Calvin A. Hunsinger School

2023-24

Schoolwide Improvement Plan (SIP)

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Calvin A. Hunsinger School

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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.

Educate and prepare each student for college, career, and life while making at least one year of learning gains in ELA and Mathematics.

Provide the school's vision statement.

100% Student Success

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
Urquhart, Jessica	Principal	-Recruit, grow, and retain staff -Build collaborative school-based teams -Establishes and maintain a culture of high-expectations, equity, and continuous improvement -Engage stakeholders -Develop, facilitate, and monitor SIP in alignment with the PCS District Strategic Plan -Ensure students receive standards-based instruction in a safe learning environment -Implement PBIS school-wide -Make certain that all students receive the supports outlined in the Individualized Education Plans
Wolford, Christopher	Assistant Principal	-Support the recruitment, growth, and retention of staff -Support building collaborative school-based teams -Support establishing and maintaining a culture of high-expectations, equity, and continuous improvement -Support stakeholder engagement efforts -Support the development, facilitation, and monitoring of the SIP in alignment with the District Strategic Plan. -Support the implementation of standards-based instruction in a safe learning environment for all students -Support the implementation of PBIS school-wide -Support the implementation of ESE supports outlined in each student's Individualized Education Plan
Wagner, Lynn	Behavior Specialist	Lead the efforts to shape student behavior (based on individual student needs) with the goal of increasing student engagement and achievement.
Makowski, Thomas	Psychologist	Lead the efforts to provide MTSS problem solving and supports with the goal of removing barriers and increasing student engagement and achievement.
Cunningham, Janet	Teacher, ESE	Lead the work of the high school team to ensure that students are receiving effective standards-based instruction, school improvement strategies are being implemented and monitored, and the team is collaborating in an effort to grow professionally.
Wininsky, Melissa	Teacher, ESE	Lead the work of the elementary school team to ensure that students are receiving effective standards-based instruction, school improvement strategies are being implemented and monitored, and the team is collaborating in an effort to grow professionally.

Name	Position Title	Job Duties and Responsibilities
Fedenko, Laurie	School Counselor	Lead efforts to progress monitor student data related to graduation and ensure students have a pathway and the supports needed to meet graduation requirements and transition successfully into adulthood.
Maher, Ashlynn	Teacher, ESE	Lead the work of the middle school team to ensure that students are receiving effective standards-based instruction, school improvement strategies are being implemented and monitored, and the team is collaborating in an effort to grow professionally.
Turner, Cherie	Staffing Specialist	Lead the efforts to ensure that each student has access to the ESE supports necessary to engage in standards-based instruction, make learning gains, and close the achievement gap.
Phillips, Maryann	Attendance/ Social Work	Lead efforts to ensure that all students & families have access to community resources necessary to ensure that their basic needs are met, and they are able to attend school daily and engage in learning.

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.

An ongoing cycle of improvement is utilized to involve all stakeholders in designing and monitoring SIP goals and action steps to increase student achievement. The school leadership team, SAC, students, families, and business partners all contribute to the development of the plan. A variety of strategies are used to gather information and input such as e-Forms, in person meeting minutes, 1:1 conversation, hardcopy forms such as Title 1 survey etc.

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))

We employ an ongoing cycle of improvement that utilizes data to plan, do, check, and adjust as needed to meet student needs and increase student achievement. SIP goals and initiatives are reviewed at each faculty, SBLT, SAC, PLC meeting and leaders share out data relative to each goal. After analyzing the data, we discuss any trends and begin identifying barriers that may be preventing us from making progress toward meeting each goal. We then move on to problem solving and adjust the plan as needed. This cycle continues throughout the school year and involves all stakeholders.

