

Pasco County Schools

# Rodney B. Cox 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>23</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>24</b>
<b>VI. Title I Requirements</b>	<b>26</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>28</b>

## Rodney B. Cox Elementary School

37615 MARTIN LUTHER KING BLVD, Dade City, FL 33523

<https://rbces.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.

Our mission is to provide a world class education for all students.

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

We build strong relationships and have high expectations for all to achieve our goals.

### 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
Morris, Bailey	Assistant Principal	Leading instructional and behavior change in the building
Natal, Kimberly	Principal	Lead instructional and behavior change in the building
Baker, Ashley	Instructional Coach	K-2 Humanities Coach
Smith, Lisa	Instructional Coach	STEM Coach K-5
Garcia, Dawn	Instructional Coach	3-5 Humanities Coach
Wheeler, Cathy	Dropout Prevention Coordinator	Behavior and academic skills supports

#### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We begin our school improvement planning by looking at data with teacher teams and leadership teams. We also share this information with our school advisory committee that includes parents and community partners. We discuss ways to improve the school outcomes. After all input is gathered from parents, staff, and the community the leadership begins to draft a SIP. The draft is then brought before the SAC and teacher teams for input and adjustments based on feedback to have a completed copy.

**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 be monitored monthly for each goal according to the assessment measures listed that include, state assessments, classroom walkthroughs, behavior data, and surveys.

**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>	88%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	98%
<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) 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: D 2018-19: D 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	21	31	26	22	11	23	0	0	0	134	
One or more suspensions	1	2	0	0	0	2	0	0	0	5	
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	43	16	37	0	0	0	96	
Level 1 on statewide Math assessment	0	0	0	34	11	35	0	0	0	80	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	43	16	37	0	0	0	96	

**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	23	36	29	55	30	46	0	0	0	219

**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	3	1	16	1	12	0	0	0	33
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	21	31	26	22	11	23	0	0	0	134	
One or more suspensions	1	2	0	0	0	2	0	0	0	5	
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	43	16	37	0	0	0	96	
Level 1 on statewide Math assessment	0	0	0	34	11	35	0	0	0	80	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	43	16	37	0	0	0	96	

**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	23	36	29	55	30	46	0	0	0	219



**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	1	16	1	12	0	0	0	33
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	21	31	26	22	11	23	0	0	0	134	
One or more suspensions	1	2	0	0	0	2	0	0	0	5	
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	43	16	37	0	0	0	96	
Level 1 on statewide Math assessment	0	0	0	34	11	35	0	0	0	80	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	43	16	37	0	0	0	96	

**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	23	36	29	55	30	46	0	0	0	219

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	1	16	1	12	0	0	0	33
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*	17	47	53	22	52	56	19		
ELA Learning Gains				46			30		
ELA Lowest 25th Percentile				54			38		
Math Achievement*	32	48	59	35	46	50	29		
Math Learning Gains				54			38		
Math Lowest 25th Percentile				41			29		
Science Achievement*	29	50	54	22	50	59	12		
Social Studies Achievement*					54	64			
Middle School Acceleration					38	52			
Graduation Rate					44	50			
College and Career Acceleration						80			
ELP Progress	71	61	59	55			44		

\* 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	32
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	162
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	41

**2021-22 ESSA Federal Index**

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	329
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	30	Yes	3	1
ELL	27	Yes	2	1
AMI				
ASN				
BLK	18	Yes	4	1
HSP	31	Yes	1	1
MUL				
PAC				
WHT	44			
FRL	32	Yes	1	

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	33	Yes	2	
ELL	37	Yes	1	
AMI				
ASN				
BLK	34	Yes	3	
HSP	42			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
MUL				
PAC				
WHT	29	Yes	1	1
FRL	43			

**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**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	17			32			29					71
SWD	4			21							3	64
ELL	9			29			24				5	71
AMI												
ASN												
BLK	21			14							3	
HSP	12			35			27				5	70
MUL												
PAC												
WHT	41			47							2	
FRL	16			31			29				5	71

