Pasco Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Pasco Elementary School

37350 FLORIDA AVE, Dade City, FL 33525

https://pes.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 provide a world class education for our students.

Provide the school's vision statement.

At Pasco Elementary School, we empower ALL to reach high expectations by embracing our strengths in a loving and supportive envrionment.

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
Landry, Diane	Assistant Principal	Oversees grades 3,4,5 and specials STEM data/instructional practices Test coordinator Safety compliance Technology/media center
Austin, Jennifer	Instructional Coach	Oversees literacy data/instructional practices offers professional development for literacy Is a liasion for literacy from state and district teams
Betz, Lindsay	Instructional Coach	Oversees math data/instructional practices offers professional development for math Is a liasion for math from state and district teams
Wade, Clair	Instructional Coach	Oversees science data/instructional practices offers professional development for science Is a liasion for science from state and district teams
Ammons, Alexandra	Other	working with ESE teachers for supports for our students facilitator for parent meetings
Kent, Christopher	Graduation Coach	development of student leaders supporting behavior/goal setting/student celebrations
Polk, Thomas	Behavior Specialist	working with tier 2/3 systems for student supports FBAs attending parent meetings overseeing behavior support team
Polk, Jean Marie	Teacher, K-12	PLC facilitator for K
Davenport, Alison	Teacher, K-12	PLC facilitator Grade 1
Lowe, Destiny	Teacher, K-12	PLC facilitator Grade 2
Morey, Joy	Teacher, K-12	PLC facilitator Grade 3 New teacher mentor
Buchanan, Sherri	Teacher, K-12	PLC facilitator Grade 4
Torres, Mayra	Teacher, K-12	PLC facilitator Grade 5

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.

Pasco Elementary elicitis feedback from all stakeholders. We have 6 questions that were asked to our entire staff, to our School Advisory Council members, to our parents through a survey and to our fourth grade students. All of the feedback from these groups is compiled into a document and used to set goal sfor our school improve plan for the following year.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The leadership team will review school wide data during our benchmarking periods and create action plans to address any ares of need for improvement. We will disagregate the data into ESSA subgroups and create a spreadsheet we can monitor for growth.

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	71%
2022-23 Economically Disadvantaged (FRL) Rate	90%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 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	30	39	34	40	24	21	0	0	0	188
One or more suspensions	0	2	2	2	8	18	0	0	0	32
Course failure in English Language Arts (ELA)	0	1	0	1	0	1	0	0	0	3
Course failure in Math	1	0	0	0	0	2	0	0	0	3
Level 1 on statewide ELA assessment	15	47	42	48	38	35	0	0	0	225
Level 1 on statewide Math assessment	8	18	30	58	46	44	0	0	0	204
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	0	0	0	0	0	0	1
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	13	14	8	18	13	19	0	0	0	85
One or more suspensions	0	3	3	2	9	15	0	0	0	32
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	12	20	50	0	0	0	82
Level 1 on statewide Math assessment	0	0	0	11	29	50	0	0	0	90
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	0	14	17	0	0	0	32

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	0	12	0	0	0	0	0	14
Students retained two or more times	0	1	0	0	0	0	0	0	0	1

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	13	14	8	18	13	19	0	0	0	85
One or more suspensions	0	3	3	2	9	15	0	0	0	32
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	12	20	50	0	0	0	82
Level 1 on statewide Math assessment	0	0	0	11	29	50	0	0	0	90
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	0	14	17	0	0	0	32

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	0	12	0	0	0	0	0	14
Students retained two or more times	0	1	0	0	0	0	0	0	0	1

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*	31	47	53	27	52	56	30		
ELA Learning Gains				40			34		
ELA Lowest 25th Percentile				57			38		
Math Achievement*	29	48	59	35	46	50	30		
Math Learning Gains				50			29		
Math Lowest 25th Percentile				45			43		
Science Achievement*	36	50	54	17	50	59	23		
Social Studies Achievement*					54	64			
Middle School Acceleration					38	52			
Graduation Rate					44	50			
College and Career Acceleration						80			
ELP Progress	53	61	59	45			52		

