Gulf Highlands Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Gulf Highlands Elementary School

8019 GULF HIGHLANDS DR, Port Richey, FL 34668

https://ghes.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.

Gulf Highlands Elementary School is committed to having student engage in authentic experiences in order to contribute to our global society in meaningful ways.

Provide the school's vision statement.

Gulf Highlands Elementary School will become a model school of excellence that is a positive hub for the community where parents, teachers, students, and community are all equal partners in educating the child.

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
Basinger, Sonya	Principal	
Caruso, Melissa	Assistant Principal	
Fisher, Kim	Teacher, K-12	
Hale, Katie	Teacher, K-12	
Hayes, Amy	Teacher, K-12	
Johnson, Cindy	Teacher, K-12	
Kennison, Jackie	Teacher, K-12	
Reams, Melanie	Teacher, K-12	

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 met with our SAC, SLT, and held our annual Title I meeting which we reviewed our SIP from the 22.23 school 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))

PM1, PM2, PM3 data
CFA
Summatives

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	43%
2022-23 Economically Disadvantaged (FRL) Rate	91%
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	36	54	36	47	44	28	0	0	0	245
One or more suspensions	2	1	4	7	6	2	0	0	0	22
Course failure in English Language Arts (ELA)	4	1	10	13	45	14	0	0	0	87
Course failure in Math	4	1	11	12	48	12	0	0	0	88
Level 1 on statewide ELA assessment	0	0	0	56	51	50	0	0	0	157
Level 1 on statewide Math assessment	0	0	0	53	61	57	0	0	0	171
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	

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
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	18	45	27	41	28	39	0	0	0	198
One or more suspensions	0	24	5	7	3	9	0	0	0	48
Course failure in ELA	0	2	7	19	5	30	0	0	0	63
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	49	53	41	0	0	0	143
Level 1 on statewide Math assessment	0	0	0	47	69	55	0	0	0	171
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	25	2	28	80	68	0	0	0	204

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	14	21	28	5	0	0	0	69

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	9	0	0	0	0	0	10
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	18	45	27	41	28	39	0	0	0	198
One or more suspensions	0	24	5	7	3	9	0	0	0	48
Course failure in ELA	0	2	7	19	5	30	0	0	0	63
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	49	53	41	0	0	0	143
Level 1 on statewide Math assessment	0	0	0	47	69	55	0	0	0	171
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	25	2	28	80	68	0	0	0	204

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	14	21	28	5	0	0	0	69

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	9	0	0	0	0	0	10
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*	22	47	53	25	52	56	33		
ELA Learning Gains				42			38		
ELA Lowest 25th Percentile				43			29		
Math Achievement*	21	48	59	19	46	50	30		
Math Learning Gains				34			31		
Math Lowest 25th Percentile				17			19		
Science Achievement*	19	50	54	20	50	59	46		
Social Studies Achievement*					54	64			
Middle School Acceleration					38	52			
Graduation Rate					44	50			
College and Career Acceleration						80			
ELP Progress	72	61	59	62			54		

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	31
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	7
Total Points Earned for the Federal Index	153
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	33

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	262
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	3	Yes	4	4
ELL	38	Yes	1	
AMI				
ASN				
BLK	6	Yes	4	4
HSP	27	Yes	2	2
MUL	6	Yes	2	2
PAC				
WHT	27	Yes	2	2
FRL	30	Yes	2	2

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	13	Yes	3	3
ELL	42			
AMI				
ASN				
BLK	27	Yes	3	3
HSP	31	Yes	1	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%
MUL	21	Yes	1	1
PAC				
WHT	29	Yes	1	1
FRL	31	Yes	1	1

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	22			21			19					72
SWD	4			2			0				4	
ELL	26			16							3	72
AMI												
ASN												
BLK	11			0							2	
HSP	18			13			21				5	75
MUL	4			13							3	
PAC												
WHT	28			28			20				4	
FRL	21			19			17				5	74

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	25	42	43	19	34	17	20					62
SWD	6	27	30	6	10	6	7					
ELL	33	75		27	44		10					62
AMI												
ASN												

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
BLK	17	50		13	29							
HSP	24	44	25	22	40	21	18					55
MUL	9	36		9	29							
PAC												
WHT	29	42	42	19	32	16	25					
FRL	23	41	41	17	34	18	16					61

