

The School District of Desoto

West Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	9
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	21
V. Reading Achievement Initiative for Scholastic Excellence	22
VI. Title I Requirements	25
VII. Budget to Support Areas of Focus	27

West Elementary School

304 W IMOGENE ST, Arcadia, FL 34266

<http://wes.desotoschools.com/>

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 School District of DeSoto County will partner with parents and the community to:

Deliver a safe and secure learning environment.

Optimize communication to strengthen inclusivity.

Guarantee students have equitable access to rigorous engaging instruction.

Shape minds to build a strong social-emotional foundation for responsible citizenship.

Provide the school's vision statement.

West Elementary is committed to providing a positive, safe, and stimulating environment for children to learn where all are valued. We are focused on all children enjoying their learning, achieving their potential, and becoming lifelong learners.

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
Nelson, Leslie	Principal	
Meredith, Nikki	Assistant Principal	
Wildt, Jeff	Math Coach	

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.

A School Advisory Council has been formed that will meet monthly to discuss current progress on goals. The SAC will meet monthly. In addition to the SAC, the teachers will be able to provide input to the SIP through team lead meetings, as well as staff meetings throughout the year. All stakeholders will be able to share their thoughts and ideas and provide input on all goals and action steps. When providing the mid-year update, specific feedback will be requested in regards to the progress towards goals.

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 revisited throughout the year, with a focus on the goals during the SAC meetings. The implementation and impact will be regularly monitored by school and district personnel. Data chats will be held quarterly with teachers on an individual basis as well to discuss progress towards goals and the effectiveness of the action steps put into place. Staff will also meet following each progress monitoring assessment to review the data as a school to see where gaps are being seen.

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-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	55%
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	42	36	28	35	18	18	0	0	0	177	
One or more suspensions	10	11	14	9	6	6	0	0	0	56	
Course failure in English Language Arts (ELA)	2	31	35	33	12	7	0	0	0	120	
Course failure in Math	1	19	32	30	22	15	0	0	0	119	
Level 1 on statewide ELA assessment	0	0	0	51	21	52	0	0	0	124	
Level 1 on statewide Math assessment	0	0	0	53	25	42	0	0	0	120	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	56	35	29	21	42	0	0	0	185	
	0	0	0	0	0	0	0	0	0		

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	5	20	20	35	19	1	0	0	0	100

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	3	2	2	20	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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	0	32	17	24	22	18	0	0	0	113	
One or more suspensions	0	3	1	6	1	6	0	0	0	17	
Course failure in ELA	0	0	15	8	29	7	0	0	0	59	
Course failure in Math	0	0	10	4	19	15	0	0	0	48	
Level 1 on statewide ELA assessment	0	0	0	35	18	52	0	0	0	105	
Level 1 on statewide Math assessment	0	0	0	28	17	42	0	0	0	87	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	28	17	42	0	0	0	87	
	0	0	0	0	0	0	0	0	0		

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	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	7	2	38	0	0	0	0	0	52
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	0	32	17	24	22	18	0	0	0	113	
One or more suspensions	0	3	1	6	1	6	0	0	0	17	
Course failure in ELA	0	0	15	8	29	7	0	0	0	59	
Course failure in Math	0	0	10	4	19	15	0	0	0	48	
Level 1 on statewide ELA assessment	0	0	0	35	18	52	0	0	0	105	
Level 1 on statewide Math assessment	0	0	0	28	17	42	0	0	0	87	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	28	17	42	0	0	0	87	
	0	0	0	0	0	0	0	0	0		

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	5	20	20	35	19	0	0	0	0	99

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	7	2	38	0	0	0	0	0	52
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*	32	36	53	34	34	56	32		
ELA Learning Gains				41			28		
ELA Lowest 25th Percentile				48			27		
Math Achievement*	41	45	59	37	43	50	37		
Math Learning Gains				38			36		
Math Lowest 25th Percentile				43			33		
Science Achievement*	19	29	54	32	39	59	22		
Social Studies Achievement*					45	64			
Middle School Acceleration					44	52			
Graduation Rate					24	50			
College and Career Acceleration						80			
ELP Progress	64	57	59	50			37		

** 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	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	189
Total Components for the Federal Index	5

