

Pasco County Schools

# Fivay High School



2021-22 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Positive Culture &amp; Environment</b>	<b>25</b>
<b>Budget to Support Goals</b>	<b>28</b>

# Fivay High School

12115 CHICAGO AVE, Hudson, FL 34669

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

## Demographics

**Principal: Erik Hermansen**

Start Date for this Principal: 6/19/2021

<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>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	79%
<b>2020-21 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%)
<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>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>28</b>

## Fivay High School

12115 CHICAGO AVE, Hudson, FL 34669

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	Yes	77%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

### 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 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.**

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	Position Title	Job Duties and Responsibilities
Joens, Jason	Principal	Set School vision, student expectations and define adult essential responsibilities and essential actions.
DeWalt, Travis	Assistant Principal	
Greco-Ball, Jennifer	Assistant Principal	
Martanovic, Kristen	Assistant Principal	
Smith, Kevin	Assistant Principal	

### Demographic Information

**Principal start date**

Saturday 6/19/2021, 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**

89

**Total number of students enrolled at the school**

1,644

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

57

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

21

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	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	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

**The number of students identified as retainees:**

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

**Date this data was collected or last updated**

Tuesday 5/18/2021

**2020-21 - 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	438	431	390	405	1664
Attendance below 90 percent	0	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	0	70	43	37	31	181
Course failure in ELA	0	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	0	43	23	79	61	206
Level 1 on 2019 statewide ELA assessment	0	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	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**2020-21 - 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	438	431	390	405	1664
Attendance below 90 percent	0	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	0	70	43	37	31	181
Course failure in ELA	0	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	0	43	23	79	61	206
Level 1 on 2019 statewide ELA assessment	0	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	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				30%	57%	56%	38%	58%	56%
ELA Learning Gains				35%	53%	51%	43%	54%	53%
ELA Lowest 25th Percentile				32%	41%	42%	42%	43%	44%
Math Achievement				29%	56%	51%	36%	57%	51%
Math Learning Gains				33%	49%	48%	40%	52%	48%
Math Lowest 25th Percentile				34%	42%	45%	31%	41%	45%
Science Achievement				43%	70%	68%	62%	68%	67%
Social Studies Achievement				47%	73%	73%	69%	71%	71%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	33%	57%	-24%	55%	-22%
Cohort Comparison						
10	2021					
	2019	25%	53%	-28%	53%	-28%
Cohort Comparison						
		-33%				

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

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

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	43%	68%	-25%	67%	-24%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	44%	69%	-25%	70%	-26%
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	25%	60%	-35%	61%	-36%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	35%	62%	-27%	57%	-22%

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

My Grad Success

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
SWD	13	41	42	13	23	28	26	28		80	3
ELL	11	37	41	18	33	45	24	8		77	24
ASN	18	50		40							
BLK	20	28	50	15	27	31	41	16		96	17
HSP	26	36	33	18	21	23	41	32		87	22

2021 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 2019-20	C & C Accel 2019-20
MUL	19	22		14	31		60	40		93	15
WHT	32	43	43	22	28	36	57	43		89	24
FRL	26	37	42	18	25	31	48	36		87	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
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
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

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
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	29
Total Points Earned for the Federal Index	417
Total Components for the Federal Index	11
Percent Tested	89%
Subgroup Data	



<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	36
Asian Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	37
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	42
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

**Analysis**

**Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

TBD

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

TBD

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

TBD

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

TBD

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

TBD

**What strategies will need to be implemented in order to accelerate learning?**

TBD

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

TBD

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

TBD

## Part III: Planning for Improvement

Areas of Focus:

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

**Area of Focus Description and Rationale:** High Impact Instruction contains four components: Reflection, Planning, Execution of plans, and Student Assessment. Focus on high impact instruction will elevate collective and individual responsibilities of adult practice in aligning with our FHS Vision and Student Outcomes/targets throughout the year. This area of focus was identified because less than 80% of FHS students are able to:  
 Meet HS graduation requirements (2.0 GPA, testing requirements, necessary credits)  
 Achieve 70%+ on course work, assessments and district quarterly assessments that align to complexity level of course standards and daily learning targets  
 Demonstrate classroom policies and procedures for the beginning, middle, and end of class to include:  
 arriving on time to all classes and adhering to tardy policies and procedures  
 Articulating daily learning goal/s  
 Integrating WICOR strategies across all content areas  
 engaging in activities to build knowledge  
 engaging in tasks to apply built knowledge to demonstrate standard proficiency and increase cognitive “lift”

**Measurable Outcome:** Teachers:  
 Student Outcome #1: 80% of students will achieve GPA of at least 2.0 (EOY, Sem., Qrt., PR)  
 Student Outcome #2 Student: 80% of students in the classroom will be recognized demonstrating AVID/WICOR Life, Career, and College-ready strategies  
 Student Outcome #3: 80% of students will achieve at least 70% on assessments  
 Unit Summative Assessments - 80% of students will achieve at least 70%  
 Unit Formative Assessments - 80% of students will achieve at least 70%  
 FHS school grade will raise from 40% D (2019) to 54% B  
 ELA, Math, Science proficiency, and Social Studies proficiency (Level 3-5) will rise  
 Graduation rate will raise to 89.8%+

**Monitoring:** Administrative Team will monitor action steps and:  
 provide recognition for adult action supporting our FHS vision and four student outcomes  
 provide coaching cycles to recover adult action not supporting our FHS vision and four student outcomes

