

Hillsborough County Public Schools

Sulphur Springs K 8 School



2019-20 Schoolwide Improvement Plan

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Sulphur Springs K 8 School

8412 N 13TH ST, Tampa, FL 33604

[no web address on file]

Demographics

Principal: Marc Gaillard

Start Date for this Principal: 6/25/2019

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Combination School KG-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students* |
| School Grades History | 2018-19: D (32%) 2017-18: F (30%) 2016-17: D (32%) 2015-16: D (35%) 2014-15: F (23%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Central |
| Regional Executive Director | Lucinda Thompson |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | CS&I |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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8412 N 13TH ST, Tampa, FL 33604

[no web address on file]

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2018-19 Title I School | 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Combination School KG-8 | Yes | 99% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 95% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| Grade | D | F | D | D |

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Vision Statement
Building a Community for Success

Mission Statement
Sulphur Springs K-8 Community School will provide a Nurturing Learning Environment for Academic Excellence.

Provide the school's vision statement.

Sulphur Springs K-8 Community School is committed to the success of every child, every day.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

| Name | Title | Job Duties and Responsibilities |
|-------------------|------------------------|---|
| Gaillard, Marc | Principal | Responsible for the overall administration of Instructional programs and campus operations. Additional Team Members Include: Amy Metzler, APEI Brian Williams, APC Ayana Etienne, Daphne Wong, Ebony Gregory, Reading Coaches Lisette Perdomo, Writing Resource Jenny Hunkins, Psychologist Ermide Wood & Shakis Farmer, Guidance Kim Hunter, Math Resource |
| Ruiz, Sabrina | Assistant Principal | Responsible for Assisting the Principal in overall administration of Instructional programs and campus operations. |

Early Warning Systems

Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

FTE units allocated to school (total number of teacher units)

58

Date this data was collected or last updated

Tuesday 6/25/2019

Prior Year - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|----|----|----|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 37 | 31 | 39 | 32 | 16 | 19 | 21 | 20 | 0 | 0 | 0 | 0 | 215 |
| One or more suspensions | 0 | 5 | 6 | 24 | 9 | 3 | 21 | 33 | 26 | 0 | 0 | 0 | 0 | 127 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 22 | 15 | 0 | 0 | 0 | 0 | 41 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 45 | 56 | 51 | 64 | 47 | 37 | 0 | 0 | 0 | 0 | 300 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|----|----|----|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 4 | 3 | 23 | 23 | 13 | 32 | 40 | 32 | 0 | 0 | 0 | 0 | 170 |

Prior Year - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|----|----|----|----|----|----|----|----|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 0 | 37 | 31 | 39 | 32 | 16 | 19 | 21 | 20 | 0 | 0 | 0 | 0 | 215 |
| One or more suspensions | 0 | 5 | 6 | 24 | 9 | 3 | 21 | 33 | 26 | 0 | 0 | 0 | 0 | 127 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 22 | 15 | 0 | 0 | 0 | 0 | 41 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 45 | 56 | 51 | 64 | 47 | 37 | 0 | 0 | 0 | 0 | 300 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|----|----|----|----|----|----|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 0 | 4 | 3 | 23 | 23 | 13 | 32 | 40 | 32 | 0 | 0 | 0 | 0 | 170 |

Part II: Needs Assessment/Analysis

School Data

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

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 17% | 57% | 61% | 23% | 60% | 57% |
| ELA Learning Gains | 38% | 56% | 59% | 43% | 60% | 57% |
| ELA Lowest 25th Percentile | 48% | 52% | 54% | 54% | 53% | 51% |
| Math Achievement | 17% | 55% | 62% | 17% | 60% | 58% |
| Math Learning Gains | 38% | 57% | 59% | 26% | 60% | 56% |
| Math Lowest 25th Percentile | 37% | 49% | 52% | 41% | 54% | 50% |
| Science Achievement | 22% | 50% | 56% | 20% | 54% | 53% |
| Social Studies Achievement | 48% | 77% | 78% | 0% | 78% | 75% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | | | Total | |
|---------------------------------|-----------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | 8 |
| Number of students enrolled | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Attendance below 90 percent | 0 (0) | 0 (37) | 0 (31) | 0 (39) | 0 (32) | 0 (16) | 0 (19) | 0 (21) | 0 (20) | 0 (215) |
| One or more suspensions | 0 (0) | 0 (5) | 0 (6) | 0 (24) | 0 (9) | 0 (3) | 0 (21) | 0 (33) | 0 (26) | 0 (127) |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (4) | 0 (22) | 0 (15) | 0 (41) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 0 (45) | 0 (56) | 0 (51) | 0 (64) | 0 (47) | 0 (37) | 0 (300) |

