

Pasco County Schools

Chasco Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Chasco Elementary School

7906 RIDGE RD, Port Richey, FL 34668

www.pasco.k12.fl.us

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Together we will provide a safe environment where we empower ALL students to learn at high levels.

Provide the school's vision statement.

ALL of our students will be independent thinkers, prideful citizens, and develop a life-long love for learning.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Johnson, William	Principal	
Scott, Jaime	Assistant Principal	Monitoring and supporting teachers in grades 3-5 with the implementation of core curriculum and interventions to ensure academic goals are being met.
Vento, Chasity	Assistant Principal	Monitoring and supporting teachers in grades K-2 with the implementation of core curriculum and interventions to ensure academic goals are being met.
Gerent, Alissa	Instructional Coach	Supporting teachers in Grades 3-5 with planning and implementation to meet ELA benchmarks.
Chunko, Ashley	Instructional Coach	Supporting teachers in Grades K-2 with planning and implementation to meet ELA benchmarks.
Williams, Renee	Instructional Coach	Supporting teachers in Grades K-5 with planning and implementation to meet Math benchmarks.
Wright, Kayla	Instructional Coach	Supporting teachers in Grades 3-5 with planning and implementation to meet Science benchmarks.
Fiumara, Michele	Other	Supporting teachers in Grades K-5 with planning and implementation of interventions in both reading and math.

Stakeholder Involvement and SIP Development

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

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

School leadership team will meet monthly to discuss data and trends. We will use this data to inform our planning and decision making. Each grade level will meet with administration and the MTSS specialist monthly to discuss individual students that are not making progress and develop a plan to support them. We will have bi-weekly PLCs with each grade level to discuss data and create instructional plans with the support of instructional coaches and administration. We will also have Student Based Intervention Team meetings as needed to discuss the needs of individual students that are not responding to interventions. Finally we will involve parents through monthly SAC meetings and, at a minimum, two scheduled parent teacher conference nights in which families will meet with teachers to discuss their child's academic strengths and areas of need.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Administration and instructional coaches will conduct frequent walk throughs using our Look For Tool. This data will be analyzed for trends and individual teacher needs during our school leadership and coaches meetings. Data from state and district assessments will be used as well. We will monitor the data of all students using a data spreadsheet that is updated weekly which will guide our planning for interventions and who will be discussed at school intervention team meetings. As we collect and analyze all this data, we will make revisions to our SIP as needed.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	54%
2022-23 Economically Disadvantaged (FRL) Rate	88%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)*

	Multiracial Students (MUL)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: F 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	11	55	48	34	43	23	0	0	0	214
One or more suspensions	0	3	7	12	12	8	0	0	0	42
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	1	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	0	15	26	0	0	0	41
Level 1 on statewide Math assessment	0	0	0	0	16	35	0	0	0	51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	6	21	23	31	27	0	0	0	111

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	5	15	19	20	22	0	0	0	82

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	0	0	19	1	0	0	0	0	23
Students retained two or more times	0	0	0	1	1	0	0	0	0	2

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	7	15	17	35	14	26	0	0	0	114
One or more suspensions	0	0	3	10	5	5	0	0	0	23
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	14	0	0	0	0	0	0	20
Course failure in ELA or math	0	4	6	13	4	7	0	0	0	34
Level 1 in ELA or math	0	0	0	57	18	9	0	0	0	84

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	8	27	7	9	0	0	0	56

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	0	0	25	4	0	0	0	0	36
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	7	15	17	35	14	26	0	0	0	114
One or more suspensions	0	0	3	10	5	5	0	0	0	23
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	14	0	0	0	0	0	0	20
Course failure in ELA or math	0	4	6	13	4	7	0	0	0	34
Level 1 in ELA or math	0	0	0	57	18	9	0	0	0	84

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	8	27	7	9	0	0	0	56

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	0	0	25	4	0	0	0	0	36
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	26	47	53	32	52	56	32		
ELA Learning Gains				38			28		
ELA Lowest 25th Percentile				27			33		
Math Achievement*	25	48	59	26	46	50	28		
Math Learning Gains				32			31		
Math Lowest 25th Percentile				22			39		
Science Achievement*	30	50	54	28	50	59	20		
Social Studies Achievement*					54	64			
Middle School Acceleration					38	52			
Graduation Rate					44	50			
College and Career Acceleration						80			
ELP Progress	46	61	59	52			56		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	30
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	7
Total Points Earned for the Federal Index	149
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	7
Total Points Earned for the Federal Index	257
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	4	2
ELL	30	Yes	2	1
AMI				
ASN				
BLK	15	Yes	4	4
HSP	24	Yes	2	2
MUL	19	Yes	4	2
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	31	Yes	2	1
FRL	27	Yes	2	2

