Sulphur Springs K 8 School

2020-21 Schoolwide Improvement Plan

Table of Contents

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: 5/26/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.

Table of Contents

Sulphur Springs K 8 School

8412 N 13TH ST, Tampa, FL 33604

[no web address on file]

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)
Combination School KG-8	Yes	98%

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	2019-20	2018-19	2017-18	2016-17
Grade	D	D	F	D

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

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, position title, and job duties/responsibilities 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 Reading Coaches Lisette Perdomo, Writing Resource Jenny Hunkins, Psychologist Ermide Wood, Shakis Farmer, Kelly Hagan, Guidance Kim Hunter, Math Resource Michael Wiggs, Math Resource
Ruiz, Sabrina	Assistant Principal	Responsible for Assisting the Principal in overall administration of Instructional programs and campus operations.

Demographic Information

Principal start date
Tuesday 5/26/2020, Marc Gaillard

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.*

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.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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](#).	

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	74	69	63	74	88	70	85	54	71	0	0	0	0	648
Attendance below 90 percent	32	27	23	26	26	35	53	30	48	0	0	0	0	300
One or more suspensions	0	0	0	0	2	0	10	3	5	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	23	34	37	25	40	0	0	0	0	159
Level 1 on 2019 statewide Math assessment	0	0	0	0	23	31	42	30	46	0	0	0	0	172

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	1	0	7	3	3	0	0	0	0	14

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

Thursday 10/29/2020

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	0	0	0	0	
Attendance below 90 percent	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	
Course failure in ELA or Math	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	

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	

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	

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	0	0	0	0	
Attendance below 90 percent	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	
Course failure in ELA or Math	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	

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	

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	

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(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
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%
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			

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				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

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
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%	2
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%	2
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	32
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	23
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
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	27
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1
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%	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.

All seven subgroups performed at less than 41%.
ELA and math achievement were both the lowest at 17%.

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

The greatest decline in achievement was social studies, with a decrease of 9% from 2018 to 2019.

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

The greatest gap when compared to the state was overall math achievement. The gap was 45%: SSK8 was 17% and the state was 62%.
The ELA achievement gap was very similar to the math gap. The gap was 44%: SSK8 was 17% and the state was 61%.

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

The biggest increase was in science achievement. There was a 14% increase from 8% in 2018 to 22% in 2019.

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

N/A

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

1. ELA Achievement
2. Math Achievement
3. Student Attendance
4. Student Behavior
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Tasks used in the classrooms will be full- aligned to the state standards for that particular content area. For the past 2 testing years, math proficiency has not been above 17%, ELA proficiency has not been above 19%, science proficiency has not been above 22%, and Civics proficiency has not been above 57% and from 2018 to 2019 decreased 9% to 48%. OVERALL average Federal Index of ESSA categories for white/black/hispanic/multiracial/ SWD/ELL/ Economically disadvantage was 32% (under 41%). These low proficiency scores point to instruction that has not been fully-aligned to the state standards.
Measurable Outcome:	By October 2020, as measured by focused walkthroughs, 65% of teachers will be using standards-aligned tasks in the classroom. By November 2020, as measured by common assessments given in math, at least 30% of students will be considered proficient or above. By November 2020, as measured by common assessments given in Algebra, at least 45% of students will be considered proficient or above. By November 2020, as measured by common assessments given in ELA, at least 25% of students will be considered proficient or above. By November 2020, as measured by common assessments given in science, at least 30% of students will be considered proficient or above. By November 2020, as measured by common assessments given in civics, at least 25% of students will be considered proficient or above. By January 2020, as measured by common assessments at least 41% of white/black/ hispanic/multiracial/SWD/ELL/ Economically disadvantage students will score in proficient ranges.
Person responsible for monitoring outcome:	Marc Gaillard (marc.gaillard@hcps.net)
Evidence-based Strategy:	Instructional Teams develop and refine instructional units that are standards-aligned. Our standards-aligned units of instruction include objectives and criteria for mastery. Instructional plans will include formal and informal assessments to gauge student mastery specifically focused on white/black/hispanic/multiracial/SWD/ELL/ Economically disadvantage subgroups, and the results will be used to adjust instruction as necessary. Instruction will include a variety of differentiated learning activities and materials that are well planned/developed, well-organized, and readily shared among teachers during PLCs, common planning, data dives, PD sessions, and walkthrough feedback.
Rationale for Evidence-	Authentic instruction and assessment should be aligned with the standards. Deciding the important outcomes is a critical first step and must be done in collaboration among teachers, coaches, resources and administrators. When instruction and assessment is aligned, all stakeholders benefit. Students are more likely to learn when instruction is

