West Zephyrhills Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

West Zephyrhills Elementary School

37900 14TH AVE, Zephyrhills, FL 33542

https://wzes.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.

To inspire and empower ALL to achieve growth, compassion and success.

Provide the school's vision statement.

Students will believe in themselves, achieve goals and persevere in school 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
Twardosz, Christina	Principal	Overseeing the SIP - development and implementation of goals/strategies
Purcell, Elizabeth	Assistant Principal	Collaborating on the goals and strategies of the SIP
Gregory, Andrea	Instructional Coach	Collaborating on goals and strategies for the SIP
Valdez, Deana	Instructional Coach	Collaborating on the goals and strategies for the SIP

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.

During our Continuous Needs Assessment Process feedback was taken from numerous stakeholders including but not limited to: parents, teachers, school staff and students. This feedback was compiled and then considered while school goals were developed.

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))

The SIP will monitored monthly to check for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards. The monitoring will occur through common formative assessments and classroom tasks. The students with the greatest achievement gaps will be monitored through our School Intervention Team and progress monitoring done by the teachers. Our tiered level of supports will have regular walk throughs to determine fidelity of implementation.

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	50%
2022-23 Economically Disadvantaged (FRL) Rate	83%
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	41	34	29	45	31	36	0	0	0	216
One or more suspensions	9	14	15	16	18	31	0	0	0	103
Course failure in English Language Arts (ELA)	8	7	1	8	1	4	0	0	0	29
Course failure in Math	4	5	3	2	0	2	0	0	0	16
Level 1 on statewide ELA assessment	0	0	0	17	24	34	0	0	0	75
Level 1 on statewide Math assessment	0	0	0	16	35	34	0	0	0	85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	10	0	0	0	0	0	10

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	5	3	5	14	23	30	0	0	0	80

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	5	1	0	21	1	0	0	0	0	28
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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	8	14	10	13	11	4	0	0	0	60
One or more suspensions	0	0	0	3	5	7	0	0	0	15
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.	2	5	12	0	0	0	0	0	0	19
Course failures in both ELA/math	0	0	0	10	5	3	0	0	0	18

The number of students by current grade level that had two or more early warning indicators:

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

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	2	17	0	0	0	0	0	19
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	8	14	10	13	11	4	0	0	0	60
One or more suspensions	0	0	0	3	5	7	0	0	0	15
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.	2	5	12	0	0	0	0	0	0	19
Course failures in both ELA/math	0	0	0	10	5	3	0	0	0	18

The number of students by current grade level that had two or more early warning indicators:

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

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	2	17	0	0	0	0	0	19
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*	27	47	53	29	52	56	34		
ELA Learning Gains				39			43		
ELA Lowest 25th Percentile				28			46		
Math Achievement*	34	48	59	26	46	50	28		
Math Learning Gains				32			41		
Math Lowest 25th Percentile				22			46		
Science Achievement*	34	50	54	40	50	59	36		
Social Studies Achievement*					54	64			
Middle School Acceleration					38	52			
Graduation Rate					44	50			
College and Career Acceleration						80			
ELP Progress	47	61	59	35			35		

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	34
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	7
Total Points Earned for the Federal Index	169
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

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	251
Total Components for the Federal Index	8
Percent Tested	99
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	19	Yes	4	2
ELL	31	Yes	2	2
AMI				
ASN				
BLK	31	Yes	4	3
HSP	28	Yes	2	1
MUL	29	Yes	2	1
PAC				
WHT	34	Yes	2	
FRL	33	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	15	Yes	3	1
ELL	23	Yes	1	1
AMI				
ASN				
BLK	22	Yes	3	2
HSP	33	Yes	1	
MUL	38	Yes	1	
PAC				
WHT	32	Yes	1	
FRL	29	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	27			34			34					47
SWD	11			18			24				5	36
ELL	24			21							3	47
AMI												
ASN												
BLK	23			33							3	
HSP	20			29			22				5	48
MUL	29			29							2	
PAC												
WHT	29			37			45				4	
FRL	26			33			33				5	44

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	29	39	28	26	32	22	40					35
SWD	14	17	14	14	20	15	14					
ELL	22	24	10	16	35		18					35
AMI												
ASN												
BLK	22	41	27	8	22		11					
HSP	26	45	37	25	37	21	35					36
MUL	44			31								
PAC												
WHT	30	36	24	29	32	20	50					
FRL	25	38	31	22	32	20	34					33