**2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2020-21</b>	<b>C &amp; C Accel 2020-21</b>	<b>ELP Progress</b>
All Students	22	46	54	35	54	41	22					55
SWD	16	24		24	53							47
ELL	17	42	40	33	52	44	9					55
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	21	41		29	48		30					
HSP	23	47	45	38	56	50	20					53
MUL												
PAC												
WHT	21			36								
FRL	23	46	54	37	57	44	23					57

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	19	30	38	29	38	29	12					44
SWD	4	31		4	31		0					32
ELL	14	34	45	30	52		18					44
AMI												
ASN												
BLK	13	24		18	24		0					
HSP	20	30	45	32	45	40	19					43
MUL												
PAC												
WHT												
FRL	18	29	33	30	41	29	13					43

### 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	27%	51%	-24%	54%	-27%
04	2023 - Spring	29%	55%	-26%	58%	-29%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	13%	48%	-35%	50%	-37%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	32%	50%	-18%	59%	-27%
04	2023 - Spring	33%	54%	-21%	61%	-28%
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 lowest data is ELA. Our lowest learning gains were in ELA as well. Our lowest 25 scored lowest in math. ELA continues to trend as our lower subject. The number of English language learners acquiring English as a second language has played a part. Core instruction did not address all components of the science of reading effectively. The greatest decline was in 4th grade math. New benchmarks required new methods of teaching, and we are still growing in that area.

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

The greatest decline was in 4th grade math. New benchmarks required new methods of teaching, and we are still growing in that area.

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

Reading showed the largest gap. When reviewing the data, third grade reading specifically was the largest gap.

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

Our fifth grade ELA showed the most improvement. We had a new teacher instructing and offered ELL supports as well as coaching and collaborative planning.

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

Our biggest area of concern is our reading scores. As evidenced by the FAST data, we need to improved reading proficiency for all students.

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

1. Building a positive culture
2. Instructional practices in ELA
3. Instructional practices in STEM
4. Focus on the instructional core- student output

**Area of Focus**

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

**#1. Positive Culture and Environment specifically relating to Early Warning System****Area of Focus Description and Rationale:**

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

Ensure Tier one system for behavior is implemented with fidelity school-wide to establish a sense of safety and belonging utilizing conscious discipline strategies and strong family partnerships.

**Measurable Outcome:**

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

If we implement a consistent school-wide tier-one system of establishing a sense of safety and belonging we will reduce our ODR and behavior calls for support by 20%.

**Monitoring:**

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

We will monitor the number of ODR and behavior calls bi-monthly and make adjustments based on current data.

**Person responsible for monitoring outcome:**

Cathy Wheeler (cwheeler@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 be utilizing the powers, skills, and structures of conscious discipline.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Conscious discipline is a trauma-informed, PBIS structure designed to build resiliency in students so they are ready to learn. This is a proven system and research-based.

**Tier of Evidence-based Intervention**

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

Tier 2 - Moderate Evidence

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

No

**Action Steps to Implement**

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

"Action Step 1a:

Establish, teach, school wide expectations the first 45 days of school. -Brain Smart Start -Greeting Ritual - Safekeepr Ritual -Friends and Family Board -Classroom Job Board - Wish Well Ritual Action Step 1b: Have School family assemblies to reinforce expectations and celebrate student goals. "

**Person Responsible:** Cathy Wheeler (cwheeler@pasco.k12.fl.us)

**By When:** Quarter1 at 80% implementation

Reteach school wide expectations at the beginning of each week-long break. Have School family assemblies to reinforce expectations and celebrate student goals.

**Person Responsible:** Cathy Wheeler (cwheeler@pasco.k12.fl.us)



**By When:** Throughout the school year.

Build CDAT to support the implementation of school family practices.

**Person Responsible:** Cathy Wheeler (cwheeler@pasco.k12.fl.us)

**By When:** End of quarter one

Teacher Parent Involvement PD for staff. Building Trust with Families PD and Team up with Families PD partnering with Power Up.

Reflect on prior experiences with family engagement.

Explore strategies and resources for building strong family partnerships.

