Richey Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Richey Elementary School

6850 ADAMS ST, New Port Richey, FL 34652

https://res.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 exist to create a safe, empathetic, inclusive environment, where all participants can positively impact the global community through an inquiry process using strong instruction, deep engagement, and high expectations, to develop collaborative, compassionate, and confident learners.

Provide the school's vision statement.

To accomplish this mission, Richey Elementary's success plan has three priorities that closely align with the district priorities: High Impact Instruction, Data-Driven Decisions, and Collaborative Culture.

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
Haskedakes, Amy	Principal	

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.

We begin in 2nd semester by coming together with our school family to complete a needs assessment. We send a survey to all staff, families, School Advisory Council, and community members to gather input on our work and collect feedback for future decisions. This is then gathered to present to our leadership team to crate an action plan for the coming year.

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))

Our leadership team will reflect on this work monthly to ensure that we are making progress and/or need to adapt our plans based on current feedback and data.

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	44%
2022-23 Economically Disadvantaged (FRL) Rate	89%
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: D 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	44	44	35	43	34	27	0	0	0	227
One or more suspensions	1	17	9	6	6	12	0	0	0	51
Course failure in English Language Arts (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	53	40	35	0	0	0	128
Level 1 on statewide Math assessment	0	0	0	48	46	38	0	0	0	132
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	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	49	66	46	66	56	58	0	0	0	341

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	2	0	0	14	0	0	0	0	0	16
Students retained two or more times	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	3	6	23	46	20	26	0	0	0	124
One or more suspensions	0	0	1	12	6	10	0	0	0	29
Course failure in ELA	0	1	4	20	22	13	0	0	0	60
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	45	34	42	0	0	0	121
Level 1 on statewide Math assessment	0	0	0	41	36	51	0	0	0	128
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	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	1	11	41	18	16	0	0	0	87

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	1	14	2	5	0	0	0	23
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	3	6	23	46	20	26	0	0	0	124
One or more suspensions	0	0	1	12	6	10	0	0	0	29
Course failure in ELA	0	1	4	20	22	13	0	0	0	60
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	45	34	42	0	0	0	121
Level 1 on statewide Math assessment	0	0	0	41	36	51	0	0	0	128
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	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	1	11	41	18	16	0	0	0	87

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	1	14	2	5	0	0	0	23
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*	29	47	53	35	52	56	38		
ELA Learning Gains				39			22		
ELA Lowest 25th Percentile				46			26		
Math Achievement*	32	48	59	36	46	50	34		
Math Learning Gains				39			31		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				45			61		
Science Achievement*	38	50	54	40	50	59	26		
Social Studies Achievement*					54	64			
Middle School Acceleration					38	52			
Graduation Rate					44	50			
College and Career Acceleration						80			
ELP Progress	72	61	59	42			52		

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	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	7
Total Points Earned for the Federal Index	201
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	322
Total Components for the Federal Index	8
Percent Tested	98

2021-22 ESSA Federal Index	
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	33	Yes	1	
ELL	37	Yes	2	
AMI				
ASN				
BLK	13	Yes	4	2
HSP	37	Yes	2	
MUL	37	Yes	2	
PAC				
WHT	35	Yes	1	
FRL	38	Yes	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	41			
ELL	37	Yes	1	
AMI				
ASN				
BLK	29	Yes	3	1
HSP	34	Yes	1	
MUL	32	Yes	1	
PAC				
WHT	43			
FRL	39	Yes	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	29			32			38					72
SWD	32			28			40				4	
ELL	20			20							3	72
AMI												
ASN												
BLK	13			13							2	
HSP	27			31			38				5	75
MUL	40			33							2	
PAC												
WHT	30			34			42				4	
FRL	29			30			33				5	70

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	35	39	46	36	39	45	40					42
SWD	43	36	38	40	40	43	47					
ELL	26	50		26	40							42
AMI												
ASN												
BLK	29			29								
HSP	29	43	43	27	35		24					35
MUL	35			29								
PAC												
WHT	38	39	47	40	45	46	48					
FRL	34	39	44	33	40	46	36					42

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
2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	38	22	26	34	31	61	26					52
SWD	45	24	18	41	25	55	27					50
ELL	23	31		27	42							52
AMI												
ASN												
BLK	27	15		27	31		15					
HSP	33	24	30	25	21		15					54
MUL	35			32								
PAC												
WHT	43	21		40	35		34					
FRL	39	20	17	33	32	63	27					48

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	31%	51%	-20%	54%	-23%
04	2023 - Spring	29%	55%	-26%	58%	-29%
03	2023 - Spring	24%	48%	-24%	50%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	32%	50%	-18%	59%	-27%
04	2023 - Spring	28%	54%	-26%	61%	-33%
05	2023 - Spring	27%	52%	-25%	55%	-28%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	49%	-17%	51%	-19%

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.