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	34	43	46	28	41	46	36					35
SWD	13	17	40	7	15		5					
ELL	21	43		11	19		13					35
AMI												
ASN												
BLK	31			23								
HSP	31	54		23	35		27					33
MUL	64			36								
PAC												
WHT	34	41	35	28	43	56	39					
FRL	33	39	43	24	39	55	30					39

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	25%	51%	-26%	54%	-29%
04	2023 - Spring	39%	55%	-16%	58%	-19%
03	2023 - Spring	22%	48%	-26%	50%	-28%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	54%	*	54%	*
03	2023 - Spring	34%	50%	-16%	59%	-25%
04	2023 - Spring	41%	54%	-13%	61%	-20%
05	2023 - Spring	37%	52%	-15%	55%	-18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	30%	49%	-19%	51%	-21%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our ELA proficiency in 3rd grade and 5th grade were at 22% and 25% respectively. One of the contributing factor's was that the new FAST test only shows proficiency within the grade level band. Several of our students made immense growth, however they were several years below grade level. Another contributing factor is that our ELA curriculum was not always aligned to the BEST standards. A final contributing factor that had a huge impact in our students' learning was our various transportation issues. Buses delivered students over an hour late many days a week causing students to miss core reading instruction and/or their intervention time.

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

The data component that declined the most was our 5th grade ELA. This was for the numerous reasons listed above and to compound those we also had many rooms with disruptions in qualified teachers. One of our 5th grade rooms had three teachers and ended with a professional guest teacher.

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 state data is not available at this time.

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

Our 5th grade math showed the most improvement. We implemented a model of Zearn 50/50 which allowed for small group instruction. Plus we also spent a great deal of time on intentional planning for the new math standards.

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

Attendance is a huge area of concern. The other area for concern is in the area of course failure. I believe our grading systems are not reflecting accurate student proficiency.

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

1.Continued focus on high impact instruction
2.Collaborative culture - staff will adhere to collective commitments centered around student achievement.
3. Data driven decisions made through analysis of data from school, district and state common formative assessments and progress monitoring.

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.

Based on our proficiency data from the FAST test this was determined as a need.
High Impact Instruction- Teachers will implement well planned, rigorous lessons that are aligned to the Florida BEST Standards and are designed to meet Core Actions 2 and 3 with appropriate instructional pacing.

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

By May 2024, every grade level should exhibit at least a minimal increase in proficiency percentages by 20% in the area of ELA & Math.
Accordingly: ELA - 5th Grade - 45%, 4th Grade - 59%, 3rd Grade - 42%
Math - 5th Grade - 57%, 4th Grade - 61%, 3rd Grade - 54%

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

This area of focus will be monitored by school, district and state assessments on a regular & consistent basis.

Person responsible for monitoring outcome:

Christina Twardosz (ctwardos@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.)

We will utilized the program of HMH for our Core while also utilizing SIPPs, Magnetics & iReady Diagnostics as supplemental programs based on individual student need.

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

These are research based programs that have evidence of improving students' understanding of reading.

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.

Grade level teams will meet weekly during common protected time to intentionally plan for rigorous instruction ensuring opportunities are there to release the work to the students. Administrators will also provide additional planning time and support as needed.

Person Responsible: Elizabeth Purcell (epurcell@pasco.k12.fl.us)

By When: May of 2024.

Teachers and staff will participate in standards based professional development in reading, math and science. Instructional trainer coaches will be paid using UniSIG funds to create professional development and analyze data to identify areas of need.

Person Responsible: Deana Valdez (dvaldez@pasco.k12.fl.us)

By When: by December of 2023

District support, administrators, coaches and teachers will participate in educational rounds/Learning Walks (walk throughs) and provide feedback on implementation of school's designated Look Fors. To support this step an additional administrator is being hired.

Person Responsible: Christina Twardosz (ctwardos@pasco.k12.fl.us)

By When: This will conclude in May of 2024.

Teachers will plan and implement intervention time for Tier II, Tier III and enrichment based on data and student needs.

