

Pasco County Schools

# Sunray Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

---

## Table of Contents

---

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>9</b>
<b>III. Planning for Improvement</b>	<b>14</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>19</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>20</b>
<b>VI. Title I Requirements</b>	<b>23</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>25</b>

# Sunray Elementary School

4815 SUNRAY DR, Holiday, FL 34690

<https://sres.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.**

Sunray Elementary School is committed to providing a world class education for all students. As a Cambridge International Primary School we will strive to develop students who are Confident, Responsible, Reflective, Innovative and Engaged.

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

Our vision is to ensure that all students are prepared for success in college, career and life.

### 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
Hlady, Tracy	Principal	
Wolfe, Dan	Assistant Principal	
Montano, Marissa	Magnet Coordinator	Cambridge Instruction and Assessment
Peters, Bethany	Math Coach	Math instruction and assessment

**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.

Administrators and instructional coaches worked through a comprehensive needs assessment (CNA) in April 2023. This process included a review of academic, behavior, attendance and walkthrough data. Draft SIP goals were developed as part of this CNA process.

**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))

Administrators and instructional coaches will meet weekly to monitor instructional practices using look-for’s and walkthrough data. The full leadership team will meet monthly to monitor progress toward SIP goals using most recent data sources. Administrators and instructional coaches will meet with teams

following formal FAST progress monitoring periods to review and respond to student data developing action plans for tier 1 or tier 2 instruction as indicated by student data.

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	48%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	93%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	CSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	Yes
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	22	32	21	12	21	15	0	0	0	123
One or more suspensions	13	13	9	13	9	9	0	0	0	66
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	37	31	21	0	0	0	89
Level 1 on statewide Math assessment	0	0	0	33	27	26	0	0	0	86
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 Failures ELA or Math	4	7	26	8	1	7	0	0	0	53

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	1	7	9	7	2	0	0	0	26

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	1	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) 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	1	28	26	19	18	25	0	0	0	117
One or more suspensions	0	6	11	14	3	5	0	0	0	39
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
Course failures ELA or Math	0	1	1	12	5	16	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	4	6	12	4	12	0	0	0	38

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	1	5	0	0	0	0	0	7
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	1	28	26	19	18	25	0	0	0	117
One or more suspensions	0	6	11	14	3	5	0	0	0	39
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
Course failures ELA or Math	0	1	1	12	5	16	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	4	6	12	4	12	0	0	0	38

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	1	5	0	0	0	0	0	7
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*	33	47	53	35	52	56	27		
ELA Learning Gains				46			24		
ELA Lowest 25th Percentile				41			17		
Math Achievement*	28	48	59	26	46	50	26		
Math Learning Gains				42			26		
Math Lowest 25th Percentile				34			20		
Science Achievement*	36	50	54	30	50	59	32		
Social Studies Achievement*					54	64			
Middle School Acceleration					38	52			
Graduation Rate					44	50			
College and Career Acceleration						80			
ELP Progress	59	61	59	71			80		

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

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

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	7
Total Points Earned for the Federal Index	179
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	325
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	5	Yes	4	2
ELL	40	Yes	1	
AMI				
ASN				
BLK	21	Yes	2	2
HSP	29	Yes	1	1
MUL	29	Yes	3	2
PAC				
WHT	33	Yes	2	
FRL	34	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	3	1
ELL	49			
AMI				
ASN				
BLK	21	Yes	1	1
HSP	43			
MUL	24	Yes	2	1
PAC				
WHT	39	Yes	1	
FRL	40	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	33			28			36					59
SWD	5			9							3	
ELL	25			35							3	59
AMI												
ASN												
BLK	23			18							2	
HSP	29			15			25				5	45
MUL	36			21							2	
PAC												
WHT	37			36			45				4	
FRL	30			27			31				5	59