2021-22 ESSA Federal Index

Percent Tested	100
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	5
Total Points Earned for the Federal Index	323
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	27	Yes	2	2
ELL	23	Yes	4	2
AMI				
ASN				
BLK	21	Yes	2	2
HSP	39	Yes	1	
MUL				
PAC				
WHT	34	Yes	2	
FRL	36	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	29	Yes	1	1
ELL	28	Yes	3	1
AMI				
ASN				
BLK	27	Yes	1	1
HSP	46			
MUL	41			
PAC				
WHT	36	Yes	1	
FRL	37	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	32			41			19					64
SWD	22			25			18				5	44
ELL	16			24			0				5	64
AMI												
ASN												
BLK	19			22			14				4	
HSP	33			46			16				5	66
MUL												
PAC												
WHT	34			42			24				4	
FRL	31			39			18				5	63

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	41	48	37	38	43	32					50
SWD	14	29	38	21	38	39	15					36
ELL	14	40		21	35		6					50
AMI												
ASN												
BLK	20	38	42	10	28	31	20					
HSP	34	53	65	39	40	57	28					48
MUL	38			46	40							
PAC												
WHT	38	31	35	40	37	35	36					
FRL	27	39	47	28	37	40	27					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	32	28	27	37	36	33	22					37
SWD	23	26	27	29	35	21	30					25
ELL	19	29	42	33	38	23	16					37
AMI												
ASN												
BLK	17	16		12	15		11					
HSP	31	36	44	37	41	35	21					39
MUL				60								
PAC												
WHT	38	21	9	42	38		27					
FRL	26	23	30	30	33	36	18					30

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	26%	35%	-9%	54%	-28%
04	2023 - Spring	48%	48%	0%	58%	-10%
03	2023 - Spring	34%	33%	1%	50%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	47%	46%	1%	59%	-12%
04	2023 - Spring	56%	59%	-3%	61%	-5%
05	2023 - Spring	31%	40%	-9%	55%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	18%	29%	-11%	51%	-33%

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.

The data component that showed the lowest performance was 5th grade Science, with only 19% proficient. One contributing factor was teacher retention and a lack of effective and/or highly effective teachers. The district-created planning protocols and pacing guide will be implemented. In addition, grants have been secured to help purchase project-based learning kits for STEM classes for 5th grade. Grades 3-5 are departmentalized for the 23-24 school year as well.

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

Science achievement showed the greatest decline falling from 32% proficient to 19% proficient. One contributing factor was the teacher retention and experience in 5th grade. Out of the 5 teachers in 5th grade, only 1 was returning to 5th grade, with 3 of the 5 teachers being primary teachers the prior year. The experience of teaching 5th grade to the rigor that meets the standards is invaluable. Also, one teacher left mid-year, which resulted in a substitute being placed in the classroom for a short amount of time until a teacher could be transferred to West from another district school. That teacher was transferred from a 3rd grade classroom as well. This inexperience led to a weakness in the standards

alignment in the instruction in the classroom. Another factor was that the STEAM teacher was new to the subject area as well, with no prior experience teaching 5th grade science.

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

The data component that had the greatest gap when compared to the state average was 5th grade ELA. The school level proficiency was 25%, while the state average was 55%. This resulted in a 30% gap. One contributing factor was the teacher retention and experience in 5th grade. Out of the 5 teachers in 5th grade, only 1 was returning to 5th grade, with 3 of the 5 teachers being primary teachers the prior year. The experience of teaching 5th grade to the rigor that meets the standards is invaluable. Also, one teacher left mid-year, which resulted in a substitute being placed in the classroom for a short amount of time until a teacher could be transferred to West from another district school. That teacher was transferred from a 3rd grade classroom as well. This inexperience led to a weakness in the standards alignment in the instruction in the classroom

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

Teachers in grades 3-5 in Math taught standard algorithms more than when common core standards were implemented. Teachers looked at the new standards, STAR, and FAST scores. Teachers broke down the areas of need and addressed those specific needs by the standard(s) in a small group setting. Teachers utilized FAST progress monitoring scores by standard and adjusted small groups accordingly. Ensuring that students were receiving the standards needed in their small groups.

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

Third-grade absences and course failures in Math and ELA are areas of concern. ELL's underperforming for three consecutive years is an immediate area of focus as well.