based Strategy:	focused and they are assessed on what they have actually been taught. Teachers are also able to focus, making the best use of their time and collaborate with colleagues. This approach allows teachers to integrate assessment into daily instruction and classroom activities.

Action Steps to Implement

Teachers will have a common collaborative planning time.
a. Master schedule will provide common planning time for teachers of the same content area.
b. Teachers will use resources such as the Common Core Companion and ELA Blueprints to gain insight into and have discussions about what students need to know and be able to do to show mastery of a particular standard.
c. Teachers in grades 3-8 will be introduced to how to use the item specs and ALD's when planning
d. Content coaches in the areas of reading, writing, and math will support teachers with their understanding of the standards to be taught.
e. Tasks and questions will be shared during these sessions. The alignment of the tasks to the standards being taught will be discussed.
f. Informal assessments will be created and discussed.

Monitoring: Walkthroughs to look for implementation of standards-aligned tasks; common assessment data.

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

Math will be taught conceptually using the CRA continuum with connections made to procedural fluency and application.
a. Ensure that all teachers K-8 have the appropriate tools to implement teaching conceptually using the CRA continuum
b. Admin and Coaches will Design professional learning sessions to increase teacher understanding of the concepts and the CRA continuum for a particular set of standards
c. Strategically placed within instructional calendar (about 2-3 weeks before a new set of standards will be taught) Admin and Coaches will lead PLCs to increase teacher understanding of standards and the CRA continuum for the specific set of standards.
d. Knowledge from these sessions will be used during common planning sessions to create, analyze tasks and questions for standards alignment.
e. Job-embedded professional learning (coaching, co-teaching, modeling, visits to other classrooms, etc) to support teachers as needed

Monitoring: Walkthroughs to target implementation of standards-aligned tasks; common assessment data

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

Standard based ELA/Science/Civics lessons will be taught:
a. Ensure that all teachers K-8 have the appropriate tools to implement standards based instruction: Achievement Level Descriptors, Test Item Specs, Common Core Companion, Diana Carry Standards Planning
b. Admin and Coaches to Design PLCs to increase teacher understanding of the heavily weighted and most frequently tested standards
c. Strategically placed within instructional calendar (2-3 weeks before a new set of standards will be taught) Admin and Coaches lead PLCs to increase teacher understanding of standards, prerequisites needed to master the standards, and common misconceptions that of those specific set of standards.
d. Knowledge from these sessions will be used during common planning sessions to create, analyze tasks and questions for standards alignment.
e. Implement Academic Moves, Flocabulary, & iReady to understand and apply vocabulary instruction &

academic language across content areas

Monitoring: Walkthroughs to target implementation of standards-aligned tasks; common assessment data

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

Use Common assessments to address needs of white/black/hispanic/multiracial/SWD/ELL/ Economically disadvantage
a. Standards-aligned assessments will be designed and implemented in math in grades k-8. In 3-8 weekly and monthly assessments will be given. In grades
b. K-2 monthly assessments will be given focused on Reading Skills (phonemic awareness, phonics, spelling, site word, phrase, passage fluency, and comprehension)
Standards-aligned assessments will be implemented in grades 5 and 8.
Standards-aligned assessments will be implemented in civics.
b.. Writing PLCs will address
• Common Writing Elements: language and expectations in Writer's Workshop in grades K – 8
• Primary Writing Outline: Develop writing skills plan for primary grades based on vertical alignment
• Patterns of Power Professional Development Training and books for ELA teachers in grades K – 5