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	33	38	29	30	31	19	46					54
SWD	9	29		11	15		10					
ELL	19			30								54
AMI												
ASN												
BLK	14			19								
HSP	32	35		27	25		40					53
MUL	22			22								
PAC												
WHT	38	42	20	33	42	30	48					
FRL	29	35	30	28	27	20	41					50

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	26%	51%	-25%	54%	-28%
04	2023 - Spring	24%	55%	-31%	58%	-34%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	22%	48%	-26%	50%	-28%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	24%	50%	-26%	59%	-35%
04	2023 - Spring	23%	54%	-31%	61%	-38%
05	2023 - Spring	21%	52%	-31%	55%	-34%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	17%	49%	-32%	51%	-34%

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.

Proficiency in reading, math, and science was low across the board.

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

Data was consistent with the previous years data. There was not a significant decline. There also was not a significant increase. The factors that most directly impacted that was a complete new school team and the need to build capacity, knowledge, systems, and a way of life.

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.

Reading. We had the lowest data in the district for our reading scores the year before.

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

Most areas stayed consistently low. Our school took a lot of actions to improve. There was intentional focus on instruction and planning. We worked hard to build knowledge around benchmarks and the assessment.

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

Attendance and the fact that most students are on track for course performance but off track with FAST assessments.

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

Reading- Proficiency
Math Proficiency
Reading learning gains
Math Learning gains
Science and writing proficiency

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

#1. Instructional Practice specifically relating to Professional Learning Communities

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.

All teachers will have grade-level, benchmark-aligned expectations for ELA, Math, and Science.

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

By November 2023, 50% of students will demonstrate proficiency on end of module assessments.
By February 2024, 60% of students will demonstrate proficiency on end of module assessments.
By May 2024, 70% of students will demonstrate proficiency on end of module assessments.

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

Teachers will utilize district approved resources and/or tasks determined as PLC commitments.

Teachers utilize plc commitments on their individual teacher lesson plans.

Continue using Look For document monthly during classroom visits
By December 2023, 75% of teachers are providing students with grade-level aligned tasks and other instructional actions on Look For tool.
By May 2024, 100% of teachers are providing students with grade-level aligned tasks and other instructional actions on Look For tool.

Specific teacher practices include: explicit instruction, student practice with feedback, and purposeful conversations.

Person responsible for monitoring outcome:

Sonya Basinger (swilson@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.)

Through PLCs specialized content teachers will unpack benchmarks, plan for tasks, plan CFA, and bring data back to support increases in proficiency. Teachers will come to planning PLCs prepared by previewing their benchmarks, assessment, curriculum, and completed Graphic Organizer/ 3-2-1 to PLCs. Teacher teams will calibrate around the student samples to ensure consistency in grading and student monitoring.

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

Through consistent grade level planning and support we will be able to ensure that all students are exposed to grade level tier I instruction. This takes place through teacher preparation and planning.

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.

Leadership Supplements- BSI and Basic
Target Audience- Teachers AND VAM teachers
3- GHES will fund 3 leadership supplements for teacher leaders to school improvement as part of the school leadership team. The leadership team will provide regular professional development to support continuous improvement. They will then support and facilitate bi-weekly meetings and monthly professional development with teacher teams.

Person Responsible: Sonya Basinger (swilson@pasco.k12.fl.us)

By When: August 3, 2023

Money to be used to support a second AP. This AP will support 2nd-5th Math.
Target Audience- All
1
Money to be used to support a second AP. This AP will support 2nd-5th Math.
Target Audience- All
1
GHES will continue a 230 Assistant Principal from their 22-23 UniSIG plan. The 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 specific grade levels with instruction, behavior, and management. This position will run July 3, 2023 - June 10, 2024. The July portion of this salary was written into 22-23 UniSIG plan with amendment 4. The position is an 8-hour day and will make approximately $40 per hour.

Person Responsible: Sonya Basinger (swilson@pasco.k12.fl.us)

By When: July 5, 2023

Basic Classroom Supplies GHES 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.

Person Responsible: [no one identified]

By When: Quarterly

Technology Supplies (printer ink, flash drives, etc.) GHES will purchase technology related supplies to support their digital innovation class. In the digital innovation classrooms students apply ELA and science concepts utilizing computer science skills, standards, and tools. Items will include things such as projector bulbs, 3d printer filament, glow forge materials.