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	19	Yes	3	1
ELL	34	Yes	1	
AMI				
ASN				
BLK	11	Yes	3	3
HSP	26	Yes	1	1
MUL	18	Yes	3	1
PAC				
WHT	36	Yes	1	
FRL	31	Yes	1	1

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	26			25			30					46
SWD	12			17			27				5	50
ELL	25			22							4	46
AMI												
ASN												
BLK	17			17							3	
HSP	20			15			21				5	45

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
MUL	19			19							2	
PAC												
WHT	32			34			33				4	
FRL	22			23			29				5	43

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	32	38	27	26	32	22	28					52
SWD	15	34	28	13	21	14	11					
ELL	27	30		30	42	30	25					52
AMI												
ASN												
BLK	11	7		11	24		0					
HSP	30	32	17	20	29	23	20					38
MUL	22	25		16	8							
PAC												
WHT	36	46	40	33	37	27	36					
FRL	29	35	22	24	32	25	25					52

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	32	28	33	28	31	39	20					56
SWD	11	15	18	17	38	41	16					
ELL	23	13		15	20		0					56
AMI												
ASN												
BLK	22			6								
HSP	30	14	9	22	24	45	15					64
MUL	23			23								
PAC												
WHT	34	34	45	34	36	38	24					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
FRL	28	24	34	23	24	33	12					53

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	51%	-16%	54%	-19%
04	2023 - Spring	34%	55%	-21%	58%	-24%
03	2023 - Spring	21%	48%	-27%	50%	-29%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	23%	50%	-27%	59%	-36%
04	2023 - Spring	34%	54%	-20%	61%	-27%
05	2023 - Spring	28%	52%	-24%	55%	-27%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	27%	49%	-22%	51%	-24%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

All subjects, Math, ELA, and Science had 27-28% proficiency. In ELA and Math, the main contributing factor was disconnect between district curriculum and new BEST standards. As teachers, coaches, and administrators became more familiar with the BEST standards, it became more and more evident that supplements were needed to meet the benchmarks. Another contributing factor is our grade 3 students entered the grade with significant gaps in reading. Although we did close many gaps and the grade level showed great growth overall moving 30% from level 1 to level 2 or higher, it was not enough to meet proficiency in this grade level for 80% of the grade.

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

Our math scores showed the greatest decline from 2022. The biggest factor for this decline is the implementation of new BEST standards. Our teachers need more time to understand these new benchmarks. We also had a misalignment between the BEST standards and our core curriculum resource for math which required a lot of supplementation.

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 area with the greatest gap between state and school was Grade 3 ELA. Students in this grade started PM1 with 82% at a level 1. This showed great gaps in reading at this grade level. Many interventions were needed and were provided resulting in only 53% at a level 1 by PM3. Although this is still a significant number of students at level 1, it showed great growth overall. These students came to us with a lack of reading skills at the start of the year making it very difficult to satisfactorily fill these gaps so students could reach proficiency by PM3.

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

Overall in both math and reading, our growth in level 1 from PM1 to PM3 showed the most improvement. We constructed and implemented very targeted interventions in both subjects areas. Students were assessed and placed in tier 1, tier 2, or tier 3 groups and received a minimum of 40 minutes of intervention each day. This intervention was done with fidelity by qualified instructors and organized by our MTSS coach. Data was regularly reviewed so that groups were flexible and resources were adjusted based on the need of the individual students and their progress.

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

The most potential area of concern is the students that were promoted via Good Cause to 4th grade. Many of these students received a level 1 on PM3 for reading. They have significant gaps and skills deficits that will require intense interventions and monitoring.

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

- Grade 3 ELA
- Grade 4 ELA
- Grade 5 Math
- Grade 5 Science
- Grade 3 Math

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teachers will continue to receive professional development on Florida B.E.S.T standards in ELA and Math. Tasks will be rigorous, differentiated, and aligned to the benchmarks. This year's focus will be on aligning tasks to the benchmarks and implementation of lesson plans to create engaging and meaningful instruction for all students. CHES will utilize substitutes to provide additional coverage for classroom teachers. Teachers will be released for a half day of additional planning and professional development once per quarter based on academic planning needs. Substitutes are budgeted at \$107 per day with 84 total days of substitutes allocated. (168 half day subs / 4 quarters = 42 half-days subs per quarter)

Measurable Outcome:

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

By the conclusion of the 2023-2024 school year, at least 45% of student in grades 3-5 will be proficient in ELA, Math and Science based on state assessments. Furthermore, at least 60% of our students will show expected growth on ELA, Math, and Science state assessments.