Person Responsible: Christina Twardosz (ctwardos@pasco.k12.fl.us)

By When: This will begin to be implemented in August 2023 and conclude in May of 2024.

Hire additional school personnel to assist with this area of focus and the ongoing monitoring of student achievement. UniSIG funding will be used to hire positions including an assistant principal and instructional trainer coach.

Person Responsible: Christina Twardosz (ctwardos@pasco.k12.fl.us)

By When: August 2023

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: Christina Twardosz (ctwardos@pasco.k12.fl.us)

By When: Ongoing

UniSIG funds will be utilized to purchase consumable supplies to support benchmark-aligned tasks and instruction.

Person Responsible: Christina Twardosz (ctwardos@pasco.k12.fl.us)

By When: Ongoing

#2. Positive Culture and Environment specifically relating to Other

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

Collaborative Culture: Staff will adhere to the collective commitments centered around student achievement and well being.

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

Staff attendance will increase by 30% from last school year.

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

Staff attendance numbers will be calculated and shared out to the faculty each month.

Person responsible for monitoring outcome:

Elizabeth Purcell (epurcell@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.)

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

When staff is in attendance research shows that they are engaged in their job. When engaged and satisfied with their job their performance increases. When teachers are in the classrooms teaching their is less disruption to the 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.

Administration and the social committee will plan various staff recognitions and celebrations throughout the year centered around the staff determined collective responsibilities. Instructional bonuses to assist with retention of qualified teachers will also be part of the staff recognition. Another way to increase retention is to provide professional development and time to prepare their classrooms so we will be bringing staff back three days prior to the school year starting. To prepare for those days our instructional coaches and resource management person will be given additional hours.

Person Responsible: Christina Twardosz (ctwardos@pasco.k12.fl.us)

By When: These celebrations will begin in August 2023 and continue through May of 2023.

Being a collaborative school necessitates building strong partnerships with our community and supporting our families. So the action step of continuing to build our clothing closet for them to obtain basic needs will be ongoing. Having a Parent Involvement Coordinator will assist with ensuring parents can get the

resources. Finally, providing conference nights and learning academies to our parents to help them partner in the academic success of our students.

Person Responsible: Christina Twardosz (ctwardos@pasco.k12.fl.us)

By When: This will begin in August at Meet the Teacher Day and continue through May of 2023.

Students will be assisted with navigating academic and character standards and their executive functioning through the use of Second Step, MyPBIS and Conscious Discipline programs.

Person Responsible: Justin Hodge (jhodge@pasco.k12.fl.us)

By When: This will begin in August of 2023 and end in May of 2024.

#3. Instructional Practice specifically relating to Small Group 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.

Data Driven Decisions: Administration, coaches, teachers, academic tutors, intervention teacher, and classroom teachers will analyze data from MAP assessments, DIBELS, F.A.S.T. assessments and SIPPS to identify, support and monitor student achievement, behavior & attendance.

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

Our lowest quartile should see a minimal increase in 20% proficiency in each grade level.

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

This area of focus will be monitored by our Student Intervention Team monthly to ensure growth and forward progress of all learners. If progress is not being made this team will problem solve around the student.

Person responsible for monitoring outcome:

Elizabeth Purcell (epurcell@pasco.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

SIPPS, DIBELS, F.A.S.T, MAP and iReady Diagnostic.

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

Our lowest most struggling students did not make gains last year because we did not have the tools to adequately diagnostically measure what areas they needed intervention in.

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.

Hire an intervention teacher who will provide direct instruction to small groups providing the SIPPS program and extra support with comprehension skills daily to increase student achievement. The focus will be on tier 3 ELA interventions, but K-5 support will be provided. This teacher will rotate through a schedule, visiting classrooms during their designated tier 3 intervention time, and support classrooms when small group interventions are occurring. This additional instructional allocation will allow for more students to receive explicit instruction with prior-grade level skills during intervention time. This position will be monitored by administrators through monthly SIT meetings, lesson plans, data tracking and their schedule. This position will run August 3, 2023 - May 29, 2024. The position is a 7.5-hour day and will make approximately $35 per hour.

Person Responsible: Christina Twardosz (ctwardos@pasco.k12.fl.us)

By When: This position will run August 3, 2023 - May 29, 2024.