Person Responsible: Sonya Basinger (swilson@pasco.k12.fl.us)

By When: August 2023

Sunshine State Youth Readers GHES will purchase 16 sets of Sunshine State Young Reader Jr. Award tests for classroom use. This will allocate one set of each of these titles for each K-2 classroom (K/5 sets, 1/5 sets, 2/6 sets) . They will also purchase 18 sets of the Sunshine State Your Reader Award texts for grades 3-5 to allocate one set of each of these titles for classrooms (3/7 sets, 4/5 sets, 5/6 sets). The SSYRA texts will have a direct impact on student engagement and interest in reading.

Person Responsible: Melissa Caruso (mlcaruso@pasco.k12.fl.us)

By When: August 2023

Technology Related Equipment (Printers, tech equipment, etc.) GHES will purchase 20 computer charging carts. These charging carts will be used to house computers previously purchased with UniSIG and Title 1

dollars. By purchasing these computer carts, GHES will be able to safely store computers in classrooms to maximize instructional time by avoiding transitions to computer locations.

Person Responsible: Melissa Caruso (mlcaruso@pasco.k12.fl.us)

By When: August 2023

GHES will purchase teachers Kagan materials such as grouping placemats and timers to support implementation of the Kagan strategies learned in summer and supported through in-person coaching

Person Responsible: Sonya Basinger (swilson@pasco.k12.fl.us)

By When: August 2023

GHES will provide teachers will additional collaborative planning time outside of the school day. Collaborative planning will occur for 1 hour a week for 36 weeks. Teachers will be paid their hourly rate of approximately $35 per hour. Funding for the teachers collaborative planning hours will be split between UniSIG and Title 1. Coaches will support teacher teams with collaborative planning. 3 coaches will be paid their hourly rate of approximately $37 per hour for 1 hour a week for 36 weeks. This will begin in August and run for the school year.

Person Responsible: Melissa Caruso (mlcaruso@pasco.k12.fl.us)

By When: Beginning August, takes place weekly

Staff computers- GHES will purchase a computer for the intervention teacher and assistant principal funded out of UniSIG funds. Since these employees' salaries are grant funded the computer assigned to them will also be purchased with grant funds. Computers are budgeted at $770 per device with a $90 technician fee. The technician fee will be used to support set-up and continued maintenance of the devices.

Person Responsible: Melissa Caruso (mlcaruso@pasco.k12.fl.us)

By When: August 2023

GHES 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 (GHES had 3 teachers on an SI plan for 22-23 school year). If teachers will an Unsatisfactory or Needs Improvement VAM left GHES, the number of supplements needed will decrease and funds will be reallocated utilizing the amendment processing.

Person Responsible: Sonya Basinger (swilson@pasco.k12.fl.us)

By When: August 3, 2023

#2. 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.

Build a school family by increasing student, staff, and family engagement.

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

Reduce the number of referrals by 50%.
Increase student attendance to 80% on track each quarter.
Continue parent events to a minimum of once per quarter.
Decrease student office referrals by 50%.
90% of students will earn PBIS points on a monthly basis.
100% of staff members will award PBIS points on a daily basis.

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

PBIS rewards, ODR/ IF, Positive praise notes, students participating in PBIS pop ups

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.)

Gator of the Month, Golden Gator, PBIS rewards clearly defined, PBIS flowchart clearly defined, clear expectations with a gator guide to show how it is expected to be taught.

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

Through focusing on the positive incentives we are going to increase our PBIS by having more experiences, opportunities for students to work towards a new goal, and opportunities to teach character counters to the students and community.

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.

Inform families and students of their progress by GHES will host 4 parent teacher conference nights – one per quarter. Conference nights will last for 2 hours, and 33 teachers and 6 coaches and other certified personnel will be paid their hourly rate of approximately $35 and $37 respectively for this after hours work.

Person Responsible: Sonya Basinger (swilson@pasco.k12.fl.us)

By When: Conference nights are scheduled for the year

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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.

Utilize data from the teaching-assessing cycle to identify and deliver tier 2 and 3 interventions.

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

All students will be screened for foundational skills at the beginning of the year using SIPPS.