Monitoring: Admin attend sessions; plans to respond to data due upon completion of data dive sessions

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

Strategic differentiation for high needs subgroups (white/black/hispanic/multiracial/SWD/ELL/ Economically disadvantage) across content areas will include:
a. Implement Small group instruction to address specific needs based on triangulation of data
b. Identify specific groups of students for targeted instruction (i.e. bottom quartile, approaching proficiency, and proficient)
c. Utilize data walls to track and monitor bottom quartile, approaching proficiency, and proficient
d. Teachers will Update data walls using most recent common assesments
e. Implement Job embedded PD on how to effectively use data walls in classrooms by September 2020
f. Individualized Student data chats and goal setting will be implemented in grades K-8
g. Nearpod lessons will be used to increase student engagement, integrate technology, and capture data and provide opportunities for focused instruction.
h. Mini PDs lead by Admin and Coaches to differentiate based on student data;offered as needed

Monitor: Admin monitor growth of targeted groups during Data Dives

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

Data Dive PLCs
a. Track white/black/hispanic/multiracial/SWD/ELL/ Economically disadvantage subgroups on a spreadsheet in Office 365.
b. Provide full day training and support 5x per year focusing on data analysis of all content areas Formative and Common Assessments; small group interventions to teachers in grades 3-8 13 teachers; half-day data analysis of ELA and math Formative and Common Assessments, as well as small group interventions to teachers in grades K-2.
c. create a strategic plan to respond to the data; adjust scope and sequence based on data
d. design of responsive instructional materials based on common assessment data
e. substitutes to cover teachers during data dives
f. group students for strategic instruction within classrooms and for ELP.
g. ELP programs to address targeted content standard mastery. Live/virtual ELP beginning 9/2020 (K-2; 3-5; 6-8)

Monitoring: Admin attend sessions; plans to respond to data due upon completion of data dive sessions; ELP attendance

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

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	Culture & Environment as it relates to behavior has direct impacts on student learning. Correcting inappropriate behavior requires large amounts of the teacher's time and attention. Students are forced to wait while the behavior is addressed and this in turn can interfere with focus of all students. If the behavior is severe it can also result in students time away from class which also adversely affects learning and an overall feeling of safety on campus. This area was identified due to our most recent ASQi Survey data which reported under "Managing Student Conduct" that 21% of those surveyed thought students at our school follow the rules of conduct which was 42% lower than the district percent in this area. Other items that fell below the district average in this area included "The faculty work in a school environment that is safe" & "Students as our school understand expectations of their conduct".
Measurable Outcome:	By September, 100% of teachers will be using the PBIS app to acknowledge student behavior. By September, 100% of teachers K-8 will implement Second Step SEL lessons. By the end of the first semester (mid-year) our monthly attendance average will increase to 96%. By the end of the first semester (mid-year) our monthly average for OSS/ISS will decrease by 20%.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	The implementation of a structured MTSS process and a school-wide PBIS (House System) using the PBIS App. Implementing MTSS combined with components such as PBIS can help establish a strong school culture and systematic use of data that supports all students and will improve engagement and attendance of students.
Rationale for Evidence-based Strategy:	MTSS is a framework used to provide targeted support to struggling students. It screens all students in order to address behavioral concerns as well as academic issues in subgroups performing under 41% (white/black/hispanic/multiracial/SWD/ELL/ Economically disadvantage). The goal of MTSS is to intervene early so students can catch up with their peers performing within national norms. Our PBIS/House System is a proactive approach used to promote positive behavior and create a safe learning and work environment. The focus of PBIS is prevention, not punishment. PBIS/House System recognizes that students can only meet behavioral expectations if they know what the expectations are. Everyone learns what's considered to be appropriate behavior and uses a common language to talk about it K-8. Throughout the school day and in all settings students understand what is expected of them.