**Person responsible for monitoring outcome:** Jason Joens (jjoens@pasco.k12.fl.us)

**Evidence-based Strategy:** 1. AVID/WICOR strategies (emphasis on O and R)  
 2. Instructional resources aligned to standards and learning task  
 3. Common planning and PLC work with an emphasis on moving each FHS student through the levels of knowledge (Webb) using grade-level standards  
 4. CFAs used to inform instruction through data chats within units of instruction

**Rationale for Evidence-based Strategy:** FHS does not have 100% of teachers hitting Core Actions 2 and 3 in instruction, as shown by our IPG Class Walkthrough tool data.  
 All classroom teachers/PLCs need to consistently plan, implement, reflect and evaluate the results of common assessments so that at least 80% of students are achieving 70% or more on assessments.

**Action Steps to Implement**

Administrators/Specialists will lead professional learning with teachers/PLCs around AVID, IPG, ELA, and B.E.S.T. standards.

Teachers will participate in monthly professional learning on WICOR strategies

Administrators will conduct learning walks and provide feedback using AVID, IPG, and Students in Action tools

Teachers will conduct peer learning walks using AVID, IPG, and Students in Action tools

Administrators will conduct PL on intentional planning for intentional results utilizing lesson plan protocols (planning week)

PLCs will

identify essential standards for each grade level or course, create an essential standards unit plan using curriculum guide, create daily lesson plans

present unit of instruction to administrator two weeks prior to implementation.

Reflect on student response rates to

provide Tier 2 instruction

provide "preventions" for future instruction

Establish plans to celebrate students on-track with 70% or higher

Develop plans to intervene/recover off-track students (scoring less than 70% on assessments)

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

**#2. Other specifically relating to Collaborative Culture**

**Area of Focus Description and Rationale:**

Collaborative cultures are 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. Becoming 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 systemic inequities.

This area of focus was identified because less than 80% of FHS staff are able to: Individually and collectively process RTI-Taking Action text as it relates to the day to day work of FHS

Build impactful relationships with each FHS student

Build a compassionate school community through the use of SEL practices and conscious discipline in and out of the classroom setting

Demonstrate reciprocal relationships of trust and collaboration amongst colleagues

Engage in learning and understanding of the FHS staff and student handbooks in order to support clear adherence of academic and social expectations for all stakeholders.

**Measurable Outcome:**

100% of classrooms will achieve 80% accuracy in the Students in Action Learning Walk Tool.

80% of classrooms will demonstrate engagement as evidenced by a rating of 3 or higher in Core action 3 of IPG.

At least 80% of students will be on track in behavior as measured by ODR data

Community partnerships and school-community engagement opportunities will increase by at least 10% each year.

Students will be celebrated for on-track academic and social behaviors every 4.5 weeks.

Teachers/PLCs will be celebrated for meeting or exceeding FHS Targets.

Each PLC/100% of the time will be performing at the "Developed" level as measured by the Collaborative

**Monitoring:**

Administrative Team will monitor action steps and:

provide recognition for adult action supporting our FHS vision and four student outcomes

provide coaching cycles to recover adult action not supporting our FHS vision and four student outcomes

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy:**

PBIS

Year 1 of Conscious Discipline

Learning Walks

PLC

**Rationale for Evidence-based Strategy:**

FHS does not have 100% of stakeholders engaging in collective responsibility to reframe perceptions on student academic and social behavior that align with FHS vision and four student outcomes. It is also essential that a system be developed to identify students who are on-track for recognition, and off-track for recovery/intervention in earning their HS diploma.

**Action Steps to Implement**

FHS does not have 100% of stakeholders engaging in collective responsibility to reframe perceptions on student academic and social behavior that align with FHS vision and four student outcomes. It is also

essential that a system be developed to identify students who are on-track for recognition, and off-track for recovery/intervention in earning their HS diploma.

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

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

<b>Area of Focus</b>	#3 Data-driven decision making:
<b>Description and Rationale:</b>	Decisions need to be made based on student achievement data so that each student's needs are able to be addressed. Admin and specialists must create a calendar for teaching and assessing cycles so that data can be discussed and reflected upon for action and interventions to be implemented.
<b>Measurable Outcome:</b>	Admin and specialists will employ the Teaching and Assessing cycle Grade-level SST will monitor MyGrad Success cohort data and establish interventions PLCs will consistently engage in Teaching and Assessing cycles and engage in data collection and reflection to determine additions or revision to future instructional plans and assessments. 89.8% + students will obtain a HS diploma with age-appropriate peers. Each quarter, students will complete a MyGrad Success Mach Form.
<b>Monitoring:</b>	Administrative Team will monitor action steps and: provide recognition for adult action supporting our FHS vision and four student outcomes provide coaching cycles to recover adult action not supporting our FHS vision and four student outcomes
<b>Person responsible for monitoring outcome:</b>	[no one identified]
<b>Evidence-based Strategy:</b>	Teaching and Assessing cycles will be used to collect data on student achievement. Focused professional learning and coaching cycles will be developed by specialists based on learning walk data. FHS will utilize a calendar for teaching and assessing cycles. FHS will utilize school-wide data cycles to monitor FHS Targets.
<b>Rationale for Evidence-based Strategy:</b>	Data-driven feedback cycles are essential in the continuous monitoring of FHS Vision and student outcomes. Reflective practices across all RTI structures will provide clarity of essential responsibilities and actions as we continue to elevate adult practice that aligns with our vision and student outcomes.