Students will be organized into groups and receive small group instruction through SIPPS, Lexia, and Zearn during the tier 3 intervention time.

Teachers will use a school-wide document to report attendance and progress on sharepoint. (Evidence of Implementation)

Students will demonstrate proficiency on prior-grade level skills shown on spreadsheet. (Evidence of Impact)

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

Intervention logs.

Person responsible for monitoring outcome:

Melissa Caruso (mlcaruso@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.)

MTSS, SIT

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

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.

GHES will continue the intervention teacher from their 22-23 UniSIG Plan. The Intervention teacher will support school wide screening of students for entry level placement and work with teams to place students. She will provide daily SIPPS instruction to intervention groups in grades K-5 for 30 minutes day 5 days a week. The position will work 7.5 hours days following the school year calendar which runs from August 3, 2023 – May 29, 2024. Teacher salary is approximately $35 per hour.

Person Responsible: Sonya Basinger (swilson@pasco.k12.fl.us)

By When: June 2024

2 Discipline Instructional Assistants
The instructional assistants will support the teachers during core instruction and provide both instructional and behavioral support in the classroom. The position will work 7.5 hours days following the school year calendar which runs from August 8, 2023 - May 28, 2024. The instructional assistant salary is approximately $15 per hour.

Person Responsible: Sonya Basinger (swilson@pasco.k12.fl.us)

By When: June 2024

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

All staff will have grade-level, benchmark- aligned expectations for ELA.

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

All staff will have grade-level, benchmark- aligned expectations for ELA.

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 November 2023, 50% of students will demonstrate proficiency on end of module assessments.
By February 2024, 60% of students will demonstrate proficiency on end of module assessments.
By May 2024, 70% of students will demonstrate proficiency on end of module assessments.

Grades 3-5 Measurable Outcomes

By November 2023, 50% of students will demonstrate proficiency on end of module assessments.
By February 2024, 60% of students will demonstrate proficiency on end of module assessments.
By May 2024, 70% of students will demonstrate proficiency on end of module 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.

Students in intervention groups
Monitoring attendance and participation in groups
Attendance sheet for IPG walkthrough tool
Coaches notebook
Calendar- coaches
Walkthrough trends gathered

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

Basinger, Sonya, swilson@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?

.HMH Reading Curriculum does meet the definition of evidence based.
Programs align with reading program and BEST standards.

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?

.HMH aligns with the need to have a comprehensive tier I ELA program.
SIPPS aligns with the need to have a foundational reading program to support foundational skill

instruction.
UFLI aligns with the need for explicit and systematic foundational skill instruction in K-2

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
PLC will analyze end of module assessment data to determine tier II intervention groups Provide a re-assessment to exit students Training staff on IPG tool Walkthrough with feedback using IPG tool Coaching support based off IPG walkthrough data Walkthrough scheduled monthly Establish a LLT and meet frequently to work through data analysis with SRLD support District coaches to support literacy on campus	Basinger, Sonya, swilson@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 review and have time to suggest revisions to the budgets to our stakeholders at SAC meetings, Title I input, and parent survey. We make the vocabulary parent friendly and answer questions. SIP is posted on GHES website. This was discussed at the March and May SAC meeting and parents were able to give input in these meetings.

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))

The webpage is: https://livepascok12fl.sharepoint.com/:w:/s/GHES_Resources/ Eag8h5gPMPZNrVw5yYdjM7YBvdhgMEHUmsidSVZ4gO-hew?rtime=u6dNdtGf20g
We have scheduled family events that focus on parent conferences, academics, and social so that we can form powerful connections to our community. We have a food and clothing pantry to support basic needs.

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 through ongoing pd on planning and explicit instruction. We have offered 3 sections of 3rd grade accelerated math, 1 of 4th, and have a cluster of students in 5th participating through eschool.