Action Steps to Implement

Implementation of common School-wide Expectations
a. Committee of staff meet to determine common school-wide expectations.
b. Common expectations shared with staff during pre-planning (August)
c. Share expectations of student culture and climate with parents and students during the opening of

school
year.
d. Purchase the PBIS APP to support attendance improvement, student culture/climate, and communication with stakeholders.
e. Teachers share the protocols used for earning points through the PBIS app with students and parents.
f. School staff use the PBIS app to give students points based on their meeting or exceeding the school-wide expectations.
g. Students will have the opportunity to use PBIS points to "purchase" incentives. In August and September
it will be every other week, after that it will be once a month.

Monitoring: Walkthroughs to look for evidence of school-wide expectations being implemented and followed; admin will monitor the implementation of PBIS to acknowledge student behavior.

Person Responsible [no one identified]

Implementation of Common Responses to Student Behavior
a. Master schedule will include time for explicit SEL instruction.
b. All teachers will implement Second Step SEL lessons with fidelity.
c. PD for staff specifically for MTSS/RTI, PSLT, CST referral process relating to tier 1 behavior strategies, PBIS
d. Select staff will mentor students that need extra support.
e. Bi-monthly scheduled progress monitoring of tier 2 and tier 3 behavior students with a focus on white/black/hispanic/multiracial/SWD/ELL/ Economically disadvantage subgroups.
f. Monthly committee meetings to discuss behavior within the building-What is working? What's not working? Student needs?
g. Monitor and complete RTI Packets for tier 2 and 3 behavior students
h. Restorative Practices room will be used to teach students better ways to respond in given situations.

Monitoring: PSLT/Admin will Monitor through monthly EDconnect discipline data

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

Implementation of Student Attendance Protocols
a. After 2 consecutive days absent, teacher calls home-notifies social worker.
b. Parent meetings and home visits will be conducted as necessary to improve student attendance.
c. DP to run the following targeted attendance reports:
~Percent of homeroom attendance-Daily
~Excessive and consecutive absent (excused and unexcused)-Weekly
d. Social Worker will pull average attendance of white/black/hispanic/multiracial/SWD/ELL/ Economically disadvantage subgroups and reward students with 96% or above;
e. Provide attendance awards and incentives quarterly for improved attendance as well as for perfect attendance. '
f. Provide after-school programs (community library/YMCA) that motivate students to attend school in order to participate. These after-school programs can also be educational, covering topics on improving student self-esteem and building social skills because, as we said above, absentee students more often suffer from these deficits.

Monitoring: Admin will monitor targeted reports daily; follow up on next steps with Social Worker as needed.

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

House systems will be implemented
a. all staff and students belong to a house (Staff house leader for each house)
b. weekly house meetings
c. monthly pep rally (Live or Virtual)
d. PBIS app used to give house points and determine house of the month and year
e. house of the month and year celebrations
f. mandatory school uniform policy will be supported by on-site uniform closet in community school resource center
g.Contract with Drama Kids to host 6 week public speaking program for approximately 15 students (grades 5-8) who have been elected as House Leaders to increase confidence, critical thinking and problem solving skills and improve overall leadership skills

Monitoring: PBIS App (point, usage, goal, behavior correlation) reports analyzed bi-weekly by ILT; plan for next steps to support positive student behavior.

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

Hire 0.5 MTSS/RTI Resource Teacher
The MTSS Resource teacher will work with K-6 classroom teachers to assist in analyzing Academic, Behavior, & Attendance Data Weekly for the following subgroups (white/black/hispanic/multiracial/SWD/ ELL/ Economically disadvantage) and reporting it to the Problem Solving Leadership Team. This teacher will work collaboratively with classroom teachers to plan and implement MTSS protocols as well as provide PD around root cause analysis and best practice interventions for academics and behavior. Included in this role is real-time coaching with K-6 teachers. The RTI/MTSS teacher will deliver academic interventions for 45 students per semester in grades 3-6 (Tier 2 & 3)

Monitoring: Observation and Evaluations; Quarterly progress monitoring; data spreadsheets, fidelity walkthrough bi weekly, formative standard review; student work samples for targeted students on caseload.