**Action Steps to Implement**

SST will:  
 provide teachers with PL on completing the MyGradSuccess activity/mach form with students  
 reflect upon tiered supports necessary based upon MyGrad Success data  
 collect data from MyGrad Success forms and identify recognition for on track students and needs for recovery/intervention for off track students

Teachers will:  
 lead students in completing the MyGradSuccess Mach form  
 analyze grade distribution to ensure that 80% or more of students are on track to pass with a 2.0 GPA or better (70%+) each quarter.

SLT will:  
 reflect on grade distribution data and MyGrad Success to promote a graduation rate of 89.8%+  
 reflect upon Student response rates and Learning Walk data to identify progress on meeting SIP goals or reducing/eliminating barriers for all students (including ESSA groups).



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

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**FHS Grade Level Teams will reflect upon student engagement (behavior) data to identify possible barriers to student achieving targets for each of the four student outcomes.**

### 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.

The Principal's message is to be "Partners in Education" (PIE). PIE means that all stakeholders are on the same page with the school purpose (vision), four student outcomes, along with adult essential responsibilities and and essential actions. School work and parent communication is infused around the school vision and four student outcomes.

Collective Responsibility of school, structures, teachers

FHS vision (purpose)

FHS student outcomes 1-4

School Grade

Graduation Rate (end of year)

School Improvement Plan Goals

Accreditation Performance Standards

Gallup data

FHS Vision = Each student has:

Met all graduation requirements = School Student Outcome #1, 100% of students will be "completely on track" by the end of their senior year (All four components)

Demonstrated AVID/WICOR strategies = Student Outcome #2 Student, 80% of students in the classroom will be recognized demonstrating AVID/WICOR Life, Career, and College-ready strategies.

Earned 70% on all classroom assessments = Student Outcome #3, 80% of students will achieve at least 70% on assessments

Unit Summative Assessments - 80% of students will achieve at least 70%

Unit Formative Assessments - 80% of students will achieve at least 70%

Consistently demonstrated FHS Shared Values in group and individual settings = School Student Outcome #4, 80% of all students will be recognized for demonstrating FHS Shared Values in classroom and school setting according to our FHS Shared Values matrix.

Identified their post high school path

College for more training for (insert job/career)

Technical School for more training for (insert job/career)

Enlist in the Military

Enter directly into job

School Grade

At least a "C"

41% of all points on the State rubric

95% Assessed

ESSA Groups

Industry cert.

80% of student enrolled are tested

First time test takers achieve within 10% of State average

Graduation Rate

2020 89.8+ (meet or exceed)

Student will meet requirements to be "Completely On-Track," with their graduation Cohort by the end of their senior year

Credits – 24 or 18

GPA – 2.0+

Testing

Alg. 1

FSA ELA 2 (Reading and Writing)

Online course requirement

School Improvement Plan (SIP)

Goal #1, #2, and #3

Meet goals

Reduce barriers

Eliminate barriers

Accreditation Performance Standards – Score level 4 = We have multiple sources of high quality information, and/or we fully engage in this activity

Performance Standards #1, #2, and #3

Gallup – Meet or Exceed Grand Mean of District and Previous School Year for Student and Staff Engagement

### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Fivay High School has identified targets within our structures essential responsibilities. These targets promote a collective commitment to our work in aligning with our FHS vision and four student outcomes.

Specific Structure/position Responsibilities

## Structures

SLT – 100% of School Improvement Plan goals are met

## SST/Grade Level

Seniors – 100% of students will be completely on track by the end of senior year.

Juniors – 80% of students will be on track or completely on track by the end of junior year.

Sophomores – 80% of students will be on track by the end of sophomore year.

Freshmen – 80% of students will be on track by the end of freshmen year.

## PLC

### Student Outcome #1

80% of students will achieve GPA of at least 2.0 (EOY, Sem., Qrt., PR)

### Student Outcome #2 Student

80% of students in the classroom will be recognized demonstrating AVID/WICOR Life, Career, and College-ready strategies

### Student Outcome #3

80% of students will achieve at least 70% on assessments

Unit Summative Assessments - 80% of students will achieve at least 70%

Unit Formative Assessments - 80% of students will achieve at least 70%

### Student Outcome #4

80% of all students will be recognized for demonstrating FHS Shared Values in classroom and school setting according to our FHS Shared Values matrix.

## Advance Placement Teachers

### Student Outcomes #1-#4

80% of students enrolled are tested

First time test takers achieve within 10% of State average

## Industry Cert. Teachers

### Student Outcomes #1-#4

80% of students enrolled are tested

First time test takers achieve within 10% of State average

## Elective Teachers

### Student Outcomes #1-#4

## SWD/ASD

### Student Outcomes #1-#4

IEP Goals are met

ESE Grad rate 80%

## APEX Teachers

Recovery - Credit/Course/GPA

Weekly progress – 10 assignments @ week or 2 assignments @ day

Completion of PCSD packet

70% on assessments

## SOS Teachers

Recovery - Credit/Course/GPA

New Credit

8-10 assignments @ day

Completion of PCSD packet

80% on assessments

SSAP

100% of students will be “completely on track” by the end of their senior year

Attendance

Students will have no more than two absences a qrt.