Our ELA data was the lowest performing, specifically 3rd grade. We believe that this is due to new benchmarks and needing to continue our focus on the understanding of our benchmarks, how are we teaching them, and what tasks are students completing and is it aligned with the benchmark. In addition, we did not have consistent staff in our intermediate classrooms due to unforeseen circumstances and medical factors.

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

Our ELA data was the lowest performing, specifically 3rd grade. We believe that this is due to new benchmarks and needing to continue our focus on the understanding of our benchmarks, how are we teaching them, and what tasks are students completing and is it aligned with the benchmark. In addition, we did not have consistent staff in our intermediate classrooms due to unforeseen circumstances and medical factors.

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.

Our Math data had the greatest gap when compared to the state average. We believe this was due to a

In addition, we did not have consistent staff in our intermediate classrooms due to unforeseen circumstances and medical factors.

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

Our 5th grade Math showed the greatest improvement. Due to not having consistent staff in our 5th grade classrooms due to unforeseen circumstances, we moved to a one Math teacher model. All coaching support and planning support were then focused on one instructor.

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

Our two potential areas of concern is the proficiency of our students and their attendance.

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

ELA Proficiency, Attendance, Behavior

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.

Together, teams intentionally plan and deliver lessons that are aligned to the rigor of the standards in student-driven classrooms through an inquiry model.

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 2023-24 school year, 70% of instructional staff will demonstrate evidence that they are planning and delivering standards-based instruction, matched to the rigor of the standards and core actions.

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

Unit Planners, Walkthroughs (school & district based), student work samples, various assessments, as well as PLC and common planning meeting attendance and observations.

Person responsible for monitoring outcome:

Amy Haskedakes (adenneyh@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.)

To support this work, instructional staff will meet weekly to engage in Professional Learning Communities, and at least one additional weekly common planning time. Each planning session will be driven by benchmark understanding, clarifications, misconceptions, and building knowledge across content areas.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The PLC process creates an environment for teams to plan through the 4 steps of the PLC cycle using state B.E.S.T benchmarks and consistently revisiting data to drive 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 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Mentors will be assigned to 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: Amy Haskedakes (adenneyh@pasco.k12.fl.us)

By When: Beginning of the Year and Ongoing

To support intentional planning and lessons aligned to the rigor of the standards in student-driven classrooms through an inquiry model RES will hire an additional classroom teacher and instructional

assistant. The classroom teacher will be utilized to keep class sizes smaller. The instructional assistants will support during core instruction.

Person Responsible: Amy Haskedakes (adenneyh@pasco.k12.fl.us)

By When: Beginning of the year

Benchmark-aligned field trips will be planned as a part of the student-driven learning and inquiry model of lessons.

Student computers to support online instructional resources and intervention materials will be provided to support benchmark-aligned lessons.

Person Responsible: Amy Haskedakes (adenneyh@pasco.k12.fl.us)

By When: Ongoing

#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.

Together, we will collaboratively work to increase staff and student engagement along with attendance within the school family which is built on safety and connection.

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 2023-24 school year, there will be a 10% decrease in the number of students and staff who have chronic attendance (missing 10 or more days of school).

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

Weekly attendance meetings will focus on identifying students at 3 or more absences. These meetings will include our administration, Social Worker, YFA Counselor, and Date Entry Operator.

Person responsible for monitoring outcome:

Amy Haskedakes (adenneyh@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.)

A staff member will be assigned to maintain contact with the family to support the student's regular attendance. Through these contact points, we will work with staff and families to remove the barriers that are contributing to any attendance challenges.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

In order to increase attendance, relationships with students and their families have to be formed and maintained through consistent communication and removal of barriers.

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.

To build relationships with students and their families, quarterly parent nights will be conducted. These nights will provide opportunities for staff and families to have positive interactions and provide families with strategies for home support for core subject areas.