Grade Level Data

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

NOTE: 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 |
| 03 | 2019 | 14% | 52% | -38% | 58% | -44% |
| | 2018 | 16% | 53% | -37% | 57% | -41% |
| Same Grade Comparison | | -2% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 18% | 55% | -37% | 58% | -40% |
| | 2018 | 26% | 55% | -29% | 56% | -30% |
| Same Grade Comparison | | -8% | | | | |
| Cohort Comparison | | 2% | | | | |
| 05 | 2019 | 26% | 54% | -28% | 56% | -30% |
| | 2018 | 14% | 51% | -37% | 55% | -41% |
| Same Grade Comparison | | 12% | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2019 | 7% | 53% | -46% | 54% | -47% |
| | 2018 | 13% | 52% | -39% | 52% | -39% |
| Same Grade Comparison | | -6% | | | | |
| Cohort Comparison | | -7% | | | | |
| 07 | 2019 | 14% | 54% | -40% | 52% | -38% |
| | 2018 | 20% | 52% | -32% | 51% | -31% |
| Same Grade Comparison | | -6% | | | | |
| Cohort Comparison | | 1% | | | | |
| 08 | 2019 | 15% | 53% | -38% | 56% | -41% |
| | 2018 | | | | | |
| Cohort Comparison | | -5% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 17% | 54% | -37% | 62% | -45% |
| | 2018 | 15% | 55% | -40% | 62% | -47% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 24% | 57% | -33% | 64% | -40% |
| | 2018 | 24% | 57% | -33% | 62% | -38% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 9% | | | | |
| 05 | 2019 | 19% | 54% | -35% | 60% | -41% |
| | 2018 | 16% | 54% | -38% | 61% | -45% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | -5% | | | | |
| 06 | 2019 | 13% | 49% | -36% | 55% | -42% |
| | 2018 | 6% | 48% | -42% | 52% | -46% |
| Same Grade Comparison | | 7% | | | | |
| Cohort Comparison | | -3% | | | | |
| 07 | 2019 | 18% | 62% | -44% | 54% | -36% |
| | 2018 | 18% | 61% | -43% | 54% | -36% |

| MATH | | | | | | |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 12% | | | | |
| 08 | 2019 | 2% | 31% | -29% | 46% | -44% |
| | 2018 | | | | | |
| Cohort Comparison | | -16% | | | | |

| SCIENCE | | | | | | |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 25% | 51% | -26% | 53% | -28% |
| | 2018 | 7% | 52% | -45% | 55% | -48% |
| Same Grade Comparison | | 18% | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2019 | 13% | 47% | -34% | 48% | -35% |
| | 2018 | | | | | |
| Cohort Comparison | | 6% | | | | |

| BIOLOGY EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

| CIVICS EOC | | | | | |
|-------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 47% | 67% | -20% | 71% | -24% |
| 2018 | 53% | 65% | -12% | 71% | -18% |
| Compare | | -6% | | | |

| HISTORY EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

| ALGEBRA EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 23% | 63% | -40% | 61% | -38% |
| 2018 | | | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 8 | 33 | 40 | 3 | 20 | 16 | 5 | | | | |
| ELL | 9 | 32 | 30 | 6 | 34 | 45 | 16 | | | | |
| BLK | 14 | 39 | 54 | 14 | 33 | 31 | 21 | 43 | | | |
| HSP | 23 | 37 | 43 | 21 | 44 | 55 | 24 | 60 | | | |
| MUL | 23 | | | 23 | | | | | | | |
| WHT | 15 | 19 | | 26 | 47 | | | | | | |
| FRL | 17 | 38 | 49 | 17 | 38 | 37 | 21 | 48 | 23 | | |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 3 | 22 | 32 | 3 | 9 | 8 | | | | | |
| ELL | 12 | 31 | | 12 | 26 | 9 | 18 | | | | |
| BLK | 16 | 38 | 43 | 16 | 30 | 30 | 2 | 50 | | | |
| HSP | 23 | 36 | | 17 | 25 | 6 | 11 | 56 | | | |
| MUL | 22 | 47 | | 33 | 33 | | | | | | |
| WHT | 23 | 43 | | 24 | 38 | | | | | | |
| FRL | 19 | 38 | 45 | 17 | 29 | 24 | 8 | 57 | | | |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 5 | 36 | 50 | 2 | 23 | 31 | | | | | |
| ELL | 16 | 43 | | 16 | 37 | | | | | | |
| BLK | 20 | 42 | 49 | 14 | 22 | 38 | 16 | | | | |
| HSP | 21 | 32 | | 19 | 30 | | 17 | | | | |
| MUL | 38 | | | 44 | | | | | | | |
| WHT | 47 | 69 | | 29 | 33 | | | | | | |
| FRL | 23 | 43 | 53 | 17 | 25 | 40 | 21 | | | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|--------------------------------------|------|
| ESSA Category (TS&I or CS&I) | CS&I |
| OVERALL Federal Index – All Students | 32 |

