

Pasco County Schools

# Fivay High School



## 2020-21 Schoolwide Improvement Plan

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## Fivay High School

12115 CHICAGO AVE, Hudson, FL 34669

<https://fhs.pasco.k12.fl.us>

### Demographics

**Principal: Erik Hermansen**

Start Date for this Principal: 7/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	79%
<b>2019-20 ESSA Subgroups Represented</b> (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 Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: D (40%) 2017-18: C (47%) 2016-17: C (45%) 2015-16: C (44%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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 Pasco 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](http://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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## Fivay High School

12115 CHICAGO AVE, Hudson, FL 34669

<https://fhs.pasco.k12.fl.us>

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	73%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

### School Board Approval

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

To ensure each of our students reach their highest potential, we are committed to excellence, dedicated to integrity, respectful, student-focused, promoting positive attitudes, and responsible members of our community.

#### Provide the school's vision statement.

Each Fivay student will be life, career, and college ready.

### School Leadership Team

#### Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Joens, Jason	Principal	Setting and ensuring collective and individual adult responsibilities at the "Above the Line" levels with our three Pasco County work priorities that align with FHS vision and FHS student outcomes and expectations.
Martanovic, Kristen	Assistant Principal	Asst. Principal grade 12 Monitoring and providing feedback with collective and individual adult responsibilities at the "Above the Line" levels with our three Pasco County work priorities that align with FHS vision and FHS student outcomes and expectations.
Smith, Kevin	Assistant Principal	11th Grade Admin Monitoring and providing feedback with collective and individual adult responsibilities at the "Above the Line" levels with our three Pasco County work priorities that align with FHS vision and FHS student outcomes and expectations.
DeWalt, Travis	Assistant Principal	9th Grade Admin Monitoring and providing feedback with collective and individual adult responsibilities at the "Above the Line" levels with our three Pasco County work priorities that align with FHS vision and FHS student outcomes and expectations.

### Demographic Information

#### Principal start date

Wednesday 7/1/2020, Erik Hermansen

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

**Total number of teacher positions allocated to the school**

87

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	79%
<b>2019-20 ESSA Subgroups Represented</b> (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 Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: D (40%) 2017-18: C (47%) 2016-17: C (45%) 2015-16: C (44%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	

<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	438	431	390	405	1664
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	94	97	100	141	432
One or more suspensions	0	0	0	0	0	0	0	0	0	70	43	37	31	181
Course failure in ELA	0	0	0	0	0	0	0	0	0	63	72	49	9	193
Course failure in Math	0	0	0	0	0	0	0	0	0	43	23	79	61	206
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	138	146	0	0	284
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	177	104	0	0	281

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	130	168	148	138	584

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 6/15/2020

### 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	448	436	375	399	1658
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	168	234	199	198	799
One or more suspensions	0	0	0	0	0	0	0	0	0	231	191	150	80	652
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	173	177	176	24	550
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	277	362	357	194	1190

**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	194	290	302	219	1005

**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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	38	27	15	11	91

**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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	448	436	375	399	1658
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	168	234	199	198	799
One or more suspensions	0	0	0	0	0	0	0	0	0	231	191	150	80	652
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	173	177	176	24	550
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	277	362	357	194	1190

**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	194	290	302	219	1005

**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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	38	27	15	11	91

## 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	30%	57%	56%	39%	51%	53%
ELA Learning Gains	35%	53%	51%	42%	48%	49%
ELA Lowest 25th Percentile	32%	41%	42%	33%	39%	41%
Math Achievement	29%	56%	51%	39%	50%	49%
Math Learning Gains	33%	49%	48%	34%	45%	44%
Math Lowest 25th Percentile	34%	42%	45%	30%	35%	39%
Science Achievement	43%	70%	68%	52%	65%	65%
Social Studies Achievement	47%	73%	73%	67%	68%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

### Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	33%	57%	-24%	55%	-22%
	2018	34%	55%	-21%	53%	-19%
Same Grade Comparison		-1%				
Cohort Comparison						
10	2019	25%	53%	-28%	53%	-28%
	2018	38%	55%	-17%	53%	-15%
Same Grade Comparison		-13%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	43%	68%	-25%	67%	-24%
2018	59%	65%	-6%	65%	-6%
Compare		-16%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	44%	69%	-25%	70%	-26%
2018	64%	70%	-6%	68%	-4%
Compare		-20%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	25%	60%	-35%	61%	-36%
2018	29%	63%	-34%	62%	-33%
Compare		-4%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	35%	62%	-27%	57%	-22%
2018	37%	60%	-23%	56%	-19%
Compare		-2%			

### 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	12	28	28	14	25	31	21	18		70	7
ELL	7	30	30	10	27		6	8			
BLK	17	23	33	19	42	46	21	45		75	33
HSP	30	32	33	27	35	38	39	38		76	22

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
MUL	34	43		44	30		71	31			
WHT	30	36	31	30	32	30	46	51		85	40
FRL	27	34	33	28	33	33	42	44		80	36
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	22	34	44	25	41	44	42	52		61	26
ELL										37	
BLK	5	37	55	6	25		33			67	
HSP	40	44	30	33	32	24	56	71		63	44
MUL	26	36		64	55		75			47	
WHT	39	42	44	37	43	36	65	70		77	43
FRL	34	41	41	32	40	33	60	67		68	40
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	12	28	21	16	25	25	18	44		54	19
ELL	7	29					9				
BLK	29	29		16	33			29			
HSP	37	44	32	33	34	38	43	67		77	39
MUL	33	38		47	65					91	10
WHT	41	43	35	41	33	28	57	70		74	41
FRL	32	37	30	36	32	28	48	64		71	31

### 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	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	444
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	20
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0

White Students	
Federal Index - White Students	41
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## 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.**

Algebra ( 25%) and ELA (grade 10 at 25%)

Multiple sub teachers throughout the year.