Create and share an action plan to strengthen family partnerships. Hold parent conference nights twice in the school year to partner with parents and students for improved student outcomes.

**Person Responsible:** Kimberly Natal (knatal@pasco.k12.fl.us)

**By When:** August 2023

We will employ a parent involvement assistant to build capacity of all stakeholders in ensuring students are academically successful. We will have monthly parent events that assist parents with the skills and knowledge to help their children at home.

**Person Responsible:** Kimberly Natal (knatal@pasco.k12.fl.us)

**By When:** Monthly

Teacher to communicate the academic and behavioral progress of each student, quarterly, in addition to progress reports and report cards. Parent/teacher (K-5) conferences will be twice a year at a minimum.

**Person Responsible:** Kimberly Natal (knatal@pasco.k12.fl.us)

**By When:** Throughout the year

To strengthen family partnerships, we will hold parent conference nights twice in the school year to partner with parents and students for improved student outcomes.

**Person Responsible:** Kimberly Natal (knatal@pasco.k12.fl.us)

**By When:** Ongoing

**#2. Instructional Practice specifically relating to Professional Learning Communities****Area of Focus Description and Rationale:**

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

We will utilize the PLC structure to plan for tiers of instruction for all ESSA groups.

**Measurable Outcome:**

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

If we plan as a PLC intentionally for all tiers of instruction, with a focus of student output then we will decrease in the number of students needed tier 2 and tier 3 instruction by 20%.

**Monitoring:**

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

Action plans with entry and exit requirements  
TBIT action notes and data  
MTSS walkthrough data collected and feedback provided.  
MTSS Board and revised action plan

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**

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

MTSS Systems of support

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

MTSS Systems provides tiered levels of support to fill gaps for all students.

**Tier of Evidence-based Intervention**

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

Tier 2 - Moderate Evidence

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

No

**Action Steps to Implement**

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

Teachers will analyze the student output using the student work protocol aligned to GL benchmark.

**Person Responsible:** Kimberly Natal (knatal@pasco.k12.fl.us)

**By When:** Throughout the year.

Create a system of ongoing progress monitoring for tier 2 & 3 that is shared between all stakeholders. Document will include clear exit and entry requirements for data sources: to contain all data from tiers 2,& 3 on an excel sheet. We will employ an additional teacher allocation to what district has provided to reduce class size in 5th grade and allow for a dedicated teacher for science.

**Person Responsible:** Kimberly Natal (knatal@pasco.k12.fl.us)

**By When:** System in place and operation by end of quarter 1.

As a part of the PLC process, books for professional learning will be provided to teacher teams based on student data and walkthrough trends. Books will be used to guide teams for improvement in necessary areas.

**Person Responsible:** Kimberly Natal (knatal@pasco.k12.fl.us)

**By When:** Ongoing

**#3. Instructional Practice specifically relating to Student Engagement****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 classroom instructional practice walk through data from 2022-2023 and student performance measures on FAST, there is a need for increased student engagement including all ESSA subgroups.

**Measurable Outcome:**

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

When students see the relevancy in their work and are actively engaged to the rigor of the benchmark student proficiency will increase by 20%.

**Monitoring:**

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

Planning Protocols  
Walkthrough Data  
Student Performance Data

**Person responsible for monitoring outcome:**

Kimberly Natal (knatal@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 & UFLI

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Total participation techniques that engage students in the lesson.

**Tier of Evidence-based Intervention**

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

Tier 2 - Moderate Evidence

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

No

**Action Steps to Implement**

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

Use of Resources

Students utilize manipulatives and resources to support conceptual understanding of benchmarks. PD on use of manipulatives & resources

**Person Responsible:** Kimberly Natal (knatal@pasco.k12.fl.us)

**By When:** PD completed and implemented by the end of S1.

Students will track and monitor a goal that will promote proficiency.

Teachers will facilitate students tracking their goal

**Person Responsible:** Bailey Morris (bmorris@pasco.k12.fl.us)

**By When:** PD completed and implemented by the end of S1.

**#4. 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.

Teacher instruction, scholar tasks, and assessments will be aligned to the grade level standards so that all students can do the work.