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

Additional Schoolwide Improvement Priorities

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

NA

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.

Attached is an outline of our parent and family (and community) engagement funds as a part of their Title I, Part A allocation. The PFEP outlines the resources the school will provide for parents, guardians and community partners, and how they will work together to strengthen the academic success of all students.

More information in the area of culture and climate improvement is included as one of our major plans for improvement in Section III of our SIP plan.

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				$491,704.80
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			4201 - Sulphur Springs K 8 School			$32,000.00
			Notes: Additional Planning ELA, Math, Science, Social Studies K-8 T-payroll (47 teachers+3 admin x 4 sessions x 5 hours/session x $32/hour) Quarterly Standards based Trajectory Planning - Out of School Time (evening/Saturday) sessions for 50 teachers. Each session will last 5 hours.			
			4201 - Sulphur Springs K 8 School			$9,350.00
			Notes: Intermediate Data Dive PD Sessions-Provide full day training and support 5 times per year focusing on data analysis of ELA Formative and Common Assessments, as well as small group interventions to 17 teachers in grades 3-5. Substitutes (17 substitutes x 5 days x $110/day)			
			4201 - Sulphur Springs K 8 School			$9,350.00
			Notes: Intermediate Data Dive PD Sessions-Provide full day training and support 5 times per year focusing on data analysis of math Formative and Common Assessments, as well as small group interventions to 17 teachers in grades 3-5. Substitutes (17 substitutes x 5 days x $110/day)			
			4201 - Sulphur Springs K 8 School			$7,150.00

			Notes: Middle School Data Dive PD Sessions-Provide full day training and support 5 times per year focusing on data analysis of ELA/Math/Civics/Science Formative and Common Assessments, as well as small group interventions to 13 teachers in grades 6-8. Substitutes (13 substitutes x 5 days x $110/day)			
			4201 - Sulphur Springs K 8 School			$1,170.00
			Notes: Data Dive Supplies: Consumable PD supplies (post-its, highlighters, chart paper, binders, notepads, pens, chart markers, pencils, tape, card stock, 3x5 and 5x8 index cards, rubber bands, file folders, colored printer paper assorted) Elementary Intermediate ELA-$625 Elementary Intermediate Math-$625 Middle School (ELA/Reading/Math/Civics/Science-$450 Primary Elementary			
			4201 - Sulphur Springs K 8 School			$3,520.00
			Notes: Primary Data Dive PD Sessions-Provide half day training and support 4 times per year focusing on data analysis of ELA and math Formative and Common Assessments, as well as small group interventions to 12 teachers in grades K-2.			
			4201 - Sulphur Springs K 8 School			$1,134.00
			Notes: Purchase and implement USA Test Prep books in Civics, Science and Algebra to accelerate standard & content mastery for 215 6-8th grade students. "Civics 80 Books @ $3.60 per book Science 215 Books @ $3.60 per book Algebra 20 books @ $3.60 per book			
	5100	500-Materials and Supplies	4201 - Sulphur Springs K 8 School	UniSIG		$3,403.41
			Notes: Scholastic News for K-5 students-Purchase and use Scholastic News subscription for 520 students in grades K-5 to increase exposure to non-fiction text and increase proficiency; Will be used for small group Enrichment 3x per week "Product Name Total per grade level w/ teacher copy Price per copy Total Let's Find Out KG 80 $5.95 $476.00 Scholastic News Ed. 1 75 $5.95 $446.25 Scholastic News Ed. 2 80 $5.95 $476.00 Scholastic News Ed. 3 115 $5.95 $684.25 Scholastic News Ed. 4 80 $5.95 $476.00 Scholastic News Ed. 5/6 90 $5.95 $535.50			
	5100	500-Materials and Supplies	4201 - Sulphur Springs K 8 School	UniSIG		$9,591.89
			Notes: Scholastic Short Reads for K-5 students-Purchase and use printed annual Scholastic Short Reads Fiction and Non-Fiction Subscriptions for 520 students in grades K-5 to increase exposure to Informational and Literary text to increase reading comprehension; Will be used for small group Intervention 3x per week. "Guided Reading Short Reads Nonfiction Complete K - 6 Set (Levels A - z) $4,399.95 Guided Reading Short Reads Fiction Complete Set Levels (A - Z) $4,399.95 Shipping $791.99			
			4201 - Sulphur Springs K 8 School			$9,999.50
			Notes: iPad Charging Carts-Bretford CUBE Cart Mini (10 @ $995.95 each) We have ordered 200 ipads in order to support the current eLearning needs of our students.However, upon returning to school for the 2020-21 school year our classrooms will need the iPad Charging Bays to ensure student engagement is optimized through the use of the iPad technology during the school day.			
			4201 - Sulphur Springs K 8 School			$15,000.00
			Notes: ELP programs to support targeted instruction planned during Data Dive PLCs (begin Sept. 2020) K-2 ELA/Math $5,000 3-5 ELA/Math/Science $5,000 6-8 ELA/Reading/Science/ Civics/Math $5,000 (budget to include Teacher Flat Rate 27/hour; 1 Clerical; 3 Admin)			
	6400	510-Supplies	4201 - Sulphur Springs K 8 School	UniSIG		$161.75
			Notes: Math Book to support PD & common planning-The Common Core Mathematics Companion Grades 6-8 5 books x $32.35 (3 math teachers, 1 Coach, 1 admin=5 books)			
			4201 - Sulphur Springs K 8 School			$1,714.81