* 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	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	7
Total Points Earned for the Federal Index	183
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	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	316
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	2	2
ELL	20	Yes	2	2
AMI				
ASN				
BLK	22	Yes	4	3
HSP	36	Yes	2	
MUL	37	Yes	1	
PAC				
WHT	40	Yes	1	

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%
FRL	35	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	31	Yes	1	1
ELL	31	Yes	1	1
AMI				
ASN				
BLK	24	Yes	3	2
HSP	37	Yes	1	
MUL	42			
PAC				
WHT	43			
FRL	37	Yes	1	

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	31			29			36					53
SWD	14			14							4	38
ELL	13			15			6				5	53
AMI												
ASN												
BLK	25			20			25				4	
HSP	31			30			31				5	54
MUL	28			44			40				3	

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
PAC												
WHT	35			28			54				4	
FRL	30			27			32				5	53

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	27	40	57	35	50	45	17					45
SWD	4	31	64	6	44	64	13					24
ELL	9	34	53	27	42	40	0					45
AMI												
ASN												
BLK	18	48		21	33		0					
HSP	25	37	52	34	49	41	11					46
MUL	40	29		40	57							
PAC												
WHT	31	44		44	61		35					
FRL	22	38	56	31	48	44	12					46

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	30	34	38	30	29	43	23					52
SWD	14	29		18	43		20					47
ELL	13	38		21	31		17					52
AMI												
ASN												
BLK	20	21		17	29							
HSP	26	34	38	29	29	50	16					55
MUL	38			40								
PAC												
WHT	43	40		38	30		43					
FRL	28	33	36	28	27	45	20					57

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	31%	51%	-20%	54%	-23%
04	2023 - Spring	31%	55%	-24%	58%	-27%
03	2023 - Spring	31%	48%	-17%	50%	-19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	34%	50%	-16%	59%	-25%
04	2023 - Spring	17%	54%	-37%	61%	-44%
05	2023 - Spring	33%	52%	-19%	55%	-22%

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

III. Planning for Improvement

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

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

Math in fourth grade showed the lowest performance. Fourth grade had a turnover of math teachers all of which were not experienced in teaching math. We also were using a curriculum resource not aligned to benchmarks. There was a lack of intervention resources for math. And we had 15 students who were in advanced math and took the fifth grade math assessment.

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

Math showed a decline from 35% proficiency to 30% proficiency for the reasons listed above.

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.

I do not have the state averages for comparison.

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

Science proficiency showed the most improved from 17% to 34%. We added a full time science coach for grades K-5 and had a three way rotation of language arts, math and science in fifth grade. This ensured science instruction was taught everyday.

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

Reading and math proficiency are the greatest areas of concern and targets for improvement.

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

1. increasing student engagement
2. providing benchmark aligned tasks with intentional questioning
3. Creating a differentiated instructional time block for small group instruction

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 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.

Pasco Elementary will increase our proficiency data in ELA, math and science by increasing student engagement with standards aligned instructional tasks.

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

Pasco Elementary will see a 10% increase in the percentage of students scoring proficient in reading, math and science. Our goals are 41% in reading, 40% in math and 44% in science.

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

We will monitor the desired outcomes by tracking growth at each assessment benchmark and using walkthrough data to create action plans based on team problem solving.

Person responsible for monitoring outcome:
Donna College (dcollege@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.)

Our teachers have engaged in a 5 day professional development around Kagan Cooperative Learning Structures. Each instructional staff member will have a flip chart with 30 structures for their daily use. Admin. & coaches will also embed these structures in all school professional development and common planning opportunities.

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

According to Kagan research, are 4 researched positive outcomes related to improvement of students achievement and social skills that occur when students work together to achieve a common goal. These outcomes include:
1. Positive Interdependence - occurs when gains of individuals or teams are positively correlated.
2. Individual Accountability - occurs when all students in a group are held accountable for doing a share of the work and for mastery of the material to be learned.
3. Equal Participation - occurs when each member of the group is afforded equal shares of responsibility and input.
4. Simultaneous Interaction - occurs when class time is designed to allow many student interactions during the period.

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.

We are modeling Kagan structures during staff professional development. UniSIG funds will be used to pay stipends for teachers attending professional development.