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

- 1) Having effective or highly effective teachers in grades 3-5 in the subject areas they are the strongest. The model West Elementary is moving to is departmentalizing grades 3-5.
- 2) Alignment of benchmarks across all areas needs to increase to over 90%.
- 3) Overall proficiency needs to increase to increase at least 50% in all areas.
- 4) The number of students receiving at least one suspension (including in-school suspension) needs to decrease by at least 50%.

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.

Based on the 22-23 school year walkthrough data completed by school based administrators, school based coaches, and district administrators, the classroom instruction alignment was at 35% fully aligned. FAST PM 3 data showed that 44% of students are proficient in Math and 34% in ELA and 19% in Science.

Measurable Outcome:

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

Student Practice:

- After administration of PM1 and PM2, all students will show growth consistent with state growth trends, with at least 50% of students showing proficiency

Teacher Practice:

- By May 2024, 100% of classroom teachers will be fully aligned with the benchmarks as evidenced in walkthroughs.

Coaching Practice:

- By April 2024, the number of teachers receiving Tier 2-3 support will decrease by 80%.

Monitoring:

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

Classroom walkthroughs will be completed by coaches, district and school based administrators. Coaching logs will be completed in order to track data for the target area. Walkthroughs will occur on at least a weekly basis. The coaching cycle will include observations, feedback, modeling, co-planning, in the moment coaching, and others as needed. Frequency will be determined based upon tiered support. Professional development and learning will occur throughout the year during early-release dates and as planned. VIEW and data visits will occur quarterly with district and school leadership teams. School level data chats will occur quarterly (After PM1, PM2, PM3 and other determined intervals)

Person responsible for monitoring outcome:

Leslie Nelson (leslie.nelson@desotoschools.com)

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.)

Professional development will be specifically designed to address areas of need identified during walkthroughs. In addition to teacher-specific conversations during collaborative planning sessions and individual teacher conversations.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies will help identify the area of need, determine a plan of action, and allow for follow-up and data collection. Thus, improving the areas of concern.

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.

Coaches will provide content support based on walkthrough data.

Person Responsible: Jeff Wildt (jeff.wildt@desotoschools.com)

By When: Throughout the year

Data will be provided to teachers in regards to the progress of this goal and the percent of classrooms that are seen to be in alignment.

Person Responsible: Jeff Wildt (jeff.wildt@desotoschools.com)

By When: Throughout the year

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**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.

At West Elementary, we have implemented small group instruction throughout the day in all grade levels. Although we have started the work necessary to incorporate small group structures and routines, there is still work we need to do on this structure, as well as fidelity and alignment to state benchmarks.

Measurable Outcome:

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

Student Practice:

After administration of PM1 and PM2, students in each ESSA subgroup will show growth from PM1 to PM2 at a rate similar to their peers.

By March 2024, 35% of students indicated to be an ESSA subgroup will demonstrate proficiency through FAST, STAR or benchmark aligned common assessments.

Teacher Practice:

By May 2024, 90% of classroom teachers will demonstrate the use of small groups with fidelity and alignment to state standards as recorded through classroom walkthrough data.

Coaching Practice:

By May 2024, the number of teachers receiving Tier 2-3 support will decrease by 80%.

Monitoring:

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

Data will be analyzed during collaborative planning on Tuesdays and Thursdays. Teachers will ensure that assignments and assessments are standards-based and aligned to ensure that analyzed data is accurate. Thus helping teachers create their small group instruction based on tiered levels of support for their students in each small group. The leadership team will work closely with all teachers to meet the goal of decreasing the number of teachers requiring tier 2 and 3 support by 80%

Person responsible for monitoring outcome:

Leslie Nelson (leslie.nelson@desotoschools.com)

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 additional 80 hours of professional development will be strategically planned. The hours will focus on specific needs that are evident during school walkthroughs. The 80 hours will be differentiated between K-2 and 3-5 if the needs are not the same throughout the grade levels as a whole.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy will allow administrators/coach(es) to share small group resources and strategies for all teachers. In doing so, teachers will be more confident, and students will receive tailored small-group lessons that are leveled and aligned.

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.

Utilize the district created ELA and Math protocols that outline how daily lessons are to be structured, which designates a certain amount of time for small group instruction.

Person Responsible: Jeff Wildt (jeff.wildt@desotoschools.com)

By When: Throughout the year

Professional development will be utilized to help teachers prepare for small group instruction. This professional development will occur throughout the year and allow for coaches time to model lessons for teachers to see.