Monitoring:

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

Class walkthroughs, FAST reports and progress monitoring, district created summative assessments data reports, and DIBELS assessment reports.

Person responsible for monitoring outcome:

William Johnson (wjohnson@pasco.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will be following the MTSS process to support students at all tier levels. We have a 40 minute time period set aside for all grades K-5 to receive interventions. During this time every student will receive an intervention that is specific to their needs. This decision will be based on data from past and recent assessments and will be monitored regularly throughout the school year. Students in tier 1 will participate in enrichment activities such as literacy circles and standards based tasks. Students in tier 2 will have more opportunities to work with grade level standards based tasks in smaller groups with a teacher. Students in tier 3 will work in small groups using research based interventions that target their specific needs to help them close gaps in their learning. These interventions will be in both reading and math instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We are providing these student specific interventions based on data in order to meet the individual needs of all students. We also want to ensure that all students grow, including those that are already demonstrating proficiency with grade level standards. We also set this time aside in the schedule to ensure these interventions are done daily and with fidelity.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Hire extra ELA ITC:

ITC ELA - CHES funded an ELA specialist in their 22-23 TSSSA plan. For the 23-24 school year, the ELA instructional trainer coach will be part of the CHES UniSIG plan. The ELA instructional trainer coach position that will support instructional needs. The ELA instructional trainer coach will support administration with walkthroughs to check implementation of the planning. They will create look-fors using the small group expectations. They will model for teachers learning strategies, essential questions, as well as Coach Teachers. The ELA instructional trainer coach will provide ELA support and integration across curriculum content and in the ELA blocks for all grade levels. The position will work 7.5 hours days following the school year calendar which runs from August 3, 2023 - May 29, 2024. Teacher salary is approximately \$37 per hour "

Person Responsible: William Johnson (wjohnson@pasco.k12.fl.us)

By When: All extra support staff will be hired by August 1, 2023.

Baseline data collection through use of DIBELS and math pre-assessments to organize students into correct groups based on data.

Person Responsible: Michele Fiumara (mfiumara@pasco.k12.fl.us)

By When: 9/1/2023

Use of data to place students in correct intervention groups.

Person Responsible: Michele Fiumara (mfiumara@pasco.k12.fl.us)

By When: 9/4/23--finalize groups We have preliminary groups based on 2022-2023 data, but need to update them to reflect newer data & new students.

Hire Science ITC:

ITC Science - CHES will change the science resource teacher position from their 22-23 UniSIG plan to a science instructional trainer coach position. The science instructional trainer coach position will support instructional needs. The coach will support administration with walkthroughs to check implementation of the planning. They will create look-fors using the small group expectations. They will model for teachers learning strategies, essential questions, and interactive notebooks. The Science instructional trainer coach will provide STEM/Science support and integration across curriculum content and in the science blocks for all grade levels. The position will work 7.5 hours days following the school year calendar which runs from August 3, 2023 - May 29, 2024. Teacher salary is approximately \$37 per hour. "

Person Responsible: William Johnson (wjohnson@pasco.k12.fl.us)

By When: August 1, 2023

Hire MTSS Specialist:

CHES will continue the multi-tiered system of support resource teachers from their 22-23 UniSIG plan. MTSS Teacher will train faculty on the MTSS/RtI process. The teacher will conduct monthly grade level RtI meetings to identify students who need Tier 2 and Tier 3 interventions with a focus on Grades 1-3. The teacher will create a system for teachers to refer students who have academic behavior or social concerns. The teacher will monitor and assist with intervention groups and data review. The position will work 7.5 hours days following the school year calendar which runs from August 3, 2023 - May 29, 2024. Teacher salary is approximately \$35 per hour."