| ESSA Federal Index | |
|---|-----|
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 7 |
| Progress of English Language Learners in Achieving English Language Proficiency | 27 |
| Total Points Earned for the Federal Index | 315 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 98% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 16 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 25 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 32 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 37 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |

| Multiracial Students | |
|--|-----|
| Federal Index - Multiracial Students | 23 |
| Multiracial Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | 27 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 32 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

All seven subgroups show performance under 41%.

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

Dropped 8 percentage points in 4th grade ELA.

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.

6th grade ELA was 47 percentage points below the state average.

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

5th grade Science Proficiency increased by 18 percentage points.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

n/a

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

1. Positive School Culture/Climate
2. Mental Health/Wellness
3. ELA & Math Proficiency

Part III: Planning for Improvement

Areas of Focus:

| | |
|---|--|
| #1 | |
| Title | Positive/Culture Climate |
| Rationale | All seven subgroups fell below the 41% goal. Because of this data, we have determined this area of focus (Positive/Culture Climate) will serve as the basis to move all areas of our school forward. Building a positive culture and climate is the foundation that will directly impact the Mental Health and Wellness of our students and staff while also allowing building upon strategies that will positively impact student achievement in Math and ELA content areas. |
| State the measurable outcome the school plans to achieve | <p>Increased Culture for Learning-as monitored through classroom observation tracking tools</p> <p>Improved Teacher and Student Attendance-as measured quarterly and compared to previous year data</p> <p>Increased Parent Involvement-as measured through sign in sheets at parent involvement events</p> <p>Increased Student Leadership-as measured through SCIP/TELL survey results</p> <p>Improved Culture for Teacher Collaboration-as measured through SCIP/TELL survey results</p> <p>Increased Student Engagement-as monitored through classroom observation tracking tools</p> <p>Decrease in number of suspensions</p> <p>Decrease in number of student absences</p> |
| Person responsible for monitoring outcome | Marc Gaillard (marc.gaillard@hcps.net) |
| Evidence-based Strategy | <p>Community School Model</p> <p>House System/Schoolwide Behavior & Mental Health Plan (SWBMP)</p> |
| Rationale for Evidence-based Strategy | <p>The Community School Model will foster partnerships between our school and vital community resources. This model will center around opportunities for Out of School Time programs that focus on academic achievement, build stronger school/family relationships, healthier school community, and build social capital.</p> <p>The goal of our House System is to build community within our school and foster relationships among students, teachers, families, and the community. Our House System is extremely important to building a strong and positive school culture. By continuing this program we will:</p> <ul style="list-style-type: none"> • Promote relationship building among students and staff • Encourage and reward positive behavior and citizenship • Acknowledge and celebrate academic achievements |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Connect Teachers, Parents, and Students with Community Resources to build Social Emotional Mental Health & Wellness 2. Create welcoming atmosphere for parents (Parent Resource Center, Parent programs/ classes) & hiring staff dedicated to family engagement 3. Establish Criteria for student leadership and Implement incentives for student achievement (behavior & academic); and recognize positive contributions of staff, families and community 4. Hire Coaches and Resource Teachers to provide PD for teachers focused classroom management, collaboration/team building within the classroom and with all stakeholders, and common planning |

5. Provide Master Calendar in order to increase communication with all stakeholders
6. Monitor Action steps through sign-in sheets, parent passport, attendance records, walk through & observation tracking tools, coaching cycle documents,
7. Integrate 1:1 devices (ipads K-2; Lap tops 3-8) and Qomo Interactive Panels for all classrooms k-5 along with collaborative lesson delivery software in order to increase collaboration among students and teaching teams as well as increase student engagement and concept mastery during daily lessons.
8. Utilize portable sound systems to conduct weekly House meetings, Monthly House Celebrations, and Pep rallies to promote and celebrate achievement of our students, staff, parents, and community partners.