Lack of essential grade level curriculum and clear academic and social expectations.

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

History. Multiple sub teachers throughout the year.

Lack of essential grade level curriculum and clear academic and social expectations.

Lack of planning for standards

**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.**

Algebra.

Multiple sub teachers throughout the year.

Lack of essential grade level curriculum and clear academic and social expectations.

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

None. All reported areas decreased 17/18 to 18/19, Covid- 19

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Office Discipline Referral and attendance data

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

1. ELA

2. Algebra

- 3. American History
- 4. Careers
- 5. Graduation data

Part III: Planning for Improvement

Areas of Focus:

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

<b>Area of Focus Description and Rationale:</b>	High Impact Instruction contains four components: Student Assessment, Reflection, Planning, and Execution of plans. Focus on high impact instruction will elevate collective and individual responsibilities of adult practice in aligning with our FHS Vision and Student Outcomes throughout the year.
<b>Measurable Outcome:</b>	Note: Due to Covid-19 the following data is from 2018-19: ELA scores in level 3-5 proficiency, learning gains, learning gains in lowest 25% and subgroups (Black, Hispanic, SWD, ELL, and F/RL will rise to 41+%. Math scores in level 3-5 proficiency, learning gains, learning gains in lowest 25% and subgroups (Black, Hispanic, SWD, ELL, and F/RL will rise to 41+%. Science proficiency (Level 3-5) will rise from 43% to 48%. Social Studies proficiency (Level 3-5) will rise from 47% to 52%.
<b>Person responsible for monitoring outcome:</b>	Jason Joens (jjoens@pasco.k12.fl.us)
<b>Evidence-based Strategy:</b>	FHS will define essential roles and actions for individual and collective responsibilities for each staff member in order to develop and define a common language that aligns with the three district priorities (high-impact instruction, collaborative culture, data-driven decisions) and the FHS Vision and student outcomes. Professional development to be delivered through PLC's, in-state conferences, after-hours professional development in-house, and with consultants. Early-release day adult learning (SEL) with a focus on strengthening school-wide MTSS and alignment with learning walk tools. FHS will utilize a calendar of learning walk cycles to confirm the common language/culture with the school leadership team, PLCs, and grade-based intervention teams in identifying supportive strategies, barriers, and corrective plus preventative interventions with each unit of instruction.
<b>Rationale for Evidence-based Strategy:</b>	FHS does not have 100% of teachers hitting Core Action 1 in instruction, as shown by our IPG Class Walkthrough tool data. FHS does not have common language of instructional practices. FHS needs academic and SEL tiered supports for students. PLC's (Math, ELA, Science, Social Studies) need to consistently plan, implement, and evaluate the results of common assessments each quarter.

**Action Steps to Implement**

1. Identify essential standards for each grade level or course.
2. Create an essential standards unit plan.
3. Implement team teaching and assessment weekly cycles through PLC (reflection upon student assessment data; plan for future instruction; execute lesson plans; assess students) – assessing cycle.
4. The admin team, along with specialists and school-based coaches, will support the work of schools PLC's.
5. The Learning Design Coach, MTSS specialist, and content specialists will lead professional development sessions, reflective cycles, and learning walks.
6. MTSS specialist will identify data cycles and decision trees that support a common vision of adult practice for structures and individuals.

7. Implement and reflect on common assessments for essential standards and identify students for Tier 2/3 supports.

**Person Responsible** Jason Joens (jjoens@pasco.k12.fl.us)

8. Classrooms will be provided with additional technology and learning platforms to support standards-aligned instruction (e.g., APEX, IXL, laptops, scientific calculators, and graphing calculators).

9. After-school learning opportunities (extended school day and extended school year) will be utilized to support the tiered instruction system.

10. Monthly professional development sessions will be aimed at improving standards-aligned instruction.

11. Teachers will receive stipend pay to support planning and professional development.

12. Select staff members will attend standards institute, PLCs at work, and AVID Summer Institute and share the learning with staff to support standards-based instruction.