Person Responsible: William Johnson (wjohnson@pasco.k12.fl.us)

By When: August 1, 2023

CHES will continue the 2 instructional assistants from their 22-23 UniSIG plan. The Instructional Assistants will assist with the MTSS/Rtl process. The IA's will provide classroom support to teachers providing additional tutoring to students who need interventions with a focus on Grades 1-5. The position will work 7.5 hours days following the school year calendar which runs from August 8, 2023 - May 28, 2024. Instructional assistant salary is approximately \$15 per hour. "

Person Responsible: William Johnson (wjohnson@pasco.k12.fl.us)

By When: August 1, 2023

CHES will utilize substitutes to provide additional coverage for classroom teachers. Teachers will be released for a half day of additional planning and professional development once per quarter based on academic planning needs. Substitutes are budgeted at \$107 per day with 84 total days of substitutes allocated. (168 half day subs / 4 quarters = 42 half-days subs per quarter)

Person Responsible: William Johnson (wjohnson@pasco.k12.fl.us)

By When: Additional professional development will occur once per quarter.

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

School culture will improve by aligning our mission and vision statements with school-wide beliefs with an emphasis on student leadership and promoting and modeling great character.

Measurable Outcome:

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

By the conclusion of the 2023-2024 school year, the grade mean for CHES Employee Engagement will be a 4.0 according to the Gallup Employee survey. Student HOPE will be 40% or higher and the student ENGAGEMENT will be 70% or higher according to our 5th grade Student Gallup results. Furthermore, there will be at least a 20% decrease in office discipline referrals compared to the end of the 2023-2024 school year.

Monitoring:

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

Classroom walk-throughs and data analysis of referral data and PBIS points data review.

Person responsible for monitoring outcome:

William Johnson (wjohnson@pasco.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implementation of PBIS structures and HOUSE structure.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research has shown the PBIS structures, when done properly, can improve overall student behavior. Also the implementation of the HOUSE system has been shown in the research to build a positive school culture that encourages student leadership.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional Development for teachers/staff on House System and PBIS Rewards.

Person Responsible: William Johnson (wjohnson@pasco.k12.fl.us)

By When: This will occur during planning week with all teachers/staff trained by August 10, 2023.

Professional Development on the use of Kagan Structures to build social skills using team and class building activities.

Person Responsible: William Johnson (wjohnson@pasco.k12.fl.us)

By When: Teachers will begin this PD on August 3 & 4, 2023 as part of pre-planning week. This PD will continue throughout the year as an embedded part of each PLC.

Scheduling and implementing house meetings, house parties, and pep rallies to create a functional and successful House System. Determining the staff House Leaders that will plan house meetings so this time can be used to build social skills and the house community.

Person Responsible: William Johnson (wjohnson@pasco.k12.fl.us)

By When: Meetings, parties and pep rallies have already been scheduled and are on the calendar. During pre-planning the week of July 31, 2023, staff House Leaders will be chosen.

Regular data analysis of PBIS rewards points to identify areas of concern, ensure staff are using the rewards system correctly and with fidelity, and to create school-wide or house-wide incentives/

Person Responsible: William Johnson (wjohnson@pasco.k12.fl.us)

By When: This will be ongoing throughout the year with monthly data analysis by House Leaders, Administration and the Behavior Team.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

As a system, the Pasco district is engaging in a continuous improvement process always, and annually, we have a more focused reflection to look forward to the next coming school year. During the year, each school reflects and responds to data at the minimum quarterly, and the system engages in regular Calibration Meetings throughout the school year. Additionally, after reflecting on current mid-year data, the system engages in Comprehensive Needs Assessment (CNA). During this time, each school enters a needs assessment process that sets the stage for future planning and includes analysis of student performance, analysis of stakeholder feedback, self-assessment, and site visits. Subsequently, this analysis from each school drives the district planning process and the annual approach to Planning Forward to respond our schools, as well as the allocation of resources in an intentional manner based on the needs identified for each school.

Student Performance is analyzed by reviewing current and trend data by subgroup and school. Data sources include FloridaBEST assessments, Statewide Science Assessment, district developed quarterly check results where applicable, and NWEA MAP Growth data. Stakeholder feedback is analyzed by reviewing results from both the student and staff Gallup polls, staff and parent surveys and focus groups.

Multiple tools are used to conduct a self-assessment. Each school and the district use the Cognia Standards for systems accreditation and each school and the district reviews and evaluates its progress toward goals set using the Best Practices in Inclusive Education (BPIE). Instructional Practice Observations, Professional Learning Community (PLC) rubrics, and Tiers of Support rubrics are also completed by each school to gain insight into instructional and support practices.

