

Pasco County Schools

Fox Hollow Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

| | |
|--|-----------|
| SIP Authority and Purpose | 3 |
| I. School Information | 6 |
| II. Needs Assessment/Data Review | 10 |
| III. Planning for Improvement | 14 |
| IV. ATSI, TSI and CSI Resource Review | 21 |
| V. Reading Achievement Initiative for Scholastic Excellence | 22 |
| VI. Title I Requirements | 24 |
| VII. Budget to Support Areas of Focus | 26 |

Fox Hollow Elementary School

8309 FOX HOLLOW DR, Port Richey, FL 34668

<https://fhes.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.

Fox Hollow Elementary seeks to:

Lead with CLASS

Consistency

Love

Accountability

Structure

Support

Provide the school's vision statement.

Fox Hollow Elementary in partnership with parents and the community will empower students to lead their own learning, discover their genius and make a positive impact on the world.

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 |
|--------------------|---------------------|--|
| Iarussi, Trisha | Assistant Principal | Trisha is responsible for monitoring all SIP goals. |
| Pitkoff, Jessica | Principal | Monitors all goals, actions, and strategies. |
| Combast, Ida | Teacher, K-12 | Monitor, coach and support teachers with all SIP Goals |
| Reardon, Theresa | Reading Coach | Monitor, coach and support teachers with all SIP Goals |
| Skinner, Jeri Lynn | Math Coach | Monitor, coach and support teachers with all SIP Goals |

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 are a Leader in Me school and provide the Measurable Results Assessment survey to all stakeholders twice a year. Parents and staff took the survey twice this year to reflect on the implementation of Leader in Me. Additionally, we provided a parent Comprehensive Needs Assessment to determine strengths, areas for growth, etc. Parents were also invited to provide input during a Parent Night specific to our School Improvement goals.

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 SAC is a part of our Comprehensive Assessment Team which monitors our Success Plan, we revisit achievement data and progress over the year to determine trends and areas of growth.

The SAC, coaching team, admin and School Lighthouse Team will monitor the SuP goals and results to determine areas of strengths and areas for growth.

Specifically, our coaching team will work intentionally with our instructional staff to build capacity towards our goals. Targeted look-fors have been identified and will be monitored and reflected upon routinely.

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 | 49% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 90% |
| Charter School | No |
| RAISE School | Yes |
| ESSA Identification *updated as of 3/11/2024 | CSI |
| Eligible for Unified School Improvement Grant (UniSIG) | Yes |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT)* Economically Disadvantaged Students (FRL)* |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: F 2019-20: C 2018-19: C |

| | |
|--|------------|
| | 2017-18: C |
| 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 | 49 | 37 | 53 | 32 | 30 | 34 | 0 | 0 | 0 | 235 | |
| One or more suspensions | 7 | 12 | 13 | 24 | 2 | 14 | 0 | 0 | 0 | 72 | |
| 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 | 15 | 34 | 31 | 0 | 0 | 0 | 80 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 13 | 49 | 34 | 0 | 0 | 0 | 96 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 30 | 0 | 0 | 0 | 0 | 0 | 30 | |

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 | 2 | 6 | 5 | 29 | 21 | 27 | 0 | 0 | 0 | 90 |

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 | 1 | 0 | 0 | 0 | 14 | 19 | 0 | 0 | 0 | 34 |
| Students retained two or more times | 0 | 1 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 5 |

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 | 12 | 21 | 31 | 22 | 23 | 34 | 0 | 0 | 0 | 143 | |
| One or more suspensions | 94 | 20 | 35 | 16 | 37 | 31 | 0 | 0 | 0 | 233 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 52 | 38 | 56 | 0 | 0 | 0 | 146 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 80 | 44 | 78 | 0 | 0 | 0 | 202 | |
| 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 | | |
| Course failure in ELA/MATH | 1 | 4 | 9 | 17 | 2 | 2 | 0 | 0 | 0 | 35 | |

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 | 17 | 29 | 24 | 12 | 17 | 0 | 0 | 0 | 99 |

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 | 26 | 0 | 0 | 0 | 0 | 0 | 26 |
| Students retained two or more times | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 5 |