**Person Responsible** Jason Joens (jjoens@pasco.k12.fl.us)

**#2. Instructional Practice specifically relating to Collaborative Planning**

<b>Area of Focus</b> <b>Description and Rationale:</b>	<p>School culture is critical to facilitating and improving student achievement and staff efficacy. Collective and individual responsibility will be the driving force behind school improvement and turn-around efforts. Partners in education with all stakeholders will strengthen family and school community connections and relationships to ensure a common vision and student expectations. Equity and equitable practices will be integrated into the foundations of the adult practice in order to intentionally meet the needs of current societal structures and systematic inequities.</p> <p>Areas of concerns to address:</p> <ol style="list-style-type: none"> <li>1. FHS student behavior data indicates a need to ensure the classroom is an environment of opportunity.</li> <li>2. Staff and Student Engagement data (Gallup, Survey, SAC input etc.) indicate a need to address the climate/culture connection amongst stakeholders.</li> <li>3. FHS stakeholders report via Comprehensive Needs Assessment a desire for an increased community involvement in order to establish lasting traditions of school pride.</li> <li>4. Shift to being culturally responsive and developing preventions and specialized instruction that addresses the academic and social needs of each student within the work of Tier 1 Teacher Teams.</li> </ol>
<b>Measurable Outcome:</b>	<ol style="list-style-type: none"> <li>1. EWS data will have 80+% of all students meeting "On Track" criteria, as measured by the EWS data system.</li> <li>2. Students will consistently self-regulate behavior in both individual and group settings according to our FHS Shared Values without adult assistance, as measured by the Above the Line criteria.</li> <li>3. Reduce ODRs and increase implementation of PBIS tiered support structures/best practices will fidelity, as measured by PBIS walkthroughs.</li> <li>4. Increase in community partnership and school-community engagement opportunities.</li> <li>5. FHS PLCs will be performing at the "Developed" level as measured by the Collaborative Planning Rubric (Step 0: Preparing Teams to Collaborate).</li> <li>6. Increase in Gallup scores and staff surveys monitoring engagement.</li> </ol>
<b>Person responsible for monitoring outcome:</b>	<p>Jason Joens (jjoens@pasco.k12.fl.us)</p>
<b>Evidence-based Strategy:</b>	<p>Implement a comprehensive family-school community plan that includes learning opportunities for students, families, and staff to build impactful relationships and develop academic and strong socio-emotional skills for life, career, and college success.</p>
<b>Rationale for Evidence-based Strategy:</b>	<p>Family and community involvement and how it impacts school and family connections are well established in research. This is one of the foundational areas that is cited in the 5 Essentials for Chicago's Research on Continuous Improvement. Research also supports that students with strong problem-solving, critical thinking, self-regulation, and communication and collaboration will likely be success with 21st century life and career demands.</p>

**Action Steps to Implement**

1. Parent involvement coordinator will calendar and run events to support a collaborative environment between school and families. Teachers will assist with presentations as these events. Stipends will be provided for those that participate.
2. Utilize a system of positive behavior supports with students and families to increase on-task behavior, self-regulation, and social-emotional learning and collaboration between school and families.
3. Parents nights will be scheduled to provide different educational learning opportunities for math and

college/university experiences.

4. Provide off-track students with community engagement events to engage in community outreach activities centered around restorative justice, and social-emotional learning and positive behavior supports.

5. Utilize a social-emotional learning curriculum (Mindsets) to support positive behavior supports.

6. FHS staff will participate in PDs centered around SEL to develop an understanding of the background of our students on a monthly basis.

**Person Responsible** Jason Joens (jjoens@pasco.k12.fl.us)

**#3. Other specifically relating to Data-Driven Decisions****Area of Focus  
Description and  
Rationale:**

1. FHS does not have common language of instructional practices in relation to prevention-based PBIS/best practices and progress monitoring.
2. Clear academic and social expectations connected to FHS Vision.
3. Evidence of WICOR strategies are not displayed within all departments and all classrooms.
4. Limited access to technology, hardware, and software.

**Measurable  
Outcome:**

By June 2021, FHS staff will participate in data reflection cycles that result in 80+% students of all students meeting "On Track" criteria for our FHS student outcomes/expectations:

1. Obtain a High School diploma with age appropriate peers
2. Demonstrate WICOR (AVID strategies) in each classroom each day
3. Achieve at least 70% on assessments
4. Consistently self-regulate behavior in both individual and group settings according to our FHS Shared Values without adult assistance

**Person responsible  
for monitoring  
outcome:**

[no one identified]

**Evidence-based  
Strategy:**

Feedback cycles using learning walk data will be used to celebrate, clarify, or correct an agreed-upon school culture of adult practice:

1. Implement PBIS/conscious discipline to support our vision and student expectations and outcomes with trauma-sensitive/poverty populations.
2. MTSS, ELA, and Math Specialists will develop focused PD and coaching cycles in the following areas: high-impact instruction, collaborative culture, and data-driven decisions.
3. FHS will utilize a calendar of feedback cycles and learning walks to develop and monitor WICOR strategies across all curriculum areas.
4. Increase access and application of technology hardware and software to analyze, review, and reflect data.

**Rationale for  
Evidence-based  
Strategy:**

Data-driven feedback cycles are essential in the continuous monitoring of FHS Vision and student outcomes.

Reflective practices across all RTI structures will provide essential responsibilities and actions as we continue to elevate adult practice that aligns with our vision and student outcomes.

**Action Steps to Implement**

1. Implement PBIS store/Falcon Exchange and student on-track school-wide incentives.
2. SLT and PLC learning walks to monitor fidelity of adult actions and SIT goals.
3. Develop data cycles and decision trees to focus meeting agendas on data analysis and problem-solving practices.
4. Facilitate student tracking through Mygrad Success to monitor cohort graduation rate each nine weeks and involve students in the development and implementation of supportive, corrective, and preventative interventions.
5. SLT, SIT, PLCs, and Grade Level Teams will reflect on data to monitor tiered supports and monitor SuP strategies (off-track/at-risk, L25, ESSA subgroups).