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	35	46	41	26	42	34	30					71
SWD	7	37	42	4	42	42	9					
ELL	35	58		43	58		30					71
AMI												
ASN												
BLK	17	54		4	8							
HSP	26	45		30	50		24					82
MUL	27			20								
PAC												
WHT	44	45	25	28	44	29	36					60
FRL	34	46	41	23	41	34	27					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	27	24	17	26	26	20	32					80
SWD	6	0		9	21		0					
ELL	19			24								80
AMI												
ASN												
BLK	27			20								
HSP	18	13		21	13		17					87
MUL	25			27								
PAC												
WHT	30	23		28	26		36					
FRL	27	22	19	25	29	21	30					79

**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	46%	51%	-5%	54%	-8%
04	2023 - Spring	35%	55%	-20%	58%	-23%
03	2023 - Spring	16%	48%	-32%	50%	-34%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	23%	50%	-27%	59%	-36%
04	2023 - Spring	39%	54%	-15%	61%	-22%
05	2023 - Spring	32%	52%	-20%	55%	-23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	34%	49%	-15%	51%	-17%

### 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 data component that showed the lowest performance was 3rd grade Reading proficiency (16%) from the 22-23 PM 3 FAST. One factor was student attendance as 34 out of 61 students (56%) had missed more than 10 school days for the year. Another factor is that students showed a lack of growth from PM 1 to PM 3 in Reading which indicated that they entered 3rd grade with significant gaps. Our walkthroughs, student aligned tasks and student data indicated that our Tier I instructional practices needed to be strengthened.

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

Grade 3 Reading showed the greatest decline from the prior year (38% proficiency for 2022 vs 16% proficiency for 2023). One factor was student attendance as 34 out of 61 students (56%) had missed more than 10 school days for the year. Another factor is that students showed a lack of growth from PM 1 to PM 3 in Reading which indicated that they entered 3rd grade with significant gaps. Our walkthroughs, student aligned tasks and student data indicated that our Tier I instructional practices needed to be strengthened.

**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 data component that had the greatest gap when compared to the state average was 3rd grade Math (SRES-23% proficiency and the State was 59% which resulted in a 36% gap). One factor was student attendance as 34 out of 61 students (56%) had missed more than 10 school days for the year. There was a misalignment between our Math core resource (Eureka and Zearn) and the BEST Standards for Mathematics.

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

The data component that showed the most improvement was 5th grade Reading as it went from 28% proficiency in 2022 to 46% proficiency in 2023. The new actions that contributed to this was our intentional planning by our literacy coach and teachers and releasing the work to the students which gave student ownership for their learning.

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

Attendance and student achievement in Reading and Math.

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

1. School Attendance K-5
2. Intentional planning around benchmarks in Reading, Math and Science
3. ELA Proficiency (reading at grade level)
4. Math Proficiency
5. Student Engagement based on engaging lessons designed by the teachers

**Area of Focus**

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

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

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

Teachers will design and implement benchmark-aligned instruction that includes intentionally planned questions and tasks using core resources.

2022 FSA data indicated the need to strengthen tier 1 instruction. 35% of our students met proficiency on FSA ELA, 26% met proficiency on FSA Math, and 30% met proficiency on NGSSS Science.

2023 FAST data continue to show a need to strengthen tier 1 instruction despite small gains in Math and Science. 35% of our students met proficiency on FAST ELA, 32% met proficiency on FAST Math, and 33% met proficiency on NGSSS Science.

**Measurable Outcome:**

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

By May 2024, at least 50% of 3rd, 4th and 5th grade students will score at or above proficiency on FAST PM 3 in ELA, Math and on NGSSS Science.

By May 2024, at least 75% of Kindergarten, 1st and 2nd grade students will score at or above Core Support on DIBELS.

**Monitoring:**

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

Administrators and instructional coaches will meet weekly to monitor instructional practices based on walkthroughs and priority indicators on our look-for document. Walkthrough data will be shared with the leadership team and used to guide professional development.

With the support of administrators and instructional coaches, teachers will review and reflect on student data after each progress monitoring period and develop an action plan to increase student proficiency by the next assessment period.

**Person responsible for monitoring outcome:**

Tracy Hlady (thlady@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.)

