page. This page highlights community events and activities, upcoming campus events and meetings, and opportunities to engage all stakeholders.

<https://www.manateeschools.net/oneco>

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))

"Our Graduation Enhancement Technician - Our GET will continue to target the need of improving our student attendance by communicating consistently with parents. She will participate in conducting home visits, providing positive attendance recognition programs, counsel with students at risk due to their high rate of absenteeism. Our GET will continue to communicate with the leadership team about the needs of families with low attendance.

Home-School Liaison - Our HSL will continue to facilitate and implement opportunities for reach-out programs to improve parent involvement. She will communicate, translate, and organize materials to provide family events. One of our challenges has been in providing consistent communication with our Spanish-speaking families. Our HSL will continue to make phone calls and communicate with families about opportunities to participate in events, SAC, and answer questions to address student needs.

Reading Resource Teacher - Our Resource Teacher will target instructional support to focus on increasing proficiency goals and target instruction for our lower-performing students. At this time, our resource teacher has organized and provided instruction for our tier 3 students in providing reading interventions for reading comprehension and foundational skills. She routinely collected progress monitoring data and participated in facilitated collaborative planning with our teams to support. Our resource teacher also has participated in delivering professional development and coaching as needed.

Guidance Counselor - Our Guidance Counselors have been instrumental in supporting the needs of our teachers in addressing of our students that prevent them from meeting proficiency academic goals.

Collaborative Planning & Professional Development - Facilitated collaborative planning will support our

overall goals to build capacity for collective teacher efficacy in developing strong collegial teams. This will help us build effective learning environments and sustainable growth to best impact our student learners. By providing the opportunity for teachers to collaborate on best practices and student data, they will better impact student achievement. Professional development will further provide learning opportunities for our teachers to grow professionally and will result in providing instruction and campus productivity.

Family Night Events - Family events will improve the connectivity from home to school. We will provide parent engagement opportunities to bridge the connection between home and school which will impact all other areas of focus. We will provide opportunities to give parents tools to help their students at home, increase opportunities to improve attendance and increase student achievement. We will continue to provide a STEM Night, a Family Literacy Night, a Multicultural Night, a Black History event, and a Hispanic Heritage Month event. We will continue to work towards improving opportunities for our families to be present in our learning community.

Our CNA provided detailed opportunities to improve our campus. Stakeholder contributions directly impacted SIP and PFE plans for the 2023-2024 school year.

<https://www.manateeschools.net/oneco>

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)

Based on data collected for the SIP, one Area of Focus is on classroom instruction that will require an alignment to grade-level BEST standards and curriculum resources. This will require support, feedback, guidance, and tiered support to build teacher efficacy, build sustainable capacity, and positively impact student learning toward meeting proficiency goals for grade-level standards. Grade-level teams will participate in facilitated collaborative weekly and bi-weekly subject-specific planning using subject-specific protocols developed to ensure efficiency. Professional development and coaching support were identified as critical needs by our staff through survey data highlighting a gap in instructional support and professional learning and a BSI gap analysis on coaching systems and supports. Our coaching systems will provide the support necessary to provide benchmark-aligned quality instruction. The administrative team, instructional coaches for ELA and math, mentor teachers, and teacher leaders will provide professional development opportunities and an accelerated coaching system throughout the school year that will provide on-the-job embedded support for standards-aligned planning through collaborative planning, a focus on a Gradual Release framework of instruction, self-paced book study guidance supported by supplemental collaborative discussions, self-paced Learning Focused modules supported by facilitators, and ongoing systematic yearlong PD opportunities for professional growth focused on student needs and best practices.

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))

All other programs providing additional support are coordinated with our SIP and aligned with our schoolwide goals to close gaps in achievement, improve purposeful family engagement, and are communicated through meetings with all stakeholders.