Person Responsible: Jeff Wildt (jeff.wildt@desotoschools.com)

By When: Throughout the year

#3. 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.

During the 2022-2023 school year, average daily attendance was 92%. This data was collected through Skyward, our student information system. According to the Attendance Works website, "[c]hronic absence - missing 10 percent or more of school days due to absence for any reason - excused, unexcused absences and suspension - can translate into students having difficulty learning to read by the third-grade..." Through utilizing various forms of intervention, West Elementary will improve this attendance rate to 94%.

Measurable Outcome:

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

For the 2022-2023 school year, average daily attendance was 92%. For the 2023-2024 school year, average daily attendance will increase to 94%.

Monitoring:

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

This will be monitored weekly through conversations with the superintendent. In addition to those conversations, the attendance clerk and Assistant Principal will attend attendance meetings with students who are chronically absent. These meetings will occur at a minimum once per month. A schoolwide attendance policy will be implemented where students can earn weekly, monthly, quarterly, and year attendance incentives/awards.

Person responsible for monitoring outcome:

Nikki Meredith (victoria.meredith@desotoschools.com)

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.)

One tier one intervention will be clear, concise, and consistent communication about schedules and expectations. West Elementary will collaborate and communicate consistently with stakeholders to help promote an increase in attendance and awareness of the benefits of attending school.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This is outlined through the district and school communication plan. Through clear communication, parents and caregivers will be able to schedule around the school schedule. They will also be aware of days that students will not have school to schedule important appointments. Expectations will also be clearly communicated that this year our goal is to have 94% daily attendance for the students. This will encourage the community to work together to meet this goal. Students will be able to participate in schoolwide incentives strictly for attendance and participate in the attendance awareness poster contest.

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.

Student Parent Handbook will be distributed to all families at the beginning of the school year.

Person Responsible: Leslie Nelson (leslie.nelson@desotoschools.com)

By When: Within the first week of school and on the first day of school for new arrivals.

At-risk meetings will be held with the school leadership team to find alternative ways to help students and families that have poor attendance. The at-risk team will communicate closely with families on attendance contracts to prevent further reoccurrences of absences or truancy.

Person Responsible: Leslie Nelson (leslie.nelson@desotoschools.com)

By When: Monthly

Monthly parent/family engagement nights or activities will be planned to keep parents/guardians involved. This will also encourage students to be more involved and have a positive outlook on their education at West Elementary School. West Elementary will have monthly themed parties such as a glow party, disco party, Hawaiian theme, etc. West will hold monthly parent engagement nights such as family kickball, evening talent shows, and plays/productions by quarter or season. Our after-school tutoring students will be able to invite parents and families in to showcase their pottery, photography, horticulture, woodworking, poultry, rabbit, and various 4-H projects.

Person Responsible: Leslie Nelson (leslie.nelson@desotoschools.com)

By When: Beginning in September and will continue throughout the 2023-2024 school year.

After-school tutoring will be added for students to participate in as well. The programs will provide real-world and hands-on experiences that students may not otherwise encounter. This program will help build a strong relationship with all stakeholders involved. The program will further engage West students, help them learn to think critically, apply their knowledge to real-world concepts, retain knowledge, and solve real-world problems. Engaging in hands-on activities can spark genuine interest and enthusiasm for science and project-based learning in students.

Person Responsible: Leslie Nelson (leslie.nelson@desotoschools.com)

By When: As soon as the UNISIG items arrive, and the for the remainder of the 23-24 school year.

Strengthen evidence based intervention by including a data monitoring component.

Parent attendance will be tracked at all parent involvement and family engagement events. Students staff and families will be notified of parent attendance goals and challenged to have a greater attendance each time. SAC meetings will be advertised and promoted on the schools Facebook page, monthly school calendar, and through the Remind app. We will know our communication plan is successful by having our parent involvement double from the 22-23 school year for the SAC committee, Title I Night, and the increase in the average of all parent engagement activities.

Person Responsible: Leslie Nelson (leslie.nelson@desotoschools.com)

By When: Beginning with the first SAC meeting in August, Title I night in September, and throughout the remainder of the 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).