Professional learning communities will collaboratively plan for B.E.S.T benchmark-aligned instruction with the support of instructional coaches and administration.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Professional learning communities will work together to build their knowledge of the B.E.S.T standards for ELA and Math and the NGSSS standards for Science.

**Tier of Evidence-based Intervention**

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

Tier 2 - Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes



**Action Steps to Implement**

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

Master schedule reflects time for PLC's to meet each week with instructional coaches and administration.

**Person Responsible:** Tracy Hlady (thlady@pasco.k12.fl.us)

**By When:** August 2023

Teachers will engage in professional development to build capacity to provide instruction and tasks aligned to the B.E.S.T standards for ELA and Math.

**Person Responsible:** Tracy Hlady (thlady@pasco.k12.fl.us)

**By When:** Ongoing throughout the 2023-24 school year.

Administrators and instructional coaches will develop instructional look-fors that will be used to monitor instruction during weekly walkthroughs. Teachers will receive feedback on these indicators weekly.

**Person Responsible:** Tracy Hlady (thlady@pasco.k12.fl.us)

**By When:** Ongoing throughout the 2023-24 school year.

Teachers will be provided with time to continue planning for benchmark-aligned ELA/Math/Science instruction after school hours. Participating teachers will receive a stipend for their time and will submit plans created during the planning session.

**Person Responsible:** Tracy Hlady (thlady@pasco.k12.fl.us)

**By When:** Ongoing August 2023 - May 2024

UniSIG funds will be used to purchase 2 instructional assistants for the purpose of supporting teachers in classrooms and providing small group instruction and interventions.

**Person Responsible:** Dan Wolfe (djwolfe@pasco.k12.fl.us)

**By When:** IA schedules will be revised based on student achievement data at the end of each progress monitoring period.

UniSIG funds will be used to purchase an additional instructional allocation to lower class size.

**Person Responsible:** Tracy Hlady (thlady@pasco.k12.fl.us)

**By When:** ASAP

Early release day professional learning will focus on building teacher capacity for planning and implementing standards-based planning for ELA or Math.

**Person Responsible:** Tracy Hlady (thlady@pasco.k12.fl.us)

**By When:** Professional learning occurs monthly throughout the 2023-24 school year.

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:** Tracy Hlady (thlady@pasco.k12.fl.us)

**By When:** Ongoing

## #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.

Develop a positive school culture that values and promotes the Cambridge Learner Attributes, active student engagement and academic proficiency.

2023 student discipline and attendance data indicate a need to build stronger relationships between students, their classmates, adults on campus and with families. Strengthening these relationships will increase connections to the school community and result in increased attendance and positive behavior. Walkthrough data showed inconsistent use of cooperative learning structures to increase student engagement in the classroom.

### Measurable Outcome:

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

End of year discipline data will show a 25% decrease in office discipline referrals over the previous year. (718 referrals for the 2022-23 school year, goal is 539 or less for 2023-24).

End of year attendance data will show a 10% decrease in the percent of students off-track for attendance over the previous year. (31% of students were off-track for the 2022-23 school year, goal is 20% or less for 2023-24).

### Monitoring:

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

Administrators, school social worker and the attendance committee will monitor and intervene on attendance data monthly.

Administrators, behavior interventionist and the PBIS committee will monitor and intervene on discipline data monthly.

Administrators, instructional coaches and the Cambridge coordinator will monitor and support the implementation of Kagan Cooperative Learning structures in the classrooms.

### Person responsible for monitoring outcome:

Dan Wolfe (djwolfe@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.)

Kagan Cooperative Learning Structures will be taught and implemented school-wide to ensure students are actively engaged with benchmark-aligned academic tasks, and to build community through class and team building activities weekly.

Administrators, teachers, and student support staff will provide resources to support families including: at least one in-person parent-teacher conference to review student academic performance; small group/ individual counseling for students and/or families; and family engagement events.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Kagan Cooperative Learning Structures are used by teachers to ensure tasks involve positive interdependence, individual accountability, equal participation and simultaneous interaction.