Effort = Student Outcome #4

80% of all students will be recognized for demonstrating FHS Shared Values in classroom and school setting according to our FHS Shared Values matrix.

Grades = Student Outcome #1

80% of students will achieve GPA of at least 2.0 (EOY, Sem., Qrt., PR – every 5 weeks)

Evaluation Tools

FEAPS -Instructional (Effective+)

Non-Instructional (Meets expectations+)

Admin (Effective+)

**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				\$589,274.62
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0114 - Fivay High School	UniSIG	4.0	\$184,660.00
			<p><i>Notes: Classroom Teacher - 4 positions - All teachers will be paid according to the instructional staff pay scale and calendar with an hourly rate of approximately \$32 per hour. Classroom teacher positions will run for the duration of the 21/22 school year. Positions will be posted as anticipated vacancies so that hiring can take place as soon as approval for the grant is received. The district-level school improvement coordinator will meet with the school monthly to discuss UniSIG spending and positions. If a position is unfilled for more than 1 quarter, the school will be asked to realign the funds to other areas of their school improvement plan through the amendment process. 0.8 ELA/0.2 AVID Due to a considerable number of Level I readers, the focus will be to lower classroom sizes to better provide scaffolded support for the students. This will support our goal of students scoring at least 70% or higher on all summative and formative assessments due to the increased attention and lower the student-teacher ratio. 1.0 ELA Due to a considerable number of Level I readers, the focus will be to lower classroom sizes to better provide scaffolded support for the students. This will support our goal of students scoring at least 70% or higher on all summative and formative assessments due to the increased attention and lower the student-teacher ratio. 1.0 Math As a result of our last state assessments, only 32% of students scored at levels 3, 4, or 5 on the math EOC. The focus of this position will be to provide differentiated instruction support to students that are level 1 and level 2 math students in smaller and more inclusive learning environments. The target for students under this instruction is to achieve at least a 70% on all assessments. 1.0 Intensive Reading Teacher - As a result of the 2021 FSA data review, FHS has over 400 students in need of intensive reading. This position will be used to lower class size in the intensive reading classes to provide more focused support for these students.</i></p>			
	5100	150-Aides	0114 - Fivay High School	UniSIG	2.0	\$32,720.00
			<p><i>Notes: Instructional Assistant - 2 positions The position will support students in meeting their high school graduation requirements of earning at least a GPA of 2.0+. These staff will be support instructional staff with intervention support for students that are identified through Student Services Team meetings as having less than a 2.0 GPA. They will assist the Student Services Team in identifying these students' barriers for meeting the 2.0, then designing a plan to implement strategies to overcome or reduce the barrier that results in students getting back to On Track (2.0+ GPA). Instructional Assistant positions will run for the duration of the 21/22 school year. Positions will be posted as anticipated vacancies so that hiring can take place as soon as approval for the grant is received. The district-level school improvement coordinator will meet with the school monthly to discuss UniSIG spending and positions. If a</i></p>			

			<i>position is unfilled for more than 1 quarter, the school will be asked to realign the funds to other areas of their school improvement plan through the amendment process.</i>			
	5100	210-Retirement	0114 - Fivay High School	UniSIG		\$23,521.00
			<i>Notes: Retirement Benefits, Classroom Teacher - 4 positions; Instructional Assistant - 2 positions</i>			
	5100	220-Social Security	0114 - Fivay High School	UniSIG		\$16,671.00
			<i>Notes: Social Security Benefits, Classroom Teacher - 4 positions; Instructional Assistant - 2 positions</i>			
	5100	230-Group Insurance	0114 - Fivay High School	UniSIG		\$43,968.00
			<i>Notes: Group Insurance Benefits, Classroom Teacher - 4 positions; Instructional Assistant - 2 positions</i>			
	5100	240-Workers Compensation	0114 - Fivay High School	UniSIG		\$2,533.00
			<i>Notes: Workers Compensation Benefits, Classroom Teacher - 4 positions; Instructional Assistant - 2 positions</i>			
	5100	250-Unemployment Compensation	0114 - Fivay High School	UniSIG		\$221.00
			<i>Notes: Unemployment Compensation Benefits, Classroom Teacher - 4 positions; Instructional Assistant - 2 positions</i>			
	5100	750-Other Personal Services	0114 - Fivay High School	UniSIG		\$2,800.00
			<i>Notes: Substitutes - Classroom Teacher - 4 positions Per Contract, all instructional employees earn 10 sick days per year. These substitute hours are to cover these days should an employee that is paid for with the UniSig grant need to utilize these days. There is no plan for the hired teachers to miss class time. During the second semester reviews, the district level program coordinator will work with schools if these funds remain unspent to realign these funds to other areas of the SIP using the amendment process.</i>			
	5100	310-Professional and Technical Services	0114 - Fivay High School	UniSIG		\$2,400.00
			<i>Notes: Professional Services - Student Tutoring Approximately 250 Seniors will receive remediation and intensive intervention in writing, reading, and mathematics through this student tutoring. This will help our seniors meet graduation requirements. These intensive tutoring sessions will take place 2 times per semester (2 in the fall and 2 in the spring). These sessions will run for 6 hours each.</i>			
	5100	369-Technology-Related Rentals	0114 - Fivay High School	UniSIG		\$5,500.00
			<i>Notes: iXL Licenses iXL Math provides students with online math practice opportunities that directly align with state standards. It is a fun, engaging program that targets math standards through Pre-Calculus. The real-time diagnostic reports allow teachers the ability to fluidly move students through the skills they individually need. iXL Math meets the criteria for Tier II evidence-based interventions set by the USDOE's Every Student Succeeds Act (ESSA). Math students in 9-12 grade will have access to iXL Math resources to meet proficiency on the statewide end-of-course assessments. It will be used by all Algebra 1 and Geometry classes. Additionally, all tier 2 and tier 3 students in any math class will receive intervention instruction that includes the use of the iXL platform.</i>			
	5100	510-Supplies	0114 - Fivay High School	UniSIG		\$32,082.62
			<i>Notes: Consumable student supplies - These supplies will be used to create classroom supplies packet for each student at FHS for the 21/22 school year. The supplies will be used both in class and at home as needed by the students for classwork and homework assignments.</i>			
	5100	519-Technology-Related Supplies	0114 - Fivay High School	UniSIG		\$983.00
			<i>Notes: Technology Supplies - Charging Cords These 17 chargers (@\$56 each) will be used to supplement and replace charging cords for computers being purchased. The additional charging cords allow for extended use of devices in classrooms when there is not enough time for devices to charge in a cart between uses.</i>			

