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## Gulf Middle School

6419 LOUISIANA AVE, New Port Richey, FL 34653

<https://gms.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.**

We aim to provide a caring and rigorous student-centered learning environment that inspires our students' journeys in becoming life-long learners who demonstrate compassion, collaboration and inter-cultural understanding.

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

All GMS students will be life, career and college ready.

### 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
Moore, Hope	Instructional Coach	Instructional Technology Coach for Humanities
Fox, Kimberly	Instructional Coach	Instructional Technology Coach for STEM
Laroue, Ann	Instructional Coach	Learning Design Coach
Aldrich, Eric	Teacher, K-12	Individuals and Societies Teacher
Karalis-Tsounias, Konstantina	Teacher, K-12	Individuals & Societies Teacher
Cannon, Anne	Teacher, K-12	AVID Elective Teacher
Jackson, Ruth Ann	Assistant Principal	Assistant Principal
Kledzik, Karen	Assistant Principal	Assistant Principal
Mobley, Lori	Assistant Principal	Assistant Principal
Majorana, Constance	Teacher, K-12	Science Teacher
Serletic, Jeffery	Teacher, ESE	VE Teacher and ESE Department Chair
Cox, Nancy	Magnet Coordinator	MYP Magnet Coordinator
Jetano, Nestor	Teacher, K-12	Year Three ELA Teacher
Ceccoli, Andrea	Teacher, K-12	ACP Teacher
Malcolm, Sandra	School Counselor	Year Round School Counselor
Johnston, Mimi	Graduation Coach	Graduation Enhancement/AVID Coordinator
Brewster, Beth	Teacher, K-12	Year One Science Teacher
Deever, Kelvin	Teacher, K-12	Year Two Math
Main, Adam	Teacher, K-12	Year Two INS Teacher

**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.

The SIP was developed with the input of the school leadership team in the spring on 2023. The draft SIP was presented to the school advisory council during the spring as well. Students, community partners and parents are members of this committee.

**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))

We will monitor the SIP quarterly during the school year with our leadership team. A share out will also be presented to the staff during a staff meeting along with the school advisory counsel on the progress of our SIP.

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	51%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	85%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	CSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	Yes
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C



	2018-19: C 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	0	0	0	0	0	0	113	123	153	389
One or more suspensions	0	0	0	0	0	0	90	72	56	218
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	28	40	24	92
Course failure in Math	0	0	0	0	0	0	31	55	24	110
Level 1 on statewide ELA assessment	0	0	0	0	0	0	120	104	124	348
Level 1 on statewide Math assessment	0	0	0	0	0	0	145	133	102	380
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	119	124	113	356

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	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

**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	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	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	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0	0	0	0	0

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

**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	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	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	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0	0	0	0	0

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

**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*	32	48	49	31	46	50	33		
ELA Learning Gains				39			34		
ELA Lowest 25th Percentile				31			30		
Math Achievement*	45	58	56	32	34	36	35		
Math Learning Gains				49			35		
Math Lowest 25th Percentile				51			37		
Science Achievement*	30	46	49	22	54	53	45		
Social Studies Achievement*	41	70	68	51	59	58	50		
Middle School Acceleration	48	60	73	52	50	49	43		
Graduation Rate					47	49			
College and Career Acceleration					72	70			
ELP Progress	18	35	40	54	65	76	59		

\* 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	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	214
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	412
Total Components for the Federal Index	10
Percent Tested	95
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	26	Yes	4	1
ELL	30	Yes	4	1
AMI				
ASN	72			
BLK	32	Yes	3	
HSP	34	Yes	2	
MUL	46			
PAC				
WHT	40	Yes	1	

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%
FRL	33	Yes	1	

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	32	Yes	3	
ELL	34	Yes	3	
AMI				
ASN	44			
BLK	27	Yes	2	1
HSP	38	Yes	1	
MUL	42			
PAC				
WHT	44			
FRL	41			

**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	32			45			30	41	48			18
SWD	23			25			27	25			5	30
ELL	22			41			36	34			5	18
AMI												
ASN	69			75							2	
BLK	31			37			28	32			4	
HSP	23			44			33	34	52		6	18
MUL	44			50			33	57			4	