**Person  
Responsible**

Jason Joens (jjoens@pasco.k12.fl.us)

## Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Hire a Parent Involvement Coordinator

Develop a communications plan

Invite stakeholders to be on School Advisory Council

### Parent Family and Engagement Plan (PFEP) Link

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

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$496,520.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0114 - Fivay High School	UniSIG		\$5,463.00
			Notes: IXL License - \$5463 for site licenses - IXL will be used to support students to meet standards for Algebra 1 as well as tier 2 and tier 3 support for students in achieving proficiency levels on state EOCs.			
	5100	510-Supplies	0114 - Fivay High School	UniSIG		\$23,551.00
			Notes: Student consumable supplies - see quote - This quote represents supplies needed to create a student supply pack for each of the 1704 students consisting of 6 folders, 1 pack of notebook paper, 12 pencils, 6 blue pens, 6 red pens, 4 highlighters, 1 eraser, 1 ream of copy paper, 1 mini whiteboard, and 1 pencil pouch.			
	5100	519-Technology-Related Supplies	0114 - Fivay High School	UniSIG		\$484.00

			<i>Notes: Technology supplies - see quote - The quote includes additional chargers for the computers, surge protectors, and thumb drives to student use for saving files.</i>			
	5100	590-Other Materials and Supplies	0114 - Fivay High School	UniSIG		\$2,800.00
			<i>Notes: Supplemental student textbooks including the following. Math Nation- Geometry Practice Book: To support students with a supplemental text that is designed to promote an increase in proficiency on the state EOC (400 copies = \$2,800)</i>			
	5100	369-Technology-Related Rentals	0114 - Fivay High School	UniSIG		\$45,885.00
			<i>Notes: 105 Dell computers @ \$437 Devices to be used to support student learning as it relates to grade-level content area curriculum. FHS plans to use these devices to provide additional learning supports during the school day and after the school day. FHS has 1704 student enrollment and currently has 702 student computers putting them at a ratio of 2.4 students to 1 computer. Additionally over 250 computers were assigned to students for distance learning and have not been returned to the school.</i>			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0114 - Fivay High School	UniSIG		\$1,014.00
			<i>Notes: 115 Scientific calculators - Students in Algebra, Liberal Arts, and Geometry classes will use these to increase the application of standards-based skills as it relates to conceptual and procedural math learning.</i>			
	6300	120-Classroom Teachers	0114 - Fivay High School	UniSIG	0.2	\$9,089.00
			<i>Notes: Planning Hours - FHS will offer 60 hours per content area (including math, ELA, science, social studies, and MTSS/student services) in hourly pay (approx \$35 per hour) for after-hours planning, reflection and analysis, and assessment development designed to strengthen Tier 1 and Tier 2 instruction in the classroom.</i>			
	6300	130-Other Certified Instructional Personnel	0114 - Fivay High School	UniSIG	0.03	\$1,311.00
			<i>Notes: Planning Hours - FHS will offer 60 hours per content area (including math, ELA, science, social studies, and MTSS/student services) in hourly pay (approx \$35 per hour) for after-hours planning, reflection and analysis, and assessment development designed to strengthen Tier 1 and Tier 2 instruction in the classroom. The MTSS/student services team consists includes FHS's 130 employees.</i>			
	6300	210-Retirement	0114 - Fivay High School	UniSIG		\$1,040.00
			<i>Notes: Retirement benefits for planning hours - FHS will offer 60 hours per content area (including math, ELA, science, social studies, and MTSS/student services) in hourly pay (approx \$35 per hour) for after-hours planning, reflection and analysis, and assessment development designed to strengthen Tier 1 and Tier 2 instruction in the classroom.</i>			
	6300	220-Social Security	0114 - Fivay High School	UniSIG		\$796.00
			<i>Notes: Social Security benefits for planning hours - FHS will offer 60 hours per content area (including math, ELA, science, social studies, and MTSS/student services) in hourly pay (approx \$35 per hour) for after-hours planning, reflection and analysis, and assessment development designed to strengthen Tier 1 and Tier 2 instruction in the classroom.</i>			
	6300	240-Workers Compensation	0114 - Fivay High School	UniSIG		\$120.00
			<i>Notes: Workers Comp benefits for planning hours - FHS will offer 60 hours per content area (including math, ELA, science, social studies, and MTSS/student services) in hourly pay (approx \$35 per hour) for after-hours planning, reflection and analysis, and assessment development designed to strengthen Tier 1 and Tier 2 instruction in the classroom.</i>			
	6300	250-Unemployment Compensation	0114 - Fivay High School	UniSIG		\$11.00
			<i>Notes: Unemployment benefits for planning hours - FHS will offer 60 hours per content area (including math, ELA, science, social studies, and MTSS/student services) in hourly pay (approx \$35 per hour) for after-hours planning, reflection and analysis, and assessment development designed to strengthen Tier 1 and Tier 2 instruction in the classroom.</i>			