Person Responsible: Jennifer Austin (jevangorg@pasco.k12.fl.us)

By When: August 2023

Purchase table top flip books with Kagan structures for instructional classrooms

Person Responsible: Donna College (dcollege@pasco.k12.fl.us)

By When: July 2023

Embed intentional planning of Kagan structures into lesson planning.

Person Responsible: Lindsay Betz (lcampbel@pasco.k12.fl.us)

By When: August 2023

Mentors will be assigned to teachers with unsatisfactory or needs improvement VAM scores. Mentors will provide additional coaching for mentees on imbedding Kagan strategies into lessons to increase student engagement and student achievement.

Person Responsible: Lindsay Betz (lcampbel@pasco.k12.fl.us)

By When: Ongoing

Utilizing UniSIG funding for student consumable supplies, UFLI materials, and student and staff computers will support student engagement in benchmark-aligned tasks.

Person Responsible: Donna College (dcollege@pasco.k12.fl.us)

By When: ASAP and ongoing

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

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

Teacher provides benchmark aligned tasks and provides opportunities for differentiated small group instruction.

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

Pasco Elementary will see a 10% increase in the percentage of students scoring proficient in reading, math and science. Our goals are 41% in reading, 40% in math and 44% in science.

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

We will monitor the desired outcomes by tracking growth at each assessment benchmark and using walkthrough data to create action plans based on team problem solving.

Person responsible for monitoring outcome:

Donna College (dcollege@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.)

Differentiated small group instruction is a well proven research based strategy that provides the supports for students to give their optimal performance.

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

During walkthroughs of the 2022-23 school year, there were not many differentiated small groups taking place in classrooms.

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.

Provide professional development on small group instruction during content PD.

Person Responsible: Jennifer Austin (jevangorg@pasco.k12.fl.us)

By When: September 2023

Develop look for indicators for the walkthrough tool with the leadership team.

Person Responsible: Donna College (dcollege@pasco.k12.fl.us)

By When: July 2023

Instructional assistants' and intervention teacher's schedules will support classroom teachers for small group instruction. The student progress will be monitored during weekly data chats. Resources for small group instruction and interventions will include foundational skills manuals and student computers.

Person Responsible: Donna College (dcollege@pasco.k12.fl.us)

By When: September 2023

Teacher practices will be supported and refined relating to standards aligned instruction during our monthly content PD days. Our coaches will differentiate instructional practices by content area and work on strategies found on our look for document based on the data collected during walkthroughs.
Action Steps to build their capacity?
Monitoring?

Person Responsible: Donna College (dcollege@pasco.k12.fl.us)

By When: Ogoing

We will hire 3 instructional assistants with UniSIG funding. The instructional assistants will support the teachers during core instruction.

Person Responsible: Donna College (dcollege@pasco.k12.fl.us)

By When: ASAP

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

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

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

Pasco Elementary will see a 10% increase in the percentage of students categorized in subgroups scoring proficient in reading, math and science. Our goals are 41% for students with disabilities, 41% for our ELL students, 34% for our black/African American Students. 47% for our Hispanic students, 47% for our Economically disadvantaged students.

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

We will monitor the desired outcomes by tracking growth of the students in each subgroup at each assessment benchmark and create action plans based on team problem solving.

Person responsible for monitoring outcome:

Donna College (dcollege@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.)

Differentiated small group instruction is a well proven research based strategy that provides the supports for students to give their optimal performance.

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

During walkthroughs of the 2022-23 school year, there were not many differentiated small groups taking place in classrooms.

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.

Create a schedule with the support staff that optimizes their time with differentiated student groups. This includes an intervention teacher who works with Primary and ESE students. Monitoring happens during weekly data chats when we discuss our interventions and student progress.

Person Responsible: Jennifer Austin (jevangorg@pasco.k12.fl.us)

By When: August 2023

We will hire an intervention teacher to support small group interventions utilizing UniSIG funding.

Person Responsible: Donna College (dcollege@pasco.k12.fl.us)

By When: ASAP

#4. 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.

In order to increase our positive culture and environment, we will provide monthly parent events that are academic focused and social opportunities.

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

Pasco Elementary will see a 10% increase in the percentage of students scoring proficient in reading, math and science. Our goals are 41% in reading, 40% in math and 44% in science.

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

The calendar and parent sign in sheets will be reviewed for opportunity and attendance.