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
PAC												
WHT	34			45			29	45	47		5	
FRL	29			42			28	39	41		6	19

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	31	39	31	32	49	51	22	51	52			54
SWD	23	32	29	21	40	43	24	40				
ELL	20	36	32	24	48	43	7	43				54
AMI												
ASN	40	46		43	45							
BLK	23	35	27	15	41	42	6	30				
HSP	30	36	29	29	48	43	19	54	47			45
MUL	27	26	31	40	60	73	13	63				
PAC												
WHT	33	43	32	36	51	57	29	54	61			
FRL	29	39	32	30	49	52	22	50	52			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	33	34	30	35	35	37	45	50	43			59
SWD	31	35	30	30	38	45	40	55				42
ELL	26	41	36	23	28	32	40	44				59
AMI												
ASN	58	63		47	50		82					
BLK	19	25	14	18	24	29	17	48				
HSP	29	35	38	31	34	32	36	53	41			59
MUL	29	24	10	33	38	50	44	27				
PAC												
WHT	37	34	31	39	37	39	52	52	43			
FRL	32	34	31	33	34	37	42	49	39			57

**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
07	2023 - Spring	25%	48%	-23%	47%	-22%
08	2023 - Spring	28%	46%	-18%	47%	-19%
06	2023 - Spring	28%	46%	-18%	47%	-19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	43%	54%	-11%	54%	-11%
07	2023 - Spring	27%	48%	-21%	48%	-21%
08	2023 - Spring	57%	67%	-10%	55%	2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	29%	46%	-17%	44%	-15%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	50%	38%	50%	38%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	49%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	40%	70%	-30%	66%	-26%

### 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.**

The lowest performance was in the following areas 7th math, 6, 7, & 8 ELA and 8 Science are all under 30 % proficient. All of these areas except 6th ELA showed growth over the previous year. Contributing factors for 6th ELA would be a lack of classroom management in those classrooms which led to a lack of a structured learning environment. Both of those teachers are no longer at GMS.

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

The greatest decline was in the area of civics. There was a drop of 8% proficiency. One of the factors is a brand new teacher in one of the classrooms who struggled with classroom management. The overall percentage is still 40% which is higher than other areas.

**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 was civics which was 26 percentage lower than the state proficiency. One of the factors is a brand new teacher in one of the classrooms who struggled with classroom management.

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

The most improvement was in the area of 8th grade math an increase of 22%. We moved a 6th grade math teacher up to 8th grade to work with another teacher she had worked with previously in 6th grade. They were a great team and worked well together as a PLC. This was a huge factor to the growth.

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

The number of students scoring level ones on both ELA and Math are very concerning. Over 33 percent of all students fall into this category.

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

PLCs will plan for and implement student centered learning that aligns to the intention of the benchmark.

By May 2024 100% of PLCs will plan for and execute tier two instruction using core resources and/or Edmentum.



PLCs will plan for and implement student centered learning that aligns to the intention of the benchmark.

Increase in active student engagement

By the end of each quarter, 50% of students will be on-track for academics, behavior and attendance according to our Early Warning System.

Increase in scores for all state assessments including higher numbers of proficiency.

**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 Intervention****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.

We will see an increase of tier two instruction throughout all classrooms. Teachers will provide opportunities for additional instruction based on data utilizing district core resources or Edmentum as planned for through PLCs.

These interventions have been vetted by the district and specifically aligned to the benchmarks. This enables us to identify and support individual academic needs of all students who require tiered two instruction.

**Measurable Outcome:**

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

By May 2024 100% of PLCs will plan for and execute tier two instruction using core resources and/or Edmentum.

**Monitoring:**

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

During walk-throughs we will see evidence of tier 2 instruction that aligns with lesson plans.

**Person responsible for monitoring outcome:**

Amy Riddle (ariddle@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.)

Tier two instruction will be created by using resources from the secondary learning network or Edmentum standards based course modules.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Both of these interventions have been vetted by the district and specifically aligned to the standards. This enables us to identify and support individual academic needs of all students who require tiered two instruction.