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 | 12 | 21 | 31 | 22 | 23 | 34 | 0 | 0 | 0 | 143 | |
| One or more suspensions | 94 | 20 | 35 | 16 | 37 | 31 | 0 | 0 | 0 | 233 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 52 | 38 | 56 | 0 | 0 | 0 | 146 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 80 | 44 | 78 | 0 | 0 | 0 | 202 | |
| 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 | | |
| Course failure in ELA/MATH | 1 | 4 | 9 | 17 | 2 | 2 | 0 | 0 | 0 | 35 | |

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 | 17 | 29 | 24 | 12 | 17 | 0 | 0 | 0 | 99 |

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 | 26 | 0 | 0 | 0 | 0 | 0 | 26 |
| Students retained two or more times | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 5 |

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* | 20 | 47 | 53 | 24 | 52 | 56 | 25 | | |
| ELA Learning Gains | | | | 39 | | | 31 | | |
| ELA Lowest 25th Percentile | | | | 46 | | | 44 | | |
| Math Achievement* | 21 | 48 | 59 | 21 | 46 | 50 | 21 | | |
| Math Learning Gains | | | | 36 | | | 27 | | |
| Math Lowest 25th Percentile | | | | 29 | | | 20 | | |
| Science Achievement* | 23 | 50 | 54 | 17 | 50 | 59 | 22 | | |
| Social Studies Achievement* | | | | | 54 | 64 | | | |
| Middle School Acceleration | | | | | 38 | 52 | | | |
| Graduation Rate | | | | | 44 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | 50 | 61 | 59 | 65 | | | 42 | | |

* 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 | 26 |
| OVERALL Federal Index Below 41% - All Students | Yes |
| Total Number of Subgroups Missing the Target | 7 |
| Total Points Earned for the Federal Index | 132 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 99 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | CSI |
| OVERALL Federal Index – All Students | 35 |
| OVERALL Federal Index Below 41% - All Students | Yes |
| Total Number of Subgroups Missing the Target | 7 |
| Total Points Earned for the Federal Index | 277 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 98 |
| 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 | 12 | Yes | 4 | 2 |
| ELL | 25 | Yes | 4 | 2 |
| AMI | | | | |
| ASN | | | | |
| BLK | 12 | Yes | 4 | 3 |
| HSP | 23 | Yes | 2 | 1 |
| MUL | 8 | Yes | 4 | 2 |
| PAC | | | | |

2022-23 ESSA SUBGROUP DATA SUMMARY

| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
|---------------|---------------------------------|--------------------|---|---|
| WHT | 25 | Yes | 2 | 1 |
| FRL | 26 | Yes | 2 | 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 | 23 | Yes | 3 | 1 |
| ELL | 31 | Yes | 3 | 1 |
| AMI | | | | |
| ASN | | | | |
| BLK | 25 | Yes | 3 | 2 |
| HSP | 35 | Yes | 1 | |
| MUL | 23 | Yes | 3 | 1 |
| PAC | | | | |
| WHT | 34 | Yes | 1 | |
| FRL | 35 | 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 | 20 | | | 21 | | | 23 | | | | | 50 |
| SWD | 10 | | | 13 | | | 10 | | | | 4 | |
| ELL | 8 | | | 24 | | | | | | | 4 | 50 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 13 | | | 13 | | | | | | | 3 | |
| HSP | 13 | | | 19 | | | 13 | | | | 5 | 55 |

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2021-22 | C & C Accel 2021-22 | ELP Progress |
|-----------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| MUL | 8 | | | 8 | | | | | | | 2 | |
| PAC | | | | | | | | | | | | |
| WHT | 26 | | | 23 | | | 24 | | | | 4 | |
| FRL | 20 | | | 21 | | | 23 | | | | 5 | 48 |

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 | 24 | 39 | 46 | 21 | 36 | 29 | 17 | | | | | 65 |
| SWD | 17 | 36 | 36 | 15 | 33 | 15 | 6 | | | | | |
| ELL | 13 | 39 | 50 | 18 | 30 | 25 | 7 | | | | | 65 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 10 | 36 | | 10 | 43 | | | | | | | |
| HSP | 27 | 36 | 40 | 21 | 34 | 31 | 10 | | | | | 78 |
| MUL | 24 | 29 | | 9 | 29 | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 25 | 43 | 54 | 25 | 38 | 32 | 19 | | | | | |
| FRL | 23 | 37 | 44 | 20 | 35 | 31 | 17 | | | | | 70 |