Person responsible for monitoring outcome:

Donna College (dcollege@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.

Engaging parents in their child's education and school family is well researched and will help support our student achievement.

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 3 - Promising 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.

Parent nights to support families with supporting their students in core subject areas. September was Open House and school-wide expectations, October - Student data review & progress monitoring November Literacy Night, December Math Night January Science Night April State Assessment Overview & avoiding summer slide

Person Responsible: Donna College (dcollege@pasco.k12.fl.us)

By When: August 2023 is when the calendar will be developed

Parent events will be planned and calendared and communicated monthly through social media and School Messenger.

Person Responsible: Donna College (dcollege@pasco.k12.fl.us)

By When: August 2023

In order to increase parent communication, a monthly newsletter will be sent to families via School Messenger.

Person Responsible: Donna College (dcollege@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

Our K-2 classrooms will plan and implement foundational skill lessons from the UFLI Curriculum which is aligned to grade level benchmarks.

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

Our 3-5 classrooms will plan and implement intentional planned questions aligned to the benchmark and that support writing to demonstrate knowledge.

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

50% or more of PES students will be on track to demonstrate proficiency on the PM3 STAR reading assessment.

Grades 3-5 Measurable Outcomes

40% or more of PES students will be on track to demonstrate proficiency on the PM3 FAST reading assessment.

Monitoring

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

We engage in weekly data chats that center around writing and foundational skill growth
The FAST/STAR assessment results will be monitored and we will engage in problem solving at each benchmark.
Walkthrough data trends will be captured using the FLDOE foundational skills monitoring tools and BSI look fors documents.

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

College, Donna, dcollege@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?

In the introduction of the ELA BEST standards it states "Foundational Instruction Matters: In the early grades, the standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers.

It is critical that we build strong foundation skill instruction in order for us to give our students the opportunity to be strong and proficient readers in ELA, math & science.

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 are required to use our HMH, Heggerty, UFLI & SIPPS reading programs which are state approved resources aligned to our BEST standards.

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
Literacy Coach with support from Principal will collaborative plan the foundational skill benchmarks and intentional plan the benchmark aligned questions to demonstrate learning of knowledge within the text set. This planning will be documented in lesson plans in Sharepoint for all teachers to access.	College, Donna, dcollege@pasco.k12.fl.us
Literacy Coaching: Collaborative planning of the foundational skill benchmarks, reading & writing benchmarks will be intentionally planned for with each grade level team and monitored during walkthroughs.	Austin, Jennifer, jevangorg@pasco.k12.fl.us
Assessment: Data monitoring will be kept on Sharepoint and reviewed in weekly PLCs to allow our teams to collaboratively intervene and plan instruction to address deficits.	Austin, Jennifer, jevangorg@pasco.k12.fl.us
Professional Learning: School based professional development of ELA instructional practices will be held each month and supported by our district regional ELA support member. We also attend the monthly State Regional Literacy Team Virtual PD sessions.	College, Donna, dcollege@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.

A summary sheet will be developed that shows our Area of Focus and expenditures. This will be shared with our staff, our SAC members, and with parents at our Title I parent meeting and Open House.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school webpage has the Family Engagement Plan publicly available. Our Title I budget has 3 conference nights to pay teachers to stay after school and meet with the parents to discuss the progress of the students. We also offer a monthly parent meeting to invite families in to learn about how to support their child with reading, math and science.

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))

This year, we are focusing on benchmark aligned tasks and intentional questioning, differentiated instruction and increasing student engagement. These areas of focus will strengthen the quality of instruction and engagement in learning. We are also offering advanced math opportunities in grades 3,4 & 5.

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))

NA

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))

Our school employs a school counselor and a part time social worker. Both of these staff members work with students to provide strategies for social emotional well being. Our school threat assessment team meets monthly to discuss students with emotional needs. We also have a 5 person discipline team that helps support teachers with behaviors. The school intervention team meets twice a month to discuss behavior data and create actions plans to address any issues. We engage in Conscious Discipline professional development which helps the adults with strategies to build relationships and understand their composure and calm is essential to managing student behavior.

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).