	6400	130-Other Certified Instructional Personnel	0114 - Fivay High School	UniSIG	3.0	\$180,184.00
			Notes: *Continued Specialist Positions from 19/20 - 1 Multi-tiered system of support specialist, 1 ELA specialist, and 1 math specialist. Each position will focus on the implementation and development of stronger Instructional and RTI structures. Specialists will provide coaching and professional development support for their content area teachers, support PLCs, lead learning walks, and assist teachers with regular analysis and intentional reflection of student data. These are year-round, salaried positions paid at approx. \$35 per hour.			
	6500	130-Other Certified Instructional Personnel	0114 - Fivay High School	UniSIG	0.7	\$33,393.00
			Notes: 0.7 LDC position will be split funded with Title 1 Part A. The Learning Design Coach (LDC) will focus on the implementation and development of stronger Instructional and RTI structures. The LDC will provide coaching and professional development support for science and elective area teachers, support those PLCs, lead learning walks, and assist teachers with regular analysis and intentional reflection of student data.			
	6500	399-Other Technology-Related Purchased Services	0114 - Fivay High School	UniSIG		\$9,450.00
			Notes: Tech fee for 127 Dell computers @ \$90 - This line covers the cost for the initial set-up of the new laptops for student use. This will allow these laptops to be set-up specifically to run the tiered support programs that they will be allocated to support.			
	6400	210-Retirement	0114 - Fivay High School	UniSIG		\$18,019.00
			Notes: Retirement benefits for *continued Positions from 19/20 - 1 Multi-tiered system of support specialist, 1 ELA specialist, and 1 math specialist. Each position will focus on the implementation and development of stronger Instructional and RTI structures These are year-round, salaried positions paid at approx. \$35 per hour.			
	6400	220-Social Security	0114 - Fivay High School	UniSIG		\$13,785.00
			Notes: Social Security benefits for *continued Positions from 19/20 - 1 Multi-tiered system of support specialist, 1 ELA specialist, and 1 math specialist. Each position will focus on the implementation and development of stronger Instructional and RTI structures These are year-round, salaried positions paid at approx. \$35 per hour.			
	6400	230-Group Insurance	0114 - Fivay High School	UniSIG		\$21,066.00
			Notes: Insurance benefits for *continued Positions from 19/20 1 Multi-tiered system of support specialist, 1 ELA specialist, and 1 math specialist. Each position will focus on the implementation and development of stronger Instructional and RTI structures These are year-round, salaried positions paid at approx. \$35 per hour.			
	6400	240-Workers Compensation	0114 - Fivay High School	UniSIG		\$2,073.00
			Notes: Workers Comp benefits for *continued Positions from 19/20 - 1 Multi-tiered system of support specialist, 1 ELA specialist, and 1 math specialist. Each position will focus on the implementation and development of stronger Instructional and RTI structures These are year-round, salaried positions paid at approx. \$35 per hour.			
	6400	250-Unemployment Compensation	0114 - Fivay High School	UniSIG		\$181.00
			Notes: Unemployment benefits for *continued Positions from 19/20 - 1 Multi-tiered system of support specialist, 1 ELA specialist, and 1 math specialist. Each position will focus on the implementation and development of stronger Instructional and RTI structures These are year-round, salaried positions paid at approx. \$35 per hour.			
	6500	210-Retirement	0114 - Fivay High School	UniSIG		\$3,340.00
			Notes: Retirement benefits for 0.7 LDC position			
	6500	220-Social Security	0114 - Fivay High School	UniSIG		\$2,555.00
			Notes: Social security benefits for 0.7 LDC position			
	6500	230-Group Insurance	0114 - Fivay High School	UniSIG		\$4,916.00
			Notes: Insurance benefits for 0.7 LDC position			

	6500	240-Workers Compensation	0114 - Fivay High School	UniSIG		\$385.00
			Notes: Workers Comp benefits for 0.7 LDC position			
	6500	250-Unemployment Compensation	0114 - Fivay High School	UniSIG		\$34.00
			Notes: Unemployment benefits for 0.7 LDC position			
	6400	590-Other Materials and Supplies	0114 - Fivay High School	UniSIG		\$4,000.00
			<p>Notes: Staff Professional Development books - FHS will purchase professional development titles to support teacher development and professional learning throughout the school year. • AVID: Writing for Disciplinary Literacy: A school-wide approach – This title will be used to support the implementation of school-wide AVID strategies through literacy. • AVID: College &amp; Career: A schoolwide approach Teacher Guide – This title will be used to support the development and implementation of college and career readiness skill building throughout school-wide AVID systems. •AVID: Critical Thinking and Engagement: A Schoolwide Approach – This title will be used to increase teacher's application and implementation of critical thinking skills and engagement strategies in order to support student achievement through all content areas •AVID: Reading for Disciplinary Literacy: A Schoolwide approach- This title will be used to infuse WICOR based Reading strategies across content areas. •AVID: Culturally Relevant Teaching for Disciplinary Literacy: A Schoolwide Approach- This title will be used to develop and increase equitable teaching practices school-wide •The Instructional Playbook: - This title will be used by SLT team-members, specialist and coaches to increase PLCs performance as it relates to delivering high impact instruction across content areas •The Five Practices in Practice: - This title will be used in the math department to support the development of deeper instructional practices connected to student engaging in collaborative mathematics discussions. •Make it Happen: Coaching with the Four Critical Questions of PLC @ Work- This title will be used with the leadership team to deep understanding and increase the practice of high impact instruction via data-driven decisions and collaborative culture. •The Checklist Manifesto: - This title will increase understanding of prioritization of time and work as it relates to an increased demonstration of professionalism •Time for Change: Four Essential Skills for Transformational School and District Leaders: This title will increase leadership team members in strong communication, the ability to build trust, the ability to increase the skills of those they lead, and result orientation. •Poor Students, Rich Teaching: - This title will be used to increase student leaders' understanding that defines seven mindsets essential for reaching economically disadvantaged students and shares corresponding strategies for overcoming adversity and ensuring college and career readiness for all learners. •Learning by Doing 3rd addition: This title will education staff leaders on the comprehensive action guide includes new strategies, tools, and tips for building high-performing professional learning communities. Use the PLC process to establish effective teaching methods, curriculum development, and assessment strategies specific our school</p>			
	6400	120-Classroom Teachers	0114 - Fivay High School	UniSIG	0.3	\$13,182.00
			<p>Notes: Professional Development Hours - FHS will provide up to 106 hours of hourly pay (approx \$33 per hour) for up to 106 hours per subject area (ELA, Math, Science, Social Studies, MTSS/student services) for after-hours professional development. These professional development sessions will take place monthly for 2 hours each session and will be facilitated by school and district specialists. BASED ON LEARNING FROM THE BSI ACADEMY SESSIONS, FHS WILL IMPLEMENT A TIERED PROFESSIONAL DEVELOPMENT SYSTEM TARGETING NEW TEACHERS TO THE SCHOOL. OUT OF FHS'S 89 INSTRUCTIONAL STAFF MEMBERS, 34 ARE NEW TO THE SCHOOL FOR THE 19/20 OR 20/21 SCHOOL YEAR. THESE 34 NEW STAFF MEMBERS WILL PARTICIPATE IN PROFESSIONAL DEVELOPMENT SESSION FOR 1 HOUR EACH AFTER SCHOOL IN SEPTEMBER, OCTOBER, NOVEMBER, FEBRUARY, AND MARCH. TOPICS FOR THESE PD'S WILL BE BASED ON WALKTHROUGH AND COACHING DATA TO MEET THE NEEDS OF THE TEACHERS.</p>			
	6400	130-Other Certified Instructional Personnel	0114 - Fivay High School	UniSIG	0.02	\$962.00
			<p>Notes: Professional Development Hours - FHS will provide up to 106 hours of hourly pay (approx \$33 per hour) for up to 106 hours per subject area (ELA, Math, Science, Social Studies, MTSS/student services) for after-hours professional development. These professional development sessions will take place monthly for 2 hours each session and will be facilitated by school and district specialists.</p>			
	6400	220-Social Security	0114 - Fivay High School	UniSIG		\$1,083.00