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 | 25 | 31 | 44 | 21 | 27 | 20 | 22 | | | | | 42 |
| SWD | 5 | 8 | | 9 | 7 | | 8 | | | | | 40 |
| ELL | 17 | | | 9 | | | | | | | | 42 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 14 | | | 10 | | | | | | | | |
| HSP | 20 | 22 | | 13 | 11 | | 11 | | | | | 33 |
| MUL | 22 | | | 22 | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 30 | 24 | | 27 | 36 | | 28 | | | | | |

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 | ELP Progress |
|-----------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| FRL | 25 | 33 | 46 | 21 | 28 | 9 | 21 | | | | | 41 |

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 | 13% | 51% | -38% | 54% | -41% |
| 04 | 2023 - Spring | 32% | 55% | -23% | 58% | -26% |
| 03 | 2023 - Spring | 17% | 48% | -31% | 50% | -33% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 16% | 50% | -34% | 59% | -43% |
| 04 | 2023 - Spring | 31% | 54% | -23% | 61% | -30% |
| 05 | 2023 - Spring | 26% | 52% | -26% | 55% | -29% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 22% | 49% | -27% | 51% | -29% |

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 overall performance was 5th grade ELA at 13% proficient. One of the contributing factors is overwhelming amount of students in 5th grade that are not proficient readers, turn over, and teacher pedagogy.

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

The greatest decline from the prior year was third grade ELA proficiency. The decline can be contributed to teacher turn over and teacher pedagogy.

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

The greatest gap when compared to the state was our 5th grade proficiency at 13% and the state at 54%. The contributing factors include lack of teacher pedagogy and turnaround.

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

The data that showed the most improvement was 4th grade ELA. This contributed to hiring and retaining experienced certified teachers in the classroom.

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

Student attendance.

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

Reading Proficiency in all sub groups
Math Proficiency in all sub groups
Science Proficiency in 5th grade
Learning Gains for lowest 25%

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Early Warning System**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.

Conditions for learning are present across all settings and student sub groups. Sub groups include SWD, Black, White, Hispanic, Multi-Racial, Economically Disadvantaged and ELL.

Measurable Outcome:

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

By the end of the 23/24 school year, student proficiency will increase as measured by the FAST.

Monitoring:

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

Classroom Walk-throughs, with targeted look-fors and feedback.

Assessment data analysis

Discipline Data analysis

Measurable Results Assessment Survey Data

Gallup (student hope)

Person responsible for monitoring outcome:

Jessica Pitkoff (jpitkoff@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.)

School wide implementation of Leader in Me

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Leader in Me helps students learn how to become self-reliant, take initiative, plan ahead, set and track goals, do their homework, prioritize their time, manage their emotions, be considerate of others, express their viewpoint persuasively, resolve conflicts, find creative solutions, value differences, and live a balanced life. The process helps students develop the skills and self-confidence they need to lead their lives and succeed in school and beyond.

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.

Schoolwide PD-7 Habits of Highly Effective People

Schoolwide PD of Core 1 & 2

Ongoing LIM coaching supports

Person Responsible: Jessica Pitkoff (jpitkoff@pasco.k12.fl.us)

By When: Ongoing coaching and supports Full Core 2 implementation by the end of 23.24 school year

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

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

Teachers will provide instruction and tasks that are aligned to the benchmark and intended learning.

Measurable Outcome:

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

By the end of the 23/24 school year, student proficiency will increase as measured by the FAST. Sub groups include SWD, Black, White, Hispanic, Multi-Racial, Economically Disadvantaged and ELL.

Monitoring:

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

Walk-throughs
Lesson Plans
PLC's
Student Work Samples

Person responsible for monitoring outcome:

[no one identified]

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.)

Unpacking the benchmarks

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers instructional pedagogy will increase as they deepen their knowledge of the benchmarks.

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.

During lesson planning and PLC's, coaches will provide PD on unpacking the benchmarks, as well as individualized coaching based on identified need.

