
Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	21
V. Reading Achievement Initiative for Scholastic Excellence	21
VI. Title I Requirements	25
VII. Budget to Support Areas of Focus	28

Ensley Elementary School

501 E JOHNSON AVE, Pensacola, FL 32514

www.escambiaschools.org

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.

All children at Ensley Elementary enter a supportive, encouraging, safe, and orderly environment where they learn at high levels and are encouraged to go forth being helpful, productive citizens.

Provide the school's vision statement.

Through united partnerships with every child, family and teacher we work together to increase student proficiency and close the achievement gap.

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
Shuford, Rhonda	Principal	To facilitate a common school-wide vision which aligns best instructional practices and data-based decision making for improving student achievement.
Crisher, Hope	Assistant Principal	To assist the principal in facilitating a common school-wide vision which aligns best instructional practices and data-based decision making to improve student achievement.
Grepke, Tracy	Reading Coach	To support staff with Tier I ELA core instruction and Tier II small group instruction in the classroom and in a pull out setting. To model effective ELA instructional strategies in the classroom and provide differentiated coaching and professional development as needed. To participate in student data collection and analysis.
Gibson, Cathy	School Counselor	To provide student support in an individual and/or small group setting. To participate in student data collection and analysis as it relates to attendance.
McCants, Woodrow	Behavior Specialist	To provide resources and support for students struggling with behavior. To facilitate intentional teaching and reteaching of appropriate behaviors to students. To participate in student data collection and analysis as it relates to behavior.
Morrissette, Cynthia	Reading Coach	To support staff with Tier I ELA core instruction and Tier II small group instruction in the classroom and in a pull out setting. To model effective ELA instructional strategies in the classroom and provide differentiated coaching and professional development as needed. To participate in student data collection and analysis.
Springer-Alonzo, Mary	Instructional Media	To provide strategies and interventions to meet the needs of the school, as it relates to reading, goal setting and rewarding students who excel in meeting their goals.
Trick, Samantha	Teacher, K-12	First Grade Representative - To support other teachers within the grade level and ensure benchmark aligned instruction is taking place in the classroom. To participate in student data collection and analysis.
Dean, Lashandra	Teacher, K-12	Second Grade Representative - To support other teachers within the grade level and ensure benchmark aligned instruction is taking place in the classroom. To participate in student data collection and analysis.
White, Katina	Teacher, K-12	Fourth Grade Representative - To support other teachers within the grade level and ensure benchmark aligned instruction is taking place in the classroom. To participate in student data collection and analysis.

Name	Position Title	Job Duties and Responsibilities
Bridges, Jody	Teacher, K-12	Fifth Grade Representative - To support other teachers within the grade level and ensure benchmark aligned instruction is taking place in the classroom. To participate in student data collection and analysis.
Smolensky, Regina	Other	ESOL Representative - To support other teachers within the grade level and ensure benchmark aligned instruction is taking place in the classroom. To participate in student data collection and analysis.
Wright, Susannah	Teacher, ESE	ESE Representative - To support other teachers within the grade level and ensure benchmark aligned instruction is taking place in the classroom. To participate in student data collection and analysis.
Evans, Alexsonda	Teacher, K-12	Third Grade Representative - To support other teachers within the grade level and ensure benchmark aligned instruction is taking place in the classroom. To participate in student data collection and analysis.

Stakeholder Involvement and SIP Development

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

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

The stakeholders involved in providing input for our School Improvement Plan (SIP) is our school leadership team, which meets monthly and our School Advisory Council (SAC), which meets at least 4 times a year.

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 School Improvement Plan (SIP) will be monitored by the school leadership team and the School Advisory Council (SAC) after each FAST assessment period. Administration will monitor district ELA, math and science assessments and discuss data with teachers to determine next steps.

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	81%
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)* 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: D
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	12	41	25	30	28	15	0	0	0	151
One or more suspensions	0	1	1	2	2	1	0	0	0	7
Course failure in English Language Arts (ELA)	0	6	14	3	1	1	0	0	0	25
Course failure in Math	0	1	3	7	5	3	0	0	0	19
Level 1 on statewide ELA assessment	0	0	0	18	30	21	0	0	0	69
Level 1 on statewide Math assessment	0	0	0	16	23	27	0	0	0	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	24	25	24	9	4	0	0	0	90

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	0	4	8	6	4	2	0	0	0	24

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	4	6	4	26	0	0	0	0	0	40
Students retained two or more times	0	0	0	7	4	1	0	0	0	12

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	16	27	15	44	18	22	0	0	0	142
One or more suspensions	0	3	2	4	6	2	0	0	0	17
Course failure in ELA	0	3	1	13	1	2	0	0	0	20
Course failure in Math	0	1	1	14	4	7	0	0	0	27
Level 1 on statewide ELA assessment	0	0	0	23	15	29	0	0	0	67
Level 1 on statewide Math assessment	0	0	0	17	22	39	0	0	0	78
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	17	18	46	15	29	0	0	0	127