Funding provided will be allocated and utilized to build parent involvement and student engagement and grow a positive climate and culture at West Elementary. Thus improving SIP goals and areas of focus. We will begin by analyzing a wide range of data, including student performance data, demographic information, assessment results, attendance rates, and other relevant metrics. This analysis helps identify the specific needs and challenges faced by the school. Stakeholder engagement is crucial, including teachers, administrators, parents, students, and community members. Their input and perspectives can provide valuable insights into the unique needs of the school and help shape the allocation process. West Elementary will conduct a thorough needs assessment to identify the most pressing challenges and areas that require improvement. This assessment should align with the identified Area(s) of Focus within the School Improvement Plan (SIP). Based on the needs assessment, identify the types of resources required to address the identified challenges. Resources could include funding for professional development, instructional materials, technology, additional staff, and more.

West Elementary will develop a comprehensive resource allocation plan that outlines how funds will be distributed to address the identified needs. This plan should be guided by a clear understanding of the school's priorities and the interventions and activities outlined in the SIP. West Elementary will ensure that equity considerations have been analyzed to ensure that the resource allocation plan places those needs first, aiming to distribute resources fairly and effectively to support all students, especially those from underserved backgrounds. West Elementary will allocate the available funds in a way that aligns with the resource allocation plan. Prioritize high-impact interventions and allocate funds accordingly. A system will be established to monitor the implementation of allocated resources and the impact of interventions. Regularly assess whether the resources are being used as intended and whether they are leading to positive outcomes. West Elementary will keep a close watch on funds and adjust resources based on ongoing data analysis and monitoring results. If certain interventions are proving to be less effective than anticipated, consider reallocating resources to more impactful strategies. In addition, West Elementary will communicate the resource allocation process and outcomes to stakeholders to build trust and transparency. Clearly explain how resources are being used to improve the school's performance and address challenges.

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

K-2 teachers and paras will focus on small group intervention, implementing UFLI. In addition, K-2 teachers will focus on early intervention and implementation of the MTSS process.

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

3-5 teachers will focus on targeting specific skills in small group intervention based on PM 1 FAST scores and PM1 STAR scores. 3-5 teachers will ensure that MTSS is carried out and adjusted as needed to assist in achieving academic success for struggling students.

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

Data produced from grade-level interventions implemented by certified reading-endorsed teachers will be closely monitored. In addition, STAR scores will be analyzed, and small group and intervention groups will be adjusted as frequently as needed.

Grades 3-5 Measurable Outcomes

Data produced from grade-level interventions implemented by certified reading-endorsed teachers will be closely monitored. In addition, FAST/STAR scores will be analyzed and small group and intervention groups will be adjusted as frequently as needed.

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.

Through data chats, additional professional development, and collaborative planning sessions the areas of focus will be discussed, reviewed, and implemented with fidelity. Data collected from daily walkthroughs will be analyzed to monitor the progress or areas of concern.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Nelson, Leslie, leslie.nelson@desotoschools.com

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?

UFLI, small group instruction, intervention block, and project-based learning will all be utilized and monitored to improve the areas of focus. In addition, district documents such as planning guidelines, and pacing guides will be utilized.

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?

UFLI is an effective data-backed intervention resource that will be combined with district-purchased resources and well-planned intervention times and small-group instruction. All of the mentioned practices are evidence-based practices that will assist in achieving the desired outcomes in identified areas of concern.

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**

An academic coach and administrator will be present and involved in weekly planning sessions for each grade level. The leadership team will review assessment data, and school grades to ensure accuracy. The leadership team will plan and implement professional development based on areas of focus and areas of concern for students and staff.

Nelson, Leslie,
leslie.nelson@desotoschools.com

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.

The School Improvement Plan, UniSIG budget, and SWP will be continuously discussed and reviewed at weekly leadership meetings, biweekly team lead meetings, monthly at-risk meetings, and monthly faculty meetings. In addition, the School Improvement Plan, UniSIG budget, and SWP will be shared and discussed at monthly SAC and Boosters meetings.

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))

West Elementary plans to keep parents well informed by utilizing Facebook, Remind, Skyward, robo calls, and sending paper information home. In addition, West Elementary will host monthly schoolwide parent involvement activities and/or grade-level-specific family nights.