An Assistant Superintendent, Multi-Tiered System of Support (MTSS) Specialist, and District personnel engage in individual site visits with school leadership at each school after the school team has completed the first part of their analysis to gain insight into the school's unique needs as well as identify foci for school improvement efforts and needs for implementing the plan.

The conclusion of the CNA results in the identification of the root causes of barriers, the development of a school improvement plan to overcome/reduce barriers to improvement, the allocation of supports needed to

implement each school's improvement plan and serves as the foundation for Planning Forward. Schools analyze their plans and basic allocations that will be provided based on district formulas to determine needs for additional allocations, resources and supports. With the school assistant superintendent and the school support team, each school then carefully aligns the additional available funds through Title 1 and/or UniSIG to specific strategies for improvement aimed at reducing barriers to achievement and closing learning gaps for underperforming student groups. This plan for use of additional funding is regularly monitored by the district support team, and is adjusted based on data, including student progress monitoring results, as applicable through the year, with the support of the state BSI team and the Department.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Teachers in grades K-2 will implement Heggerty and UFLI with fidelity to improve performance of students in literacy. Foundational skills were determined as a specific area of need by reviewing data from DIBELS and FAST data. On 2022-2023 PM3 FAST 41% of students in K Early Literacy were at/above benchmark and 1st grade was at 36%. In 1st grade reading 38% were at/above grade level and 49% in 2nd grade. This shows that over 50% of students were not at/above grade level at the end of the school year. When analyzing DIBELS and foundational skills assessments, it was determined this was due to lack of foundational skills. By incorporating daily Heggerty in Grades K & 1 and using Heggerty as a tiered intervention in Grade 2 we will see an improvement in these foundational skills. We are also implementing UFLI in Grades K-2 as another research based program that aims to improve foundational skills at these grade levels.

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

In grades 3-5 teachers will be using guided reading to meet the needs of all students. These groups will teach grade level benchmarks using differentiated methods and scaffolded support. Teachers will use core and supplemental resources in these guided reading groups. Also, teachers will use research based programs such PHONICS for Reading as a tier 3 intervention to teach foundational skills to students that are 2 or more years below grade level. Students will meet in intervention groups 5 days per week for 40 minutes with a reading endorsed teacher using frequent assessments to monitor progress in this area. The data used to determine this was FAST PM3 data in which 15% in 3rd grade, 16% in 4th grade, and 27% in 5th grade were at/above grade level. When in conjunction with DIBELS and DAR

data, it was determined that many of these students were weak in foundational areas making them unable to decode words at their respective grade levels.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

In grades K-2 the measurable outcome is 60% of students will be at/above grade level in early literacy/reading FAST PM3 at the end of the school year.

Grades 3-5 Measurable Outcomes

In grades 3-5 the measurable outcome is 45% of students will be at/above grade level in early literacy/reading FAST PM3 at the end of the school year. Furthermore, 60% of students in grades 3-5 will show expected growth in reading by the end of the school year.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Students will be assessed in quarter 2 and quarter 4 using DIBELS assessment and FAST assessment. These will be our predominate monitoring tools. In grades K-5, there will also be weekly formative assessments to monitor progress and ensure growth. These formatives will need to show student proficiency with that week's content in order to progress. If they are not showing proficiency they will need to re-teach and re-assess. If they are proficient, they will move on. If any students have halted growth for 2 weeks or more, a different program will be used to teach the same skills.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Fiumara, Michele, mfiumara@pasco.k12.fl.us

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

UFLI will be used in K-2 which is a research based program that is very explicit and systematic. UFLI has components that cover both phonics and phonemic awareness. Heggerty is research based and focuses on phonemic awareness. Phonics for Reading is a foundational intervention that is designed for grades 3-5 to close the foundational reading gap. If implemented with fidelity, students can grow up to three levels in a year.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