Person Responsible: Amy Haskedakes (adenneyh@pasco.k12.fl.us)

By When: Ongoing

#3. Instructional Practice specifically relating to Differentiation

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.

Together, teams will use a system to analyze data to monitor growth and teams will engage in problem-solving processes to monitor effectiveness of core instruction and intervention supports.

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 2023-24 school year, ELA and Math proficiency will increase by 10% or more on the state FAST and STAR assessments.

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

Cohort intervention plans specifying which students and which skill is being addressed. Weekly data collection forms that detail students, dates, attendance, and lesson plan of skill being addressed.

Person responsible for monitoring outcome:

Amy Haskedakes (adenneyh@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.)

Multi-Tiered Systems of Supports will be implemented for math and reading in every grade level. Tier 2 and Tier 3 remediation will be provided in the schedule to provide intervention for a minimum of 20 minutes a day in each subject.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

MTSS is a proactive approach to meeting the needs of every student. This strategy is driven by benchmark understanding and drives remediation of skills based on individual and group needs through data analysis.

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.

Teachers will utilize after-school planning on a quarterly basis to work together to analyze data to monitor student growth and the effectiveness of core instruction and intervention supports.

Person Responsible: Amy Haskedakes (adenneyh@pasco.k12.fl.us)

By When: Ongoing

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 Florida BEST 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

Together, teams intentionally plan and deliver lessons that are aligned to the rigor of the standards in student-driven classrooms through an inquiry model.

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

Together, teams intentionally plan and deliver lessons that are aligned to the rigor of the standards in student-driven classrooms through an inquiry model.

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

By the conclusion of the 2023-24 school year, ELA proficiency will increase by 10% or more on the state FAST and STAR assessments.

Grades 3-5 Measurable Outcomes

By the conclusion of the 2023-24 school year, ELA proficiency will increase by 10% or more on the state FAST and STAR assessments.

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.

Unit Planners, Walkthroughs (school & district based), student work samples, various assessments, as well as PLC and common planning meeting attendance and observations.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Haskedakes, Amy, adenneyh@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?

Unit Planners, Walkthroughs (school & district based), student work samples, various assessments, as well as PLC and common planning meeting attendance and observations. To support this work, instructional staff will meet weekly to engage in Professional Learning Communities, and at least one additional weekly common planning time. Each planning session will be driven by benchmark understanding, clarifications, misconceptions, and building knowledge across content areas.

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?

The PLC process creates an environment for teams to plan through the 4 steps of the PLC cycle using state B.E.S.T benchmarks and consistently revisiting data to drive instruction.

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
Mentors will be assigned to 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.	Haskedakes, Amy, adenneyh@pasco.k12.fl.us
Throughout the year during grade level professional development and PLCs, teams will participate in guided learning focused on grade level benchmarks, strategic questioning, and cooperative structures that apply directly to their units of study.	Haskedakes, Amy, adenneyh@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.

We begin in 2nd semester by coming together with our school family to complete a needs assessment. We send a survey to all staff, families, School Advisory Council, and community members to gather input on our work and collect feedback for future decisions. We then review and allow for suggestions from our stakeholders at SAC meetings, Title 1 input, and parent survey. A family friendly version is posted on www.res.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 schedule 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 www.res.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 are focusing on core instruction with our new benchmarks. We will continue to work on the understanding of our benchmarks, how are we teaching them, and what tasks are students completing and the alignment with the benchmark.

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 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))

We have a school counselor, YFA Counselor, and a full time Social Worker on campus, along with an outside therapist that supports our school full time. We also have a food pantry and clothing closet open to all families.

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))

We connect with our outside community and invite them to all family events. We also provide opportunities during Great American Teach In and other visits that connect to our learning, to invite in outside community members to share their careers and opportunities for college paths.

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).

Students are provided core instruction with multiple opportunities for tier 2 intervention, more of the core, in both Math and ELA every day. In addition all students that are in need of tier 3 or intensive support receive this intervention every day in both ELA and Math. This is done in every classroom with a focus on data determining the need for each student.

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))

Staff members are provided with monthly PD that varies around our content areas (ELA, Math, Science) and in addition provide support in data collection, student engagement and our IB PYP framework. At Richey we continue to retain staff by creating our school family which although has fun together, is centered our our why.

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))

Currently at our school we do not have an Early Head Start program. The students that attend our Head Start program are usually students that are transitioning from daycare. Those classrooms focus on social skills, cooperation, and regulation of self.