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	4	1	10	8	17	0	0	0	40

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	4	2	24	1	0	0	0	0	34
Students retained two or more times	0	0	0	8	0	0	0	0	0	8

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	16	27	15	44	18	22	0	0	0	142
One or more suspensions	0	3	2	4	6	2	0	0	0	17
Course failure in ELA	0	3	1	13	1	2	0	0	0	20
Course failure in Math	0	1	1	14	4	7	0	0	0	27
Level 1 on statewide ELA assessment	0	0	0	23	15	29	0	0	0	67
Level 1 on statewide Math assessment	0	0	0	17	22	39	0	0	0	78
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	17	18	46	15	29	0	0	0	127

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	4	1	10	8	17	0	0	0	40

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	4	2	24	1	0	0	0	0	34
Students retained two or more times	0	0	0	8	0	0	0	0	0	8

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*	27	48	53	27	51	56	31		
ELA Learning Gains				47			31		
ELA Lowest 25th Percentile				56			15		
Math Achievement*	25	50	59	17	46	50	20		
Math Learning Gains				38			29		
Math Lowest 25th Percentile				36					

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	35	52	54	29	52	59	22		
Social Studies Achievement*					55	64			
Middle School Acceleration					45	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress	57	62	59	58			47		

* 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	33
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	167
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	308
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	20	Yes	4	2
ELL	26	Yes	2	1
AMI				
ASN	55			
BLK	24	Yes	2	2
HSP	30	Yes	2	1
MUL	14	Yes	1	1
PAC				
WHT	45			
FRL	33	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	17	Yes	3	1
ELL	39	Yes	1	
AMI				
ASN				
BLK	28	Yes	1	1
HSP	35	Yes	1	
MUL				
PAC				
WHT	53			
FRL	38	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	27			25			35					57
SWD	22			17							3	
ELL	12			24			27				5	57
AMI												
ASN	50			60							2	
BLK	24			15			28				4	
HSP	21			23			39				5	57
MUL	18			9							2	
PAC												
WHT	39			42			64				4	
FRL	24			21			27				5	67

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	56	17	38	36	29					58
SWD	11	29		6	21							
ELL	18	45	60	18	34							58
AMI												
ASN												
BLK	17	42	46	9	35	35	14					
HSP	31	47		20	30		30					52
MUL												
PAC												
WHT	56	62		32	62							
FRL	23	45	62	14	36	38	26					63

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	31	31	15	20	29		22					47
SWD	10	18		11	30							
ELL	24	38		24	50		33					47

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	23	21		11	6		6					
HSP	26	33		21	62		23					46
MUL												
PAC												
WHT	52			40								
FRL	28	33	18	20	26		24					53

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	32%	49%	-17%	54%	-22%
04	2023 - Spring	33%	57%	-24%	58%	-25%
03	2023 - Spring	25%	44%	-19%	50%	-25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	35%	51%	-16%	59%	-24%
04	2023 - Spring	22%	58%	-36%	61%	-39%
05	2023 - Spring	23%	47%	-24%	55%	-32%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	51%	-19%	51%	-19%

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 math proficiency showed the lowest performance at 28.3% for 2022-23.

The contributing factors were 2 new teachers to third grade and 2 new teachers to fourth grade. Our fifth grade had large class sizes due to not being able to hire another teacher when a fifth grade teacher resigned in October. The large class size remained in effect for the remainder of the school year.

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

Our data did not show a decline in proficiency in ELA, math or science from the previous year. Our greatest decline from the prior year in ESSA subgroups was Hispanics, which decreased from 31% to 27.9% in ELA. The factors that contributed to this decline was the fact that many of the students are non-English speaking students. Often times, some of the students will return to their home country to visit family for a long period of time during the school year, which creates an attendance issue.

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 4th grade math, which showed a 34.5% gap.

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

The data component that showed the most improvement was math proficiency, which increased from 17% to 28.3%, which showed an increase of 11.3%.

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

PMDR Data - Attendance

Economically Disadvantaged: 1476 out of 1973

Black: 772 absences (Q4) out of 1973

PMDR Data - Behavior

Economically Disadvantaged: 20 out of 25

Black: 11 out of 25

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

Improving ELA proficiency from 30.4% to 41%

Improving Math proficiency from 28.3% to 41%

Improving SWD subgroup in ELA from 17.4% to 25% and math from 17.4% to 25%

Improving ELL subgroup in ELA from 16.7% to 25% and math from 26.2% to 35%

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.

Achievement in ELA has not reached 41% proficiency for the past 2 years and shows deficiencies in the following subgroups based on the 2022-2023 FAST PM 3 progress monitoring assessment: Students with Disabilities (17.4%), Economically Disadvantaged (25.4%), African American/Black (23.9%), Hispanic (27.9%), and ELL (16.7%).