Person Responsible Marc Gaillard (marc.gaillard@hcps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

ELA & Math Proficiency will be addressed as part of the focus on positive culture and climate.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The plan will include the following components:

Health/Mental Wellness-Teacher Appreciation incentives; testing incentives, supplies, replenishing classroom student incentives, ongoing classes (Local Colleges), Team building (exercise) activities, Tampa Family Health working with teachers to get communication home to families; Resources for parents: Designated/welcoming space, hiring staff dedicated to family engagement, resource brochure,health classes-Parent Resource Center; Recognition/Appreciation: Breakfast with Partners and Schools; Incentives: House structure & points, student of the month awards to citizenship, Morning meetings in each homeroom; Hillsborough County Public Schools will contract with a local mental health provider to provide onsite, full-time mental health counseling to the students at Sulphur Springs and their families; 15 staff members to attend Teacher Self Care Conference

Collaborative Leadership-Connecting teachers with community resources (volunteers in classroom, speaking at partner breakfast) Community School Director to provide quarterly Report to Funders, Partners & Teachers presenting community & school success and areas of continued growth; Recruit/retain min. of 2 Parents on leadership cabinet and other work groups; Community Partner Visibility: On campus, on printed materials, at events; Student representation on committees, House System; student government/house leaders, YMCA Leaders Club, safety patrol, morning show anchors; student goal setting

Extended Learning/Out of School Time-Referrals for community resources, support coaches and paras, communication liaison for services needed and options available; Parent volunteers in classroom, Classes for parents: All Pro Dads, Moms for Minors, first time homebuying, resumes, advocating for your

child

Parent Engagement-Conference Night, Chaperoning Field Trips, Parent Passport, Engagement/ Participation: Volunteer in school, participate in parent groups (i.e. All Pro Dads, Moms of Minors), invites to awards

Conference night, attendance at parent meetings, on-time arrival at school, attending events (sign in procedures)

Hire Para to support parent involvement & work closely with the parent engagement coordinator hired through the YMCA.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: <http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

Bring 6th graders back early for orientation

Train a cadre of student ambassadors to help orient other students

Parent information and/or education opportunities

Hold articulation meetings between 5th and 6th grade teachers

Campus visits

Shadow days

Middle school students visit, tutor and or perform at elementary schools

High school students visit, tutor, or perform at middle schools.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

To ensure efficient and systematic allocation and use of resources, the school's PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources)

Complete root-cause analysis to set student outcomes and make data-driven decisions:

What is the problem?

Why is it occurring?

What are we going to do about it?

Is it working?

Assess the implementation of the SIP:

Does the data show positive student growth?

Are we making progress toward the SIPs intended outcomes?

What can we do to sustain what's working?

What barriers to implementation are we facing?

What should be our plan of action?

Annually, schools take inventory of resource materials, staff, and funds allocated to determine necessary resource materials and personnel available to meet the needs of students. Resource maps identify gaps, ensuring resources are available and allocated for use by all.

To ensure support systems, small group, and individual needs are met, the PSLT:

Reviews school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels; Supports the implementation of high quality instructional practices during core and intervention blocks; Reviews progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, others as needed

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Field trip opportunities for career awareness; Field trip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Sulphur Springs Elementary has a wide variety of community partners. Community partners will be made aware of the school's area of focus: positive culture and climate.

Community partners include:

- A cabinet with core members who participate in the strategic planning and sustainability of Sulphur Springs. Representatives from: Tampa YMCA, University of South Florida (USF) College of Education, Tampa Family Health Centers, Sulphur Springs Neighborhood of Promise, and the Conn Foundation are members of the cabinet.
- The Sulphur Springs Neighborhood of Promise workgroup provides community reports and is conducting a longitudinal study to increase student achievement.
- Donors who provide support and resources for various school projects and initiatives on a one-time or reoccurring basis (e.g., Idelwild Baptist Church, Citi Bank, Hope Street One More Child). They have provided holiday gifts, student incentives, testing snacks, t-shirts.
- Programmatic Partners who provide extended learning time or mentoring for students (e.g., Tampa Metropolitan Area YMCA, Girl Scouts, Breathe One Mentoring, Inspired By Queens, Center for Girls, City of Tampa Parks and Recreation, Citi Black Heritage Committee, Better Parents Better Health, G3 Life Applications).
- Health Partners who provide or develop health and wellness initiatives to serve students, their families, and the community. This includes the Tampa Family Health Centers, USF College of Nursing, and Success for Kids and Families.
- Special projects, communication/marketing, volunteers, and other miscellaneous initiatives are supported through Layla's House and Abundant Life Church.