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))

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

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

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

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

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Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities				$170,840.71
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	120	0083 - Gulf Highlands Elementary School	UniSIG	0.14	$7,010.00
			Notes: Pre-approved – BSI 7/27/2023 GHES will provide teachers will additional collaborative planning time outside of the school day. Collaborative planning will occur for 1 hour a week for 36 weeks. Teachers will be paid their hourly rate of approximately $35 per hour. Funding for the teachers collaborative planning hours will be split between UniSIG and Title 1. Coaches will support teacher teams with collaborative planning. 3 coaches will be paid their hourly rate of approximately $37 per hour for 1 hour a week for 36 weeks. This will begin in August and run for the school year.			
	6300	130	0083 - Gulf Highlands Elementary School	UniSIG	0.25	$12,468.00
			Notes: Pre-approved – BSI 7/27/2023 GHES will provide teachers will additional collaborative planning time outside of the school day. Collaborative planning will occur for 1 hour a week for 36 weeks. Teachers will be paid their hourly rate of approximately $35 per hour. Funding for the teachers collaborative planning hours will be split between UniSIG and Title 1. Coaches will support teacher teams with collaborative planning. 3 coaches will be paid their hourly rate of approximately $37 per hour for 1 hour a week for 36 weeks. This will begin in August and run for the school year.			
	6300	210	0083 - Gulf Highlands Elementary School	UniSIG		$2,644.00
			Notes: Planning Hours - Retirement 13.57%			
	6300	220	0083 - Gulf Highlands Elementary School	UniSIG		$1,491.00
			Notes: Planning hours - FICA 7.65%			
	6300	240	0083 - Gulf Highlands Elementary School	UniSIG		$244.00
			Notes: Planning hours - Worker's Compensation 1.25%			
	6300	250	0083 - Gulf Highlands Elementary School	UniSIG		$20.00
			Notes: Planning hours - Unemployment Compensation 0.10%			
	7300	110	0083 - Gulf Highlands Elementary School	UniSIG	1.0	$69,372.00
			Notes: Pre-approved – Emma Davis 4/28/2023 GHES will continue a 230 Assistant Principal from their 22-23 UniSIG plan. The 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 specific grade levels with instruction, behavior, and management. This position will run July 3, 2023 - June 10, 2024. The July portion of			

			this salary was written into 22-23 UniSIG plan with amendment 4. The position is an 8-hour day and will make approximately $40 per hour.			
	7300	210	0083 - Gulf Highlands Elementary School	UniSIG		$9,414.00
			Notes: AP Salary - Retirement 13.57%			
	7300	220	0083 - Gulf Highlands Elementary School	UniSIG		$5,307.00
			Notes: AP Salary - FICA 7.65%			
	7300	230	0083 - Gulf Highlands Elementary School	UniSIG		$8,125.00
			Notes: AP Salary - Group Insurance			
	7300	240	0083 - Gulf Highlands Elementary School	UniSIG		$868.00
			Notes: AP Salary - Worker's Compensation 1.25%			
	7300	250	0083 - Gulf Highlands Elementary School	UniSIG		$70.00
			Notes: AP Salary - Unemployment Compensation 0.10%			
	5100	590	0083 - Gulf Highlands Elementary School	UniSIG		$5,145.00
			Notes: GHES will purchase 16 sets of Sunshine State Young Reader Jr. Award tests for classroom use. This will allocate one set of these titles for each K-2 classroom (K/5 sets, 1/5 sets, 2/6 sets). They will also purchase 18 sets of the Sunshine State Your Reader Award texts for grades 3-5 to allocate one set of these titles for classrooms (3/7 sets, 4/5 sets, 5/6 sets). The SSYRA texts will directly impact student engagement and interest in reading.			
	6400	120	0083 - Gulf Highlands Elementary School	UniSIG	0.01	$400.00
			Notes: GHES 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 (GHES had 3 teachers on an SI plan for 22-23 school year). If teachers will an Unsatisfactory or Needs Improvement VAM left GHES, the number of supplements needed will decrease and funds will be reallocated utilizing the amendment processing.			
	6400	130	0083 - Gulf Highlands Elementary School	UniSIG	0.02	$800.00
			Notes: GHES 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 (GHES had 3 teachers on an SI plan for 22-23 school year). If teachers will an Unsatisfactory or Needs Improvement VAM left GHES, the number of supplements needed will decrease and funds will be reallocated utilizing the amendment processing.			
	6400	210	0083 - Gulf Highlands Elementary School	UniSIG		$163.00
			Notes: Mentor Supplements - Retirement 13.57%			
	6400	220	0083 - Gulf Highlands Elementary School	UniSIG		$92.00
			Notes: Mentor Supplements - FICA 7.65%			

	6400	240		0083 - Gulf Highlands Elementary School	UniSIG		$15.00

Notes: Mentor Supplements - Worker's Compensation 1.25%

	6400	250		0083 - Gulf Highlands Elementary School	UniSIG		$2.00

Notes: Mentor Supplements - Unemployment Compensation 0.10%

	5100	649		0083 - Gulf Highlands Elementary School	UniSIG		$18,000.00

Notes: GHES will purchase 20 computer charging carts. These charging carts will be used to house computers previously purchased with UniSIG and Title 1 dollars. By purchasing these computer carts, GHES will be able to safely store computers in classrooms to maximize instructional time by avoiding transitions to computer locations.