Demographic Data	
2023-24 Status (per MSID File)	Active

School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	54%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	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)* Black/African American Students (BLK)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History	
School Improvement Rating History	2021-22: MAINTAINING 2020-21: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
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	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	0	0	0	5	2	2	6	5	6	26
One or more suspensions	0	0	0	1	0	0	1	5	7	14
Course failure in English Language Arts (ELA)	0	0	0	0	1	1	1	1	3	7
Course failure in Math	0	0	0	0	1	2	0	0	1	4
Level 1 on statewide ELA assessment	0	0	0	1	2	4	5	6	5	23
Level 1 on statewide Math assessment	0	0	0	1	4	4	4	4	5	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	2	5	5	8	8	7	35

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	5	4	2	3	3	5	22

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	3
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	0	0	0	5	2	2	6	5	6	57
One or more suspensions	0	0	0	5	0	2	1	3	6	35
Course failure in ELA	0	0	0	0	1	1	1	1	3	14
Course failure in Math	0	0	0	0	1	2	0	1	3	9
Level 1 on statewide ELA assessment	0	0	0	0	0	0	3	5	5	38
Level 1 on statewide Math assessment	0	0	0	0	0	0	2	5	7	38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	5	5	3	5	7	7	58

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	5	4	2	3	3	5	39

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	3	0	0	0	0	1	4
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	0	0	0	5	2	2	6	5	6	26
One or more suspensions	0	0	0	5	0	2	1	3	6	17
Course failure in ELA	0	0	0	0	1	1	1	1	3	7
Course failure in Math	0	0	0	0	1	2	0	1	3	7
Level 1 on statewide ELA assessment	0	0	0	0	0	0	3	5	5	13
Level 1 on statewide Math assessment	0	0	0	0	0	0	2	5	7	14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	5	5	3	5	7	7	32

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	0	0	0	5	4	2	3	3	5	22

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	0	0	3	0	0	0	0	1	4
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	2022			2019		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement*	9	63	57	20	70	61
ELA Learning Gains	16	56	55	43	63	59
ELA Lowest 25th Percentile		42	46	50	56	54
Math Achievement*	12	65	55	21	72	62
Math Learning Gains	40	60	60	39	63	59
Math Lowest 25th Percentile		51	56	46	54	52

Accountability Component	2022			2019		
	School	**District**	**State**	**School**	**District**	**State**
Science Achievement*	5	58	51	28	64	56
Social Studies Achievement*	40	82	72	26	81	78
Middle School Acceleration						
Graduation Rate				27		
College and Career Acceleration						
ELP Progress						

* 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	20
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	122
Total Components for the Federal Index	6
Percent Tested	91
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	21	Yes	3	1
ELL				
AMI				
ASN				

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%
BLK	9	Yes	3	3
HSP				
MUL				
PAC				
WHT	22	Yes	3	1
FRL	23	Yes	3	3

2021-22 ESSA SUBGROUP DATA SUMMARY

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)

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	9	16		12	40		5	40				
SWD	9	16		13	40		5	44				
ELL												
AMI												
ASN												
BLK	8			10								
HSP												
MUL												
PAC												
WHT	13	19		17	40							
FRL	12	20		11	33		0	60				

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	16	42		12	46		31	25				
SWD	16	42		12	46		31	25				
ELL												

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
AMI												
ASN												
BLK	14	45		0	30							
HSP												
MUL												
PAC												
WHT	19	48		21	50		45	42				
FRL	8	34		6	41		25	19				

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	20	43	50	21	39	46	28	26		27		
SWD	21	43	50	21	39	46	29	32		30		
ELL												
AMI												
ASN												
BLK	0	19		5	31							
HSP												
MUL	18	50		0								
PAC												
WHT	32	59		32	43		36					
FRL	14	42		13	35	45	22	20				