Conferences, family events and counseling supports will provide families with accurate student performance data and actionable strategies to support their students learning.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**Action Steps to Implement**

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

Sunray staff will be trained in (Kagan, classroom management, verbal de-escalation) and use consistent language and procedures across the school to support students executive functioning skills. This will include PBIS commitments and procedures, active learning structures in the classroom, and building teacher/student and student/student relationships through class building and team building.

**Person Responsible:** Dan Wolfe (djwolfe@pasco.k12.fl.us)

**By When:** Ongoing throughout 2023-24

Teachers will hold parent conferences after PM 1 and PM 2 to share student performance data with parents. Time will be designated on the school calendar for after-hours conference nights.

**Person Responsible:** Tracy Hlady (thlady@pasco.k12.fl.us)

**By When:** September 2023 and January 2024

We will host at least 2 parent events to keep families informed of academic expectations and ways to support learning from home. Additional parent events will be hosted throughout the year, i.e All Pro Dads, and SNAP. (UniSIG funds will be utilized to support the 13-week SNAP program).

**Person Responsible:** Dan Wolfe (djwolfe@pasco.k12.fl.us)

**By When:** Quarter 2 and Quarter 4

**CSI, TSI and ATSI Resource Review**

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

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

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

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

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

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

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

### Area of Focus Description and Rationale

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

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

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

DIBELS data from May 2023 showed 51% of Kindergarten students meeting or exceeding end of year expectations for Reading, 36% of First grade students meeting or exceeding and 46% of Second grade students meeting or exceeding. This data indicates that our students are lacking foundational literacy skills required to efficiently decode text.

In order to strengthen foundational skills instruction and increase student practice and application of foundational skills Kindergarten, First and Second grade teachers will implement UFLI as their core foundational instruction daily. The systematic scope and sequence includes explicit instruction and ample practice opportunities for students daily.

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

FAST data from May 2023 showed 35% of our Third, Fourth, and Fifth grade students scored a level 3 or higher in ELA. 3rd grade proficiency was 16%, 4th grade proficiency was 34% and 5th grade proficiency was 45%.

In order to increase student outcomes in Third, Fourth, and Fifth grade, teachers will build their capacity for planning and implementing explicit benchmark-aligned instruction. Teachers will use the B.E.S.T standards, HMH Into Reading and the Florida Practice Profiles to plan instruction.

#### **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 May 2024, at least 75% of Kindergarten, First, and Second grade students will score at or above the expected level (core support) on DIBELS.

#### **Grades 3-5 Measurable Outcomes**

By May 2024, at least 50% of Third, Fourth, and Fifth grade students will score at or above proficiency (level 3 or higher) on FAST PM 3.

### **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.

Instructional practices will be monitored through weekly classroom walk-throughs conducted by admin and coaches utilizing the school-wide look-for documents for ELA. Administrators, coaches, teachers and the leadership team will monitor student growth on DIBELS and FAST at the end of each progress monitoring period. Teacher teams will monitor student progress using module assessments and common formative assessments.

#### **Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Hlady, Tracy, thlady@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?

Kindergarten, First and Second grade teachers are implementing UFLI daily for foundational skills instruction along with Heggerty. UFLI's scope and sequence is systematic and aligns to the BEST ELA standards.

We utilize HMH as our core instructional resource K-5 for comprehension instruction and 3-5 for foundational skills instruction.

**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?

May 2023 data showed the majority of our students in the primary grades were not proficient with grade-level foundational skills. UFLI is a research-based and evidence-based curriculum that follows a scope and sequence designed to ensure that students acquire grade level foundational skills and are able to apply them.