	5100	644		0083 - Gulf Highlands Elementary School	UniSIG		$770.00

Notes: Pre-approved – BSI 7/27/2023 GHES will purchase a computer for the intervention teacher and assistant principal funded out of UniSIG funds. Since these employees' salaries are grant funded the computer assigned to them will also be purchased with grant funds. Computers are budgeted at $770 per device with a $90 technician fee. The technician fee will be used to support set-up and continued maintenance of the devices.

	7300	644		0083 - Gulf Highlands Elementary School	UniSIG		$770.00

Notes: Pre-approved – BSI 7/27/2023 GHES will purchase a computer for the intervention teacher and assistant principal funded out of UniSIG funds. Since these employees' salaries are grant funded the computer assigned to them will also be purchased with grant funds. Computers are budgeted at $770 per device with a $90 technician fee. The technician fee will be used to support set-up and continued maintenance of the devices.

	6500	399		0083 - Gulf Highlands Elementary School	UniSIG		$180.00

Notes: Pre-approved – BSI 7/27/2023 GHES will purchase a computer for the intervention teacher and assistant principal funded out of UniSIG funds. Since these employees' salaries are grant funded the computer assigned to them will also be purchased with grant funds. Computers are budgeted at $770 per device with a $90 technician fee. The technician fee will be used to support set-up and continued maintenance of the devices.

	6400	590		0083 - Gulf Highlands Elementary School	UniSIG		$5,000.00

Notes: GHES will purchase teachers Kagan materials such as grouping placemats and texts to support the implementation of the Kagan strategies learned in the summer and supported through in-person coaching. GHES will allocate additional funds for staff professional development texts based on needs that arise from classroom walkthroughs and data analysis throughout the year.

	6400	369		0083 - Gulf Highlands Elementary School	UniSIG		$874.00

Notes: GHES will purchase teachers Kagan software including selector tools, timer tools, team building, and engagement pair structures to support the implementation of the Kagan strategies learned in the summer and supported through in-person coaching.

	6400	519		0083 - Gulf Highlands Elementary School	UniSIG		$600.00

Notes: GHES will purchase a Kagan Mega Timer for each classroom teacher ($69 for the timer and $9 for the power adapter) for each classroom teacher to support the implementation of the Kagan strategies learned in the summer and supported through in-person coaching.

	5100	120		0083 - Gulf Highlands Elementary School	UniSIG	0.08	$3,750.00

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			Notes: GHES will fund 3 leadership supplements for teacher leaders to school improvement as part of the school leadership team. The leadership team will provide regular professional development to support continuous improvement. They will then support and facilitate bi-weekly meetings and monthly professional development with teacher teams.			
	5100	210	0083 - Gulf Highlands Elementary School	UniSIG		$509.00
			Notes: Leadership Supplements - Retirement 13.57%			
	5100	220	0083 - Gulf Highlands Elementary School	UniSIG		$287.00
			Notes: Leadership Supplements - FICA 7.65%			
	5100	240	0083 - Gulf Highlands Elementary School	UniSIG		$47.00
			Notes: Leadership Supplements - Worker's Compensation 1.25%			
	5100	250	0083 - Gulf Highlands Elementary School	UniSIG		$4.00
			Notes: Leadership Supplements - Unemployment Compensation 0.10%			
	5100	510	0083 - Gulf Highlands Elementary School	UniSIG		$13,399.71
			Notes: GHES 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.			
	5100	519	0083 - Gulf Highlands Elementary School	UniSIG		$3,000.00
			Notes: GHES will purchase technology related supplies to support their digital innovation class. In the digital innovation classrooms students apply ELA and science concepts utilizing computer science skills, standards, and tools. Items will include things such as projector bulbs, 3d printer filament, and glow forge materials.			
2	**III.B.**	**Area of Focus: Positive Culture and Environment: Early Warning System**				**$13,386.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	120	0083 - Gulf Highlands Elementary School	UniSIG	0.18	$9,240.00
			Notes: GHES will host 4 parent-teacher conference nights – one per quarter. Conference nights will last for 2 hours, and 33 teachers and 6 coaches and other certified personnel will be paid their hourly rate of approximately $35 and $37 respectively for this after hours work.			
	6150	130	0083 - Gulf Highlands Elementary School	UniSIG	0.03	$1,680.00
			Notes: GHES will host 4 parent-teacher conference nights – one per quarter. Conference nights will last for 2 hours, and 33 teachers and 6 coaches and other certified personnel will be paid their hourly rate of approximately $35 and $37 respectively for this after hours work.			
	6150	210	0083 - Gulf Highlands Elementary School	UniSIG		$1,482.00
			Notes: Parent Conferences - Retirement 13.57%			
	6150	220	0083 - Gulf Highlands Elementary School	UniSIG		$836.00
			Notes: Parent Conferences - FICA 7.65%			