Sulphur Springs will engage in quarterly Coffee and Conversations. This is an event where caregivers and school administrators will come together and engage in conversation to determine how Sulphur Springs can best meet the needs of the families and have a designated welcoming space for families with a variety of resources that will be purposefully selected to meet the needs of the school families.

Part V: Budget

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

| 1 | III.A. | Areas of Focus: Positive/Culture Climate | | | | \$565,033.66 |
|---|--------------------------|--|----------------|-----|-------------|--------------|
| Function | Object | Budget Focus | Funding Source | FTE | 2019-20 | |
| 5100 | 210-Retirement | 4201 - Sulphur Springs K 8 School | UniSIG | | \$13,066.62 | |
| <i>Notes: 8.47% of THREE Resource Teachers</i> | | | | | | |
| 5100 | 220-Social Security | 4201 - Sulphur Springs K 8 School | UniSIG | | \$9,564.70 | |
| <i>Notes: 6.2% of THREE Resource Teachers FICA</i> | | | | | | |
| 5100 | 220-Social Security | 4201 - Sulphur Springs K 8 School | UniSIG | | \$2,236.91 | |
| <i>Notes: 1.45% of THREE Resource Teachers Medicare</i> | | | | | | |
| 5100 | 230-Group Insurance | 4201 - Sulphur Springs K 8 School | UniSIG | | \$27,305.68 | |
| <i>Notes: 17.7% of THREE Resource Teachers</i> | | | | | | |
| 5100 | 240-Workers Compensation | 4201 - Sulphur Springs K 8 School | UniSIG | | \$786.77 | |
| <i>Notes: .51% of THREE Resource Teachers</i> | | | | | | |

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|---|---|-----------------------------------|--------|-----|-------------|
| 5100 | 120-Classroom Teachers | 4201 - Sulphur Springs K 8 School | UniSIG | 1.0 | \$41,875.87 |
| <i>Notes: Math Coach</i> | | | | | |
| 5100 | 210-Retirement | 4201 - Sulphur Springs K 8 School | UniSIG | | \$3,546.89 |
| <i>Notes: 8.47% Math Coach Retirement</i> | | | | | |
| 5100 | 220-Social Security | 4201 - Sulphur Springs K 8 School | UniSIG | | \$2,596.30 |
| <i>Notes: 6.2% Math Coach FICA</i> | | | | | |
| 5100 | 220-Social Security | 4201 - Sulphur Springs K 8 School | UniSIG | | \$607.20 |
| <i>Notes: 1.45% Math Coach Medicare</i> | | | | | |
| 5100 | 230-Group Insurance | 4201 - Sulphur Springs K 8 School | UniSIG | | \$7,412.03 |
| <i>Notes: 17.7% Math Coach</i> | | | | | |
| 5100 | 240-Workers Compensation | 4201 - Sulphur Springs K 8 School | UniSIG | | \$213.57 |
| <i>Notes: .51% Math Coach</i> | | | | | |
| 5100 | 130-Other Certified Instructional Personnel | 4201 - Sulphur Springs K 8 School | UniSIG | 3.0 | \$2,640.00 |
| <i>Notes: \$880 Teacher Talent Developer Supplement</i> | | | | | |
| 5100 | 220-Social Security | 4201 - Sulphur Springs K 8 School | UniSIG | | \$163.68 |
| <i>Notes: 6.2% Supplement FICA</i> | | | | | |
| 5100 | 220-Social Security | 4201 - Sulphur Springs K 8 School | UniSIG | | \$38.28 |
| <i>Notes: 1.45% Supplement Medicare</i> | | | | | |
| 5100 | 240-Workers Compensation | 4201 - Sulphur Springs K 8 School | UniSIG | | \$13.46 |
| <i>Notes: .51% Supplement</i> | | | | | |
| 6400 | 130-Other Certified Instructional Personnel | 4201 - Sulphur Springs K 8 School | | | \$880.00 |
| <i>Notes: \$1000 Reading Coach Supplement</i> | | | | | |
| 6400 | 220-Social Security | 4201 - Sulphur Springs K 8 School | | | \$54.56 |
| <i>Notes: 6.2% of Supplement FICA</i> | | | | | |
| 6400 | 220-Social Security | 4201 - Sulphur Springs K 8 School | | | \$12.76 |
| <i>Notes: 1.45% of Supplement Medicare</i> | | | | | |
| 6400 | 240-Workers Compensation | 4201 - Sulphur Springs K 8 School | | | \$4.49 |
| <i>Notes: .51% of Supplement</i> | | | | | |