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)

All teachers at West Elementary will collaboratively plan every Tuesday and Thursday utilizing district-approved pacing guides, curriculum maps, and planning protocols. During these planning sessions, teachers will analyze walkthrough data and trends to determine areas of strengths and weaknesses. From the obtained data, strategically planned small-group lessons will be created and modeled for the grade level. The areas of focus/need will also be combined into the new afterschool program and tutoring to provide additional hands-on project-based learning.

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))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

West Elementary has an established comprehensive student support team that includes counselors, social workers, psychologists, and other specialists. This team collaborates to identify students in need of support and develops individualized plans to address their unique needs. Through this support team, counseling services are provided to help students navigate personal, social, and emotional challenges. Counselors can offer one-on-one sessions, group counseling, and workshops on topics like stress management, conflict resolution, and decision-making. West Elementary collaborates with mental health professionals or partner organizations to offer on-site mental health services. These services might include individual therapy, crisis intervention, and mental health awareness campaigns. West Elementary strives to identify students who require specialized support due to learning disabilities, behavioral challenges, or other needs. Develop Individualized Education Plans (IEPs) or 504 Plans to outline specific accommodations and interventions for these students. The support team establishes mentoring programs that pair students with caring adult mentors. Mentors can offer guidance, support, and encouragement, helping students develop life skills, set goals, and make positive choices. West Elementary utilizes and implements a PBIS framework that promotes positive behavior and creates a supportive school environment. This approach involves setting clear expectations, rewarding positive behavior, and providing targeted interventions for students who need additional support. West Elementary strives to involve families and the community in supporting students' well-being. Offer workshops for parents on topics related to mental health, communication, and parenting strategies. West Elementary holds monthly AT-RISK meetings to develop systems to identify students who may be struggling early on. This can involve regular check-ins with teachers, using data to monitor student progress, and intervening promptly when challenges arise. Providing ongoing professional development for educators and staff to increase their awareness and understanding of student well-being and the implementation of support services is a top priority at West Elementary. Furthermore, we strive to continuously collect and analyze data to assess the effectiveness of the implemented strategies. We will use this data to make informed decisions about adjustments and improvements.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

West Elementary is a Positive Behavior Intervention school. In addition to implementing positive behavior systems, West Elementary utilizes a multi-tiered strategic system for academics and behavior. Utilizing the MTSS process allows administrators and teachers to hone in on what resources a student needs to become behaviorally successful. MTSS also allows for further testing or accommodations if the interventions are not successful.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers at West Elementary will attend an additional 80 hours of professional development during the 23-24 school year. They will collaboratively plan with coaches, administrators, and district-level personnel every Tuesday and Thursday. Teachers, paras, and administrators have been UFLI trained to

help implement the program with fidelity at West Elementary. It is our goal to continue to train all academic school personnel so that we build capacity through West Elementary, leading to a higher rate of highly effective teacher and staff retention.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

West Elementary School houses a VPK program to help the enrolled students have an easier transition to kindergarten when it is time. The students become familiar with the campus and staff members. It also helps their parents become familiar with the campus, school-based resources, and personnel.

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				\$177,673.56
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	130	0061 - West Elementary School	UniSIG	0.83	\$53,289.31
			Notes: 1 ELA academic coach- 83% Salary-\$53,289.31 Benefits-\$ 27,247.63			
	6400	220	0061 - West Elementary School	UniSIG		\$4,076.63
			Notes: Social Security- 7.65%			
	6400	210	0061 - West Elementary School	UniSIG		\$7,226.03
			Notes: Retirement- 13.56%			
	6400	230	0061 - West Elementary School	UniSIG		\$15,944.96
			Notes: Group Insurance			
	6400	130	0061 - West Elementary School	UniSIG	0.83	\$53,093.56
			Notes: 1 math academic coach- 83% Salary-\$53,093.56 Benefits-\$ 20,839.28			
	6400	220	0061 - West Elementary School	UniSIG		\$4,061.66
			Notes: Social Security- 7.65%			
	6400	210	0061 - West Elementary School	UniSIG		\$7,199.49
			Notes: Retirement 13.56%			
	6400	230	0061 - West Elementary School	UniSIG		\$9,578.13
			Notes: Group Insurance			