**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
<p>ELA teachers will engage in professional learning monthly during designated early release days. K-2 professional learning will focus on building capacity for foundational skills instruction and application in decodable texts. 3-5 professional learning will focus on building capacity for designing and implementing benchmark-aligned instruction that includes explicit comprehension instruction.</p>	<p>Hlady, Tracy, thlady@pasco.k12.fl.us</p>
<p>The literacy coach conducts classroom walkthroughs weekly and provides feedback and coaching based on individual teacher needs. Walkthrough data is monitored by the admin/coaching team and shared with the staff monthly.</p> <p>The literacy coach will work with teacher teams to build their assessment literacy to build capacity for interpreting and making instructional decisions based on DIBELS, module assessments and FAST.</p> <p>The literacy coach will participate in professional development offered by our district, RAISE and BSI.</p>	<p>Hlady, Tracy, thlady@pasco.k12.fl.us</p>
<p>The literacy leadership team meets monthly to review recent literacy data and promote reading and literacy on campus. The literacy leadership team is led by the literacy coach and includes members from each grade level.</p>	<p>Hlady, Tracy, thlady@pasco.k12.fl.us</p>

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

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

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

The SIP/UniSIG budget/T1 plan will be shared with stakeholders through our SAC meetings throughout the year and at the annual Title 1 Parent Meeting which all families are invited to attend. Progress on our SIP plan will be shared at SAC meetings following each progress monitoring period. Our school website sres.pasco.k12.fl.us also contains information regarding our SIP plan.

**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))

Sunray plans to build positive relationships with parents, families and stakeholders in the following ways;  
 PTO / All Pro Dads  
 SAC Meetings  
 Parent-Teacher Conferences

## Family Curriculum Events

The Parent Family Engagement Plan and Family Friendly Parent Family Engagement Plan were sent home in hard copy to families and are available on our website [sunray.pasco.k12.fl.us](http://sunray.pasco.k12.fl.us)

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

Our area of focus is benchmark-aligned tier 1 instruction. Teachers will collaboratively plan for benchmark-aligned tier 1 instruction with the support of instructional coaches during PLCs. Early release day professional development will focus on building capacity for benchmark aligned instruction of foundational skills (K-2) and mathematics (3-5).

Extended School Day and Extended School Year programs will be offered to targeted students to provide additional time to learn required grade level skills.

We have accelerated math available to students in 3rd and 4th grade this year.

**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))**

.

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

.

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

.

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



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

**Budget to Support Areas of Focus**

**Part VII: Budget to Support Areas of Focus**

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$168,984.37
Function	Object	Budget Focus	Funding Source	FTE	2023-24	
6400	130	0072 - Sunray Elementary School	UniSIG	0.04	\$1,999.00	
		<i>Notes: SRES 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 (SRES had 5 teachers on an SI plan for 22-23 school year). If teachers will an Unsatisfactory or Needs Improvement VAM left SRES, the number of supplements needed will decrease and funds will be reallocated utilizing the amendment processing.</i>				
6400	210	0072 - Sunray Elementary School	UniSIG		\$272.00	
		<i>Notes: Mentor Supplements - Retirement 13.57%</i>				
6400	220	0072 - Sunray Elementary School	UniSIG		\$153.00	
		<i>Notes: Mentor Supplements - FICA 7.65%</i>				
6400	240	0072 - Sunray Elementary School	UniSIG		\$25.00	
		<i>Notes: Mentor Supplements - Worker's Compensation 1.25%</i>				
6400	250	0072 - Sunray Elementary School	UniSIG		\$2.00	
		<i>Notes: Mentor Supplements - Unemployment Compensation 0.10%</i>				
5100	120	0072 - Sunray Elementary School	UniSIG		\$51,255.00	
		<i>Notes: Pre-approved – Emma Davis 4/28/2023 SRES will hire a 3rd grade classroom teacher with UniSIG funds for the purpose of lowering class size in order to increase student achievement. The position will work 7.5 hours days following the school year calendar which runs from August 3, 2023 – May 29, 2024. Teacher salary is approximately \$35 per hour.</i>				
5100	210	0072 - Sunray Elementary School	UniSIG		\$6,956.00	
		<i>Notes: Classroom Teacher - Retirement 13.57%</i>				