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	240	0083 - Gulf Highlands Elementary School	UniSIG		$137.00
			Notes: Parent Conferences - Worker's Compensation 1.25%			
	6150	250	0083 - Gulf Highlands Elementary School	UniSIG		$11.00
			Notes: Parent Conferences - Unemployment Insurance 0.10%			
3	**III.B.**	**Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$142,854.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0083 - Gulf Highlands Elementary School	UniSIG	1.0	$51,255.00
			Notes: Pre-approved – Emma Davis 4/28/2023 GHES will continue the intervention teacher from their 22-23 UniSIG Plan. The Intervention teacher will support school wide screening of students for entry level placement and work with teams to place students. She will provide daily SIPPS instruction to intervention groups in grades K-5 for 30 minutes day 5 days a week. The position will work 7.5 hours days following the school year calendar which runs from August 3, 2023 – May 29, 2024. Teacher salary is approximately $35 per hour.			
	5100	210	0083 - Gulf Highlands Elementary School	UniSIG		$6,956.00
			Notes: Intervention Teacher - Retirement 13.57%			
	5100	220	0083 - Gulf Highlands Elementary School	UniSIG		$3,921.00
			Notes: Intervention Teacher - FICA 7.65%			
	5100	230	0083 - Gulf Highlands Elementary School	UniSIG		$8,125.00
			Notes: Intervention Teacher - Group Insurance			
	5100	240	0083 - Gulf Highlands Elementary School	UniSIG		$641.00
			Notes: Intervention Teacher - Worker's Compensation 1.25%			
	5100	250	0083 - Gulf Highlands Elementary School	UniSIG		$52.00
			Notes: Intervention Teacher - Unemployment Compensation 0.10%			
	5100	510	0083 - Gulf Highlands Elementary School	UniSIG		$300.00
			Notes: Intervention Teacher - Classroom supply funds			
	5100	150	0083 - Gulf Highlands Elementary School	UniSIG	2.0	$45,159.00
			Notes: 2 Discipline Instructional Assistants The instructional assistants will support the teachers during core instruction and provide both instructional and behavioral support in the classroom. The position will work 7.5 hours days following the school year calendar which runs from August 8, 2023 - May 28, 2024. The instructional assistant salary is approximately $15 per hour.			
	5100	210	0083 - Gulf Highlands Elementary School	UniSIG		$6,129.00
			Notes: Discipline IAs - Retirement 13.57%			
	5100	220	0083 - Gulf Highlands Elementary School	UniSIG		$3,455.00

			Notes: Discipline IAs - FICA 7.65%			
	5100	230	0083 - Gulf Highlands Elementary School	UniSIG		$16,250.00
			Notes: Discipline IAs - Group Insurance			
	5100	240	0083 - Gulf Highlands Elementary School	UniSIG		$565.00
			Notes: Discipline IAs - Worker's Compensation 1.25%			
	5100	250	0083 - Gulf Highlands Elementary School	UniSIG		$46.00
			Notes: Discipline IAs - Unemployment Compensation 0.10%			
					Total:	**$327,080.71**

Budget Approval

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

No