Tier I data will be analyzed and monitored by professional learning communities and adjustments to the instructional practices will be made accordingly. Administrators and coaches will collaborate with the teachers to create and provide targeted tier II & tier III interventions for universal skills in the areas of ELA & Math.

Person Responsible: Christina Twardosz (ctwardos@pasco.k12.fl.us)

By When: This will begin in August 2023 and go throughout the school year until May of 2024.

WZES will continue an instructional assistant from their 22-23 UniSIG Plan. The Instructional Assistant will assist with the MTSS/RtI process. She will provide classroom support to teachers providing additional tutoring to students who need interventions with a focus on Grades 1-5. The position will be monitored by administration through their schedules and data checks for impact on student achievement. This instructional assistant 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.

Person Responsible: Christina Twardosz (ctwardos@pasco.k12.fl.us)

By When: The position will work 7.5 hours days following the school year calendar which runs from August 8, 2023 - May 28, 2024.

WZES will continue the additional assistant principal from their 22-23 UniSIG plan. This additional assistant principal will be responsible for providing additional support for the running of a turnaround school. They will collaborate on the Learning Walk tool, implement the tool and participate in calibration meetings for the continuous improvement of the school. They will also support the school culture of high expectations for academics & behavior. They will also work closely around the Tier 2 and Tier 3 systems, structures and programs. This position will be monitored by the principal through weekly calibration meetings, Learning Walk notes and their impact on student achievement data. This position will run from July 3, 2023 - June 10, 2024. The July portion of this salary was written into FY 23 budget with amendment 4. The position is an 8-hour day and will make approximately $40 per hour.

Person Responsible: Christina Twardosz (ctwardos@pasco.k12.fl.us)

By When: This position will run from July 3, 2023 - June 10, 2024.

WZES will change the calendar of the Math specialist from their 22-23 UniSIG plan to maintain an Instructional Trainer Coach. The Instructional Trainer Coach position will support instructional needs. The Instructional Trainer Coach will support administration with walkthroughs to check implementation of the planning. They will create look-fors using the small group expectations. They will model for teachers learning strategies, and essential questions, as well as coach Teachers. The Instructional Trainer Coach will be monitored by the administrators through their Learning Walk notes, coaching schedules and coaching logs. They will also be monitored for transfer of knowledge to teacher implementation of professional learning. The ITC for this position will run from August 3, 2023 - May 29, 2024. The position is a 7.5-hour day and will make approximately $37 per hour.

Person Responsible: Christina Twardosz (ctwardos@pasco.k12.fl.us)

By When: The Instructional Trainer Coach for this position will run from August 3, 2023 - May 29, 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

FAST data from Kindergarten indicates that only 47% are at or above the benchmark. Universal screening data shows that our Kindergarten students had only a 26% increase of students in core by the end of the year (45%). First graders only saw a 20% increase of students in the core (48%). Teachers, leadership team, and intervention team will discuss what decisions and actions caused these results. Teachers will plan and implement phonemic awareness, phonics, and fluency lessons targeted and with intensity that are designed to closing instructional reading gaps. A new curriculum resource will be implemented in grades K-2 that is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. There is a carefully scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program will be used for core instruction in primary grades and for intervention with struggling students in 2nd grade. Universal screening progress monitoring will be implemented for outcomes.

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

Teachers will implement well-planned, rigorous lessons that are aligned to the ELA Florida BEST standards. Teachers will deepen their understanding of the spotlight and supporting standards by planning for rigorous student tasks. Intentional planning for all student learning experiences include implementing explicit and systematic instructional practices and targeted supports at Tier 1 and Tier 2. Teachers will build capacity within the standards by ensuring students are doing the majority of the work to the rigor of the benchmark/standard. Assessment data will be analyzed by PLC teams in response to 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

Last year by the end of the year DIBELS, 45% of WZES Kindergarten students reached proficiency. Our goal for the 2023-2024 Kindergarteners will be 60% by the end of the year DIBELs.

According to the end of the year DIBELs, 45% of WZES Kindergarten students reached proficiency. Our goal for this cohort, current 1st graders, will increase to 55% on the end of the year DIBELs.

According to the end of the year DIBELs, 48% of WZES 1st grade students reached proficiency. Our goal for this cohort, current 2nd graders, will increase to 58% on the end of the year DIBELs.