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				$230,189.46
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	7300	110	0271 - Richey Elementary School	UniSIG	1.0	$69,372.00
			Notes: AP - Pre-approved – Emma Davis 4/28/2023 An additional AP will serve to support school-wide improvement. They will support the admin team in ensuring consistent monitoring and support of teacher teams. They will support schoolwide with instruction, behavior, and management. This position will run from July 3, 2023 - June 10, 2024. The July portion of this salary was written into FY 23 budget with amendment 4. The position is an 8-hour day and will make approximately $40 per hour.			
	7300	210	0271 - Richey Elementary School	UniSIG		$9,414.00
			Notes: AP - Retirement 13.57%			
	7300	220	0271 - Richey Elementary School	UniSIG		$5,307.00
			Notes: AP - FICA 7.65%			
	7300	230	0271 - Richey Elementary School	UniSIG		$8,125.00
			Notes: AP - Group Insurance			
	7300	240	0271 - Richey Elementary School	UniSIG		$868.00
			Notes: AP - Worker's Compensation 1.25%			
	7300	250	0271 - Richey Elementary School	UniSIG		$70.00
			Notes: AP - Unemployment Compensation 0.10%			
	6400	120	0271 - Richey Elementary School	UniSIG	0.02	$800.00
			Notes: RES 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 (RES had 8 teachers on an SI plan for 22-23 school year). If teachers will an Unsatisfactory or Needs Improvement VAM left RES, the number of supplements needed will decrease and funds will be reallocated utilizing the amendment processing.			
	6400	130	0271 - Richey Elementary School	UniSIG	0.05	$2,400.00
			Notes: RES 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 (RES had 8 teachers on an SI plan for 22-23 school year). If teachers will an Unsatisfactory or Needs Improvement VAM left RES, the number of supplements needed will decrease and funds will be reallocated utilizing the amendment processing.			
	6400	210	0271 - Richey Elementary School	UniSIG		$435.00
			Notes: Mentor Supplements - Retirement 13.57%			
	6400	220	0271 - Richey Elementary School	UniSIG		$245.00
			Notes: Mentor Supplements - FICA 7.65%			
	6400	240	0271 - Richey Elementary School	UniSIG		$40.00
			Notes: Mentor Supplements - Worker's Compensation 1.25%			
	6400	250	0271 - Richey Elementary School	UniSIG		$4.00
			Notes: Mentor Supplements - Unemployment Compensation 0.10%			
	5100	150	0271 - Richey Elementary School	UniSIG	1.0	$21,782.00
			Notes: Pre-approved – Emma Davis 4/28/2023 RES will continue an instructional assistant position from their 22/23 UniSIG plan. The instructional assistant will support the teachers during core instruction. This position will run August 8, 2023 - May 28, 2024. The position is a 7.5-hour day and will make approximately $15 per hour.			
	5100	210	0271 - Richey Elementary School	UniSIG		$2,956.00
			Notes: Instructional Assistants - Retirement 13.57%			
	5100	220	0271 - Richey Elementary School	UniSIG		$1,667.00
			Notes: Instructional Assistants - FICA 7.65%			
	5100	230	0271 - Richey Elementary School	UniSIG		$8,125.00
			Notes: Instructional Assistants - Group Insurance			
	5100	240	0271 - Richey Elementary School	UniSIG		$273.00
			Notes: Instructional Assistants - Worker's Compensation 1.25%			
	5100	250	0271 - Richey Elementary School	UniSIG		$22.00
			Notes: Instructional Assistants - Unemployment Compensation 0.10%			