Achievement in Math has not reached 41% proficiency for the past 2 years and shows deficiencies in the following subgroups based on the 2022-2023 FAST PM 3 progress monitoring assessment: Students with Disabilities (17.4%), Economically Disadvantaged (24.6%), African American/Black (18.3%), Hispanic (27.9%), and ELL (26.2%).

Achievement in Science has not reached 41% proficiency for the past 4 years and shows deficiencies in the following subgroups based on the 2022-2023 FAST PM 3 progress monitoring assessment: Economically Disadvantaged (27%), African American/Black (28%), Hispanic (38.9%), and ELL (26.7%).

Measurable Outcome:

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

ELA proficiency will go from 30.4% (proficiency*) and Math proficiency will go from 28.3% (proficiency*) on the 2023 FAST to 41% or higher on the 2024 FAST PM3 school-wide.

Science proficiency will go from 35.5% to 41% proficiency on the FSA.

ESSA subgroups include SWD, African American/Black, ELL, Economically Disadvantaged, and Hispanic students. ELA proficiency for ESSA subgroups will increase by 50%.

The achievement gap in ELA learning gains between SWD and overall students will decrease by 50%, going from 8 point gap on the 2022 ELA FSA to a 4 point gap or less on the 2024 ELA FAST PM3.

* Proficiency levels indicated for 2023 are based on levels set as of July 2023.

Monitoring:

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

The data metrics that will be utilized to monitor the ELA, math and science goal will be district created probes, unit tests, and quarterly progress monitoring. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review school wide data once a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:

Rhonda Shuford (rshuford@escambia.k12.fl.us)

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.)

1. We will increase teacher knowledge on use of assessment data to drive instruction in ELA, math and science.
2. School leadership ensures that teachers have a shared understanding of the curriculum and standards

across the grades.

3. Multitiered systems are in place to support the academic and behavioral progress of all students and to allow educators to quickly intervene with students who are struggling to be successful.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. In analyzing the 2023 FAST data and historical ESSA data, informational text appears to be a weakness in ELA. According to 10 Key Policies and Practices for All Schools, research shows that when assessment data is used to drive instruction, it is proven to have a strong positive effect size on student performance.
2. According to 10 Key Policies and Practices for All Schools (Tier 1), if the school leadership ensures teachers understand the curriculum and standards, it will have a strong positive effect size on student performance.
3. According to 10 Key Policies and Practices for All Schools if Multitiered systems are in place to support the academic and behavioral progress of students, it will have a strong positive effect size on student performance.

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 leadership team will analyze data from screening and progress monitoring assessments and identify trends and share schoolwide data.

Person Responsible: Rhonda Shuford (rshuford@escambia.k12.fl.us)

By When: Monthly during the 2023-2024 school year

The leadership team will conduct classroom walks on a weekly basis to monitor the implementation of the professional development and planning outcomes.

Person Responsible: Rhonda Shuford (rshuford@escambia.k12.fl.us)

By When: Weekly during the 2023-2024 school year

Use 30 minute pull out time to build foundational knowledge in ELA by using Magnetic Reading.

Use 30 minute pull out time to build foundational knowledge in math by Measure Up and Everglades.

Person Responsible: Rhonda Shuford (rshuford@escambia.k12.fl.us)

By When: Weekly during the 2023-2024 school year

Planning with teachers on a weekly basis. The STO team and school-based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards.

Person Responsible: Rhonda Shuford (rshuford@escambia.k12.fl.us)

By When: Weekly during the 2023-2024 school year

#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.

1. Our average daily attendance during the 2022-23 school year was 90.2%, which is an increase from 88.66% during the 2021-22 school year, which indicates truancy is an issue.
2. Our Office Discipline Referrals's during the 2022-23 school year was 138, which is an increase from 91 Office Discipline Referrals's during the 2021-22 school year, which indicates an increase of 47.

The following barriers will impede positive behavior: the inability to reach and communicate with parents, new teachers who are not teacher trained; student mobility and new students having to learn our school norms, the high number of homeless students we have received, and our ESOL students with limited English language.

Measurable Outcome:

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

1. Our average daily attendance will improve to 92% or higher and students with 5 or more absences in a quarter will decrease to 25% or lower per grade level.
2. The number of Office Discipline Referrals will decrease from 138 to 103 (25% decrease).

Monitoring:

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

The data metrics that will be utilized to monitor the attendance and Office Discipline Referrals will be the quarterly progress monitoring (PMDR report). The leadership team will also review school wide data once a month and share data with teachers.

Person responsible for monitoring outcome:

Hope Crisher (hcrisher@ecsdfi.us)

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.)