Grades 3-5 Measurable Outcomes

According to the end of the year DIBELs, 51% of WZES 2nd grade students reached proficiency. Our goal for this cohort, current 3rd graders, will increase to 60% on the end of the year DIBELs.

According to the end of the year FAST, 22% of WZES 3rd grader students reached proficiency. Our goal for this cohort, current 4th graders will increase to 40% on the end of the year FAST assessment.

According to the end of the year FAST, 39% of WZES 4th grader students reached proficiency. Our goal for this cohort, current 5th graders will increase to 50% on the end of the year FAST assessment.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

-Monitor T3 intervention student outcomes by reviewing data with the Student Intervention Team.
-Monitor classroom assessment data (ELA module assessments) in PLCs as well as Student Intervention Team.
-Monitor FAST assessments (BOY, MOY, EOY)
-Monitor DIBELs composite assessments (BOY, MOY, EOY)

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

Twardosz, Christina, ctwardos@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?

UFLI Foundations is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading for grades K-2 as the core instruction.
SIPPS provides a comprehensive, systematic and explicit phonics instruction that includes comprehension for Tier 3 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?

UFLI Foundations has carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence for our target population of K-2.
SIPPS - When used as Tier 2 and Tier 3, SIPPS accelerates progress so that students are able to close the gap and engage in grade-level reading. Target population will be Tier 3 in grades 1-5.

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
Professional Learning - All K-2 teachers will be trained in UFLI Foundations. All interventionists and ESE support facilitators will be trained in SIPPS.	Gregory, Andrea, acgregor@pasco.k12.fl.us
Literacy Leadership - Guiding coalition will meet to review data, guide ELA lesson plans, monitor instructional implementation, and provide feedback to teachers.	Twardosz, Christina, ctwardos@pasco.k12.fl.us
Literacy Coaching - will be provided to all new teachers to WZES.	Gregory, Andrea, acgregor@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.

The methods for which we will disseminate the SIP, UniSIG budget and SWP to all stakeholders will be through a link on our website, a Title I meeting at open house, SAC and CAT meetings. Plus we will have a binder in the office with this information in parent friendly language for parents that would like to see it.

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))

Our webpage where the school's Family Engagement Plan is made publicly available is https/wzes.pasco.pasco.k12.fl.us. We plan to build positive relationships with parents, families and other community stakeholders through Lunch and Learns, Family Nights/Events, Community Volunteer Reading Program, School Advisory Council, Community Assessment Team. The other plan to build relationships with our families is to help ensure they have what they need for their child to be successful. For example, every student received a backpack and school supplies at Meet the Teacher Day. Also we have now created a PAW Mart where families can use vouchers to obtain other items they need.

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 first goal in our SIP is - High Impact Instruction: Teachers will implement well planned, rigorous lessons that are aligned to the Florida BEST Standards and are designated to meet Core Actions 2 and 3 with appropriate instructional pacing. We will ensure this goal by having protected time in the schedule

for specific contents and tiered levels of support. Provide protected time for teachers to meet in PLCs and do intentional planning. Classroom Learning Walks (Walkthroughs) will take place on a two week cycle. Data will be collected and calibrated to determine areas of professional development need and ways to level up the instruction. We will also include opportunities for Extended School Day and Extended School 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 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				$180,326.12
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	7300	110	0091 - West Zephyrhills Elem. School	UniSIG	1.0	$67,718.00
			Notes: Pre-approved – Emma Davis 4/28/2023 WZES will continue the additional assistant principal from their 22-23 UniSIG plan. This additional assistant principal will be responsible for providing additional support for the running of a turnaround school. They will collaborate on the Learning Walk tool, implement the tool and participate in calibration meetings for the continuous improvement of the school. They will also support the school culture of high expectations for academics & behavior. They will also work closely around the Tier 2 and Tier 3 systems, structures and programs. This position will run from July 3, 2023 - June 10, 2024. The July portion of this salary was written into FY 23 budget with amendment 4. The position is an 8-hour day and will make approximately $40 per hour.			
	7300	210	0091 - West Zephyrhills Elem. School	UniSIG		$9,190.00
			Notes: AP - Retirement 13.57%			
	7300	220	0091 - West Zephyrhills Elem. School	UniSIG		$5,181.00
			Notes: AP - FICA 7.65%			
	7300	230	0091 - West Zephyrhills Elem. School	UniSIG		$8,125.00
			Notes: AP - Group Insurance			
	7300	240	0091 - West Zephyrhills Elem. School	UniSIG		$847.00
			Notes: AP - Worker's Compensation 1.25%			
	7300	250	0091 - West Zephyrhills Elem. School	UniSIG		$68.00
			Notes: AP - Unemployment Compensation 0.10%			
	6400	120	0091 - West Zephyrhills Elem. School	UniSIG	0.03	$1,600.00
			Notes: WZES 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 (WZES had 7 teachers on an SI plan for 22-23 school year). If teachers will an Unsatisfactory or Needs Improvement VAM left WZES, the number of supplements needed will decrease and funds will be reallocated utilizing the amendment processing.			
	6400	130	0091 - West Zephyrhills Elem. School	UniSIG	0.02	$1,600.00
			Notes: WZES 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 (WZES had 7 teachers on an SI plan for 22-23 school year). If teachers will an Unsatisfactory or Needs Improvement VAM left WZES, the number of supplements needed will decrease and funds will be reallocated utilizing the amendment processing.			