Each week, the instructional teams with the administrators and coaches to discuss data and determine supports for students. The teacher teams also meet monthly to engage in team based problem solving to discuss supports and needs for students who are not demonstrating progress. Each week, our school based intervention team meets to problem solve around individual students who need academic or behavioral supports.

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))

Each month we have two school based professional development opportunities. On Early Release Days, our school works to improve behavior and relationships with PD related to Conscious Discipline. One Friday a month, our teachers meet with our academic coaches to engage in content related professional development.

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))

At the end of the school year, our teachers engage in articulation opportunities with the teachers of the next grade. Our preK teachers meet with our kindergarten teachers to discuss academic and behavioral trends of the class. During the summer for 2 days, we also invite rising kindergarten students to participate in our kindergarten camp. During this time, we have a parent meeting and a family picnic to give the parents the opportunity to get to know our school family and school procedures.

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: Student Engagement				$59,517.85
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	120	0061 - Pasco Elementary School	UniSIG	0.22	$11,100.00
			Notes: Pre-approved – BSI 7/27/2023 PES will hold professional development for teachers on August 1-2, 2023. The professional development will focus on student engagement and standards aligned instruction. The professional developments days will be 6 hours each and teachers and coaches will be paid at the stipend rate of $25 per hour. PES will have 37 instructional staff and 3 coaches attending this professional development.			
	6400	130	0061 - Pasco Elementary School	UniSIG	0.01	$900.00
			Notes: Pre-approved – BSI 7/27/2023 PES will hold professional development for teachers on August 1-2, 2023. The professional development will focus on student engagement and standards aligned instruction. The professional developments days will be 6 hours each and teachers and coaches will be paid at the stipend rate of $25 per hour. PES will have 37 instructional staff and 3 coaches attending this professional development.			
	6400	220	0061 - Pasco Elementary School	UniSIG		$918.00
			Notes: PD Stipends - FICA 7.65%			

	6400	240		0061 - Pasco Elementary School	UniSIG		$150.00
				Notes: PD Stipends - Worker's Compensation 1.25%			
	6400	250		0061 - Pasco Elementary School	UniSIG		$12.00
				Notes: PD Stipends - Unemployment Compensation 0.10%			
	5100	510		0061 - Pasco Elementary School	UniSIG		$13,498.35
				Notes: PES 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	120		0061 - Pasco Elementary School	UniSIG	0.02	$1,200.00
				Notes: PES 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 (PES had 9 teachers on an SI plan for 22-23 school year). If teachers will an Unsatisfactory or Needs Improvement VAM left PES, the number of supplements needed will decrease and funds will be reallocated utilizing the amendment processing.			
	6400	130		0061 - Pasco Elementary School	UniSIG	0.05	$2,400.00
				Notes: PES 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 (PES had 9 teachers on an SI plan for 22-23 school year). If teachers will an Unsatisfactory or Needs Improvement VAM left PES, the number of supplements needed will decrease and funds will be reallocated utilizing the amendment processing.			
	6400	210		0061 - Pasco Elementary School	UniSIG		$489.00
				Notes: Mentor Supplements - Retirement 13.57%			
	6400	220		0061 - Pasco Elementary School	UniSIG		$276.00
				Notes: Mentor Supplements - FICA 7.65%			
	6400	240		0061 - Pasco Elementary School	UniSIG		$45.00
				Notes: Mentor Supplements - Worker's Compensation 1.25%			
	6400	250		0061 - Pasco Elementary School	UniSIG		$4.00
				Notes: Mentor Supplements - Unemployment Compensation 0.10%			
	5100	644		0061 - Pasco Elementary School	UniSIG		$770.00
				Notes: Pre-approved – BSI 7/27/2023 PES will purchase a computer for the intervention teacher funded out of UniSIG funds. Since this employee's salary is grant funded the computer assigned to them will also be purchased with grant funds. Computers are budgeted at $770 per device with a $90 technician fee. The technician fee will be used to support the set-up and continued maintenance of the devices.			