**Measurable Outcome:**

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

If students task output is aligned to grade level standards then students proficiency will increase by 20%.

**Monitoring:**

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

walk through data  
lesson plans  
planning documents  
walk through feedback  
team time deliverables  
team time plannings  
student output  
coaches implementation plan  
schedule for Instructional Rounds  
walkthrough tool  
SWP data collection

**Person responsible for monitoring outcome:**

Kimberly Natal (knatal@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.)

ELA will use the FAB 5 model, in Math use the 5 practices for orchestrating productive mathematic discussions and the 5 E Model for Science.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Evidence of student work

**Tier of Evidence-based Intervention**

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

Tier 2 - Moderate Evidence

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

No

**Action Steps to Implement**

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

Task Alignment

Teachers with providing students with aligned benchmark tasks.

Additional planning time will be provided throughout the year for teachers to support task alignment.

**Person Responsible:** Kimberly Natal (knatal@pasco.k12.fl.us)

**By When:** By the end of quarter 1

Teachers will facilitate student-owned work in ELA using the FAB 5 model, in Math using the 5 practices for orchestrating productive mathematic discussions and the 5 E Model for Science.  
After hours planning for instructional staff will allow time for professional development for improvement in instruction and student outcomes.

**Person Responsible:** Kimberly Natal (knatal@pasco.k12.fl.us)

**By When:** By the end of quarter 3

Questioning

Teachers will use a sequence of questions that lead scholars to successfully complete the student task independently.

**Person Responsible:** Bailey Morris (bmorris@pasco.k12.fl.us)

**By When:** by the end of quarter 2

Coaching:

Coaches will use the strategic coaching process with a focus to support teachers in increasing student outcomes. Partial year for an ITC will be funded to support continuity of coaching work for the entire school year.

**Person Responsible:** Kimberly Natal (knatal@pasco.k12.fl.us)

**By When:** by the end of quarter 1

Teachers will engage in instructional rounds quarterly.

**Person Responsible:** Kimberly Natal (knatal@pasco.k12.fl.us)

**By When:** Q1: Core & SF Q2: Above + Tutors Q3: Above + ESOL by the end of quarter 4

UniSIG funds will be used to increase student support by funding an additional classroom teacher to reduce class size and focus on science instruction.

**Person Responsible:** Kimberly Natal (knatal@pasco.k12.fl.us)

**By When:** August 2023

UniSIG funds will be used to for two additional instructional assistants to assist with instruction in math and ELA.

**Person Responsible:** Kimberly Natal (knatal@pasco.k12.fl.us)

**By When:** August 2023

Teachers will utilize after-school planning hours for 4 hours per quarter per teacher to support tasks aligned to the benchmarks. UniSIG funds will be used to pay teacher for their time.

**Person Responsible:** [no one identified]

**By When:**

UniSIG funds will be used to for two additional instructional assistants to assist with instruction in math and ELA.

**Person Responsible:** Kimberly Natal (knatal@pasco.k12.fl.us)

**By When:** August 2023

Teachers will utilize after-school planning hours for 4 hours per quarter per teacher to support tasks aligned to the benchmarks. UniSIG funds will be used to pay teacher for their time.

**Person Responsible:** [no one identified]

**By When:**

Tasks for life science will include growing items in the hydroponic garden. Funds from UniSIG will be used to support these tasks.

**Person Responsible:** Kimberly Natal (knatal@pasco.k12.fl.us)

**By When:** Ongoing

UniSIG funds will be utilized to assign mentors for teachers with unsatisfactory or needs improvement VAM. Mentors will work with mentees to ensure benchmark-aligned tasks and instruction and provide coaching on these items as needed.