	6400	210		0091 - West Zephyrhills Elem. School	UniSIG		$435.00
			Notes: Mentor Supplements - Retirement 13.57%				
	6400	220		0091 - West Zephyrhills Elem. School	UniSIG		$244.00
			Notes: Mentor Supplements - FICA 7.65%				
	6400	240		0091 - West Zephyrhills Elem. School	UniSIG		$40.00
			Notes: Mentor Supplements - Worker's Compensation 1.25%				
	6400	250		0091 - West Zephyrhills Elem. School	UniSIG		$4.00
			Notes: Mentor Supplements - Unemployment Compensation 0.10%				
	6400	130		0091 - West Zephyrhills Elem. School	UniSIG	0.06	$3,032.00
			Notes: WZES will allocate 150 additional duty hours for their 2 instructional trainer coaches (75 each). Coaches will use these additional duty hours throughout the school year and summer to support data analysis, creating professional development, and supporting teachers and admin with school improvement efforts. Coaches will be paid their hourly rate of approximately $37 per hour.				
	6400	210		0091 - West Zephyrhills Elem. School	UniSIG		$412.00
			Notes: Additional Duty ITC - Retirement 13.57%				
	6400	220		0091 - West Zephyrhills Elem. School	UniSIG		$231.00
			Notes: Additional Duty ITC - FICA 7.65%				
	6400	240		0091 - West Zephyrhills Elem. School	UniSIG		$38.00
			Notes: Additional Duty ITC - Worker's Compensation 1.25%				
	6400	250		0091 - West Zephyrhills Elem. School	UniSIG		$4.00
			Notes: Additional Duty ITC - Unemployment Compensation 0.10%				
	6400	130		0091 - West Zephyrhills Elem. School	UniSIG		$53,581.00
			Notes: Pre-approved – Emma Davis 4/28/2023 WZES will change the calendar of the Math specialist from their 22-23 UniSIG plan to maintain a Math Instructional Trainer Coach. The Math instructional trainer coach position will support instructional needs. The Math instructional trainer coach will support administration with walkthroughs to check implementation of the planning. They will create look-fors using the small group expectations. They will model for teachers learning strategies, and essential questions, as well as Coach Teachers. The instructional trainer coach for this position will run from August 3, 2023 - May 29, 2024. The position is a 7.5-hour day and will make approximately $37 per hour.				
	6400	210		0091 - West Zephyrhills Elem. School	UniSIG		$7,271.00
			Notes: Math ITC - Retirement 13.57%				
	6400	220		0091 - West Zephyrhills Elem. School	UniSIG		$4,099.00
			Notes: Math ITC - FICA 7.65%				