UFLI will be used in K-2 which is a research based program that is very explicit and systematic. UFLI has components that cover both phonics and phonemic awareness. This comes from the research from the Science of Reading. Heggerty is explicit and engaging and is research based and focuses on phonemic awareness. Phonics for Reading is a foundational intervention that is designed for grades 3-5 to close the foundational reading gap. If implemented with fidelity, students can grow up to three levels in a year.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
All K-2 teachers will be trained in Heggerty. Heggerty is a foundational program that teaches phonics and phonemic awareness skills necessary for reading.	Chunko, Ashley, achunko@pasco.k12.fl.us
All K-2 teachers will be trained in UFLI. This is a foundational program that teaches phonics and phonemic awareness skills necessary for reading.	Chunko, Ashley, achunko@pasco.k12.fl.us
All 3-5 teachers will be trained in iReady. iReady will have three components. The computer component will create a learning pathway for reading in which the students will work at their individual levels to learn and grow in reading. Teachers will monitor student progress and intervene when students need support. Students will be assessed three times per year to monitor progress/growth. The teacher-led component will use the Magnetic Reading program to teach/re-teach grade level benchmarks in guided reading groups that are differentiated by ability level. At the intervention level students in tier 3 groups will use PHONICS for Reading program to teach foundational skills. This will be for students that are two or more years below grade level according to the iReady diagnostic and DAR data.	Scott, Jaime, jmsscott@pasco.k12.fl.us
ELA K-2 Literacy coach will work with teachers during planning to plan lessons. They will also model lessons in the classroom. They will also set up opportunities for teachers to visit model classrooms to see lessons and programs in action. Coach will keep updated coaching logs as evidence of coaching.	Chunko, Ashley, achunko@pasco.k12.fl.us
ELA 3-5 Literacy coach will work with teachers during planning to plan lessons. They will also model lessons in the classroom. They will also set up opportunities for teachers to visit model classrooms to see lessons and programs in action. Coach will keep updated coaching logs as evidence of coaching.	Gerent, Alissa, agerent@pasco.k12.fl.us
MTSS Coach will monitor tier 3 interventions weekly and update intervention plans as needed based on student performance each week.	Fiumara, Michele, mfiumara@pasco.k12.fl.us

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
 This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school’s webpage* where the SIP is made publicly available.

The SIP and UniSIG budget will be made available on the school website: www.ches.pasco.k12.fl.us. It will also be shared via our first SAC meeting and at our annual Title I parent meeting which will both be held in September.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We are instituting a Tuesday folder this year in response to parent feedback that grades and other information is not always making its way home. We are also providing professional development to teachers around how to build relationships with parents and keep communication channels open with parents by ensuring there are more positive communications than negative. We also have two pre-set parent conference nights in which families will be asked to sign up for a conference to speak to teachers about their child's academic progress after quarter 1 and quarter 2. Each week a weekly message home will be sent to all families to share important school-wide information. We also plan on having two family events, one in winter and another in spring in which families can come to a fun family event with their children. Finally, we will have monthly SAC meetings to share information and gather feedback.

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

We will be training our teachers in the Get Better Faster by Paul Bambrick-Santoyo to help teachers tighten up their classroom management to allow for more time on task and less disruption. This also trains teachers in how to implement more rigor in their instruction. We have outlined the exact amount of time that should be spent on each component of learning in math, reading, and science. We also have a 40 minute intervention block embedded in each day which is overseen by an MTSS coach and administration. In this block students that are on grade level will receive enrichment while those not will receive interventions aligned to their needs. Students that have begun and been successful in accelerated math will continue on this path in grades 4 & 5. In grades 3-5, there will be a high-achieving class that will work at an accelerated pace and/or have enrichment tasks embedded in their learning.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Federal program directors meet quarterly in collaboration meetings to discuss programs across the various funding sources to reduce duplication of efforts and increase the efficiency of federal funds.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our school has two full time social workers on campus. One social worker has the task of providing targeted mental health services to students and working with families to find community based services as needed. The other social worker is tasked with improving student absences and working with families to problem solve around absences.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$304,025.33
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	120	0070 - Chasco Elementary School	UniSIG	0.03	\$1,600.00
			<i>Notes: CHES will continue to provide additional coaching for teachers on an SI plan based on Unsatisfactory or Needs Improvement VAM. These funds will provide a mentor supplement of \$199 per semester per mentee to the teachers and coaches that provide this support. These funds are allocated based on the number of teachers on an SI plan for the 22/23 school year (CHES had 7 teachers on an SI plan for 22-23 school year). If teachers will an Unsatisfactory or Needs Improvement VAM left CHES, the number of supplements needed will decrease and funds will be reallocated utilizing the amendment processing.</i>			
	6400	130	0070 - Chasco Elementary School	UniSIG	0.02	\$1,200.00
			<i>Notes: CHES will continue to provide additional coaching for teachers on an SI plan based on Unsatisfactory or Needs Improvement VAM. These funds will provide a mentor supplement of \$199 per semester per mentee to the teachers and coaches that provide this support. These funds are allocated based on the number of teachers on an SI plan for the 22/23 school year (CHES had 7 teachers on an SI plan for 22-23 school year). If teachers will an Unsatisfactory or Needs Improvement VAM left CHES, the number of supplements needed will decrease and funds will be reallocated utilizing the amendment processing.</i>			