			Notes: Middle School Math 6-8 Classroom supplies Algebra tile kit 3x $67.95 Algebra Models Teacher Guide 1x $16.33 Hands on Equation Class sets 2x $122.50 Magnetic Percent Car Answer Boards 2x $134.99 Polygons+ Power Classpack 7x $139.95			
			4201 - Sulphur Springs K 8 School			$11,000.00
			Notes: Nearpod K-8 w/Flocabulary-Purchase and use Nearpod K-8 subscription with Flocabulary for 800 students in grades K-8. These interactive tools for immersive math and ELA lessons within the classroom. We are 1:1 in grades 3-8 and moving towards 2:1 in grades K-2.This will allow teachers to use these interactive lessons within their classrooms both whole group and to differentiate student learning based on data. Site License/ Subscription for 800 students in K-8 subscription			
			4201 - Sulphur Springs K 8 School			$3,000.00
			Notes: NearPod PD-Contract with vendor to provide 2 6-hour sessions during non-student days for 52 teachers, grades Head Start to 8th grade to optimize usage and improve efficacy of program.			
			4201 - Sulphur Springs K 8 School			$3,012.57
			Notes: Ready LAFS books for students grades 6-8 234 books X $11.05 6 Teacher Resource Books X $25.50			
			4201 - Sulphur Springs K 8 School			$11,362.00
			Notes: Classroom supplies grades K-5 $227.24 X 50 classrooms dry erase chart; chart paper lined and unlined, data binders and dividers, composition notebooks, pens, pencils, magnetic letters upper and lowercase			
			4201 - Sulphur Springs K 8 School			$1,601.45
			Notes: Thinking Core-College & Career Ready Teacher Blueprints KG-8 copies x 14.95 1st-8 copies x 14.95 2nd-3 copies x 14.95 3rd-5 copies x 14.95 4th-6 copies x 14.95 5th-5 copies x 14.95 6th-8 copies x 14.95 7th-8 copies x 14.95 8th-8 copies x 14.95 Thinking Core Standards Based Graphic Organizer Book Grades K-8 12 copies X $59.95			
			4201 - Sulphur Springs K 8 School			$727.50
			Notes: Math Book to support PD & common planning-5 Practices for Orchestrating Productive Mathematics Discussions / Edition 2 by Margaret (Peg) S. Smith, Mary K. (Kay) Stein $29.10 x 25 copies 22 teachers K-5 + 3 Admin=25 books			
			4201 - Sulphur Springs K 8 School			$66,601.00
			Notes: Purchase Expeditionary Learning (EL) Curriculum-Researched Based Curriculum for 520 students Kg-5th grade; EL is a core language arts program that engages teachers and students through compelling, real world content; cross curricular content includes science & social studies topics. EL Education K-5 contains embedded assessments as well as rich differentiation materials. EL Curriculum Teacher Guides and Student Materials for K-5th Grade $41,945.00 EL Trade Books for K-5th Grade $24,656.00			
	5100	120-Classroom Teachers	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$55,000.12
			Notes: Writing Resource Teacher Less Indirect Costs			
	5100	120-Classroom Teachers	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$66,201.22
			Notes: Math Resource Teacher Less Indirect Costs			
	5100	210-Retirement	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$3,434.12
			Notes: Writing Resource Teacher Retirement 8.47% Less Indirect Costs			