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|---|---|-----------------------------------|--------|-----|-------------|
| 6150 | 150-Aides | 4201 - Sulphur Springs K 8 School | UniSIG | 1.0 | \$22,660.00 |
| <i>Notes: Parent Liaison</i> | | | | | |
| 6150 | 210-Retirement | 4201 - Sulphur Springs K 8 School | UniSIG | | \$1,919.30 |
| <i>Notes: 8.47% PL</i> | | | | | |
| 6150 | 220-Social Security | 4201 - Sulphur Springs K 8 School | UniSIG | | \$1,404.92 |
| <i>Notes: 6.2% PL FICA</i> | | | | | |
| 6150 | 220-Social Security | 4201 - Sulphur Springs K 8 School | UniSIG | | \$328.57 |
| <i>Notes: 1.45% PL Medicare</i> | | | | | |
| 6150 | 230-Group Insurance | 4201 - Sulphur Springs K 8 School | UniSIG | | \$4,010.82 |
| <i>Notes: 17.7% PL</i> | | | | | |
| 6150 | 240-Workers Compensation | 4201 - Sulphur Springs K 8 School | UniSIG | | \$115.57 |
| <i>Notes: .51% PL</i> | | | | | |
| 5100 | 644-Computer Hardware Non-Capitalized | 4201 - Sulphur Springs K 8 School | UniSIG | | \$32,498.70 |
| <i>Notes: iPads for Primary Students 130 @\$350 Students will be able to use one to one devices for their targeted RTI tier level intervention.</i> | | | | | |
| 5100 | 649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment | 4201 - Sulphur Springs K 8 School | UniSIG | | \$1,999.92 |
| <i>Notes: Open Charging Cart-16 bay 8@\$249.99</i> | | | | | |
| 5100 | 120-Classroom Teachers | 4201 - Sulphur Springs K 8 School | UniSIG | | \$21,500.00 |
| <i>Notes: Extended Learning Program Grades K-5 796 teacher hours X \$27/hour = \$21,500</i> | | | | | |
| 5100 | 120-Classroom Teachers | 4201 - Sulphur Springs K 8 School | UniSIG | | \$10,290.00 |
| <i>Notes: Extended Learning Program Daytime Tutors 381 teacher hours X \$27/hour = 10,290.00 Teacher will be hired to support one on one and small group tutoring for level 1 and 2 students.</i> | | | | | |
| 5100 | 520-Textbooks | 4201 - Sulphur Springs K 8 School | UniSIG | | \$1,500.00 |
| <i>Notes: Phonemic Awareness Books by Heggerty K-2</i> | | | | | |
| 6400 | 390-Other Purchased Services | 4201 - Sulphur Springs K 8 School | UniSIG | | \$3,600.00 |
| <i>Notes: Substitutes for Data Dive Days @ \$100 per day for each sub 3rd (4 subs 3 days) = \$1200 4th (4 subs 3 days) = \$1200 5th (4 subs 3 days) = \$1200</i> | | | | | |
| 6400 | 510-Supplies | 4201 - Sulphur Springs K 8 School | | | \$1,746.90 |
| <i>Notes: Discipline with Dignity by Curwin & Mendell 90@ 19.41 Book Study- Teachers will read and discuss managing a classroom that promotes respect for self and others. Time will</i> | | | | | |