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	6400	210	0070 - Chasco Elementary School	UniSIG		\$380.00
			<i>Notes: Mentor Supplements - Retirement 13.57%</i>			
	6400	220	0070 - Chasco Elementary School	UniSIG		\$215.00
			<i>Notes: Mentor Supplements - FICA 7.65%</i>			
	6400	240	0070 - Chasco Elementary School	UniSIG		\$35.00
			<i>Notes: Mentor Supplements - Worker's Compensation 1.25%</i>			
	6400	250	0070 - Chasco Elementary School	UniSIG		\$3.00
			<i>Notes: Mentor Supplements - Unemployment Compensation 0.10%</i>			
	6400	644	0070 - Chasco Elementary School	UniSIG		\$1,540.00
			<i>Notes: Pre-approved – BSI 7/27/2023 Instructional Trainer Coaches CHES will purchase 3 computers, one each for the 2 Instructional Trainer Coaches and 1 MTSS resource teacher funded out of UniSIG funds. Since these employees' salaries are grant funded the computer assigned to them will also be purchased with grant funds. Computers are budgeted at \$770 per device with a \$90 technician fee. The technician fee will be used to support the set-up and continued maintenance of the devices.</i>			
	6300	644	0070 - Chasco Elementary School	UniSIG		\$770.00
			<i>Notes: Pre-approved – BSI 7/27/2023 MTSS Resource Teacher CHES will purchase 3 computers, one each for the 2 Instructional Trainer Coaches and 1 MTSS resource teacher funded out of UniSIG funds. Since these employees' salaries are grant funded the computer assigned to them will also be purchased with grant funds. Computers are budgeted at \$770 per device with a \$90 technician fee. The technician fee will be used to support the set-up and continued maintenance of the devices.</i>			
	6500	399	0070 - Chasco Elementary School	UniSIG		\$270.00
			<i>Notes: Pre-approved – BSI 7/27/2023 Technician Fees CHES will purchase 3 computers, one each for the 2 Instructional Trainer Coaches and 1 MTSS resource teacher funded out of UniSIG funds. Since these employees' salaries are grant funded the computer assigned to them will also be purchased with grant funds. Computers are budgeted at \$770 per device with a \$90 technician fee. The technician fee will be used to support the set-up and continued maintenance of the devices.</i>			
	5100	150	0070 - Chasco Elementary School	UniSIG	2.0	\$43,564.00
			<i>Notes: Pre-approved – Emma Davis 4/28/2023 CHES will continue the 2 instructional assistants from their 22-23 UniSIG plan. The Instructional Assistants will assist with the MTSS/Rtl process. The IA's will provide classroom support to teachers providing additional tutoring to students who need interventions with a focus on Grades 1-5. The position will work 7.5 hours days following the school year calendar which runs from August 8, 2023 – May 28, 2024. Instructional assistant salary is approximately \$15 per hour.</i>			
	5100	210	0070 - Chasco Elementary School	UniSIG		\$5,912.00
			<i>Notes: Instructional Assistants - Retirement 13.57%</i>			
	5100	220	0070 - Chasco Elementary School	UniSIG		\$3,333.00
			<i>Notes: Instructional Assistants - FICA 7.65%</i>			