Person Responsible: Jessica Pitkoff (jpitkoff@pasco.k12.fl.us)

By When: Ongoing

I have purchased two additional coaches. The coaches are responsible for delivering PD, and coaching related to their content area (math & ELA). I meet with the coaching team weekly and with each coach individually to go over the coaching action plan, monitor for impact, and make instructional decisions based on growth or barriers.

Person Responsible: Jessica Pitkoff (jpitkoff@pasco.k12.fl.us)

By When: ongoing

To provide additional time and support, I have allocated resources for after school planning. During this time teachers will utilize the before, during and after protocol specifically aligned to Explicit Instruction. To monitor I will conduct walk throughs, review lesson plans, and meet with coaches to create action plans with feedback.

Person Responsible: Jessica Pitkoff (jpitkoff@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: Jessica Pitkoff (jpitkoff@pasco.k12.fl.us)

By When: Ongoing

To support benchmark-aligned tasks and learning, we will utilize UniSIG funds to purchase consumable supplies for lessons and tasks.

Person Responsible: Jessica Pitkoff (jpitkoff@pasco.k12.fl.us)

By When: Ongoing

#3. 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.

Grade level teams will routinely analyze and respond to intervention data. Sub groups include SWD, Black, White, Hispanic, Multi-Racial, Economically Disadvantaged and ELL.

Measurable Outcome:

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

By the end of the 23/24 school year, student proficiency will increase as measured by the FAST.

Monitoring:

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

Walk-throughs

Lesson Plans

Academic Interventions

Person responsible for monitoring outcome:

Jessica Pitkoff (jpitkoff@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.)

SIPPs

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

SIPPS® (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a research-based foundational skills program proven to help both new and struggling readers in grades K–12, including English learners and students identified with dyslexia.

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.

Teachers will implement the SIPPs program daily to students and review assessment data biweekly. Ongoing coaching supports will be provided to teachers as a group and individually as needed.

Person Responsible: Jessica Pitkoff (jpitkoff@pasco.k12.fl.us)

By When: Ongoing

The role and the responsibility of our MTSS coach is to provide professional development, coaching and supports for our teachers that support our students in our lowest 35% and the ESSA sub categories.

Person Responsible: Ida Combast (icombast@pasco.k12.fl.us)

By When: ongoing as needed

To monitor the MTSS coach we will meet weekly to review SIPP and monitor for impact. She will record each interaction/coaching support in her coaching action log which will help facilitate our discussion and next steps.

Person Responsible: [no one identified]

By When:

We have purchased an Academic Tutor to provide tier 2 academic supports. The academic tutor is working with 3rd and 4th grade students during their differentiated instruction to provide ELA/Math tier 2 supports. She is specifically working with our ESSA sub groups. To monitor for impact we will consistently review the tier 2 data and make appropriate plans according to the growth of the students.

Person Responsible: Jessica Pitkoff (jpitkoff@pasco.k12.fl.us)

By When: ongoing

Funds have been allocated for additional hours for my Assistant Principal during the summer. The purpose is to spend time disaggregating data related to the FAST assessment and ESSA groups to create a plan for the start of the school year to ensure support for these students.

Person Responsible: Trisha Iarussi (tiarussi@pasco.k12.fl.us)

By When: EOY

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

Explicit Instruction in foundations.

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

Explicit instruction as it relates to reading comprehension

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 end of the 23.34 school year student proficiency will increase as measured by the STAR assessment.

Grades 3-5 Measurable Outcomes

.By the end of the 23.34 school year student proficiency will increase as measured by the FAST assessment.

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.

We will monitor impact through looking a multiple pieces of data which include our SIPPs assessments, Dibels Data, and Module assessment data. This will be ongoing.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Pitkoff, Jessica, jpitkoff@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?

The programs we are implementing are as follows.

SIPPs for Tier 2-3 students

Dibels as a progress monitoring

HMH as a Tier 1 literacy program.

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?

SIPPs is a targeted program that supports early literacy skills to help students become fluent readers. The program also helps fill foundational gaps students are missing. The program has a record of effectiveness for the targeted population.

HMH-is our district vetted resources that we use to implement our Tier 1 & 2 instructions. The program provides the tools and resources to teach students how to read and comprehend text.