**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.

Instructional Trainer Coaches will build teacher capacity in delivering tiered instruction aligned to the intended learning of the benchmarks through PLCs, department meetings and professional development sessions. Coaching cycles may focus on facilitation of tiered instruction.

**Person Responsible:** Amy Riddle (ariddle@pasco.k12.fl.us)

**By When:** End of the 2023-2024 school year

ITC's will implement a strategic coaching system which includes identified and defined look-fors, coaching focus and coaching methods.

**Person Responsible:** Amy Riddle (ariddle@pasco.k12.fl.us)

**By When:** End of the 2023-2024 school year

Teachers will plan as departments and PLCs for standards based common formative assessments. Additional planning hours will take place after school and be supported with UniSIG funding.

**Person Responsible:** Amy Riddle (ariddle@pasco.k12.fl.us)

**By When:** End of the 2023-2024 school year

Departments and PLCs will collaborate to score student sample sets of assignments/assessments to come to consensus on common grading practices.

**Person Responsible:** Amy Riddle (ariddle@pasco.k12.fl.us)

**By When:** End of the 2023-2024 school year

School-wide Edmentum training and modeling.

**Person Responsible:** Amy Riddle (ariddle@pasco.k12.fl.us)

**By When:** End of the 2023-2024 school year

UniSIG funds will be utilized to fund an intensive reading position to lower class size.

**Person Responsible:** Amy Riddle (ariddle@pasco.k12.fl.us)

**By When:** August 2023

UniSIG funds will be utilized to continue the 3 instructional assistant positions from their 22/23 UniSIG plan. The instructional assistant will provide additional academic support in classrooms. IA's will support GMS's struggling students.

**Person Responsible:** Amy Riddle (ariddle@pasco.k12.fl.us)

**By When:** August 2024

UniSIG funds will be used to continue a 216 calendar from their 22/23 UniSIG plan (written in amendment 5). An additional assistant principal allows GMS to support both students and staff with increased monitoring

**Person Responsible:** Amy Riddle (ariddle@pasco.k12.fl.us)

**By When:** Ongoing

UniSIG funds will be utilized to assign mentors for teachers with unsatisfactory or needs improvement VAM. Mentors will work with mentees to ensure benchmark-aligned tasks and instruction and provide coaching on these items as needed.

**Person Responsible:** [no one identified]

**By When:**

## #2. Positive Culture and Environment specifically relating to Other

### 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.

Increased student and staff engagement.

### Measurable Outcome:

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

Throughout the 23-24 school year, we will sustain a collaborative culture of collective responsibility as measured by attaining a 4.0 grand mean for staff engagement and a 3.75 grand mean for student engagement.

Action Steps:

### Monitoring:

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

Based on the Gallup survey for the 24-25 school year we will look specifically at

- Focus for student engagement is students feel safe at school and adults care about them.
- Focus for staff engagement is recognition for good work and talking about progress

### Person responsible for monitoring outcome:

Amy Riddle (ariddle@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.)

Clear expectations for all students and staff to increase engagement

Foster collaboration among staff and students

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on our Gallup results these were the most important indicators that needed to be focused on for the upcoming school year.

### 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 1 - Strong 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.

Focus for student engagement is students feel safe at school and adults care about them. (This will include engagement activities with students including academic field trips.)

**Person Responsible:** Amy Riddle (ariddle@pasco.k12.fl.us)

**By When:** Ongoing throughout the school year.

Focus for staff engagement is recognition for good work and talking about progress

**Person Responsible:** Amy Riddle (ariddle@pasco.k12.fl.us)

**By When:** Ongoing throughout the school year.

Redefine our Leadership Team to address school needs, disseminate information and gather staff/student feedback.

**Person Responsible:** Amy Riddle (ariddle@pasco.k12.fl.us)

**By When:** Ongoing throughout the school year.

Improving content delivery and collaborative structures to engage students.

**Person Responsible:** Amy Riddle (ariddle@pasco.k12.fl.us)

**By When:** Ongoing throughout the school year.

Support professional learning opportunities for staff that are aligned with our SUP goals.