			Notes: Social Security for Professional Development Hours - FHS will provide up to 106 hours of hourly pay (approx \$33 per hour) for up to 106 hours per subject area (ELA, Math, Science, Social Studies, MTSS/student services) for after-hours professional development. These professional development sessions will take place monthly for 2 hours each session and will be facilitated by school and district specialists.			
	6400	240-Workers Compensation	0114 - Fivay High School	UniSIG		\$163.00
			Notes: Workers Comp for Professional Development Hours - FHS will provide up to 106 hours of hourly pay (approx \$33 per hour) for up to 106 hours per subject area (ELA, Math, Science, Social Studies, MTSS/student services) for after-hours professional development. These professional development sessions will take place monthly for 2 hours each session and will be facilitated by school and district specialists.			
	6400	250-Unemployment Compensation	0114 - Fivay High School	UniSIG		\$15.00
			Notes: Unemployment benefits for Professional Development Hours - FHS will provide up to 106 hours of hourly pay (approx \$33 per hour) for up to 106 hours per subject area (ELA, Math, Science, Social Studies, MTSS/student services) for after-hours professional development. These professional development sessions will take place monthly for 2 hours each session and will be facilitated by school and district specialists.			
	7800	360-Rentals	0114 - Fivay High School	UniSIG		\$5,000.00
			Notes: Charter Bus Transportation for school-related field trips as outlined below. State Competition for NJROTC - supports the curriculum for this program. Location TBD by outside program coordinators. There will be approximately 120 students and 2 staff members. - estimated cost \$1000 Band – MPA Competition to support this program's curriculum, location TBD by district coordinators. There will be approximately 75 students and 2 staff members. - estimated cost \$1000 MS/HS Articulation \$5000 - Articulation event for 8th graders that will be entering 9th grade the following year. 3 sperate events, one for each middle school that feeds into FHS. 3 buses for each event, dates TBD later in the school year. - approximate cost \$5000 for all 3 articulation events. AVID related field trips - AVID Classes will take 4 field trips, one per quarter These field trips will be to local colleges (PHSC, SPC, USF, and UCF). These trips will give students the opportunity to plan for post-secondary options by visiting multiple colleges and universities as they would not be given the opportunity otherwise. These trips directly connect to the AVID curriculum and standards. There will be approximately 50 students and 2 staff members per field trip. - approximate cost \$5000			
	7800	390-Other Purchased Services	0114 - Fivay High School	UniSIG		\$20,000.00
			Notes: Transportation for Extended School Day learning opportunities to run 4 days a week @32 weeks. This program is being continued from the previous year's UniSIG plan.			
	5100	120-Classroom Teachers	0114 - Fivay High School	UniSIG	0.16	\$7,438.00
			Notes: Extended school year - FHS will fund 2 positions for the extended school year to take place Approx. 6/7/2021-7/19/2021. The program will run 4 days a week, 4 hours a day for 5 weeks. FHS will utilize a 40 to 1 student/teacher ratio and teachers will receive their hourly rate of pay. This program will target students that are behind in credits and those with a lower than 2.0 GPA determined by mygradsuccess.			
	5100	210-Retirement	0114 - Fivay High School	UniSIG		\$744.00
			Notes: Retirement benefits for Extended school year - FHS will fund 2 positions for the extended school year to take place Approx. 6/7/2021-7/19/2021. The program will run 4 days a week, 4 hours a day for 5 weeks. FHS will utilize a 40 to 1 student/teacher ratio and teachers will receive their hourly rate of pay. This program will target students that are behind in credits and those with a lower than 2.0 GPA determined by mygradsuccess.			
	5100	220-Social Security	0114 - Fivay High School	UniSIG		\$570.00
			Notes: Social security benefits for Extended school year - FHS will fund 2 positions for the extended school year to take place Approx. 6/7/2021-7/19/2021. The program will run 4 days a week, 4 hours a day for 5 weeks. FHS will utilize a 40 to 1 student/teacher ratio and teachers will receive their hourly rate of pay. This program will target students that are behind in credits and those with a lower than 2.0 GPA determined by mygradsuccess.			
	5100	240-Workers Compensation	0114 - Fivay High School	UniSIG		\$86.00
			Notes: Workers Comp benefits for Extended school year - FHS will fund 2 positions for the extended school year to take place Approx. 6/7/2021-7/19/2021. The program will run 4 days a week, 4 hours a day for 5 weeks. FHS will utilize a 40 to 1 student/teacher ratio and			