- 1) The administrative team, along with our Positive Behavior Support Coach will be visible on campus through utilization of meeting and greeting at the car rider and bus ramp.
- 2) Admin will utilize the Student Culture rubric and conduct quarterly school wide culture checks. The Student Culture rubric includes concise expectations for arrival, lunch, dismissal, transitions, student engagement, and the classroom environment.
- 3) Teachers will receive specific feedback on a rubric checklist from admin after each culture check with each indicator marked as advanced, proficient, working toward, or needs improvement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We are beginning the 2023-24 school year with 10 new teachers. The rubric, along with all expectations will need to be practiced with new teachers and refreshed with returning teachers.

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 school navigator will help support behaviors by removing barriers that impede positive behavior and attendance. The navigator will provide resources such as uniforms, food, support for parents with utility bills, mental health counseling, coordination of travel for parents to get to medical appointments, school appointments, and family nights.

Person Responsible: Rhonda Shuford (rshuford@escambia.k12.fl.us)

By When: Quarterly and monthly monitoring during the 2023-24 school year

The leadership will establish school-wide protocols for attendance and behavior. The protocols will be monitored by data review and class walks. Teachers and students will receive feedback about attendance and behavior on a monthly basis.

Person Responsible: Cathy Gibson (cgibson3@ecsdfi.us)

By When: Weekly attendance monitoring data will be shared with admin by the school counselor. Monthly attendance monitoring and data review will occur and be shared with teachers, who will then share with students during the 2023-2024 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 allocations for Title I funds are based on survey 3 poverty data. Schools receive these allocations in the spring and work with Title I and the level directors to determine how those funds are utilized. Title I schools also receive additional funding for low income students to support parent involvement. UniSIG allocations are based on school grade and overall Federal Index rates and are received in late summer. The schools work with the School Transformation Office (STO) and level directors to determine the usage of these funds to maximize impact on student achievement. Both Title I and UniSIG are aligned so there are no resource duplications between these two main school improvement funding sources. The Human Resource Department works with Budgeting, Finance, Title I, STO, and Executive staff to review staffing to ensure schools in need have staffing that reflects the need of the school. Title I, UniSIG, Reading Allocation, ESSER, and SAI funding sources are utilized to add supplemental positions to meet the needs of schools and align to state and district goals. School Improvement funding allocations are also utilized to pay staff to attend planning sessions and professional development sessions with the Professional Development Department and STO based on input from BSI and the district. The district identifies resources for coaching and planning support through the level directors, School Transformation Office, Title I, and Professional Development Department. Schools are tiered based on need including school grade, overall federal index, graduation rates, and ESSA subgroup data. Supplemental resources in addition to the district purchased core resources are reviewed based on the school need and approved for purchase utilizing school improvement funding and SAI funding. The district has also begun to utilize Canvas as the LMS to help support resource allocation to include benchmark aligned lessons, professional development, and content training for schools. Additional support that is identified by quarterly meetings with schools and monthly meetings with the BSI team will be supported through the LMS to ensure school needs and district resources are being appropriately allocated for the 2023-2024 school year.

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

The following data was used to determine the critical need:

54% of Kindergarten ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.

53% of First grade ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.

58% of Second grade ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.

Students who score below the 40th percentile on STAR Early Literacy or STAR Reading are not considered proficient. The number of students who were not considered proficient at the end of 2022-2023 indicates a need to 1) improve core instruction and 2) identify student deficiencies and provide interventions immediately in order to close achievement gaps.

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

The following data was used to determine the critical need:

Third grade ELA students scoring below proficiency rate was 79% on the 2023 FAST.

Fourth grade ELA students scoring below proficiency rate was 66% on the 2023 FAST.

Fifth grade ELA students scoring below proficiency rate was 66% on the 2023 FAST.

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

ELA proficiency as determined by those scoring at or above the 40th percentile on STAR Early Literacy or STAR Reading 2023 will increase for grades kindergarten through 2nd grade to 50% or higher on FAST-STAR PM3.

Grades 3-5 Measurable Outcomes

The ELA proficiency rate will increase for grades third through fifth to 50% or higher in each grade on the 2024 FAST PM3.

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.

1. To monitor for desired outcomes, we will collect data, analyze, and track the percent of students scoring satisfactorily each quarter. We will identify students in need of intervention according to the intervention decision tree.
 - a. Kindergarten: STAR Early Literacy results and percent of students earning satisfactory performance on the standards-based grading rubric.
 - b. First grade: STAR Early Literacy/Reading results and the percent of students meeting benchmark on the first grade quarterly decoding probe per classroom. (See FOCUS report)
 - c. Second grade: STAR Reading results and the percent of students whose fluency rate is average per the time of year on the Hasbrouck and Tindal fluency norms chart. (See Amira)
 - d. Grades 3-5: analyze results by classroom of district module assessments.
2. Administration will conduct weekly classroom walkthroughs to observe delivery of Pre-K to Grade 5 literacy instruction and suggest improvements through the use of the Florida Literacy Practice Profiles.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Shuford, Rhonda, rshuford@escambia.k12.fl.us

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?