	5100	210-Retirement	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$4,134.22
		Notes: Math Resource Retirement 8.47% Less Indirect Costs				
	5100	220-Social Security	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$2,514.20
		Notes: Writing Resource Teacher FICA 6.2% Less Indirect Costs				
	5100	220-Social Security	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$3,026.23
		Notes: Math Resource Teacher FICA 6.2% Less Indirect Costs				
	5100	220-Social Security	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$588.00
		Notes: Writing Resource Teacher Medicare 1.45% Less Indirect Costs				
	5100	220-Social Security	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$707.75
		Notes: Math Resource Teacher Medicare 1.45% Less Indirect Costs				
	5100	240-Workers Compensation	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$206.81
		Notes: Writing Resource Teacher Workers Comp .51% Less Indirect Costs				
	5100	240-Workers Compensation	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$248.93
		Notes: Math Resource Teacher Workers Comp .51% Less Indirect Costs				
	5100	231-Health and Hospitalization	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$7,704.80
		Notes: Writing Resource Teacher Health Ins 19% Less Indirect Costs				
	5100	231-Health and Hospitalization	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$9,273.93
		Notes: Math Resource Teacher Health Ins 19% Less Indirect Costs				
	6400	130-Other Certified Instructional Personnel	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$47,000.12
		Notes: Reading Coach Less Indirect Costs				
	6400	210-Retirement	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$2,935.13
		Notes: Reading Coach Retirement 8.47% Less Indirect Costs				
	6400	220-Social Security	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$2,148.50
		Notes: Reading Coach FICA 6.2% Less Indirect Costs				
	6400	220-Social Security	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$502.47
		Notes: Reading Coach Medicare 1.45% Less Indirect Costs				
	6400	240-Workers Compensation	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$176.73
		Notes: Reading Coach Workers Comp .51% Less Indirect Costs				