	5100	520	0061 - West Elementary School	UniSIG		\$6,638.10
			Notes: iReady Magnetic Reading student and teacher books. Student Books 3rd grade- 130 @ \$15=\$1,950 3rd grade Teacher Edition- 3 @ \$30= \$90.00 Student Books 4th grade- 160 @ \$15= \$2400 4th grade Teacher Edition- 3 @ \$30= \$90.00 Student Books 5th grade- 100 @ \$15= \$1500 5th grade Teacher Edition- 2 @ \$30= \$60			
	5100	310	0061 - West Elementary School	UniSIG		\$3,750.00
			Notes: MOSI Outreach is an experience where students can dive deep into activities utilizing the resources provided by MOSI. We would purchase 5 different activities for the entire school, by grade level. K-1, 2, 3,4,5 would each have a session for their students as an assembly -- \$750 per day for 5 workshops. = \$3750			
	5100	330	0061 - West Elementary School	UniSIG		\$1,500.00
			Notes: Fuel for MOSI \$300 for 5 workshop days			
	5100	360	0061 - West Elementary School	UniSIG		\$1,795.00
			Notes: Generation Genius School license- \$1795 Online program for students to work on math and science skills. It will supplement their core curriculum.			
	5100	510	0061 - West Elementary School	UniSIG		\$119.92
			Notes: Intermediate Science cubes- 4 pack 1 cube set per class in 4th and 5th grade= 8classes @ \$14.99= \$119.92			
	5100	590	0061 - West Elementary School	UniSIG		\$1,379.80
			Notes: STEM ramp discovery kits 4 classes X 5 kits per class @ \$68.99= \$1379.80			
	5100	510	0061 - West Elementary School	UniSIG		\$1,103.81
			Notes: During and after school tutoring for ELA, Math, and Science materials- See quote breakdown for materials			
	5100	590	0061 - West Elementary School	UniSIG		\$149.95
			Notes: During and after school tutoring for ELA, Math, and Science materials Sculpting wheel- 5 @ \$29.99= 149.95			
	5100	642	0061 - West Elementary School	UniSIG		\$2,248.89
			Notes: During and after school tutoring for ELA, Math, and Science materials Pottery Wheels 5@ 169.99= \$849.95 Table 2 @ 186.99= \$373.98 Craft organizer- 1 @ 179.99 Cricut Machine 1 @ 444.99 Heat press- 1 @ 399.98			
	5100	641	0061 - West Elementary School	UniSIG		\$4,438.59
			Notes: During and after school tutoring for ELA, Math, and Science materials laser engraver- \$1499.99 Pottery kiln- \$2938.60			
	5100	520	0061 - West Elementary School	UniSIG		\$79.73
			Notes: Science- Florida Standards coach books Will supplement science curriculum. 3 Teacher editions for 3rd grade @ 11.39 2 Teacher editions for 4th grade @ 11.39 2 Teacher editions for 5th grade @ 11.39			
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$170,389.16
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	5100	129	0061 - West Elementary School	UniSIG		\$122,400.00
			Notes: Teachers and instructional coaches will be required to attend designated professional development and school turnaround meetings, not to exceed 80 hours. Teachers and instructional coaches will receive a stipend of \$2,400 as compensation for the additional time required by these scheduled professional development or turnaround meetings to be paid following the 40th scheduled hour, and the second half no later than May 31, 2024. Per MOU- 51 Teachers and instructional Coaches @ \$2,400= \$122,400			
	5100	220	0061 - West Elementary School	UniSIG		\$9,363.60
			Notes: Social Security- 7.65%			
	5100	148	0061 - West Elementary School	UniSIG		\$15,840.00
			Notes: Interim subs will be required to attend designated professional development and school turnaround meetings, not to exceed 80 hours. Interim Subs will receive a an hourly rate of \$22.00 per hour as compensation for the additional time required by these scheduled professional development or turnaround meetings to be paid following the 40th scheduled hour, and the second half no later than May 31, 2023. Per MOU- 9 Interim Subs @ \$22 X 80 hours= \$15,840			
	5100	210	0061 - West Elementary School	UniSIG		\$2,147.90
			Notes: Retirement 13.56%			
	5100	220	0061 - West Elementary School	UniSIG		\$1,211.76
			Notes: Social Security 7.65%			
	5100	510	0061 - West Elementary School	UniSIG		\$6,082.98
			Notes: Supplies to support schools: folders, markers, crayons, pencils, workbooks, glue, paper, construction paper, paint, notebooks.			
	5100	390	0061 - West Elementary School	UniSIG		\$4,231.28
			Notes: Other Purchased Services. Expenditures for all other purchased services, such as printing, binding, laminating, and reproduction for school needed for PD and for turnaround work.			
	5100	641	0061 - West Elementary School	UniSIG		\$2,000.00
			Notes: Greenhouse for during and after school tutoring for ELA, Math, and Science materials 12x10x10 ft greenhouse= \$2000			
	5100	644	0061 - West Elementary School	UniSIG		\$1,919.88
			Notes: During and after school tutoring for ELA, Math, and Science materials- outdoor camera and photo printer. 8 bird feeder cameras= 8 @ 159.99= \$1279.92 4 photo printer = 4 @ 159.99= \$639.96			
	5100	642	0061 - West Elementary School	UniSIG		\$1,487.92
			Notes: During and after school tutoring for ELA, Math, and Science materials- benches and table Aluminum potting benches or utility table 8 @ 185.99= \$1487.92			
	5100	510	0061 - West Elementary School	UniSIG		\$935.91
			Notes: During and after school tutoring for ELA, Math, and Science materials Gardening tools- 4@ 24.29= \$97.16 Bird feeder hanger- 2@ 63.99= \$127.98 Plastic pots- 4@10.99= \$43.96 Seed potatoes- 2 @ 13.99= \$27.98 Succulents- 2 @ \$59.99= \$119.98 Irrigation			