Pasco - 0070 - Chasco Elementary School - 2023-24 SIP

	5100	230	0070 - Chasco Elementary School	UniSIG		\$16,250.00
			<i>Notes: Instructional Assistants - Group Insurance</i>			
	5100	240	0070 - Chasco Elementary School	UniSIG		\$545.00
			<i>Notes: Instructional Assistants - Worker's Compensation 1.25%</i>			
	5100	250	0070 - Chasco Elementary School	UniSIG		\$44.00
			<i>Notes: Instructional Assistants - Unemployment Compensation 0.10%</i>			
	6400	130	0070 - Chasco Elementary School	UniSIG	2.0	\$102,275.00
			<p><i>Notes: Pre-approved – Emma Davis 4/28/2023 ITC Science - CHES will change the science resource teacher position from their 22-23 UniSIG plan to a science instructional trainer coach position. The science instructional trainer coach position will support instructional needs. The coach will support administration with walkthroughs to check implementation of the planning. They will create look-fors using the small group expectations. They will model for teachers learning strategies, essential questions, and interactive notebooks. The Science instructional trainer coach will provide STEM/Science support and integration across curriculum content and in the science blocks for all grade levels. The position will work 7.5 hours days following the school year calendar which runs from August 3, 2023 – May 29, 2024. Teacher salary is approximately \$37 per hour. Pre-approved – Emma Davis 4/28/2023 ITC ELA - CHES funded an ELA specialist in their 22-23 TSSSA plan. For the 23-24 school year, the ELA instructional trainer coach will be part of the CHES UniSIG plan. The ELA instructional trainer coach position that will support instructional needs. The ELA instructional trainer coach will support administration with walkthroughs to check implementation of the planning. They will create look-fors using the small group expectations. They will model for teachers learning strategies, essential questions, as well as Coach Teachers. The ELA instructional trainer coach will provide ELA support and integration across curriculum content and in the ELA blocks for all grade levels. The position will work 7.5 hours days following the school year calendar which runs from August 3, 2023 – May 29, 2024. Teacher salary is approximately \$37 per hour</i></p>			
	6400	210	0070 - Chasco Elementary School	UniSIG		\$13,879.00
			<i>Notes: ITC - Retirement 13.57%</i>			
	6400	220	0070 - Chasco Elementary School	UniSIG		\$7,825.00
			<i>Notes: ITC - FICA 7.65%</i>			
	6400	230	0070 - Chasco Elementary School	UniSIG		\$16,250.00
			<i>Notes: ITC - Group Insurance</i>			
	6400	240	0070 - Chasco Elementary School	UniSIG		\$1,279.00
			<i>Notes: ITC - Worker's Compensation 1.25%</i>			
	6400	250	0070 - Chasco Elementary School	UniSIG		\$103.00
			<i>Notes: ITC - Unemployment Compensation 0.10%</i>			
	6300	310	0070 - Chasco Elementary School	UniSIG		\$8,988.00
			<i>Notes: CHES will utilize substitutes to provide additional coverage for classroom teachers. Teachers will be released for a half day of additional planning and professional development once per quarter based on academic planning needs. Substitutes are</i>			

			<i>budgeted at \$107 per day with 84 total days of substitutes allocated. (168 half day subs / 4 quarters = 42 half-days subs per quarter)</i>			
	6300	130	0070 - Chasco Elementary School	UniSIG	1.0	\$54,707.00
			<i>Notes: Pre-approved – Emma Davis 4/28/2023 CHES will continue the multi-tiered system of support resource teachers from their 22-23 UniSIG plan. MTSS Teacher will train faculty on the MTSS/RtI process. The teacher will conduct monthly grade level RtI meetings to identify students who need Tier 2 and Tier 3 interventions with a focus on Grades 1-3. The teacher will create a system for teachers to refer students who have academic behavior or social concerns. The teacher will monitor and assist with intervention groups and data review. The position will work 7.5 hours days following the school year calendar which runs from August 3, 2023 – May 29, 2024. Teacher salary is approximately \$35 per hour.</i>			
	6300	210	0070 - Chasco Elementary School	UniSIG		\$7,424.00
			<i>Notes: MTSS Resource Teacher - Retirement 13.57%</i>			
	6300	220	0070 - Chasco Elementary School	UniSIG		\$4,186.00
			<i>Notes: MTSS Resource Teacher - FICA 7.65%</i>			
	6300	230	0070 - Chasco Elementary School	UniSIG		\$8,125.00
			<i>Notes: MTSS Resource Teacher - Group Insurance</i>			
	6300	240	0070 - Chasco Elementary School	UniSIG		\$684.00
			<i>Notes: MTSS Resource Teacher - Worker's Compensation 1.25%</i>			
	6300	250	0070 - Chasco Elementary School	UniSIG		\$55.00
			<i>Notes: MTSS Resource Teacher - Unemployment Compensation 0.10%</i>			
	5100	510	0070 - Chasco Elementary School	UniSIG		\$2,584.33
			<i>Notes: CHES will align funds for student consumable supplies to support students with their learning. The school will purchase materials such as notebook paper, pens, pencils, notebooks, file folders, two pocket folders, dividers, colored pencils, highlighters, chart paper, composition notebooks, and markers.</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$0.00
					Total:	\$304,025.33

Budget Approval

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

No