**Person Responsible:** Amy Riddle (ariddle@pasco.k12.fl.us)

**By When:** Ongoing throughout the school year.

Model healthy, productive leadership practices in all interactions.

**Person Responsible:** Amy Riddle (ariddle@pasco.k12.fl.us)

**By When:** Ongoing throughout the school year.

Support and contribute to our GMS expectations and structures

**Person Responsible:** Amy Riddle (ariddle@pasco.k12.fl.us)

**By When:** Ongoing throughout the school year.

Utilize Buccaneer Brigade to ensure student opinions count.

**Person Responsible:** Amy Riddle (ariddle@pasco.k12.fl.us)

**By When:** Ongoing throughout the school year.

### 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

NA

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

NA

### 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

NA

#### Grades 3-5 Measurable Outcomes

NA

### 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.

NA

#### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

### 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?

NA



**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?

NA

**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
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**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.

This information was provided to families through the summer newsletter, parent information emails, and parent meetings during student orientations. It is also posted on the website at <https://gms.pasco.k12.fl.us/>.

**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 have scheduled many family events that focus on engaging our families. These include parent conferences, content-focused events, community events, and events that will allow for connections to be made between families. A family-friendly version is posted on <https://gms.pasco.k12.fl.us/>.



**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 have scheduled many family events that focus on engaging our families. These include parent conferences, content-focused events, community events, and events that will allow for connections to be made between families. We also have a food pantry and a clothing closet to provide clothes and shoes for the entire family. A family-friendly version is posted on <https://gms.pasco.k12.fl.us/>.

**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))**

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**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))**

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**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).**

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**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))**

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**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))**

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## **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: Intervention				\$375,454.96
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	7300	110	0261 - Gulf Middle School	UniSIG	1.0	\$76,732.00
			<i>Notes: Pre-approved – Emma Davis 6/14/2023 GMS will continue a 216 calendar from their 22/23 UniSIG plan (written in amendment 5). An additional assistant principal allows GMS to support both students and staff with increased monitoring. This position will run July 10, 2023 - May 29, 2024. The July portion of this salary was written into this year's budget with amendment 5. The position is an 8-hour day and will make approximately \$40 per hour.</i>			
	7300	210	0261 - Gulf Middle School	UniSIG		\$10,413.00
			<i>Notes: AP Salary - Retirement 13.57%</i>			
	7300	220	0261 - Gulf Middle School	UniSIG		\$5,870.00
			<i>Notes: AP Salary - FICA 7.65%</i>			
	7300	230	0261 - Gulf Middle School	UniSIG		\$8,125.00
			<i>Notes: AP Salary - Group Insurance</i>			
	7300	240	0261 - Gulf Middle School	UniSIG		\$960.00
			<i>Notes: AP Salary - Worker's Compensation 1.25%</i>			
	7300	250	0261 - Gulf Middle School	UniSIG		\$77.00
			<i>Notes: AP Salary - Unemployment Compensation 0.10%</i>			
	6400	120	0261 - Gulf Middle School	UniSIG	0.06	\$2,800.00
			<i>Notes: GMS 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 (GMS had 10 teachers on an SI plan for 22-23 school year). If teachers will an Unsatisfactory or Needs Improvement VAM left GMS, the number of supplements needed will decrease and funds will be reallocated utilizing the amendment processing.</i>			
	6400	130	0261 - Gulf Middle School	UniSIG	0.02	\$1,200.00
			<i>Notes: GMS 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 (GMS had 10 teachers on an SI plan for 22-23 school year). If teachers will an Unsatisfactory or Needs Improvement VAM left GMS, the number of supplements needed will decrease and funds will be reallocated utilizing the amendment processing.</i>			
	6400	210	0261 - Gulf Middle School	UniSIG		\$543.00
			<i>Notes: Mentor Supplements - Retirement 13.57%</i>			
	6400	220	0261 - Gulf Middle School	UniSIG		\$306.00
			<i>Notes: Mentor Supplements - FICA 7.65%</i>			
	6400	240	0261 - Gulf Middle School	UniSIG		\$50.00
			<i>Notes: Mentor Supplements - Worker's Compensation 1.25%</i>			
	6400	250	0261 - Gulf Middle School	UniSIG		\$4.00