			system- 1- \$16.99= %16.99 Garden solar lights- 10 @ 21.99= \$229.90 Grow bags for tomatoes and vegetables- 3@ \$16.99= \$271.96			
	5100	642	0061 - West Elementary School	UniSIG		\$791.96
			Notes: During and after school tutoring for ELA, Math, and Science materials Chicken coop- 2 @ 299.99= \$459.98 Chicken boxes- 2 @165.99= \$331.98			
	5100	510	0061 - West Elementary School	UniSIG		\$341.24
			Notes: During and after school tutoring for ELA, Math, and Science materials Rabbit cage mat- 2 @ \$17.09= \$34.18 Animal feeder- 10 @ 15.51= \$155.10 Hose nozzle- 2@9.99= \$29.97 Chicken feeder and water set- 2 @ 65.99= \$131.98			
	5100	519	0061 - West Elementary School	UniSIG		\$117.96
			Notes: During and after school tutoring for ELA, Math, and Science materials Waterproof power strip- 2 @ 30.99= \$61.98 Waterproof extension cord- 2 @27.99= \$55.98			
	5100	590	0061 - West Elementary School	UniSIG		\$1,516.77
			Notes: During and after school tutoring for ELA, Math, and Science materials Chicken coop heat lamp- 4 @ 24.99= \$99.96 Animal food storage container- 6 @ 72.96= \$437.76 Garden hose- 2 @49.99= \$99.98 Digital incubator- 1 @ 59.99= \$59.99 Wire rabbit Hutch- 10 @ \$45.99= \$459.90 Solar Lights- 4 @ 39.80= \$159.20 Brooder box for small animal- 1 @ 199.98= \$199.98			
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$7,522.28
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6500	360	0061 - West Elementary School	UniSIG		\$2,550.00
			Notes: PBIS Rewards Program- \$2,550 700 student licenses as well as setup and referral fees.			
	5100	642	0061 - West Elementary School	UniSIG		\$199.98
			Notes: 2 portable movie projectors for parent night activities 2 @ 99.99= \$199.98			
	5100	129	0061 - West Elementary School	UniSIG		\$4,266.00
			Notes: Stipends for teachers to run after school tutoring programs. This will provide students extended learning opportunities in various activities and a continuation of other after school programs. A stipend of \$474 will be given. This is consistent with our other district offered stipends. Programs are: 1 Gardening 1 Art 1 yearbook 1 agriculture 1 news broadcast 2 cowboy counsel (student counsel) 2 girls on the run program.			
	5100	220	0061 - West Elementary School	UniSIG		\$326.35
			Notes: Social Security 7.65%			
	5100	644	0061 - West Elementary School	UniSIG		\$179.95
			Notes: Outdoor movie projector screen for parent and school event nights. 1 @ 179.95			
					Total:	\$355,585.00

Budget Approval

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

No