	6400	240-Workers Compensation	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$6,584.11
		Notes: Reading Coach Health Ins 19% Less Indirect Costs				
	6400	120-Classroom Teachers	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$34,027.01
		Notes: Science Resource Less Indirect Costs				
	6400	210-Retirement	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$2,976.13
		Notes: Science Resource Retirement 8.47% Less Indirect Costs				
	6400	220-Social Security	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$2,178.52
		Notes: Science Resource FICA 6.2% Less Indirect Costs				
	6400	220-Social Security	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$509.49
		Notes: Science Resource Medicare 1.45% Less Indirect Costs				
	6400	240-Workers Compensation	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$179.20
		Notes: Science Resource Workers Comp .51% Less Indirect Costs				
	6400	231-Health and Hospitalization	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$6,219.31
		Notes: Science Resource Health Ins 19% Less Indirect Costs				
	5100	150-Aides	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$24,643.20
		Notes: Aide Less Indirect Costs				
	5100	210-Retirement	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$1,538.95
		Notes: Aide Retirement 8.47% Less Indirect Costs				
	5100	220-Social Security	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$1,126.50
		Notes: Aide FICA 6.2% Less Indirect Costs				
	5100	220-Social Security	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$263.46
		Notes: Aide Medicare 1.45% Less Indirect Costs				
	5100	240-Workers Compensation	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$92.66
		Notes: Aide Workers Comp .51% Less Indirect Costs				
	5100	231-Health and Hospitalization	4201 - Sulphur Springs K 8 School	UniSIG	1.0	$3,452.19
		Notes: Aide Health Ins 19% Less Indirect Costs				
	5100	510-Supplies	4201 - Sulphur Springs K 8 School	UniSIG		$1,260.91
		Notes: Purchase classroom supplies to support student achievement. The supplies will be used to enhance their learning and support reading, writing, math and science. The supplies				

			will include pens, pencils, highlighters, journals, sticky notes, spiral notebooks, notebook paper, chart paper and crayons for students K-5.			
2	**III.A.**	**Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports**				**$145,417.39**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			4201 - Sulphur Springs K 8 School			$74,985.00
			Notes: Contract with Northside Mental Health for 1.0 FTE Mental Health Clinician and .10 FTE Mental Health Supervisor In Collaboration with Northside Mental Health Center (NMHC) Clinicians will be part of the school based multidisciplinary professional team; provide consultation and feedback. Therapeutic services will include crisis support and intervention, case management, individual, family, and group counseling, interpersonal skill building, behavioral planning, prevention education and screening/assessment. Clinician will maintain an active caseload of 25 students per caseload and service approximately 75 children per school year grades K-8.			
			4201 - Sulphur Springs K 8 School			$1,854.00
			Notes: PBIS App-Purchase and use PBIS App for 800 students HeadStart-8th grade to monitor and reinforce positive behavioral expectations as part of daily Culture & Climate student behavior SIP goal.			
			4201 - Sulphur Springs K 8 School			$4,824.00
			Notes: Student Uniforms-Purchase School Uniforms for 804 students HeadStart-8th grade to monitor and reinforce positive behavioral expectations as part of Tier 1 program. Many families are unable to afford mandatory uniforms and are unable to comply otherwise. Uniforms Shirts for each student 134 school tshirts assorted sizes X 6 colors=804 shirts @$6 each			
			4201 - Sulphur Springs K 8 School			$17,014.39
			Notes: Supplies to Create safe places in each classroom-Create a safe place in 52 classrooms (grades Head Start -8th) to aid students in regulating emotions/calming themselves thereby reducing behavioral incidents. Will purchase and deploy consumable supplies such as folders, markers, colored pencils, chart paper, constructions paper, therapeutic items (squish stress balls, fidget cubes, fidget spinners, liquid motion bubblers, stretch expanding balls			
			4201 - Sulphur Springs K 8 School			$1,740.00
			Notes: Develop Student Leaders for House System Implementation-Contract with Drama Kids to host 6 week public speaking program for approximately 15 students (grades 5-8) who have been elected as House Leaders to increase confidence, thinking and leadership skills			
			4201 - Sulphur Springs K 8 School			$45,000.00
			Notes: 0.5 MTSS/RTI Resource Teacher-The MTSS Resource teacher will work with K-6 classroom teachers to assist in analyzing Academic, Behavior, & Attendance Data Weekly and reporting it to the Problem Solving Leadership Team. This teacher will work collaboratively with classroom teachers to plan and implement MTSS protocols as well as provide PD around root cause analysis and best practice interventions for academics and behavior. Included in this role is real-time coaching with K-6 teachers. The RTI/MTSS teacher will deliver academic interventions for 45 students per semester in grades 3-6 (Tier 2 & 3)			
					Total:	**$646,728.97**