**Person Responsible:** Kimberly Natal (knatal@pasco.k12.fl.us)

**By When:** Ongoing

### CSI, TSI and ATSI Resource Review

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

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

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

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

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

The conclusion of the CNA results in the identification of the root causes of barriers, the development of a school improvement plan to overcome/reduce barriers to improvement, the allocation of supports needed to implement each school's improvement plan and serves as the foundation for Planning Forward. Schools analyze their plans and basic allocations that will be provided based on district formulas to determine needs for additional allocations, resources and supports. With the school assistant superintendent and the school support team, each school then carefully aligns the additional available funds through Title 1 and/or UniSIG to



specific strategies for improvement aimed at reducing barriers to achievement and closing learning gaps for underperforming student groups. This plan for use of additional funding is regularly monitored by the district support team, and is adjusted based on data, including student progress monitoring results, as applicable through the year, with the support of the state BSI team and the Department.

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

### Area of Focus Description and Rationale

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

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

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

We are focusing on phonics instruction that is explicit and systematic with corrective feedback in a timely manner. We will be using UFLI as our core curriculum in K-1 and intervention in grade 2. We will have trainings throughout the year and coaching to support this implementation.

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

We will be focusing on the sequence of questions that are asked of student to gain knowledge and comprehend the text. We will focus on explicit and systematic instruction that includes corrective feedback and a focus on building comprehension skills. Our intervention teachers and support staff will also be trained on the comprehension skills to teach students.

### 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



We will use DIBELS to monitor student progress across the year. We will take action on the DIBELS data to determine supports needed for students not meeting grade level proficiency throughout the year.

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

We will use DIBELS and classroom assessments to monitor student progress across the year. We will take action on the DIBELS data and classroom assessments to determine supports needed for students not meeting grade level proficiency throughout the year.

## **Monitoring**

### **Monitoring**

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

We will use student assessment data in DIBELS, classroom assessments, and FAST to determine. We will use this data to plan strategic students supports in tier one, two, and three instruction. We will also monitor instruction using our quality instruction walkthrough tool and provide professional development according to need.

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

Select the person responsible for monitoring this outcome.

Natal, Kimberly, knatal@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?

We will utilize HMH and UFLI. These materials are researched based and are in the district's K-12 Comprehensive Evidence-based Reading Plan.

### **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?

We will utilize these curriculum resources as they have proven to be effective in improving student reading proficiency.

### Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
We will have a K-2 and a 3-5 literacy coach to provide intensive training and supports to our staff.	Natal, Kimberly, knatal@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 SIP, UniSIG and SWP will be communicated at the open house on August 31st and our SAC meeting. In addition, it will be posted on our website. <https://rbces.pasco.k12.fl.us/>

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We will utilize our communication systems to communicate weekly to parents. In addition, we have a parent involvement plan that includes monthly events and parent conferences per semester. We have a parent family engagement plan that is posted on our website and provided to all parents. <https://rbces.pasco.k12.fl.us/>

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

We will work to build our teacher expertise through ongoing professional development and coaching support. We will work with district for support in all content areas in addition to curriculum resources. We offer differentiated reading and math supports to our students before and after school. In addition, we are offering accelerated math in grade 3-5. The master schedule is designed to optimize instructional time.

**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))**

o Federal program directors meet quarterly in collaboration meetings to discuss programs across the various funding sources to reduce duplication of efforts and increase efficiency of federal funds.

### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

We have a three person team that provides support to students school-wide specifically related to improving students self-regulation and executive functioning skills. We offer small groups for students to learn and practice these skills as well as tier one instruction in these areas school-wide. We utilize the strategies and concepts in conscious discipline to support this work.

**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))**

NA

**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).**

We partner with the local health agency and offer one on one counseling and small group counseling.

**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))**

We work to build autonomy and leverage the excellence in our building to highlight best practices amongst our staff. We work to build shared leadership and opportunity for growth. We work with the district office to assist with recruiting. Our staff also helps with recruitment and retention.

**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))**

We have our preschool units on campus. We have vertical articulation meetings with teachers and align curriculum and learning expectations.