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: Instructional Practice: Benchmark-aligned Instruction				\$198,291.36
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0261 - Oneco Elementary School	UniSIG	0.0	\$4,928.19
			Notes: Supplies to increase student growth and achievement including notebooks for writing across all content area, pens, pencils, folders, and consumable workbooks			
	5100	519	0261 - Oneco Elementary School	UniSIG	0.0	\$3,000.00
			Notes: Technology related supplies to support benchmark aligned instruction including headphones and keyboards			
	6400	330	0261 - Oneco Elementary School	UniSIG	1.0	\$3,240.40
			Notes: Out of County Travel for Summer BSI Institute. Travel to include Mileage, Hotel, parking, per diems, and rentals			
	5100	130	0261 - Oneco Elementary School	UniSIG	0.5	\$25,794.29
			Notes: .5 Resource Teacher to support student growth and achievement aligned to benchmark instruction			
	6400	130	0261 - Oneco Elementary School	UniSIG	1.0	\$49,937.75
			Notes: Math Coach to provide benchmark-aligned quality instruction to students and coaching to build teacher capacity to increase student growth and achievement.			
	6400	130	0261 - Oneco Elementary School	UniSIG	0.15	\$8,892.00
			Notes: NCH for Math Coach to facilitate collaborative planning sessions			
	6400	120	0261 - Oneco Elementary School	UniSIG	1.0	\$58,340.69
			Notes: Facilitated Collaborative Planning using subject specific protocols to ensure efficacy.			
	5100	210	0261 - Oneco Elementary School	UniSIG		\$3,500.29
			Notes: .5 Resource Teacher Retirement 13.57%			
	5100	220	0261 - Oneco Elementary School	UniSIG		\$1,973.27
			Notes: .5 Resource Teacher FICA 7.65%			
	5100	232	0261 - Oneco Elementary School	UniSIG	0.0	\$59.33
			Notes: .5 Resource Teacher Life Insurance .23%			
	5100	231	0261 - Oneco Elementary School	UniSIG	0.0	\$4,039.39

			<i>Notes: .5 Resource Teacher Health Insurance 15.66%</i>			
	5100	240	0261 - Oneco Elementary School	UniSIG	0.0	\$322.43
			<i>Notes: .5 Resource Teacher Worker's Comp 1.25%</i>			
	6400	210	0261 - Oneco Elementary School	UniSIG	0.0	\$6,776.56
			<i>Notes: Math Coach Retirement System - 13.57%</i>			
	6400	231	0261 - Oneco Elementary School	UniSIG	1.0	\$7,820.25
			<i>Notes: Math Coach Health & Hospitalizations - 21.86% teacher has enrolled in a higher insurance plan</i>			
	6400	232	0261 - Oneco Elementary School	UniSIG	0.0	\$114.86
			<i>Notes: Math Coach Life Insurance Benefits .23%</i>			
	6400	240	0261 - Oneco Elementary School	UniSIG	0.0	\$624.23
			<i>Notes: Math Coach Worker's Compensation 1.25%</i>			
	6400	240	0261 - Oneco Elementary School	UniSIG	0.0	\$729.26
			<i>Notes: NCH for Facilitated Collaborative Planning Worker's Compensation -1.25%</i>			
	6400	240	0261 - Oneco Elementary School	UniSIG	0.0	\$111.15
			<i>Notes: NCH for MathCoach to facilitate collaborative planning sessions Worker's Compensation -1.25%</i>			
	6400	220	0261 - Oneco Elementary School	UniSIG		\$3,820.24
			<i>Notes: Math Coach FICA -7.65%</i>			
	6400	210	0261 - Oneco Elementary School	UniSIG		\$1,206.64
			<i>Notes: NCH for Coach to facilitate collaborative planning sessions Retirement System - 13.57%</i>			
	6400	220	0261 - Oneco Elementary School	UniSIG		\$680.24
			<i>Notes: NCH for Math Coach to facilitate collaborative planning sessions FICA -7.65%</i>			
	6400	210	0261 - Oneco Elementary School	UniSIG		\$7,916.83
			<i>Notes: NCH for Facilitated Collaborative Planning Retirement System - 13.57%</i>			
	6400	220	0261 - Oneco Elementary School	UniSIG		\$4,463.07
			<i>Notes: NCH for Facilitated Collaborative Planning FICA -7.65%</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$60,137.58
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5200	150	0261 - Oneco Elementary School	UniSIG	1.0	\$42,462.78

			<i>Notes: Behavior Technician to foster positive relationships with students and support all instructional staff to develop relationships with students and recognize the importance of attending school each day. Through the teacher assistance, referral data will decrease and attendance data will increase.</i>			
	5200	210	0261 - Oneco Elementary School	UniSIG		\$5,762.20
			<i>Notes: Behavior Technician Retirement Benefits 13.57%</i>			
	5200	220	0261 - Oneco Elementary School	UniSIG	0.0	\$3,248.40
			<i>Notes: Behavior Technician FICA 7.65%</i>			
	5200	231	0261 - Oneco Elementary School	UniSIG	0.0	\$8,040.00
			<i>Notes: Behavior Technician Health Insurance has enrolled in a higher insurance plan - 18.93%</i>			
	5200	232	0261 - Oneco Elementary School	UniSIG	0.0	\$93.42
			<i>Notes: Behavior Technician Life Insurance .23%</i>			
	5200	240	0261 - Oneco Elementary School	UniSIG	1.0	\$530.78
			<i>Notes: Behavior Technician Workers Comp. 1.25%</i>			
Total:						\$258,428.94

Budget Approval

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

No