	5100	590-Other Materials and Supplies	0114 - Fivay High School	UniSIG		\$27,345.00
			<p><i>Notes: Gateway To Us History Workbooks US History students will use this resource as a supplement to the core curriculum text. This resource provides scaffolding and is written in student-friendly text. Based on the last assessment data, 47% of students met proficiency on state end-of-course assessments. FHS will use this text to support reaching their goal of having at least 70% of students met proficiency of the state end-of-course assessment. (300 books @\$13.15 each, test bank questions \$399) ELA Classroom Novel Sets The adoption of new standards and resources for ELA requires major literary works to be paired with curricular resources. These texts will be used in English IV, Grade 12. These novel sets will bolster student knowledge building on the curricular themes. 91 copies of each title: 1984, Persepolis, Lord of the Flies, The Things They Carried, The Kite Runner, Walden, Glass Menagerie PSAT Testing Booklets The PSAT Math score can be used to support students in meeting graduation requirements. This test will be given to any student in 10th - 12th grade that would benefit from the use of this test as a concordant score as well as all 9th-grade students. In addition to using this as a concordant score, the PSAT math score will align to Khan Academy support for students to use for tiered interventions and catch-up learning to support success on state end-of-course exams. The cost is \$18 per student and FHS will purchase 1000 tests to cover all 9th graders and any eligible 10th - 12th grader.</i></p>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0114 - Fivay High School	UniSIG		\$4,957.00
			<p><i>Notes: 12 classroom printers - These classroom printers will be used in pods to support teachers when it is necessary to provide a student immediate access to a printed text as a scaffold for learning. This will reduce the wait time as school printers are currently housed in common areas which are not accessible to classroom teachers during instructional periods. (\$414 per device)</i></p>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0114 - Fivay High School	UniSIG		\$49,500.00
			<p><i>Notes: 110 Computers FHS has a current student to computer ratio is 3:1. However, we are having to discard 252 computers that are more than 9 years old and will no longer run the recent updates. This purchase of computers will help to offset the computers we are losing. The devices will be used to support student learning during class and will be utilized to support extended school day learning as well as tier 2 and tier 3 interventions as needed. (\$450 per device)</i></p>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0114 - Fivay High School	UniSIG		\$4,500.00
			<p><i>Notes: 4 Charging Carts These charging carts will be used for the new devices being purchased. The use of the charging carts allows for shared computer use among classrooms and buildings as needed for students to access the computers when being used in classrooms. (\$1125 per cart)</i></p>			
	6300	120-Classroom Teachers	0114 - Fivay High School	UniSIG	0.47	\$21,937.00
			<p><i>Notes: Planning Hours Teachers - All instructional staff will take part in an extended PLC planning session each quarter. Each session will last for three hours, and staff will be paid at their hourly rate of approximately \$32 per hour. By providing these extended PLC planning opportunities FHS teachers will be better prepared to effectively plan for both unit and individual lessons, with greater opportunities for collaboration and decision making about students, essential standards, and common formative assessments across a subject area.</i></p>			
	6400	120-Classroom Teachers	0114 - Fivay High School	UniSIG	0.46	\$21,600.00
			<p><i>Notes: Professional Development - 2 days 75 teachers Conscious Discipline is being utilized at Fivay High for social-emotional learning. It provides teachers with knowledge and understanding that students must be taught how to socially interact in the school setting, even at the secondary level. These funds will provide teachers stipend pay at \$25 per hour to attend a two-day Professional Learning during June 2022 that will extend the learning that took place during the school year with the e-course.</i></p>			
	6400	130-Other Certified Instructional Personnel	0114 - Fivay High School	UniSIG	0.07	\$3,600.00