## 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.

<b>1</b>	<b>III.B.</b>	<b>Area of Focus: Positive Culture and Environment: Early Warning System</b>				<b>\$2,650.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	120	0021 - Rodney B. Cox Elementary Schl	UniSIG	0.1	\$2,160.00
			<i>Notes: RBCES will hold 2 parent conference nights, one per semester for 3 hours. RBCES will provide their 17 classroom teachers with hourly pay (approximately \$35) for these nights.</i>			
	6150	210	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$294.00
			<i>Notes: Conference Nights - Retirement 13.57%</i>			
	6150	220	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$166.00
			<i>Notes: Conference Nights - FICA 7.65%</i>			
	6150	240	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$27.00
			<i>Notes: Conference Nights - Worker's Compensation 1.25%</i>			
	6150	250	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$3.00
			<i>Notes: Conference Nights - Unemployment 0.10%</i>			
<b>2</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Professional Learning Communities</b>				<b>\$2,076.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	590	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$2,076.00
			<i>Notes: RBCES will purchase professional development books for staff. Titles will be chosen based on student data trends and walkthrough data.</i>			
<b>3</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Student Engagement</b>				<b>\$0.00</b>
<b>4</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Benchmark-aligned Instruction</b>				<b>\$182,763.75</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	120	0021 - Rodney B. Cox Elementary Schl	UniSIG	0.06	\$11,200.00
			<i>Notes: RBCES will offer after-school planning hours to their classroom teachers to support standards-based lesson planning processes. RBCES will allot funds for 4 hours per quarter per teacher for 20 instructional staff members. Teachers will be paid their hourly rate (approximately \$35 per hour) for the after-school planning.</i>			

	6300	210	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$1,520.00
			<i>Notes: Planning Hours - Retirement 13.57%</i>			
	6300	220	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$857.00
			<i>Notes: Planning Hours - FICA 7.65%</i>			
	6300	240	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$140.00
			<i>Notes: Planning Hours - Worker's Compensation 1.25%</i>			
	6300	250	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$11.50
			<i>Notes: Planning Hours - Unemployment 0.10%</i>			
	6400	120	0021 - Rodney B. Cox Elementary Schl	UniSIG	0.02	\$1,200.00
			<i>Notes: RBCES 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 (RBCES had 4 teachers on an SI plan for 22-23 school year). If teachers will an Unsatisfactory or Needs Improvement VAM left RBCES, the number of supplements needed will decrease and funds will be reallocated utilizing the amendment processing.</i>			
	6400	130	0021 - Rodney B. Cox Elementary Schl	UniSIG	0.01	\$400.00
			<i>Notes: RBCES 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 (RBCES had 4 teachers on an SI plan for 22-23 school year). If teachers will an Unsatisfactory or Needs Improvement VAM left RBCES, the number of supplements needed will decrease and funds will be reallocated utilizing the amendment processing.</i>			
	6400	210	0021 - Rodney B. Cox Elementary Schl	UniSIG	0.01	\$218.00
			<i>Notes: Mentor Supplements - Retirement 13.57%</i>			
	6400	220	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$123.00
			<i>Notes: Mentor Supplements - FICA 7.65%</i>			
	6400	240	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$20.00
			<i>Notes: Mentor Supplements - Worker's Compensation 1.25%</i>			
	6400	250	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$2.00
			<i>Notes: Mentor Supplements - Unemployment 0.10%</i>			
	5100	150	0021 - Rodney B. Cox Elementary Schl	UniSIG	2.0	\$43,212.00
			<i>Notes: Pre-approved – Emma Davis 4/28/2023 RBCES will continue 2 instructional assistants from their 2022-2023 UniSIG plan. These instructional assistants will assist with tiered instruction and support in math and reading. The position will work 7.5 hours days</i>			