	5100	220	0072 - Sunray Elementary School	UniSIG		\$3,922.00
			<i>Notes: Classroom Teacher - FICA 7.65%</i>			
	5100	230	0072 - Sunray Elementary School	UniSIG		\$8,125.00
			<i>Notes: Classroom Teacher - Group Insurance</i>			
	5100	240	0072 - Sunray Elementary School	UniSIG		\$641.00
			<i>Notes: Classroom Teacher - Worker's Compensation 1.25%</i>			
	5100	250	0072 - Sunray Elementary School	UniSIG		\$52.00
			<i>Notes: Classroom Teacher - Unemployment Compensation 0.10%</i>			
	5100	310	0072 - Sunray Elementary School	UniSIG		\$1,070.00
			<i>Notes: Classroom Teacher - The classroom teacher earns 10 days of paid sick leave each year. These funds will cover this leave if used. It does not represent planned time out of the classroom.</i>			
	5100	510	0072 - Sunray Elementary School	UniSIG		\$300.00
			<i>Notes: Classroom Teacher - Classroom supply money.</i>			
	5100	644	0072 - Sunray Elementary School	UniSIG		\$770.00
			<i>Notes: Pre-approved – BSI 7/27/2023 SRES will purchase a computer for the classroom teacher funded out of UniSIG funds. Since this employee's salary is grant funded the computer assigned to them will also be purchased with grant funds. Computers are budgeted at \$770 per device with a \$90 technician fee. The technician fee will be used to support set-up and continued maintenance of the devices.</i>			
	6500	399	0072 - Sunray Elementary School	UniSIG		\$90.00
			<i>Notes: Pre-approved – BSI 7/27/2023 Technician Fees - SRES will purchase a computer for the classroom teacher funded out of UniSIG funds. Since this employee's salary is grant funded the computer assigned to them will also be purchased with grant funds. Computers are budgeted at \$770 per device with a \$90 technician fee. The technician fee will be used to support set-up and continued maintenance of the devices.</i>			
	5100	150	0072 - Sunray Elementary School	UniSIG	2.0	\$41,234.37
			<i>Notes: Pre-approved – Emma Davis 4/28/2023 SRES will continue 2 instructional assistants positions from their 22-23 UniSIG Plan. The IA's will provide classroom support to teachers providing during small group instruction and interventions. The position will work 7.5 hours days following the school year calendar which runs from August 8, 2023 – May 28, 2024. Instructional assistant salary is approximately \$15 per hour.</i>			
	5100	210	0072 - Sunray Elementary School	UniSIG		\$5,596.00
			<i>Notes: Instructional Assistants - Retirement 13.57%</i>			
	5100	220	0072 - Sunray Elementary School	UniSIG		\$3,154.00
			<i>Notes: Instructional Assistants - FICA 7.65%</i>			
	5100	230	0072 - Sunray Elementary School	UniSIG		\$16,250.00