			<i>Notes: Mentor Supplements - Unemployment Compensation 0.10%</i>			
5100	510		0261 - Gulf Middle School	UniSIG		\$5,293.96
			<i>Notes: GMS 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>			
5100	150		0261 - Gulf Middle School	UniSIG	3.0	\$64,380.00
			<i>Notes: Pre-approved – Emma Davis 4/28/2023 GMS will continue the 3 instructional assistant positions from their 22/23 UniSIG plan. The instructional assistant will provide additional academic support in classrooms. IA's will support GMS's struggling students. These positions will run August 8, 2023 - May 28, 2024. The position is a 7.5-hour day and will make approximately \$15 per hour.</i>			
5100	210		0261 - Gulf Middle School	UniSIG		\$8,737.00
			<i>Notes: Instructional Assistants - Retirement 13.57%</i>			
5100	220		0261 - Gulf Middle School	UniSIG		\$4,926.00
			<i>Notes: Instructional Assistants - FICA 7.65%</i>			
5100	230		0261 - Gulf Middle School	UniSIG		\$24,375.00
			<i>Notes: Instructional Assistants - Group Insurance</i>			
5100	240		0261 - Gulf Middle School	UniSIG		\$805.00
			<i>Notes: Instructional Assistants - Worker's Compensation 1.25%</i>			
5100	250		0261 - Gulf Middle School	UniSIG		\$65.00
			<i>Notes: Instructional Assistants - Unemployment Compensation 0.10%</i>			
5100	120		0261 - Gulf Middle School	UniSIG	1.0	\$51,255.00
			<i>Notes: Pre-approved – Emma Davis 4/28/2023 GMS will continue the intensive reading position from their 22/23 UniSIG plan. This position will allow for a lower-class size for these struggling students and provide additional support for catch up learning. GMS shows the need for this position based on 2023 PM 3 FAST ELA scores as they have not shown a significant increase in proficiency since we received our 2022 ELA FSA Scores. This position will run August 3, 2023 - May 29, 2024. The position is a 7.5-hour day and will make approximately \$35 per hour.</i>			
5100	210		0261 - Gulf Middle School	UniSIG		\$6,956.00
			<i>Notes: Intervention Teacher - Retirement 13.57%</i>			
5100	220		0261 - Gulf Middle School	UniSIG		\$3,922.00
			<i>Notes: Intervention Teacher - FICA 7.65%</i>			
5100	230		0261 - Gulf Middle School	UniSIG		\$8,125.00
			<i>Notes: Intervention Teacher - Group Insurance</i>			
5100	240		0261 - Gulf Middle School	UniSIG		\$641.00
			<i>Notes: Intervention Teacher - Worker's Compensation 1.25%</i>			
5100	250		0261 - Gulf Middle School	UniSIG		\$52.00
			<i>Notes: Intervention Teacher - Unemployment Compensation 0.10%</i>			
5100	510		0261 - Gulf Middle School	UniSIG		\$300.00
			<i>Notes: Intervention Teacher - Classroom Supply Funds</i>			
6400	120		0261 - Gulf Middle School	UniSIG	0.16	\$8,200.00
			<i>Notes: GMS will provide 50 teachers content and standards based professional development for 2 hours each quarter. Teachers will be paid the stipend rate of \$25 per</i>			