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 |
|---|---|
| We have enlisted the help of Mary Garced from the state who will be providing and ongoing PD for staff on Explicit Instruction. She will be working with coaches and teachers throughout the school year. The goal is to provide the PD, observe teachers in action, provide feedback and continued PD as needed. | Pitkoff, Jessica, jpitkoff@pasco.k12.fl.us |
| All teachers will be implementing SIPPs to identified students in need. We will be providing ongoing PD based on student need. We have hired an MTSS coach that will model, monitor and provide ongoing feedback to teachers. | Combast, Ida, icombast@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 disseminated information to all stakeholders at our School Advisory Council meetings, parent CNA night, as well as posting on our website and Facebook sites. We will continue providing information and collaborating with stakeholders through our SAC, parent nights and ongoing communication through our school website and Facebook.

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))

To fulfill the school's mission, and support the needs of students and keep parents informed of their child's progress we will host parent conference nights, engage in a Leader in Me parent professional development and through the use daily parent communication through our Mystudent platform.

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))

To strengthen the academic program in our school we have intentionally planned ongoing professional development to increase teacher pedagogy in Tier 1,2, and 3. We are providing accelerated math courses to enrich our third grade students and plan to build upon that each year. We have increased coaching supports to provide more intensive supports to our teachers.

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))

.

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

.

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

.

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

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

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

| | | | | | | |
|---|----------|---|---|----------------|------|--------------|
| 1 | III.B. | Area of Focus: Positive Culture and Environment: Early Warning System | | | | \$0.00 |
| 2 | III.B. | Area of Focus: Instructional Practice: Benchmark-aligned Instruction | | | | \$179,446.56 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 6400 | 130 | 0351 - Fox Hollow Elementary School | UniSIG | 0.02 | \$1,200.00 |
| | | | Notes: FHES 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 (FHES had 3 teachers on an SI plan for 22-23 school year). If teachers will an Unsatisfactory or Needs Improvement VAM left FHES, the number of supplements needed will decrease and funds will be reallocated utilizing the amendment processing. | | | |
| | 6400 | 210 | 0351 - Fox Hollow Elementary School | UniSIG | | \$163.00 |
| | | | Notes: Mentor Supplements - Retirement 13.57% | | | |
| | 6400 | 220 | 0351 - Fox Hollow Elementary School | UniSIG | | \$92.00 |
| | | | Notes: Mentor Supplements - FICA 7.65% | | | |
| | 6400 | 240 | 0351 - Fox Hollow Elementary School | UniSIG | | \$15.00 |
| | | | Notes: Mentor Supplements - Worker's Compensation 1.25% | | | |
| | 6400 | 250 | 0351 - Fox Hollow Elementary School | UniSIG | | \$2.00 |
| | | | Notes: Mentor Supplements - Unemployment Compensation 0.10% | | | |
| | 5100 | 510 | 0351 - Fox Hollow Elementary School | UniSIG | | \$11,942.56 |
| | | | Notes: FHES 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. | | | |
| | 6400 | 130 | 0351 - Fox Hollow Elementary School | UniSIG | 2.0 | \$100,009.00 |
| | | | Notes: Pre-approved – Emma Davis 4/28/2023 FHES will focus on improving classroom instruction by adding 2 instructional trainer coach allocations to their UniSIG plan. These | | | |