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	230	0091 - West Zephyrhills Elem. School	UniSIG		$8,125.00
			Notes: Math ITC - Group Insurance			
	6400	240	0091 - West Zephyrhills Elem. School	UniSIG		$670.00
			Notes: Math ITC - Worker's Compensation 1.25%			
	6400	250	0091 - West Zephyrhills Elem. School	UniSIG		$54.00
			Notes: Math ITC - Unemployment Compensation 0.10%			
	5100	510	0091 - West Zephyrhills Elem. School	UniSIG		$5,177.12
			Notes: WZES 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	644	0091 - West Zephyrhills Elem. School	UniSIG		$770.00
			Notes: Pre-approved – BSI 7/27/2023 Classroom Teacher Computer - WZES will purchase 3 computers, one each for the intervention teacher, instructional trainer coach, 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	0091 - West Zephyrhills Elem. School	UniSIG		$770.00
			Notes: Pre-approved – BSI 7/27/2023 Assistant Principal Computer - WZES will purchase 3 computers, one each for the intervention teacher, instructional trainer coach, 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	644	0091 - West Zephyrhills Elem. School	UniSIG		$770.00
			Notes: Pre-approved – BSI 7/27/2023 ITC Computer - WZES will purchase 3 computers, one each for the intervention teacher, instructional trainer coach, 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	0091 - West Zephyrhills Elem. School	UniSIG		$270.00
			Notes: Pre-approved – BSI 7/27/2023 Technician Fees - WZES will purchase 3 computers, one each for the intervention teacher, instructional trainer coach, 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.			
2	**III.B.**	**Area of Focus: Positive Culture and Environment: Other**				**$0.00**
3	**III.B.**	**Area of Focus: Instructional Practice: Small Group Instruction**				**$104,474.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	0091 - West Zephyrhills Elem. School	UniSIG	1.0	$20,639.00

			Notes: Pre-approved – Emma Davis 4/28/2023 WZES will continue an instructional assistant from their 22-23 UniSIG Plan. The Instructional Assistant will assist with the MTSS/RtI process. She will provide classroom support to teachers providing additional tutoring to students who need interventions with a focus on Grades 1-5. 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.			
	5100	210	0091 - West Zephyrhills Elem. School	UniSIG		$2,801.00
			Notes: Instructional Assistant - Retirement 13.57%			
	5100	220	0091 - West Zephyrhills Elem. School	UniSIG		$1,579.00
			Notes: Instructional Assistant - FICA 7.65%			
	5100	230	0091 - West Zephyrhills Elem. School	UniSIG		$8,125.00
			Notes: Instructional Assistant - Group Insurance			
	5100	240	0091 - West Zephyrhills Elem. School	UniSIG		$258.00
			Notes: Instructional Assistant - Worker's Compensation 1.25%			
	5100	250	0091 - West Zephyrhills Elem. School	UniSIG		$21.00
			Notes: Instructional Assistant - Unemployment Compensation 0.10%			
	5100	120	0091 - West Zephyrhills Elem. School	UniSIG	1.0	$51,092.00
			Notes: Pre-approved – Emma Davis 6/14/2023 The intervention teacher will provide direct instruction to small groups providing the SIPPS program and extra support with comprehension skills daily to increase student achievement. The focus will be on tier 3 ELA interventions, but K-5 support will be provided. This teacher will rotate through a schedule, visiting classrooms during their designated tier 3 intervention time, and support classrooms when small group interventions are occurring. This additional instructional allocation will allow for more students to receive explicit instruction with prior-grade level skills during intervention time. This position will run August 3, 2023 - May 29, 2024. The position is a 7.5-hour day and will make approximately $35 per hour.			
	5100	210	0091 - West Zephyrhills Elem. School	UniSIG		$6,934.00
			Notes: Intervention Teacher - Retirement 13.57%			
	5100	220	0091 - West Zephyrhills Elem. School	UniSIG		$3,909.00
			Notes: Intervention Teacher - FICA 7.65%			
	5100	230	0091 - West Zephyrhills Elem. School	UniSIG		$8,125.00
			Notes: Intervention Teacher - Group Insurance			
	5100	240	0091 - West Zephyrhills Elem. School	UniSIG		$639.00
			Notes: Intervention Teacher - Worker's Compensation 1.25%			
	5100	250	0091 - West Zephyrhills Elem. School	UniSIG		$52.00
			Notes: Intervention Teacher - Unemployment Compensation 0.10%			

	5100	510	0091 - West Zephyrhills Elem. School	UniSIG		$300.00
			Notes: Intervention Teacher - Classroom supply funds			
					Total:	$284,800.12

Budget Approval

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

No