Ensley uses HMH Into Reading 2022 for its Comprehensive Core Reading/Language Arts Program (CCRP)

The district's K-12 Comprehensive Evidence-based Reading Plan outlines in detail how Into Reading

meets Florida's definition of evidence-based. The district ELA Department mapped B.E.S.T. and created curriculum frameworks to ensure that Tier I instruction is standards-aligned.

In order to ensure the measurable outcomes are reached in K-5, our school will 1) focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 CERP and 2) provide intensive, systematic instruction on foundational reading skills according to the K-12 CERP Intervention Decision Trees.

Tier 1 instruction is monitored by the school's administration team through weekly classroom walkthroughs and by being present during collaborative lesson planning. Teachers and Rtl teams monitor the effectiveness of interventions with individual students by collecting data and tracking student progress.

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 use of Houghton Mifflin Into Reading 2022 as a Comprehensive Core Language Arts/Reading Program is supported by recommended practices in the The Institute of Education Sciences Practice Guides as described in the K-12 CERP. The core curriculum includes accommodations for students with a disability, and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning.

A focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) with this comprehensive curriculum will increase the proficiency of our students in K-5.

Furthermore, following the Institute of Education Sciences recommendations (strong evidence) for interventions, teachers follow the K-12 CERP Intervention Decision Trees to provide interventions in decoding and building fluency, matched to student need during a dedicated intervention period daily.

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>Action Step 1: Literacy Leadership- Develop a schoolwide reading plan to increase student academic achievement and monitor student reading growth. Provide professional development regarding the B.E.S.T. ELA Standards, including writing. Review grade-level data from core curriculum assessments and overall classroom walkthrough trends to problem solve.</p> <p>Action Step 2: Literacy Coaching- District coaches and/or school mentor teachers will facilitate use of the literacy practice profiles in the delivery of instruction with B.E.S.T. ELA Standards, including writing. Administration seeks coaching support from district coaches and the State Regional Literacy Director for walkthroughs and intervention support.</p> <p>Action Step 3: Assessment Our school utilizes the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/ intervention. Grade level teams will meet to discuss the use of formative assessment to guide differentiation in the classroom; analyze core reading material assessment results, and use STAR for screening, diagnostics, and progress monitoring.</p> <p>Action Step 4: Professional Learning - We will provide training to teachers at our school on the following: Use of STAR360 reports, core reading program data, and the intervention decision trees Differentiation during the 90 minute block, and use of Tier 2 and Tier 3 interventions during the language arts intervention period. Five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 Comprehensive Evidence-Based Reading Plan The B.E.S.T. ELA standards and the science of reading.</p>	<p>Shuford, Rhonda, rshuford@escambia.k12.fl.us</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.

The Title I Annual Meeting is held during the first quarter of the school year. All stakeholders (families, teachers, staff, and community members) are invited to attend. During this meeting the following information is shared: School Improvement Plan, Parent & Family Engagement Plan, Title I Budget, Parents' Right to Know (defined by Title I law), and the School-Family Compact.

Throughout the school year, SIP progress is regularly shared and discussed through the School Advisory Council (SAC). Regardless of membership status, all stakeholders are invited to attend School Advisory Council Meetings.

Links to the school's SIP are posted on the school's homepage as well as the schools Our Title I Family page.

The SIP will be regularly discussed with our staff, including the School Leadership Team and faculty meetings and grade level team meetings. It will also be available online on our webpage (<https://www.escambiaschools.org/ees>) and a hard copy will be available upon request.

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))

During the 23-24 school year, parent conferences will be held by all teachers to share the progress of each student. FAST data will be reviewed with families. Two academic Family Nights are scheduled to build the capacity of families in Language Arts and Math. Teachers will share strategies which can be used at home. Teachers send daily and/or weekly information home to parents regarding their child's academic and social progress. Information will be provided in a format and language parents can read and understand.

The Parent & Family Engagement Plan is shared with families during the Title I Annual Meeting posted on our website, and messaged to families through the student information system FOCUS.

The Parent & Family Engagement Plan is accessible from our school's website.

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

Ensley Elementary School has two Areas of Focus: (1) Instructional Practice specifically relating to Benchmark-aligned instruction and (2) Positive Culture and Environment specifically relating to Early Warning System.

We plan to strengthen the academic program by building strong student-teacher-parent relationships, creating a learning environment for academic mindset and culture throughout the campus using our School Culture Rubric and providing individualized support to students using assessment data to improve student achievement. A Positive Behavior Support Coach will work to reinforce positive behavior throughout the school. Enrichment and acceleration opportunities will be provided through small group instruction to meet the individual needs of each student.