| | | | | | | |
|--|------|-----|---|--------|------|-------------|
| | | | coaches will support a grade level team. Combined with their other funding and district allocations, FHES will have a coach assigned to each grade. These coaches will focus on supporting classroom teachers with planning and delivering instruction assigned to the rigor of the standards. Coaches will support teachers with model lessons and data analysis of class and student needs. As an instructional trainer coach these positions will run August 3, 2023 - May 29, 2024. The position is a 7.5 hour day and will make approximately \$37 per hour. | | | |
| | 6400 | 210 | 0351 - Fox Hollow Elementary School | UniSIG | | \$13,572.00 |
| | | | Notes: ITC Salary - Retirement 13.57% | | | |
| | 6400 | 220 | 0351 - Fox Hollow Elementary School | UniSIG | | \$7,651.00 |
| | | | Notes: ITC Salary - FICA 7.65% | | | |
| | 6400 | 230 | 0351 - Fox Hollow Elementary School | UniSIG | | \$16,250.00 |
| | | | Notes: ITC Salary - Group Insurance | | | |
| | 6400 | 240 | 0351 - Fox Hollow Elementary School | UniSIG | | \$1,251.00 |
| | | | Notes: ITC Salary - Worker's Compensation 1.25% | | | |
| | 6400 | 250 | 0351 - Fox Hollow Elementary School | UniSIG | | \$101.00 |
| | | | Notes: ITC Salary - Unemployment Compensation 0.10% | | | |
| | 6300 | 120 | 0351 - Fox Hollow Elementary School | UniSIG | 0.26 | \$13,104.00 |
| | | | Notes: Pre-approved – BSI 7/27/2023 FHES will provide teachers will additional collaborative planning time outside of the school day for extended PLC time. Collaborative planning will occur for 1 hour per month for the 10 months in the school year. 36 teachers will be paid their hourly rate of approximately \$35 per hour. Coaches and other certified staff will support teacher teams with collaborative planning. 10 coaches and other certified staff members will be paid their hourly rate of approximately \$37 per hour. | | | |
| | 6300 | 130 | 0351 - Fox Hollow Elementary School | UniSIG | 0.12 | \$6,280.00 |
| | | | Notes: Pre-approved – BSI 7/27/2023 FHES will provide teachers will additional collaborative planning time outside of the school day for extended PLC time. Collaborative planning will occur for 1 hour per month for the 10 months in the school year. 36 teachers will be paid their hourly rate of approximately \$35 per hour. Coaches and other certified staff will support teacher teams with collaborative planning. 10 coaches and other certified staff members will be paid their hourly rate of approximately \$37 per hour. | | | |
| | 6300 | 210 | 0351 - Fox Hollow Elementary School | UniSIG | | \$2,630.00 |
| | | | Notes: Planning Hours - Retirement 13.57% | | | |
| | 6300 | 220 | 0351 - Fox Hollow Elementary School | UniSIG | | \$1,483.00 |
| | | | Notes: Planning Hours - FICA 7.65% | | | |
| | 6300 | 240 | 0351 - Fox Hollow Elementary School | UniSIG | | \$242.00 |
| | | | Notes: Planning Hours - Worker's Compensation 1.25% | | | |
| | 6300 | 250 | 0351 - Fox Hollow Elementary School | UniSIG | | \$19.00 |
| | | | Notes: Planning Hours - Unemployment Compensation 0.10% | | | |

| | | | | | | |
|----------|---------------|--|--|----------------|-----|---------------------|
| | 5100 | 644 | 0351 - Fox Hollow Elementary School | UniSIG | | \$770.00 |
| | | | Notes: Pre-approved – BSI 7/27/2023 Academic Tutor Computer - FHES will purchase 4 computers, one each for the MTSS Resource teacher, 2 instructional trainer coaches, and Academic Tutor 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. | | | |
| | 6400 | 644 | 0351 - Fox Hollow Elementary School | UniSIG | | \$1,540.00 |
| | | | Notes: Pre-approved – BSI 7/27/2023 ITC Computer - FHES will purchase 4 computers, one each for the MTSS Resource teacher, 2 instructional trainer coaches, and Academic Tutor 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. | | | |
| | 6300 | 644 | 0351 - Fox Hollow Elementary School | UniSIG | | \$770.00 |
| | | | Notes: Pre-approved – BSI 7/27/2023 MTSS Resource Computer - FHES will purchase 4 computers, one each for the MTSS Resource teacher, 2 instructional trainer coaches, and Academic Tutor 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. | | | |
| | 6500 | 399 | 0351 - Fox Hollow Elementary School | UniSIG | | \$360.00 |
| | | | Notes: Pre-approved – BSI 7/27/2023 Technician Fees- FHES will purchase 4 computers, one each for the MTSS Resource teacher, 2 instructional trainer coaches, and Academic Tutor 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. | | | |
| 3 | III.B. | Area of Focus: Instructional Practice: Intervention | | | | \$124,149.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 5100 | 120 | 0351 - Fox Hollow Elementary School | UniSIG | 0.5 | \$30,011.00 |
| | | | Notes: Pre-approved – Emma Davis 4/28/2023 FHES will continue the Academic Tutor position from their 22/23 UniSIG Plan. Academic Tutor will provide ongoing tiers of instruction to low performing students. 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 | 0351 - Fox Hollow Elementary School | UniSIG | | \$4,073.00 |
| | | | Notes: Academic Tutor - Retirement 13.57% | | | |
| | 5100 | 220 | 0351 - Fox Hollow Elementary School | UniSIG | | \$2,296.00 |
| | | | Notes: Academic Tutor - FICA 7.65% | | | |
| | 5100 | 230 | 0351 - Fox Hollow Elementary School | UniSIG | | \$8,125.00 |
| | | | Notes: Academic Tutor - Group Insurance | | | |
| | 5100 | 240 | 0351 - Fox Hollow Elementary School | UniSIG | | \$376.00 |
| | | | Notes: Academic Tutor - Worker's Compensation 1.25% | | | |