	6400	310	0271 - Richey Elementary School	UniSIG		$12,000.00
			Notes: Pasco County Schools used other federal funds to provide Kagan training this summer to all elementary staff members. RES will continue this work with 4 in-person Kagan coaching days (@$3,000 per day). This in-person coaching will support the accurate and purposeful implementation of the Kagan Cooperative Learning strategies to increase students' achievement.			
	5100	120	0271 - Richey Elementary School	UniSIG	0.5	$25,628.00
			Notes: Pre-approved – Emma Davis 4/28/2023 RES will hire an additional grade 3 classroom teacher. This position will support smaller class size and increased catch-up learning for these schools. 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.			
	5100	210	0271 - Richey Elementary School	UniSIG		$3,478.00
			Notes: Classroom Teacher - Retirement 13.57%			
	5100	220	0271 - Richey Elementary School	UniSIG		$1,961.00
			Notes: Classroom Teacher - FICA 7.65%			
	5100	230	0271 - Richey Elementary School	UniSIG		$4,063.00
			Notes: Classroom Teacher - Group Insurance			
	5100	240	0271 - Richey Elementary School	UniSIG		$321.00
			Notes: Classroom Teacher - Worker's Compensation 1.25%			
	5100	250	0271 - Richey Elementary School	UniSIG		$26.00
			Notes: Classroom Teacher - Unemployment Compensation 0.10%			
	5100	510	0271 - Richey Elementary School	UniSIG		$150.00
			Notes: Classroom Teacher - Classroom Supply funds			
	5100	644	0271 - Richey Elementary School	UniSIG		$23,000.00
			Notes: RES will purchase 46 student computers. These computers will be used in classrooms to support online instructional resources and testing as necessary. By purchasing these computers, on-task time in class will increase as students will not have to travel to a new location to access curriculum materials and testing.			
	5100	644	0271 - Richey Elementary School	UniSIG		$770.00
			Notes: Pre-approved – BSI 7/27/2023 Classroom Teacher - RES will purchase 3 computers, one each for the classroom teacher, parent involvement assistant, and assistant principal funded out of UniSIG funds. Since these employee 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.			
	7300	644	0271 - Richey Elementary School	UniSIG		$770.00
			Notes: Pre-approved – BSI 7/27/2023 AP - RES will purchase 3 computers, one each for the classroom teacher, parent involvement assistant, and assistant principal funded out of UniSIG funds. Since these employee salaries are grant funded the computer assigned to them will also be purchased with grant funds. Computers are budgeted at $770 per device			

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			with a $90 technician fee. The technician fee will be used to support set-up and continued maintenance of the devices.			
	6150	644	0271 - Richey Elementary School	UniSIG		$770.00
			Notes: Pre-approved – BSI 7/27/2023 Parent Involvement Assistant - RES will purchase 3 computers, one each for the classroom teacher, parent involvement assistant, and assistant principal funded out of UniSIG funds. Since these employee 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.			
	6500	399	0271 - Richey Elementary School	UniSIG		$4,410.00
			Notes: Technician Fees- There will be a $90 technician fee for each student and staff device purchased. The technician fee will be used to support set-up and continued maintenance of the devices.			
	5100	649	0271 - Richey Elementary School	UniSIG		$1,200.00
			Notes: RES will purchase a charging cart will hold computers allow for safe storage and easy access for students.			
	5100	330	0271 - Richey Elementary School	UniSIG		$9,737.46
			Notes: RES will take their 114 Kindergarten students to Sweetfields Farm. While there they will explore and observe the farm's plants and animals to support the application and learning of the science standards SC.K.L.14.1 and SC.K.L.14.3. Admission is $12 per student. RES will take their 131 first-grade students to Sweetfields Farm. While there students will spend time looking at plants and animals to find the similarities in resemblance and discuss the variations in their appearance supporting learning and application of the standard SC.1.L.16.1. Admission is $12 per student. RES will take their 132-second grade students to MOSI where they will explore the life cycle of a butterfly from caterpillar to chrysalis to butterfly and discover which plants attract butterflies and serve as food for caterpillars supporting learning and application of the standard SC.2.L.16.1. Admission is $11 per student. RES will take their 114 third-grade students to Sweetfields Farm where they will spend time classifying flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics supporting learning and application of the standard SC.3.L.15.2. Admission is $12 per student. RES will take their 136 fourth-grade students MOSI to journey through the life cycles of plants and animals to discover the amazing transformations they go through. Learn the difference between complete and incomplete metamorphosis and end the trio with an immersive visit to the MOSI Butterfly Garden supporting learning and application of the standard SC.4.L.16.4. Admission is $11 per student. RES will take their 128 fifth-grade students to the FL Aquarium where they will tour Tampa Bay by catamaran to observe and describe environmental changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations supporting learning and application of the standard SC.5.L.15.1. Admission is $18 per student.			
	7800	360	0271 - Richey Elementary School	UniSIG		$10,000.00
			Notes: Transportation will be provided by charter bus for all academic field trips.			
2	**III.B.**	**Area of Focus: Positive Culture and Environment: Other**				**$37,743.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	120	0271 - Richey Elementary School	UniSIG	0.05	$2,420.00
			Notes: RES will host one 2-hour parent event per quarter to engage families to participate in our school-family partnership. 36 teachers and 6 other certified staff (coaches) will be paid their hourly rate of approximately $35 and $37 per hour for these after-hours events. The planned events are outlined below. October – BOY student data reviews (Understanding FAST scores, ELL, Progress Monitoring Plans, etc.) December – Literacy Night January – Science Night February – Math Night			