			teachers will receive their hourly rate of pay. This program will target students that are behind in credits and those with a lower than 2.0 GPA determined by mygradsuccess.			
	5100	250-Unemployment Compensation	0114 - Fivay High School	UniSIG		\$8.00
			Notes: Unemployment benefits for Extended school year - FHS will fund 2 positions for the extended school year to take place Approx. 6/7/2021-7/19/2021. The program will run 4 days a week, 4 hours a day for 5 weeks. FHS will utilize a 40 to 1 student/teacher ratio and teachers will receive their hourly rate of pay. This program will target students that are behind in credits and those with a lower than 2.0 GPA determined by mygradsuccess.			
	5100	120-Classroom Teachers	0114 - Fivay High School	UniSIG	1.1	\$52,416.00
			Notes: Extended school day - FHS will continue extended school day from their 19/20 UniSIG plan. This program will run for 4 days a week, 2 hours a day for 32 weeks, 5 staff members. The dates are expected to be 9/1/2020-4/12/2020. The 5 staff members will include one from each content area (1 Math, 1 ELA, 1 Science, 1 Social Studies, 1 student services member). The program will target students behind in credits and lower than 2.0 GPA, as well as those demonstrating a need for Tier 2 and Tier 3 academic and social supports. Teachers will be paid their hourly rate (approx. \$35 per hours) Transportation will be provided for the extended school day and is included in this UniSIG plan.			
	5100	210-Retirement	0114 - Fivay High School	UniSIG		\$5,242.00
			Notes: Retirement benefits for Extended school day - FHS will continue extended school day from their 19/20 UniSIG plan. This program will run for 4 days a week, 2 hours a day for 32 weeks, 5 staff members. The dates are expected to be 9/1/2020-4/12/2020. The 5 staff members will include one from each content area (1 Math, 1 ELA, 1 Science, 1 Social Studies, 1 student services member). The program will target students behind in credits and lower than 2.0 GPA, as well as those demonstrating a need for Tier 2 and Tier 3 academic and social supports. Teachers will be paid their hourly rate (approx. \$35 per hours) Transportation will be provided for the extended school day and is included in this UniSIG plan.			
	5100	220-Social Security	0114 - Fivay High School	UniSIG		\$4,010.00
			Notes: Social Security benefits for Extended school day - FHS will continue extended school day from their 19/20 UniSIG plan. This program will run for 4 days a week, 2 hours a day for 32 weeks, 5 staff members. The dates are expected to be 9/1/2020-4/12/2020. The 5 staff members will include one from each content area (1 Math, 1 ELA, 1 Science, 1 Social Studies, 1 student services member). The program will target students behind in credits and lower than 2.0 GPA, as well as those demonstrating a need for Tier 2 and Tier 3 academic and social supports. Teachers will be paid their hourly rate (approx. \$35 per hours) Transportation will be provided for the extended school day and is included in this UniSIG plan.			
	5100	240-Workers Compensation	0114 - Fivay High School	UniSIG		\$603.00
			Notes: Workers Comp benefits for Extended school day - FHS will continue extended school day from their 19/20 UniSIG plan. This program will run for 4 days a week, 2 hours a day for 32 weeks, 5 staff members. The dates are expected to be 9/1/2020-4/12/2020. The 5 staff members will include one from each content area (1 Math, 1 ELA, 1 Science, 1 Social Studies, 1 student services member). The program will target students behind in credits and lower than 2.0 GPA, as well as those demonstrating a need for Tier 2 and Tier 3 academic and social supports. Teachers will be paid their hourly rate (approx. \$35 per hours) Transportation will be provided for the extended school day and is included in this UniSIG plan.			
	5100	250-Unemployment Compensation	0114 - Fivay High School	UniSIG		\$53.00
			Notes: Unemployment benefits for Extended school day - FHS will continue extended school day from their 19/20 UniSIG plan. This program will run for 4 days a week, 2 hours a day for 32 weeks, 5 staff members. The dates are expected to be 9/1/2020-4/12/2020. The 5 staff members will include one from each content area (1 Math, 1 ELA, 1 Science, 1 Social Studies, 1 student services member). The program will target students behind in credits and lower than 2.0 GPA, as well as those demonstrating a need for Tier 2 and Tier 3 academic and social supports. Teachers will be paid their hourly rate (approx. \$35 per hours) Transportation will be provided for the extended school day and is included in this UniSIG plan.			
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning				\$36,049.00