| | | | | | | |
|--|------|-----|--|--------|-----|-------------|
| | 5100 | 250 | 0351 - Fox Hollow Elementary School | UniSIG | | \$31.00 |
| | | | <i>Notes: Academic Tutor - Unemployment Compensation 0.10%</i> | | | |
| | 5100 | 510 | 0351 - Fox Hollow Elementary School | UniSIG | | \$180.00 |
| | | | <i>Notes: Academic Tutor - Classroom Supply Funds</i> | | | |
| | 7300 | 110 | 0351 - Fox Hollow Elementary School | UniSIG | 0.1 | \$5,511.00 |
| | | | <i>Notes: FHES will allocate 15 days to their Assistant @ approximately \$46 per hour unspent funds from this year to support additional hours for off contract time to work with the other members of the admin team to analyze school year data, create intervention groups, and support improved tier 2 instruction. The assistant principal summer hours will take place in June 2024 during the time the assistant principal is not working their regular contract.</i> | | | |
| | 7300 | 210 | 0351 - Fox Hollow Elementary School | UniSIG | | \$748.00 |
| | | | <i>Notes: AP Summer Hours - Retirement 13.57%</i> | | | |
| | 7300 | 220 | 0351 - Fox Hollow Elementary School | UniSIG | | \$422.00 |
| | | | <i>Notes: AP Summer Hours - FICA 7.65%</i> | | | |
| | 7300 | 240 | 0351 - Fox Hollow Elementary School | UniSIG | | \$69.00 |
| | | | <i>Notes: AP Summer Hours - Worker's Compensation 1.25%</i> | | | |
| | 7300 | 250 | 0351 - Fox Hollow Elementary School | UniSIG | | \$6.00 |
| | | | <i>Notes: AP Summer Hours - Unemployment Compensation 0.10%</i> | | | |
| | 6300 | 130 | 0351 - Fox Hollow Elementary School | UniSIG | 1.0 | \$52,356.00 |
| | | | <i>Notes: Pre-approved – Emma Davis 4/28/2023 FHES will continue the MTSS resource teacher from their 22/23 TSSSA plan with UniSIG funds. MTSS Coach will support teachers in analyzing and responding to assessment data (all tiers). 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> | | | |
| | 6300 | 210 | 0351 - Fox Hollow Elementary School | UniSIG | | \$7,106.00 |
| | | | <i>Notes: MTSS Resource Teacher - Retirement 13.57%</i> | | | |
| | 6300 | 220 | 0351 - Fox Hollow Elementary School | UniSIG | | \$4,006.00 |
| | | | <i>Notes: MTSS Resource Teacher - FICA 7.65%</i> | | | |
| | 6300 | 230 | 0351 - Fox Hollow Elementary School | UniSIG | | \$8,125.00 |
| | | | <i>Notes: MTSS Resource Teacher - Group Insurance</i> | | | |
| | 6300 | 240 | 0351 - Fox Hollow Elementary School | UniSIG | | \$655.00 |
| | | | <i>Notes: MTSS Resource Teacher - Worker's Compensation 1.25%</i> | | | |
| | 6300 | 250 | 0351 - Fox Hollow Elementary School | UniSIG | | \$53.00 |

| | | |
|---------------|---|---------------------|
| | <i>Notes: MTSS Resource Teacher - Unemployment Compensation 0.10%</i> | |
| Total: | | \$303,595.56 |

Budget Approval

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

No