			<p><i>Notes: Professional Development - 2 days 12 other certified staff Conscious Discipline is being utilized at Fivay High for social-emotional learning. It provides teachers with knowledge and understanding that students must be taught how to socially interact in the school setting, even at the secondary level. These funds will provide teachers stipend pay at \$25 per hour to attend a two-day Professional Learning during June 2022 that will extend the learning that took place during the school year with the e-course.</i></p>			
	6400	310-Professional and Technical Services	0114 - Fivay High School	UniSIG		\$7,600.00
			<p><i>Notes: Contract Services Conscious Discipline FHS will contract with Conscious Discipline to provide 2 full days of professional development in June 2022. This professional development will support and further the learning of FHS teachers and staff as a continuation to the school year work they will be completing with the Conscious Discipline e-course and Conscious Discipline tests. (\$6000) Solution Tree - Global PD In conjunction with the faculty PD provided by the Global PD license, FHS will engage in 4 virtual coaching sessions, 1 per quarter for 1.5 hours each. These virtual coaching sessions will provide an opportunity for FHS staff to interact with the Educational Speakers and authors of the Global PD sessions. (\$400 per session, \$1600 total)</i></p>			
	6400	330-Travel	0114 - Fivay High School	UniSIG		\$4,540.00
			<p><i>Notes: AVID Conference 4 Attendees One of our student academic expectations that support our Fivay Vision of students being life, career, and college ready is Student Outcome #2: Students will demonstrate AVID/WICOR strategies in each course each day. The AVID Summer Institute provides staff to learn how to learn about AVID both school-wide and in their classroom/PLC. The effect on student achievement is a result of higher student engagement of processing information for each subject area promoting that each student achieves at last 70% on all assessments. These funds will cover the cost of conference registration for 4 participants as well per diem and mileage. The conference dates have not yet been released but will take place in the summer of 2022.</i></p>			
	6400	369-Technology-Related Rentals	0114 - Fivay High School	UniSIG		\$3,779.00
			<p><i>Notes: Professional Development Subscriptions Solution tree Global PD Library Global PD licenses will be used to support professional learning for PLCs and the school leadership team. During regularly scheduled PLC meetings as well as monthly early release PD days, the Global PD course will be presented to staff to support the learning needed by individual PLCs and the faculty as a whole. (\$1600 for library access) Conscious Discipline e-course The Conscious Discipline e-course will be utilized with all instructional and support staff as an extension of our district-wide Social-Emotional Professional Learning that occurs monthly throughout the school year. This learning will be further supported by the purchase of the Conscious Discipline text for each faculty member as well as the summer PD days to support an in-depth and cohesive implementation of Conscious Discipline strategies throughout FHS. (\$979 for site license)</i></p>			
	6400	590-Other Materials and Supplies	0114 - Fivay High School	UniSIG		\$7,335.00
			<p><i>Notes: Professional Development Supplies Conscious Discipline Books The Conscious Discipline – Building Resilient Classrooms book is used to transform school climate and academics while equipping children with life-changing This book introduces a revolutionary classroom approach to Social/Emotional Learning (SEL) by addressing the adult’s mindset and skill set first, and then empowering adults to effectively teach life-changing SEL skills to children. Teachers and support staff will learn how to build equitable classrooms and schools that emphasize safety and connection, providing an optimal learning environment for every child. Within this climate of safety, trust and cooperation, everyday interactions and conflicts become meaningful SEL learning opportunities! Conscious Discipline’s systemic approach to SEL positively impacts teachers and students, classrooms, schools, families, and communities. This book aligns with the Conscious Discipline e-course that we will utilize during the 2021-2022 school year and is also utilized throughout the two-day Conscious Discipline training occurring summer of 2022. (100 copies @ \$29 each) Conscious Discipline Supplies \$2000 will be allotted to support the summer PD for Conscious Discipline at FHS for texts, handouts, and other materials needed for those training days in June 2022. Solution Tree PD Books \$2000 to purchase texts that support the Global PD faculty learning. Texts will be purchased for each staff member.</i></p>			
	6500	399-Other Technology-Related Purchased Services	0114 - Fivay High School	UniSIG		\$9,900.00
			<p><i>Notes: Tech Fees 110 Computers @ \$90 per device 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.</i></p>			