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	644	0061 - Pasco Elementary School	UniSIG		$20,000.00
			Notes: PES will purchase 40 student computers. The goal is to reach a 1:1 ratio of technology to students in grades K-2. This will support our assessing and learning platforms of our benchmark and curriculum-based measures, instruction, and interventions on a daily basis. Computers are budgeted at $500 per device with a $90 per device technician fee. The technician fee will be used to support set-up and continued maintenance of the devices.			
	6500	399	0061 - Pasco Elementary School	UniSIG		$3,690.00
			Notes: Technician fees are budgeted at $90 per device for the 40 student computers and 1 staff computer. The technician fee will be used to support set-up and continued maintenance of the devices.			
	5100	590	0061 - Pasco Elementary School	UniSIG		$4,065.50
			Notes: PES will purchase 20 UFLI Foundations manuals, providing a copy for all classroom teachers, support facilitators, and intervention teachers. UFLI Foundations is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading and will be utilized during intervention lessons for all grade levels. Manuals are $70 each and there is a 7.5% charge for shipping. PES will use these funds to purchase manipulatives to support the foundation skills instruction outlined in the UFLI Foundations manual including items such as letter tiles, individual whiteboards, etc.			
2	**III.B.**	**Area of Focus: Instructional Practice: Benchmark-aligned Instruction**				**$103,268.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	0061 - Pasco Elementary School	UniSIG	3.0	$64,364.00
			Notes: Pre-approved – Emma Davis 4/28/2023 and 6/14/2023 PES will continue 2 instructional assistants from their 2022-2023 UniSIG plan and add one more. The instructional assistants will support the teachers during core instruction. 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	0061 - Pasco Elementary School	UniSIG		$8,735.00
			Notes: Instructional Assistants - Retirement 13.57%			
	5100	220	0061 - Pasco Elementary School	UniSIG		$4,924.00
			Notes: Instructional Assistants - FICA 7.65%			
	5100	230	0061 - Pasco Elementary School	UniSIG		$24,375.00
			Notes: Instructional Assistants - Group Insurance			
	5100	240	0061 - Pasco Elementary School	UniSIG		$805.00
			Notes: Instructional Assistants - Worker's Compensation 1.25%			
	5100	250	0061 - Pasco Elementary School	UniSIG		$65.00
			Notes: Instructional Assistants - Unemployment Compensation 0.10%			
3	**III.B.**	**Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$71,251.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0061 - Pasco Elementary School	UniSIG	1.0	$51,255.00
			Notes: Pre-approved - Emma Davis 4/28/2023 PES will continue an intervention teacher position from their 2022-2023 UniSIG Plan. The Intervention teacher will provide small group interventions teacher will focus on supporting ELA every day during scheduled intervention times. The position will work 7.5 hours days following the school year calendar which runs from August 3, 2023 – May 29, 2024. Teacher salary is approximately $35 per hour.			
	5100	210	0061 - Pasco Elementary School	UniSIG		$6,956.00
			Notes: Intervention Teacher - Retirement 13.57%			
	5100	220	0061 - Pasco Elementary School	UniSIG		$3,922.00
			Notes: Intervention Teacher - FICA 7.65%			
	5100	230	0061 - Pasco Elementary School	UniSIG		$8,125.00
			Notes: Intervention Teacher - Group Insurance			
	5100	240	0061 - Pasco Elementary School	UniSIG		$641.00
			Notes: Intervention Teacher - Worker's Compensation 1.25%			
	5100	250	0061 - Pasco Elementary School	UniSIG		$52.00
			Notes: Intervention Teacher - Unemployment Compensation 0.10%			
	5100	520	0061 - Pasco Elementary School	UniSIG		$300.00
			Notes: Intervention Teacher - Classroom Supply Funds			
4	**III.B.**	**Area of Focus: Positive Culture and Environment: Other**				**$28,501.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	120	0061 - Pasco Elementary School	UniSIG	0.19	$9,450.00
			Notes: PES will host 6 parent events at 3 hours each to engage families to participate in our school-family partnership. The events will include students and families from all grades and are outlined as follows. September – School year expectations October – BOY student data reviews (Understanding FAST scores, ELL, Progress Monitoring Plans, etc) November – Literacy Night December – Math Night January – Science Night April – Spring FAST testing overview and ways to avoid summer slide PES will pay staff members their hourly rate to support facilitation of these events. PES has budgeted to include 15 teachers, 5 instructional assistants, 3 coaches, and 1 parent involvement assistant for each event. Staff members will be paid their hourly rate for each event. Teacher salary is approximately $35 per hour, Coach salary is approximately $37 per hour, and instructional assistant and parent involvement assistant salary is approximately $15 per hour.			
	6150	130	0061 - Pasco Elementary School	UniSIG	0.04	$1,998.00
			Notes: PES will host 6 parent events at 3 hours each to engage families to participate in our school family partnership. The events will include students and families from all grades and are outlined as follows. September – School year expectations October – BOY student data reviews (Understanding FAST scores, ELL, Progress Monitoring Plans, etc) November – Literacy Night December – Math Night January – Science Night April – Spring FAST testing overview and ways to avoid summer slide PES will pay staff members their hourly rate to support facilitation of these events. PES has budgeted to include 15 teachers, 5 instructional assistants, 3 coaches, and 1 parent involvement			