			following the school year calendar which runs from August 8, 2023 – May 28, 2024. The instructional assistant salary is approximately \$15 per hour.			
	5100	210	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$5,864.00
			Notes: Instructional Assistant - Retirement 13.57%			
	5100	220	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$3,306.00
			Notes: Instructional Assistant - FICA 7.65%			
	5100	230	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$16,250.00
			Notes: Instructional Assistant - Group Insurance			
	5100	240	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$541.00
			Notes: Instructional Assistant - Worker's Compensation 1.25%			
	5100	250	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$44.00
			Notes: Instructional Assistant - Unemployment Insurance 0.10%			
	5100	644	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$770.00
			Notes: Pre-approved – BSI 7/27/2023 Staff Computer - RBCES will purchase a computer for the classroom teacher funded out of UniSIG funds. Since these 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 the set-up and continued maintenance of the devices.			
	6500	399	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$90.00
			Notes: Pre-approved – BSI 7/27/2023 Technician Fee - RBCES will purchase a computer for the classroom teacher funded out of UniSIG funds. Since these 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 the set-up and continued maintenance of the devices.			
	5100	590	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$3,000.00
			Notes: RBCES will align funds to support science learning including hands-on materials and supplies to support their hydroponic garden. K-5 classes will visit and maintain the garden to support life science standards and learning.			
	5100	510	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$3,963.25
			Notes: RBCES will align funds for student consumable supplies to support students with their learning. The school will purchase materials such as notebook paper, pens, pencils, notebooks, file folders, two-pocket folders, dividers, colored pencils, highlighters, chart paper, composition notebooks, and markers.			
	6400	130	0021 - Rodney B. Cox Elementary Schl	UniSIG	0.29	\$14,659.00
			Notes: RBCES will align funds to pay for an instructional trainer coach for part of the year. The instructional trainer coach is currently on maternity leave and will be returning in the second semester. In order to ensure continuity of services for teachers at RBCES for the entire school year and ensure a qualified candidate can be recruited, RBCES will hire a coach for the school year utilizing other funds. UniSIG funds will be used to pay the salary of the returning coach. To continue continuity, RBCES will have both coaches work together with teachers to ensure that relationships are maintained to support the best coaching environment possible. The position will work 7.5 hours days and begin upon the			

			<i>return of the coach from maternity leave on April 1, 2024, and continue through the end of the school year on May 29, 2024. The salary for the instructional trainer coach is approximately \$37 per hour.</i>			
	6400	210	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$1,990.00
			<i>Notes: Instructional Trainer Coach - Retirement 13.57%</i>			
	6400	220	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$1,122.00
			<i>Notes: Instructional Trainer Coach - FICA 7.65%</i>			
	6400	230	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$3,386.00
			<i>Notes: Instructional Trainer Coach - Group Insurance</i>			
	6400	240	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$184.00
			<i>Notes: Instructional Trainer Coach - Worker's Compensation 1.25%</i>			
	6400	250	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$15.00
			<i>Notes: Instructional Trainer Coach - Unemployment Insurance 0.10%</i>			
	5100	120	0021 - Rodney B. Cox Elementary Schl	UniSIG	1.0	\$48,282.00
			<i>Notes: Pre-approved – Emma Davis 4/28/2023 RBCES will hire an additional 5th-grade teacher to decrease class size and provide additional support based on academic and behavioral data. The position will work 7.5 hours days following the school year calendar which runs from August 3, 2023 – May 29, 2024. The teacher salary is approximately \$35 per hour.</i>			
	5100	210	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$6,552.00
			<i>Notes: Classroom Teacher - Retirement 13.57%</i>			
	5100	220	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$3,694.00
			<i>Notes: Classroom Teacher - FICA 7.65%</i>			
	5100	230	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$8,125.00
			<i>Notes: Classroom Teacher - Group Insurance</i>			
	5100	240	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$604.00
			<i>Notes: Classroom Teacher - Worker's Compensation 1.25%</i>			
	5100	250	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$49.00
			<i>Notes: Classroom Teacher - Unemployment Insurance 0.10%</i>			
	5100	310	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$1,070.00
			<i>Notes: Classroom Teacher - Leave earned - Classroom teachers earn 10 paid sick days per year. These funds are aligned for these 10 days and do not represent planned time out of the classroom for the teacher.</i>			

	5100	510	0021 - Rodney B. Cox Elementary Schl	UniSIG		\$300.00
			<i>Notes: Classroom Teacher - These funds will be used to provide the classroom supply funds for the teacher position.</i>			
Total:						\$187,489.75

**Budget Approval**

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

No