	6300	130-Other Certified Instructional Personnel	0114 - Fivay High School	UniSIG	0.07	\$3,090.00
			<i>Notes: Planning Hours Other Certified - All instructional staff will take part in an extended PLC planning session each quarter. Each session will last for three hours, and staff will be paid at their hourly rate of approximately \$32 per hour. By providing these extended PLC planning opportunities FHS teachers will be better prepared to effectively plan for both unit and individual lessons, with greater opportunities for collaboration and decision making about students, essential standards, and common formative assessments across a subject area.</i>			
	6300	210-Retirement	0114 - Fivay High School	UniSIG		\$2,708.00
			<i>Notes: Retirement Benefits Planning Hours</i>			
	6300	220-Social Security	0114 - Fivay High School	UniSIG		\$1,915.00
			<i>Notes: Social Security Benefits Planning Hours</i>			
	6300	240-Workers Compensation	0114 - Fivay High School	UniSIG		\$288.00
			<i>Notes: Workers Compensation Benefits Planning Hours</i>			
	6300	250-Unemployment Compensation	0114 - Fivay High School	UniSIG		\$26.00
			<i>Notes: Unemployment Compensation Benefits Planning Hours</i>			
	6400	220-Social Security	0114 - Fivay High School	UniSIG		\$1,928.00
			<i>Notes: Social Security Benefits Professional Development</i>			
	6400	240-Workers Compensation	0114 - Fivay High School	UniSIG		\$290.00
			<i>Notes: Workers Compensation Benefits Professional Development</i>			
	6400	250-Unemployment Compensation	0114 - Fivay High School	UniSIG		\$26.00
			<i>Notes: Unemployment Compensation Benefits Professional Development</i>			
	7800	360-Rentals	0114 - Fivay High School	UniSIG		\$5,000.00
			<i>Notes: Charter Buses Field Trips - These funds will be used to provide transportation field trips. All students enrolled (approximately 50 students and 2 teachers) in the AVID elective course will visit the University of Florida in October and the University of South Florida in November. Additionally, students enrolled in the automotive academy (approximately 35 students and 1 teacher) will take a trip to Sun Toyota in Holiday Florida and Ford Trucks in New Port Richey Florida. The current bid list for charter buses in Pasco county shows an approximate cost of \$1000 - \$1500 per bus.</i>			
	5100	120-Classroom Teachers	0114 - Fivay High School	UniSIG	0.14	\$6,527.00
			<i>Notes: Extended School Year - 2 instructional staff Our focus for ESY is to enhance our first Student Outcome (100% of our students will earn a high school diploma with his/ her age-appropriate peers). ESY will provide opportunities for students to engage in course recovery. This work will align with our school-wide target of 80% of our students achieving a GPA of at least 2.0. ESY will run in June and July of 2022 for approximately 4 days a week, 4 hours a day for 6 weeks. The instructional staff will be paid at the hourly rate - approximately \$32 per hour. Instructional staff will provide learning opportunities for students toward catch-up learning and course recovery as assigned. ESY teachers and support staff will monitor and record student daily and weekly progress using a monitoring tool. FHS anticipates 60 students per grade level will attend ESY.</i>			
	5100	150-Aides	0114 - Fivay High School	UniSIG	0.1	\$1,484.00
			<i>Notes: Extended School Year - 1 ELL Instructional Assistant Our focus for ESY is to enhance our first Student Outcome (100% of our students will earn a high school diploma with his/ her age-appropriate peers). ESY will provide opportunities for students to engage in course recovery. This work will align with our school-wide target of 80% of our students achieving a GPA of at least 2.0. ESY will run in June and July of 2022 for approximately 4 days a week, 4 hours a day for 6 weeks. The instructional assistant will be paid at the hourly rate - approximately \$15 per hour. The support staff will serve as an additional level of support to assist the ESY teacher in providing high-quality instruction within the Extended School Year program. FHS has the highest ELL population of any high school in our county and by</i>			



			<i>providing this additional ELL support during ESY, these students will have additional scaffolding in place to help them succeed. FHS anticipates approximately 60 students per grade level will attend ESY.</i>			
	5100	210-Retirement	0114 - Fivay High School	UniSIG		\$867.00
			<i>Notes: Retirement Benefits Extended School Year</i>			
	5100	220-Social Security	0114 - Fivay High School	UniSIG		\$613.00
			<i>Notes: Social Security Benefits Extended School Year</i>			
	5100	240-Workers Compensation	0114 - Fivay High School	UniSIG		\$93.00
			<i>Notes: Workers Compensation Benefits Extended School Year</i>			
	5100	250-Unemployment Compensation	0114 - Fivay High School	UniSIG		\$9.00
			<i>Notes: Unemployment Benefits Extended School Year</i>			
	5100	120-Classroom Teachers	0114 - Fivay High School	UniSIG		\$37,389.00
			<i>Notes: Extended School Day - 4 teachers The focus of these positions is to provide a school-wide recovery of GPA for students that are not achieving at least a 70% on each assessment and a 2.0 GPA. By providing this ongoing recovery, then students are able to meet graduation requirements during all four years of their high school experience. ESD will run for 4 days a week for 34 weeks, 2 hours each day. All staff will be paid at their hourly rate of approximately \$32 per hour for instructional staff and \$15 per hour for support staff.</i>			
	5100	150-Aides	0114 - Fivay High School	UniSIG		\$4,172.00
			<i>Notes: Extended School Day - 1 ELL Instructional Assistant The focus of these positions is to provide a school-wide recovery of GPA for students that are not achieving at least a 70% on each assessment and a 2.0 GPA. By providing this ongoing recovery, then students are able to meet graduation requirements during all four years of their high school experience. ESD will run for 4 days a week for 34 weeks, 2 hours each day. All staff will be paid at their hourly rate of approximately \$32 per hour for instructional staff and \$15 per hour for support staff.</i>			
	5100	210-Retirement	0114 - Fivay High School	UniSIG		\$4,497.00
			<i>Notes: Retirement Benefits Extended School Day</i>			
	5100	220-Social Security	0114 - Fivay High School	UniSIG		\$3,180.00
			<i>Notes: Social Security Benefits Extended School Day</i>			
	5100	240-Workers Compensation	0114 - Fivay High School	UniSIG		\$478.00
			<i>Notes: Workers Compensation Benefits Extended School Day</i>			
	5100	250-Unemployment Compensation	0114 - Fivay High School	UniSIG		\$42.00
			<i>Notes: Unemployment Benefits Extended School Day</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Collaborative Culture</b>				<b>\$8,102.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	369-Technology-Related Rentals	0114 - Fivay High School	UniSIG		\$629.00
			<i>Notes: Parent Institute Electronic Library This electronic subscription allows FHS to provide online support to our parents in understanding and supporting their children in addressing common parenting and educational issues that promote student actions in maintaining 2.0+GPA and earning high school graduation requirements.</i>			
	6150	120-Classroom Teachers	0114 - Fivay High School	UniSIG	0.08	\$4,000.00
			<i>Notes: Parent Involvement Events - Teacher Salary This funding will be used to pay staff beyond their contract hours in supporting our FHS common vision and student outcomes with community and parent stakeholders. FHS will hold at least 1 parent night each quarter. Meetings will run for 3 hours and each staff member will be paid at their hourly rate</i>			