	6150	150		0061 - Pasco Elementary School	UniSIG	0.08	$1,710.00

assistant for each event. Staff members will be paid their hourly rate for each event. Teacher salary is approximately $35 per hour, Coach salary is approximately $37 per hour, and instructional assistant and parent involvement assistant salary is approximately $15 per hour.

Notes: PES will host 6 parent events at 3 hours each to engage families to participate in our school family partnership. The events will include students and families from all grades and are outlined as follows. September – School year expectations October – BOY student data reviews (Understanding FAST scores, ELL, Progress Monitoring Plans, etc) November – Literacy Night December – Math Night January – Science Night April – Spring FAST testing overview and ways to avoid summer slide PES will pay staff members their hourly rate to support facilitation of these events. PES has budgeted to include 15 teachers, 5 instructional assistants, 3 coaches, and 1 parent involvement assistant for each event. Staff members will be paid their hourly rate for each event. Teacher salary is approximately $35 per hour, Coach salary is approximately $37 per hour, and instructional assistant and parent involvement assistant salary is approximately $15 per hour.

	6150	160		0061 - Pasco Elementary School	UniSIG	0.12	$2,351.00

Notes: PES will host 6 parent events at 3 hours each to engage families to participate in our school-family partnership. The events will include students and families from all grades and are outlined as follows. September – School year expectations October – BOY student data reviews (Understanding FAST scores, ELL, Progress Monitoring Plans, etc) November – Literacy Night December – Math Night January – Science Night April – Spring FAST testing overview and ways to avoid summer slide PES will pay staff members their hourly rate to support facilitation of these events. PES has budgeted to include 15 teachers, 5 instructional assistants, 3 coaches, and 1 parent involvement assistant for each event. Staff members will be paid their hourly rate for each event. Teacher salary is approximately $35 per hour, Coach salary is approximately $37 per hour, and instructional assistant and parent involvement assistant salary is approximately $15 per hour. PES will allocate a non-instructional staff member their hourly rate (approximately $15 per hour) 2.5 hours per week to focus on all Parent Involvement Communications and Newsletters for the duration of the school year (36 weeks). All work related to this position is outside of the staff member's regular job duties and will occur after school outside of their normally contracted hours.

	6150	210		0061 - Pasco Elementary School	UniSIG		$2,105.00

Notes: Parent Nights - Retirement 13.57%

	6150	220		0061 - Pasco Elementary School	UniSIG		$1,187.00

Notes: Parent Nights - FICA 7.65%

	6150	240		0061 - Pasco Elementary School	UniSIG		$194.00

Notes: Parent Nights - Worker's Compensation 1.25%

	6150	250		0061 - Pasco Elementary School	UniSIG		$16.00

Notes: Parent Nights - Unemployment Compensation 0.10%

	6150	510		0061 - Pasco Elementary School	UniSIG		$5,000.00

Notes: PES will align funds for consumable supplies to support the 6 family events taking place during the school year.

	6150	590		0061 - Pasco Elementary School	UniSIG		$3,200.00

Notes: PES will align funds for other materials and supplies to support the 6 family events taking place during the school year.

	6150	310	0061 - Pasco Elementary School	UniSIG		$1,290.00
			Notes: Pre-approved – BSI 7/27/2023 PES will partner with Conscious Discipline to host a parent event on August 1, 2023. The event will focus on sharing information and resources that will help families with child conflicts and behaviors.			
					Total:	**$262,537.85**

Budget Approval

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

No