	6150	130	0271 - Richey Elementary School	UniSIG	0.01	$433.00
			Notes: RES will host one 2-hour parent event per quarter to engage families to participate in our school family partnership. 36 teachers and 6 other certified staff (coaches) will be paid their hourly rate of approximately $35 and $37 per hour for these after-hours events. The planned events are outlined below. October – BOY student data reviews (Understanding FAST scores, ELL, Progress Monitoring Plans, etc.) December – Literacy Night January – Science Night February – Math Night			
	6150	210	0271 - Richey Elementary School	UniSIG		$387.00
			Notes: Parent Events - Retirement 13.57%			
	6150	220	0271 - Richey Elementary School	UniSIG		$218.00
			Notes: Parent Events - FICA 7.65%			
	6150	240	0271 - Richey Elementary School	UniSIG		$36.00
			Notes: Parent Events - Worker's Compensation 1.25%			
	6150	250	0271 - Richey Elementary School	UniSIG		$3.00
			Notes: Parent Events - Unemployment Compensation 0.10%			
	6150	160	0271 - Richey Elementary School	UniSIG	1.0	$21,309.00
			Notes: Pre-approved – Emma Davis 6/14/2023 RES will hire a parent involvement assistant to work with staff to increase participation in parent involvement activities. They will work to proactively support parents with concerns for academics and provide access to community resources as needed. The parent involvement assistant will be responsible for all parent involvement events, communications, and business partnerships. This position will run from August 8,2023 - May 28, 2024. The position is a 7.5-hour day and will make approximately $15 per hour.			
	6150	210	0271 - Richey Elementary School	UniSIG		$2,892.00
			Notes: Parent Involvement Assistant - Retirement 13.57%			
	6150	220	0271 - Richey Elementary School	UniSIG		$1,631.00
			Notes: Parent Involvement Assistant - FICA 7.65%			
	6150	230	0271 - Richey Elementary School	UniSIG		$8,125.00
			Notes: Parent Involvement Assistant - Group Insurance			
	6150	240	0271 - Richey Elementary School	UniSIG		$267.00
			Notes: Parent Involvement Assistant - Worker's Compensation 1.25%			
	6150	250	0271 - Richey Elementary School	UniSIG		$22.00
			Notes: Parent Involvement Assistant - Unemployment Compensation 0.10%			
3	**III.B.**	**Area of Focus: Instructional Practice: Differentiation**				**$21,775.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	6300	120	0271 - Richey Elementary School	UniSIG	0.32	$16,016.00
			Notes: RES will provide after hours planning time for teachers 4 times throughout the school year. 55 teachers and 6 other certified staff members (coaches) will engage in data analysis and standard-based lesson planning for 2 hours at each event. Teachers and coaches will be paid their hourly rate of approximately $35 and $37 per hour respectively.			
	6300	130	0271 - Richey Elementary School	UniSIG	0.03	$1,748.00
			Notes: RES will provide after hours planning time for teachers 4 times throughout the school year. 55 teachers and 6 other certified staff members (coaches) will engage in data analysis and standard-based lesson planning for 2 hours at each event. Teachers and coaches will be paid their hourly rate of approximately $35 and $37 per hour respectively.			
	6300	210	0271 - Richey Elementary School	UniSIG		$2,411.00
			Notes: Planning Hours - Retirement 13.57%			
	6300	220	0271 - Richey Elementary School	UniSIG		$1,359.00
			Notes: Planning Hours - FICA 7.65%			
	6300	240	0271 - Richey Elementary School	UniSIG		$223.00
			Notes: Planning Hours - Worker's Compensation 1.25%			
	6300	250	0271 - Richey Elementary School	UniSIG		$18.00
			Notes: Planning Hours - Unemployment Compensation 0.10%			
					Total:	**$289,707.46**

Budget Approval

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

No