Pasco - 0072 - Sunray Elementary School - 2023-24 SIP

			<i>Notes: Instructional Assistants - Group Insurance</i>			
	5100	240	0072 - Sunray Elementary School	UniSIG		\$515.00
			<i>Notes: Instructional Assistants - Worker's Compensation 1.25%</i>			
	5100	250	0072 - Sunray Elementary School	UniSIG		\$42.00
			<i>Notes: Instructional Assistants - Unemployment Compensation 0.10%</i>			
	6300	120	0072 - Sunray Elementary School	UniSIG	0.3	\$15,288.00
			<i>Notes: Pre-approved – BSI 7/27/2023 SRES will provide teachers with hourly pay for after school planning time. This planning time will be for benchmark-aligned ELA/Math/Science instructional planning with the support of an instructional coach or administrator in order to build capacity for lesson planning. Planning time is budgeted for 21 teachers for 2 hours per month for 10 months at the hourly rate of approximately \$35 per hour. This will begin in August and run for the school year.</i>			
	6300	130	0072 - Sunray Elementary School	UniSIG	0.05	\$2,621.00
			<i>Notes: Pre-approved – BSI 7/27/2023 SRES will provide teachers with hourly pay for after school planning time. This planning time will be for benchmark-aligned ELA/Math/Science instructional planning with the support of an instructional coach or administrator in order to build capacity for lesson planning. Planning time is budgeted for 21 teachers for 2 hours per month for 10 months at the hourly rate of approximately \$35 per hour. This will begin in August and run for the school year.</i>			
	6300	210	0072 - Sunray Elementary School	UniSIG		\$2,431.00
			<i>Notes: Planning Hours - Retirement 13.57%</i>			
	6300	220	0072 - Sunray Elementary School	UniSIG		\$1,371.00
			<i>Notes: Planning Hours - FICA 7.65%</i>			
	6300	240	0072 - Sunray Elementary School	UniSIG		\$224.00
			<i>Notes: Planning Hours - Worker's Compensation 1.25%</i>			
	6300	250	0072 - Sunray Elementary School	UniSIG		\$18.00
			<i>Notes: Planning Hours - Unemployment Compensation 0.10%</i>			
	6400	120	0072 - Sunray Elementary School	UniSIG	0.07	\$3,775.00
			<i>Notes: SRES will engage in professional development throughout the school year. Funds will be set aside for a total of 12 hours of professional development for 21 classroom teachers to take place after hours from September 2023 – July 2024. Professional development topics will be based on school needs as evidenced in walkthroughs and data analysis. Teachers will be paid stipend rate of \$25 per hour for the professional development time.</i>			
	6400	220	0072 - Sunray Elementary School	UniSIG		\$289.00
			<i>Notes: Professional Development - FICA 7.65%</i>			
	6400	240	0072 - Sunray Elementary School	UniSIG		\$48.00
			<i>Notes: Professional Development - Worker's Compensation 1.25%</i>			

	6400	250	0072 - Sunray Elementary School	UniSIG		\$4.00
			<i>Notes: Professional Development - Unemployment Compensation 0.10%</i>			
	7730	150	0072 - Sunray Elementary School	UniSIG	0.01	\$450.00
			<i>Notes: Pre-approved – BSI 7/27/2023 SRES will provide one 6-hour day of professional development for 5 Instructional assistants in early August 2023 to build their capacity for classroom management and verbal de-escalation. IA's will be paid stipend rate of \$15 per hours for attending the training.</i>			
	7730	220	0072 - Sunray Elementary School	UniSIG		\$35.00
			<i>Notes: IA Professional Development - FICA 7.65%</i>			
	7730	240	0072 - Sunray Elementary School	UniSIG		\$6.00
			<i>Notes: IA Professional Development - Worker's Compensation 1.25%</i>			
	7730	250	0072 - Sunray Elementary School	UniSIG		\$1.00
			<i>Notes: IA Professional Development - Unemployment Compensation 0.10%</i>			
<b>2</b>	<b>III.B.</b>	<b>Area of Focus: Positive Culture and Environment: Early Warning System</b>				<b>\$1,546.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	130	0072 - Sunray Elementary School	UniSIG	0.02	\$1,260.00
			<i>Notes: SRES will work with Youth and Family Alternatives, Inc to provide the SNAP (Stop Now And Plan) program for families. This 13 week program is meant to empower children to stop and think before they act and empower them for improved family relationships, positive social interactions, and success in school. There is no cost for the program. These funds will be used to pay the school social worker for supporting this after-school program that will run for 1 hour a week for 12 weeks and will be paid their hourly rate of approximately \$36 per hour.</i>			
	6150	210	0072 - Sunray Elementary School	UniSIG		\$171.00
			<i>Notes: SNAP Program Hourly Pay - Retirement 13.57%</i>			
	6150	220	0072 - Sunray Elementary School	UniSIG		\$97.00
			<i>Notes: SNAP Program Hourly Pay - FICA 7.65%</i>			
	6150	240	0072 - Sunray Elementary School	UniSIG		\$16.00
			<i>Notes: SNAP Program Hourly Pay - Worker's Compensation 1.25%</i>			
	6150	250	0072 - Sunray Elementary School	UniSIG		\$2.00
			<i>Notes: SNAP Program Hourly Pay - Unemployment Compensation 0.10%</i>			
					<b>Total:</b>	<b>\$170,530.37</b>

**Budget Approval**

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

No