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))

Head Start: LEA co-funds Head Start for a maximum of 206 children. These services are provided in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities.

Voluntary Pre-Kindergarten: Title I Part A co-funds VPK services, by extending full day services in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities.

Title I, Part C: Migrant families participate in a LEA Advisory Council for English Language Learners. Translators are available for teacher conferences as well as to assist with translation of documents to be provided for families. Family events provide guidance and modeling of emergent literacy development activities.

ESOL-Title III: Provides supplemental resources for English Language Learners (ELL) such as services and paraprofessionals.

Title IX, Part A: Provides hygiene items, school supplies, enrollment assistance, social work, and advocacy. Assistant for housing, food, clothing, and other emergency support are available for families referred under Title IX.

IDEA: Provides students with disabilities a Free Appropriate Public Education (FAPE) that is tailored to their individual needs including an Individualized Education Plan (IEP), placement in the Least Restrictive Environment (LRE), appropriate evaluation, parent and teacher participation, and procedural safeguards.

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))

Counseling and school-based mental health services are available at the school by the school counselor individually or as a group. Services are also available at the school by a Lakeview counselor who is on site twice a week, with a signed consent form from a parent. Mentors are placed with students based on recommendations from administration, parents and teachers, depending on the number of mentors available and the student's with the highest need.

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).

The MTSS/rTi Team works together on a common vision for the use of data-based decision making regarding behavior, ensuring implementation of intervention support in the classroom while maintaining documentation, ensuring adequate professional development is provided to staff and collaborating with parents when establishing the plan.

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 and staff have the opportunity to participate in professional learning based on their needs or the recommendation of their evaluator by signing up in the Professional Development System (TalentEd)

at the district level. At the school level, professional learning opportunities are provided individually through coaching and collectively as grade level groups or faculty and staff as a whole. All staff will have the opportunity to participate in our Professional Learning Communities (PLC's).

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))

Ensley Elementary School has two pre-K units on site that is under the direction of the Escambia County Readiness Coalition. The program has two teachers and two early childhood assistants working with 36 students five days a week to prepare students to transition to elementary school.

Parents are given information including strategies to make transitions smoother and help them work with their children at parent/teacher conferences, in newsletters, and at school events. Teachers also share VPK assessment results with parents after each administration so that parents know their students' progress and where they fall in the expectation of being Kindergarten Ready.

Staff are provided with training opportunities online, at the individual schools, and at the district level. Training topics include procedural information, required parent involvement elements, curriculum & instruction, standards, safety, best practices, using assessments, and behavior.

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				\$203,265.64
Function	Object	Budget Focus	Funding Source	FTE	2023-24	
6300	100	0271 - Ensley Elementary School	UniSIG		\$40,392.00	
		<i>Notes: Ensley ES UniSIG: SIP Focus 1 and 2 Stipends for teachers to attend planning with administration, School Transformation Instructional Coaches. 34 teachers x 2 hour per week x 2 weeks x 9 months x \$33</i>				
6300	210	0271 - Ensley Elementary School	UniSIG		\$5,481.19	
		<i>Notes: Ensley ES UniSIG: SIP Focus 1 and 2 Retirement for teachers to attend planning with administration, School Transformation Instructional Coaches. 34 teachers x 1 hour per week x 4 weeks x 9 months x \$33 x .1357</i>				
6300	220	0271 - Ensley Elementary School	UniSIG		\$3,089.98	
		<i>Notes: Ensley ES UniSIG: SIP Focus 1 and 2 Social Security for teachers to attend planning with administration, School Transformation Instructional Coaches. 34 teachers x 1 hour per week x 4 weeks x 9 months x \$33 X .0765</i>				
6300	240	0271 - Ensley Elementary School	UniSIG		\$484.74	
		<i>Notes: Ensley ES UniSIG: SIP Focus 1 and 2 Worker's Comp for teachers to attend planning with administration, School Transformation Instructional Coaches. 34 teachers x 1 hour per week x 4 weeks x 9 months x \$33 X .012</i>				