			<i>(approximately \$32 per hour). These funds will allow for up to 10 instructional staff members per meeting to provide individual attention to families that attend. Each meeting topic will be focused on the student's needs at the time. Topics will including support for getting "On-Track" FAFSA support, and understanding ELA and Mathematics learning outcomes.</i>			
6150	130-Other Certified Instructional Personnel	0114 - Fivay High School	UniSIG	0.04	\$2,000.00	
			<i>Notes: Parent Involvement Events - Other Certified Salary This funding will be used to pay staff beyond their contract hours in supporting our FHS common vision and student outcomes with community and parent stakeholders. FHS will hold at least 1 parent night each quarter. Meetings will run for 3 hours and each staff member will be paid at their hourly rate (approximately \$32 per hour). These funds will allow for up to 5 other certified staff members per meeting to provide individual attention to families that attend. Each meeting topic will be focused on the student's needs at the time. Topics will including support for getting "On-Track" FAFSA support, and understanding ELA and Mathematics learning outcomes.</i>			
6150	150-Aides	0114 - Fivay High School	UniSIG	0.01	\$120.00	
			<i>Notes: Parent Involvement Events - ELL Instructional Assistant Salary This funding will be used to pay staff beyond their contract hours in supporting our FHS common vision and student outcomes with community and parent stakeholders. FHS will hold at least 1 parent night each quarter. Meetings will run for 3 hours and each staff member will be paid at their hourly rate (approximately \$15 per hour). These funds will specifically fund the school's ELL assistant to support the families with language and translation as necessary at each event. Each meeting topic will be focused on the student's needs at the time. Topics will including support for getting "On-Track" FAFSA support, and understanding ELA and Mathematics learning outcomes.</i>			
6150	160-Other Support Personnel	0114 - Fivay High School	UniSIG	0.01	\$120.00	
			<i>Notes: Parent Involvement Events - Parent Involvement Instructional Assistant Salary This funding will be used to pay staff beyond their contract hours in supporting our FHS common vision and student outcomes with community and parent stakeholders. FHS will hold at least 1 parent night each quarter. Meetings will run for 3 hours and each staff member will be paid at their hourly rate (approximately \$15 per hour). These funds will specifically fund the school's parent involvement assistant as the coordinator for these events. Each meeting topic will be focused on the student's needs at the time. Topics will including support for getting "On-Track" FAFSA support, and understanding ELA and Mathematics learning outcomes.</i>			
6150	210-Retirement	0114 - Fivay High School	UniSIG		\$676.00	
			<i>Notes: Retirement Benefits - Parent Involvement Events</i>			
6150	220-Social Security	0114 - Fivay High School	UniSIG		\$478.00	
			<i>Notes: Social Security Benefits - Parent Involvement Events</i>			
6150	240-Workers Compensation	0114 - Fivay High School	UniSIG		\$72.00	
			<i>Notes: Workers Compensation Benefits - Parent Involvement Events</i>			
6150	250-Unemployment Compensation	0114 - Fivay High School	UniSIG		\$7.00	
			<i>Notes: Unemployment Benefits - Parent Involvement Events</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Standards-aligned Instruction</b>				<b>\$66,165.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6500	130-Other Certified Instructional Personnel	0114 - Fivay High School	UniSIG	1.0	\$48,945.00
			<i>Notes: Learning Design Coach* - Continued position The focus of this position is to provide content, technical, and procedural professional learning for staff that is new to teaching, new to FHS, and elective teachers with their student success rate with industry certifications. The learning design coach will support these staff members with data analysis and student grouping for differentiated instruction. The position will run for the entire 2021-2022 school year. The person will be paid according to the pay scale and will have an hourly rate of approximately \$35 per hour. Since this is a continued position, the role is currently filled and is expected to remain full.</i>			

6500	210-Retirement	0114 - Fivay High School	UniSIG		\$5,296.00
<i>Notes: Retirement Benefits - Learning Design Coach</i>					
6500	220-Social Security	0114 - Fivay High School	UniSIG		\$3,745.00
<i>Notes: Social Security Benefits - Learning Design Coach</i>					
6500	230-Group Insurance	0114 - Fivay High School	UniSIG		\$7,328.00
<i>Notes: Group Insurance Benefits - Learning Design Coach</i>					
6500	240-Workers Compensation	0114 - Fivay High School	UniSIG		\$563.00
<i>Notes: Workers Compensation Benefits - Learning Design Coach</i>					
6500	250-Unemployment Compensation	0114 - Fivay High School	UniSIG		\$49.00
<i>Notes: Unemployment Compensation Benefits - Learning Design Coach</i>					
6400	730-Dues and Fees	0114 - Fivay High School	UniSIG		\$239.00
<i>Notes: ASCD Membership The ASCD membership will provide the FHS Administrative Team with current educational research trends in providing professional learning for staff that promotes students in achieving their post-secondary dreams, along with high school graduation requirements.</i>					
<b>Total:</b>					<b>\$698,406.75</b>