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|--|------|---|--|--------|-------------|
| | | | <i>be devoted at each faculty meeting to summarize , share out, and discuss chapters in the book.</i> | | |
| | 5100 | 360-Rentals | 4201 - Sulphur Springs K 8 School | | \$1,575.00 |
| | | | <i>Notes: PBIS App 1.75 per student x900</i> | | |
| | 5100 | 648-Technology-Related Capitalized Furniture, Fixtures and Equipment | 4201 - Sulphur Springs K 8 School | UniSIG | \$13,245.00 |
| | | | <i>Notes: Quomo Interactive Boards & Software 5 @ \$2,649 Quomos will be placed in grades 6-8 to enhance learning. Teachers will integrate rigorous interactive lesson for students to be engaged.</i> | | |
| | 5100 | 120-Classroom Teachers | 4201 - Sulphur Springs K 8 School | UniSIG | \$21,500.00 |
| | | | <i>Notes: Extended Learning Program Grades 6-8 796 teacher hours X \$27/hour = \$21,500 Teachers will offer after school tutorial help and support to level 1 and 2 students. ELA, Math and Science.</i> | | |
| | 6400 | 510-Supplies | 4201 - Sulphur Springs K 8 School | UniSIG | \$737.81 |
| | | | <i>Notes: Discipline with Dignity by Curwin & Mendler 27 @ \$26.93</i> | | |
| | 6400 | 330-Travel | 4201 - Sulphur Springs K 8 School | | \$12,900.50 |
| | | | <i>Notes: Teacher Self Care Conference (TSSSA) For team - transportation, hotel, registration fee, and food stipend</i> | | |
| | 5100 | 520-Textbooks | 4201 - Sulphur Springs K 8 School | | \$12,912.50 |
| | | | <i>Notes: 2nd Step Curriculum Second Step is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive.</i> | | |
| | 5100 | 649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment | 4201 - Sulphur Springs K 8 School | | \$1,817.28 |
| | | | <i>Notes: Wireless Pro Audio PA System 6@302.88 Classes in the intermediate grades will benefit a great deal from being able to better hear the communication of the teacher to impact their learning.</i> | | |
| | 6400 | 120-Classroom Teachers | 4201 - Sulphur Springs K 8 School | | \$64,310.00 |
| | | | <i>Notes: Positive Culture Climate- methods to improve Academic Achievement, Character/ House Program, Attendance, Educational Field Trips & Experiences</i> | | |
| | 5100 | 360-Rentals | 4201 - Sulphur Springs K 8 School | | \$4,000.00 |
| | | | <i>Notes: G3 Life Application-Mentoring/Life Skills Program for Middle School</i> | | |
| | 5100 | 730-Dues and Fees | 4201 - Sulphur Springs K 8 School | | \$8,000.00 |
| | | | <i>Notes: USA Test Prep-Middle School EOC/FSA Civics & Algebra</i> | | |
| | 6400 | 310-Professional and Technical Services | 4201 - Sulphur Springs K 8 School | | \$13,000.00 |
| | | | <i>Notes: TAG Movement Consulting SCORE PD: \$3,000.00 My Journey Mentorship \$10,000.00</i> | | |