	5100	520	0271 - Ensley Elementary School	UniSIG		\$2,110.00
			<i>Notes: Ensley ES UniSIG: SIP Focus 1: Measure Up Math supplemental workbooks to support small group instruction student books x \$14.95 per book</i>			
	5100	520	0271 - Ensley Elementary School	UniSIG		\$2,110.00
			<i>Notes: Ensley ES UniSIG: SIP Focus 1: Measure Up ELA supplemental workbooks to support small group instruction student books x \$14.95 per book</i>			
	5100	520	0271 - Ensley Elementary School	UniSIG		\$3,754.02
			<i>Notes: Ensley ES UniSIG: SIP Focus 1: Magnetic Reading ELA 245 student books x \$12.95 per book 95 student workbooks for 3rd grade x 12.95 + 3 teacher editions x 30 80 student workbooks for 4th grade x 12.95 3 teacher editions x 30 + 70 student workbooks for 5th grade x 12. 95 2 teacher editions x 30 + 10% shipping</i>			
	5100	510	0271 - Ensley Elementary School	UniSIG		\$3,322.29
			<i>Notes: Ensley ES UniSIG: SIP Focus 1: Science Supplies to support benchmark-aligned instruction in K-5 classrooms. (Balance scales, graduated cylinders, rock samples, sand, beakers sets, pan balance, spring scale, thermometers, meter sticks, foam bowls, paper plates, string/yarn, clear plastic cups, safety goggles, magnets, iron washers, gravel, quart bags, magnifying glasses, mineral kit)</i>			
	5100	510	0271 - Ensley Elementary School	UniSIG		\$3,300.00
			<i>Notes: Ensley ES UniSIG: SIP Focus 1: Math manipulatives for benchmark-aligned instruction. (fraction bars, GEO boards, color counters, Judy clocks, number cards, addition table, 3D figures, blank pictograph, connecting cubes, fractions of circles, rulers, centimeter grid, multiplication table, measuring cups, play bills, play coins, blank clock faces, math charts)</i>			
	5100	519	0271 - Ensley Elementary School	UniSIG		\$1,700.00
			<i>Notes: Ensley ES UniSIG: SIP Focus 1: Ink /toner to support benchmark aligned instruction</i>			
	5100	510	0271 - Ensley Elementary School	UniSIG		\$10,672.06
			<i>Notes: Ensley ES UniSIG: SIP Focus 1 and 2 Office supplies to support benchmark-aligned instruction. (Paper, pencils, composition books, chart paper, Paper, staplers, staples, clipboards, sticky notes, paper fasteners, sticky flags, manual hole punch, post-it notes, binders, binder clips)</i>			
	5100	520	0271 - Ensley Elementary School	UniSIG		\$4,568.02
			<i>Notes: Ensley ES UniSIG: SIP Focus 1: Everglades Math 245 student books x \$12.95 per book 95 student workbooks for 3rd grade x 16.95 (4 teacher editions free) 80 student workbooks for 4th grade x 16.95 (4 teacher editions - free) 70 student workbooks for 5th grade x 16. 95 (3 teacher editions - free) + 10% shipping</i>			
	5100	519	0271 - Ensley Elementary School	UniSIG		\$9,028.25
			<i>Notes: Ensley ES UniSIG: SIP Focus 1 and 2 Headphones to support benchmark aligned instruction. (245 students (3-5) X \$33.50 = \$8207.50 + 10% shipping (\$820.75)</i>			
	6300	100	0271 - Ensley Elementary School	UniSIG		\$8,415.00
			<i>Notes: Ensley ES UniSIG: SIP Focus 1 and 2 Pre-planning for teachers to attend planning with administration, School Transformation Instructional Coaches. 34 teachers x 7.5 hours X 1 day x \$33 = \$8415</i>			