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	120-Classroom Teachers	0114 - Fivay High School	UniSIG	0.13	\$6,000.00
			Notes: Parent Night Stipend - Stipends \$15 per hour for the facilitation of parent night events. FHS will hold 4 parent night events (with the plan to of holding 1 per quarter pending CDC guidelines and social distancing requirements.) Parent nights will focus on home school connections for core subjects areas, ways to help your child be successful, and help for pursuing options beyond high school. FHS expects at least 75 families per event.			
	6150	130-Other Certified Instructional Personnel	0114 - Fivay High School	UniSIG	0.04	\$2,000.00
			Notes: Parent Night Stipend - Stipends \$15 per hour for the facilitation of parent night events. FHS will hold 4 parent night events (with the plan to of holding 1 per quarter pending CDC guidelines and social distancing requirements.) Parent nights will focus on home school connections for core subjects areas, ways to help your child be successful, and help for pursuing options beyond high school. FHS expects at least 75 families per event.			
	6150	510-Supplies	0114 - Fivay High School	UniSIG		\$1,000.00
			Notes: Parent Event consumable supplies - see quote - The quote includes paper, folders, markers, chart paper, and paper clips for parent night events.			
	6150	210-Retirement	0114 - Fivay High School	UniSIG		\$800.00
			Notes: Retirement benefits for Parent Night Stipend - Stipends \$15 per hour for the facilitation of parent night events. FHS will hold 4 parent night events (with the plan to of holding 1 per quarter pending CDC guidelines and social distancing requirements.) Parent nights will focus on home school connections for core subjects areas, ways to help your child be successful, and help for pursuing options beyond high school. FHS expects at least 75 families per event.			
	6150	220-Social Security	0114 - Fivay High School	UniSIG		\$612.00
			Notes: Social Security benefits for Parent Night Stipend - Stipends \$15 per hour for the facilitation of parent night events. FHS will hold 4 parent night events (with the plan to of holding 1 per quarter pending CDC guidelines and social distancing requirements.) Parent nights will focus on home school connections for core subjects areas, ways to help your child be successful, and help for pursuing options beyond high school. FHS expects at least 75 families per event.			
	6150	240-Workers Compensation	0114 - Fivay High School	UniSIG		\$92.00
			Notes: Workers Comp Benefits for Parent Night Stipend - Stipends \$15 per hour for the facilitation of parent night events. FHS will hold 4 parent night events (with the plan to of holding 1 per quarter pending CDC guidelines and social distancing requirements.) Parent nights will focus on home school connections for core subjects areas, ways to help your child be successful, and help for pursuing options beyond high school. FHS expects at least 75 families per event.			
	6150	250-Unemployment Compensation	0114 - Fivay High School	UniSIG		\$8.00
			Notes: Unemployment benefits for Parent Night Stipend - Stipends \$15 per hour for the facilitation of parent night events. FHS will hold 4 parent night events (with the plan to of holding 1 per quarter pending CDC guidelines and social distancing requirements.) Parent nights will focus on home school connections for core subjects areas, ways to help your child be successful, and help for pursuing options beyond high school. FHS expects at least 75 families per event.			
	6150	160-Other Support Personnel	0114 - Fivay High School	UniSIG	1.0	\$14,894.00
			Notes: Other Support Personnel - Parent Involvement Assistant - Continued Position - The same person from the 19/20 school year will continue at FHS as the Parent Involvement Assistant for the 20/21 school year. She will continue to work to as a liaison and the parents, families, and community. She will help the school build bridges between school and home to engage parents and families to increase student achievement.			
	6150	210-Retirement	0114 - Fivay High School	UniSIG		\$1,490.00
			Notes: Other Support Personnel - Parent Involvement Assistant - Retirement			
	6150	220-Social Security	0114 - Fivay High School	UniSIG		\$1,140.00

			Notes: Other Support Personnel - Parent Involvement Assistant - Social Security			
	6150	230-Group Insurance	0114 - Fivay High School	UniSIG		\$7,022.00
			Notes: Other Support Personnel - Parent Involvement Assistant - Group Insurance			
	6150	240-Workers Compensation	0114 - Fivay High School	UniSIG		\$172.00
			Notes: Other Support Personnel - Parent Involvement Assistant - Workers Comp			
	6150	250-Unemployment Compensation	0114 - Fivay High School	UniSIG		\$15.00
			Notes: Other Support Personnel - Parent Involvement Assistant - Unemployment Comp			
	6150	160-Other Support Personnel	0114 - Fivay High School	UniSIG	0.05	\$675.00
			Notes: Other Support Personnel - Parent Night Stipend Pay for Parent Involvement Assistant - The parent involvement assistant will receive stipend pay for attending all the parent night events at FHS. Instructional assistance stipend pay is \$8.56 per hour. FHS will hold 1 parent night events per quarter per grade level. Based on social distancing guidelines, there will be a separate parent night for each grade level per quarter. Parent nights will focus on home school connections for core subjects areas, ways to help your child be successful, and help for pursuing options beyond high school. FHS expects at least 75 families per event.			
	6150	210-Retirement	0114 - Fivay High School	UniSIG		\$68.00
			Notes: Other Support Personnel - Parent Night Stipend Pay for Parent Involvement Assistant - Retirement			
	6150	220-Social Security	0114 - Fivay High School	UniSIG		\$52.00
			Notes: Other Support Personnel - Parent Night Stipend Pay for Parent Involvement Assistant - Retirement			
	6150	240-Workers Compensation	0114 - Fivay High School	UniSIG		\$8.00
			Notes: Other Support Personnel - Parent Night Stipend Pay for Parent Involvement Assistant - Retirement			
	6150	250-Unemployment Compensation	0114 - Fivay High School	UniSIG		\$1.00
			Notes: Other Support Personnel - Parent Night Stipend Pay for Parent Involvement Assistant - Retirement			
3	III.A.	Areas of Focus: Other: Data-Driven Decisions				\$0.00
					Total:	\$558,196.25