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|------|--------------------------|---|--------|-------------|
| 5100 | 360-Rentals | 4201 - Sulphur Springs K 8 School | | \$2,000.00 |
| | | <i>Notes: Flowcabulary</i> | | |
| 6400 | 330-Travel | 4201 - Sulphur Springs K 8 School | | \$13,000.00 |
| | | <i>Notes: Teacher PD-BP Flemming Educational Services Harvard University Diversity Project</i> | | |
| 5100 | 210-Retirement | 4201 - Sulphur Springs K 8 School | UniSIG | \$1,821.05 |
| | | <i>Notes: Extended Learning Program Grades K-5 796 teacher hours X \$27/hour = \$21,500</i> | | |
| 5100 | 220-Social Security | 4201 - Sulphur Springs K 8 School | UniSIG | \$1,333.00 |
| | | <i>Notes: FICA - Extended Learning Program Grades K-5 796 teacher hours X \$27/hour = \$21,500</i> | | |
| 5100 | 220-Social Security | 4201 - Sulphur Springs K 8 School | UniSIG | \$311.75 |
| | | <i>Notes: Medicare - Extended Learning Program Grades K-5 796 teacher hours X \$27/hour = \$21,500</i> | | |
| 5100 | 240-Workers Compensation | 4201 - Sulphur Springs K 8 School | UniSIG | \$109.65 |
| | | <i>Notes: Extended Learning Program Grades K-5 796 teacher hours X \$27/hour = \$21,500</i> | | |
| 5100 | 210-Retirement | 4201 - Sulphur Springs K 8 School | UniSIG | \$871.56 |
| | | <i>Notes: Extended Learning Program Daytime Tutors 381 teacher hours X \$27/hour = 10,290.00</i> | | |
| 5100 | 220-Social Security | 4201 - Sulphur Springs K 8 School | UniSIG | \$637.98 |
| | | <i>Notes: FICA - Extended Learning Program Daytime Tutors 381 teacher hours X \$27/hour = 10,290.00</i> | | |
| 5100 | 220-Social Security | 4201 - Sulphur Springs K 8 School | UniSIG | \$149.21 |
| | | <i>Notes: Medicare - Extended Learning Program Daytime Tutors 381 teacher hours X \$27/hour = 10,290.00</i> | | |
| 5100 | 240-Workers Compensation | 4201 - Sulphur Springs K 8 School | UniSIG | \$52.48 |
| | | <i>Notes: Extended Learning Program Daytime Tutors 381 teacher hours X \$27/hour = 10,290.00</i> | | |
| 5100 | 210-Retirement | 4201 - Sulphur Springs K 8 School | UniSIG | \$1,821.05 |
| | | <i>Notes: Extended Learning Program Grades 6-8 796 teacher hours X \$27/hour = \$21,500</i> | | |
| 5100 | 220-Social Security | 4201 - Sulphur Springs K 8 School | UniSIG | \$1,333.00 |
| | | <i>Notes: Fica - Extended Learning Program Grades 6-8 796 teacher hours X \$27/hour = \$21,500</i> | | |
| 5100 | 220-Social Security | 4201 - Sulphur Springs K 8 School | UniSIG | \$311.75 |
| | | <i>Notes: Medicare - Extended Learning Program Grades 6-8 796 teacher hours X \$27/hour = \$21,500</i> | | |

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|---------------|----------------------------|--|--------|-----|---------------------|
| 5100 | 240-Workers Compensation | 4201 - Sulphur Springs K 8 School | UniSIG | | \$109.65 |
| | | <i>Notes: Extended Learning Program Grades 6-8 796 teacher hours X \$27/hour = \$21,500</i> | | | |
| 6400 | 210-Retirement | 4201 - Sulphur Springs K 8 School | | | \$5,447.06 |
| | | <i>Notes: Positive Culture Climate- methods to improve Academic Achievement, Character/House Program, Attendance, Educational Field Trips & Experiences</i> | | | |
| 6400 | 220-Social Security | 4201 - Sulphur Springs K 8 School | | | \$3,987.22 |
| | | <i>Notes: FICA - Positive Culture Climate- methods to improve Academic Achievement, Character/House Program, Attendance, Educational Field Trips & Experiences</i> | | | |
| 6400 | 220-Social Security | 4201 - Sulphur Springs K 8 School | | | \$932.50 |
| | | <i>Notes: Medicare - Positive Culture Climate- methods to improve Academic Achievement, Character/House Program, Attendance, Educational Field Trips & Experiences</i> | | | |
| 6400 | 240-Workers Compensation | 4201 - Sulphur Springs K 8 School | | | \$327.98 |
| | | <i>Notes: Positive Culture Climate- methods to improve Academic Achievement, Character/House Program, Attendance, Educational Field Trips & Experiences</i> | | | |
| 7200 | 790-Miscellaneous Expenses | 4201 - Sulphur Springs K 8 School | | | \$2,107.63 |
| | | <i>Notes: Indirect Costs - Positive Culture Climate- methods to improve Academic Achievement, Character/House Program, Attendance, Educational Field Trips & Experiences</i> | | | |
| 7200 | 790-Miscellaneous Expenses | 4201 - Sulphur Springs K 8 School | | | \$1,108.12 |
| | | <i>Notes: Indirect Costs</i> | | | |
| 7200 | 790-Miscellaneous Expenses | 4201 - Sulphur Springs K 8 School | | | \$1,199.07 |
| | | <i>Notes: Indirect Costs</i> | | | |
| 5100 | 120-Classroom Teachers | 4201 - Sulphur Springs K 8 School | UniSIG | 3.0 | \$154,269.39 |
| | | <i>Notes: THREE Resource Teachers TTD Success Coach Writing</i> | | | |
| 5100 | 510-Supplies | 4201 - Sulphur Springs K 8 School | UniSIG | | \$1,200.00 |
| | | <i>Notes: Per 5% ofc sup cap: Classroom supplies for teacher use for direct instruction with students</i> | | | |
| Total: | | | | | \$575,227.82 |