	6300	210	0271 - Ensley Elementary School	UniSIG		\$1,141.91
			<i>Notes: Ensley ES UniSIG: SIP Focus 1 and 2 Retirement for Pre-planning - teachers to attend planning with administration, School Transformation Instructional Coaches. 34 teachers x 7.5 hours X 1 day x \$33 X .1357</i>			
	6300	220	0271 - Ensley Elementary School	UniSIG		\$643.74
			<i>Notes: Ensley ES UniSIG: SIP Focus 1 and 2 Social Security -Pre-planning for teachers to attend planning with administration, School Transformation Instructional Coaches. 34 teachers x 7.5 hours x 1 day x \$33 X .0765</i>			
	6300	240	0271 - Ensley Elementary School	UniSIG		\$100.98
			<i>Notes: Ensley ES UniSIG: SIP Focus 1 and 2 Worker's Comp for Pre-planning for teachers to attend planning with administration, School Transformation Instructional Coaches. 34 teachers x 7.5 hoursx1 day x \$33 X .012</i>			
	6300	750	0271 - Ensley Elementary School	UniSIG		\$1,000.00
			<i>Notes: Ensley ES UniSIG: SIP Focus 1 and 2 Planning for Long-term substitutes to attend planning with school based administration and School Transformation Instructional Coaches.</i>			
	6400	510	0271 - Ensley Elementary School	UniSIG		\$5,610.00
			<i>Notes: Ensley ES UniSIG: Focus 1 and 2 Kagan Materials (Books, posters, spinners, collaborative student group mats) to increase student engagement through collaborative structures. \$150 per teacher x 34 teachers + 10% shipping (Kagan Collaborative book \$44, Posters \$14, Kagan Flip Charts \$29, Kagan Manipulatives \$15, Character Cards \$21, Kagan Cooperative Learning Structures Transparencies \$69)</i>			
	5100	520	0271 - Ensley Elementary School	UniSIG		\$7,199.50
			<i>Notes: Ensley ES UniSIG: Focus 1 and 2 Just Right Reader - Accelerating Phonics Year-Round Decodable K-2 KG: 6 Packs x 385 = \$2310 1st GR: 6 Packs x 385 = \$2310 2nd GR:5 Packs x 385 = \$1925 Plus shipping 10% (\$654.50) = \$7199.50</i>			
	5100	648	0271 - Ensley Elementary School	UniSIG		\$11,302.23
			<i>Notes: Ensley ES UniSIG: Focus 1 and 2 Chromebook charging carts for ESOL teachers to support benchmark-aligned instruction. 5 carts X \$1994.95 = \$9974.75 5 liftgates x \$30 = \$150 5 inside delivery x \$30 = \$150 10% shipping = 1027.48</i>			
	5100	642	0271 - Ensley Elementary School	UniSIG		\$1,051.32
			<i>Notes: Ensley ES UniSIG: Focus 1 and 2 Ipad cabinets to support benchmark-aligned instruction. 6 Ipad cabinets X \$159.295= \$955.74 10% shipping = 95.58</i>			
	5100	100	0271 - Ensley Elementary School	UniSIG		\$4,752.00
			<i>Notes: Ensley ES UniSIG: Focus 1 and 2 After-school tutoring to support benchmark-aligned instruction. 4 teachers x 3 hours x 4 weeks x 3 months x \$33 = \$4752</i>			
	5100	210	0271 - Ensley Elementary School	UniSIG		\$644.85
			<i>Notes: Ensley ES UniSIG: Focus 1 and 2 Retirement for After-school tutoring to support benchmark-aligned instruction. (8 teachers x 2 hours x 4 weeks x 3 months x \$33 x .1357 = \$644.85)</i>			
	5100	220	0271 - Ensley Elementary School	UniSIG		\$363.53

			<i>Notes: Ensley ES UniSIG: Focus 1 and 2 FICA for After-school tutoring to support benchmark-aligned instruction. (8 teachers x 2 hours x 4 weeks x 3 months x \$33 x .0765 = \$363.53)</i>		
	5100	240	0271 - Ensley Elementary School	UniSIG	\$57.03
			<i>Notes: Ensley ES UniSIG: Focus 1 and 2 Workers' comp for After-school tutoring to support benchmark-aligned instruction. (8 teachers x 2 hours x 4 weeks x 3 months x \$33 x .012 = \$57.03)</i>		
	6400	130	0271 - Ensley Elementary School	UniSIG	\$51,479.00
			<i>Notes: Ensley ES UniSIG: SIP Focus 1 Salary for Pre-Approved* Instructional Coach to support teachers in benchmark-aligned instruction and classroom management *Position pre-approved by BSI May, 2023</i>		
	6400	210	0271 - Ensley Elementary School	UniSIG	\$6,986.00
			<i>Notes: Ensley ES UniSIG: SIP Focus 1 Retirement for Salary for Pre-Approved* Instructional Coach to support teachers in benchmark-aligned instruction and classroom management *Position pre-approved by BSI May, 2023</i>		
	6400	220	0271 - Ensley Elementary School	UniSIG	\$3,938.00
			<i>Notes: Ensley ES UniSIG: SIP Focus 1 Social security for Salary for Pre-Approved* Instructional Coach to support teachers in benchmark-aligned instruction and classroom management *Position pre-approved by BSI May, 2023</i>		
	6400	231	0271 - Ensley Elementary School	UniSIG	\$7,650.00
			<i>Notes: Ensley ES UniSIG: SIP Focus 1 Health for Salary for Pre-Approved* Instructional Coach to support teachers in benchmark-aligned instruction and classroom management *Position pre-approved by BSI May, 2023</i>		
	6400	232	0271 - Ensley Elementary School	UniSIG	\$130.00
			<i>Notes: Ensley ES UniSIG: SIP Focus 1 Life for Salary for Pre-Approved* Instructional Coach to support teachers in benchmark-aligned instruction and classroom management *Position pre-approved by BSI May, 2023</i>		
	6400	235	0271 - Ensley Elementary School	UniSIG	\$170.00
			<i>Notes: Ensley ES UniSIG: SIP Focus 1 Dental for Salary for Pre-Approved* Instructional Coach to support teachers in benchmark-aligned instruction and classroom management *Position pre-approved by BSI May, 2023</i>		
	6400	240	0271 - Ensley Elementary School	UniSIG	\$618.00
			<i>Notes: Ensley ES UniSIG: SIP Focus 1 Worker comp for Salary for Pre-Approved* Instructional Coach to support teachers in benchmark-aligned instruction and classroom management *Position pre-approved by BSI May, 2023</i>		
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System			\$0.00
Total:					\$203,265.64

Budget Approval

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

No