			<i>hour for attending professional development sessions. Topics will be based on student and walkthrough data to provide immediate support and learning for areas of need.</i>			
6400	220	0261 - Gulf Middle School	UniSIG		\$628.00	
			<i>Notes: PD Stipends - FICA 7.65%</i>			
6400	240	0261 - Gulf Middle School	UniSIG		\$103.00	
			<i>Notes: PD Stipends - Worker's Compensation 1.25%</i>			
6400	250	0261 - Gulf Middle School	UniSIG		\$9.00	
			<i>Notes: PD Stipends - Unemployment Compensation 0.10%</i>			
6300	120	0261 - Gulf Middle School	UniSIG	1.1	\$53,810.00	
			<i>Notes: Pre-approved – BSI 7/27/2023 GMS will align funds for after-hours planning to support standards-based lessons and high-quality instruction. Planning hours will be allotted for 50 teachers and 4 coaches. Planning will take place beginning August 2023 and continue throughout the school year (planned at 2 hours per month for 50 teachers and 4 coaches at the hourly rates of approximately \$35 and \$37 per hour respectively). Hours not used during the school year will be utilized during June and July 2024 for data analysis and remediation and intervention planning based on 23/24 data.</i>			
6300	130	0261 - Gulf Middle School	UniSIG	1.1	\$6,465.00	
			<i>Notes: Pre-approved – BSI 7/27/2023 GMS will align funds for after-hours planning to support standards-based lessons and high-quality instruction. Planning hours will be allotted for 50 teachers and 4 coaches. Planning will take place beginning August 2023 and continue throughout the school year (planned at 2 hours per month for 50 teachers and 4 coaches at the hourly rates of approximately \$35 and \$37 per hour respectively). Hours not used during the school year will be utilized during June and July 2024 for data analysis and remediation and intervention planning based on 23/24 data.</i>			
6300	210	0261 - Gulf Middle School	UniSIG		\$8,180.00	
			<i>Notes: Planning Hours - Retirement 13.57%</i>			
6300	220	0261 - Gulf Middle School	UniSIG		\$4,612.00	
			<i>Notes: Planning Hours - FICA 7.65%</i>			
6300	240	0261 - Gulf Middle School	UniSIG		\$754.00	
			<i>Notes: Planning Hours - Worker's Compensation 1.25%</i>			
6300	250	0261 - Gulf Middle School	UniSIG		\$61.00	
			<i>Notes: Planning Hours - Unemployment Compensation 0.10%</i>			
7300	644	0261 - Gulf Middle School	UniSIG		\$770.00	
			<i>Notes: Pre-approved – BSI 7/27/2023 AP Computer - GMS will purchase 2 computers, one each for the intensive reading teacher and assistant principal 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 set-up and continued maintenance of the devices.</i>			
5100	644	0261 - Gulf Middle School	UniSIG		\$770.00	
			<i>Notes: Pre-approved – BSI 7/27/2023 Teacher Computer - GMS will purchase 2 computers, one each for the intensive reading teacher and assistant principal 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 set-up and continued maintenance of the devices.</i>			
6500	399	0261 - Gulf Middle School	UniSIG		\$180.00	
			<i>Notes: Pre-approved – BSI 7/27/2023 Technician Fees - GMS will purchase 2 computers, one each for the intensive reading teacher and assistant principal 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</i>			

			<i>a \$90 technician fee. The technician fee will be used to support set-up and continued maintenance of the devices.</i>			
	5100	519	0261 - Gulf Middle School	UniSIG		\$2,000.00
			<i>Notes: GMS will allocate funds to tech supplies such as charging cords and printer ink. These will provide replacement cords as needed for previously purchased computers from UniSIG and allow for the printing of classroom materials as needed.</i>			
	5100	642	0261 - Gulf Middle School	UniSIG		\$2,000.00
			<i>Notes: GMS will purchase a whiteboard for their data analysis room to build a display of student data that can be updated regularly.</i>			
<b>2</b>	<b>III.B.</b>	<b>Area of Focus: Positive Culture and Environment: Other</b>				<b>\$13,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	330	0261 - Gulf Middle School	UniSIG		\$3,000.00
			<i>Notes: GMS will take 200 sixth grade students to Zoo Tampa. While there students will engage in learning to support SC.6.L.15.1, MS.LS2-5, MS.ESS3.3. Funds will be aligned to cover the cost of admission at \$14 per student and charter buses for transportation.</i>			
	7800	360	0261 - Gulf Middle School	UniSIG		\$10,000.00
			<i>Notes: GMS will take 200 sixth grade students to Zoo Tampa. While there students will engage in learning to support SC.6.L.15.1, MS.LS2-5, MS.ESS3.3. Funds will be aligned to cover the cost of admission at \$14 per student and charter buses for transportation.</i>			
					<b>Total:</b>	<b>\$388,454.96</b>

**Budget Approval**

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

No