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
10	2023 - Spring	18%	48%	-30%	50%	-32%
05	2023 - Spring	*	57%	*	54%	*
07	2023 - Spring	*	48%	*	47%	*
08	2023 - Spring	*	47%	*	47%	*
09	2023 - Spring	*	46%	*	48%	*
04	2023 - Spring	*	58%	*	58%	*
06	2023 - Spring	*	47%	*	47%	*
03	2023 - Spring	*	53%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	58%	*	54%	*
07	2023 - Spring	*	36%	*	48%	*
03	2023 - Spring	*	62%	*	59%	*
04	2023 - Spring	*	66%	*	61%	*
08	2023 - Spring	*	61%	*	55%	*
05	2023 - Spring	*	61%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	47%	*	44%	*
05	2023 - Spring	*	60%	*	51%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	53%	*	50%	*

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	46%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	10%	59%	-49%	63%	-53%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	68%	*	66%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	10%	59%	-49%	63%	-53%

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.

Spring 2022 state assessment data indicates that 15% of students made learning gains in ELA and 38% of students demonstrated learning in Mathematics. This indicates a negative data trend in both rated subjects areas with a sizable decrease in ELA and 1% decrease in Mathematics. Because of these decreases, we will be focusing our efforts in three areas: Enhancing staff capacity to plan and provide standards-based benchmark aligned instruction, maintaining a positive culture and environment, and infusing literacy strategies across all grade levels and content areas to ensure that every student has the supports needed to read to learn. Our expected level of performance is at or above 50% of students making learning gains in ELA.

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

Data indicates that the greatest decline was in ELA with the percentage of students making learning gains declining from 43% in spring 2018-2019 to only 15% in spring 2022, as evidenced in FSA/FSAA English Language Arts data. There were key personnel changes, new teachers, and vacancies that contributed to the decline in achievement.

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.

As mentioned above, our 2021-2022 level of performance is 15% of students making learning gains in ELA, as evidenced in FSA/FSAA English Language Arts data. Key personnel changes, new teachers, and vacancies that contributed to the decline in achievement.

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

As of the Spring 2022, level of performance is 38% of students making learning gains in Math, as evidenced in State Assessment data. The district average was 56% of students making learning gains. Our expected level of performance next year is at or above 50% of students making learning gains in Math. We have been challenging our teachers by focusing our school improvement efforts on increasing student engagement in rigorous standards-based math instruction and efficiently applying individualized supports/resources for struggling students with fidelity based on data, we will increase student learning gains to 50% or above and make progress toward closing the achievement gap in all identified subgroups.

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

The two main areas of concern are deficiencies in Reading Proficiency and the Level 1 Achievement in both ELA and Math. To combat this, we have taken a multi-level approach to support both our students and teachers. Reading is a basic skill all students need to master to build proficiency across core academic areas. Environmental, home, and mental health traumas have impacted our student's opportunity to develop a strong foundation in reading. They often come to our school 1 or 2 years below grade level and lacking early literacy skills. The data from a variety of reading inventories continues to highlight reading deficiencies. All students
who scored below proficiency on FSA are scheduled in a reading intervention course. We are continuing our implementation of Reading supports for our students deficient in foundational reading skills. Our Title 1 hourly reading intervention teacher works one-on-one with students specifically targeting their deficit areas and progress monitoring their data. As mentioned earlier, Spring 2022 state assessment data indicates that 15% of students made learning gains in ELA. This indicates a negative data trend with a sizable decrease in ELA. Because of this
decrease, we will be focusing our efforts in three areas. We will be enhancing our staff capacity to plan standards-based lessons and provide student-centered instruction. Additionally, we will be infusing literacy strategies across all content areas and grade levels to ensure that every student has the supports needed to read to learn. Thirdly, we will be implementing a shared focus on improving school culture, to increase student engagement and foster positive relationships in a safe learning environment.

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

1. Increase Learning gains for all ESSA Subgroups to above 41% through Standard-based Planning and Benchmark aligned Instruction with monitoring.
2. Creating and Maintaining a Positive School Culture.
3. Infusing Literacy Strategies Across all Grade Levels and Content Areas

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 Teacher Retention and Recruitment

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.

Hiring and retaining effective teachers is key to creating and maintaining a positive school culture and increasing student achievement. I would argue that it is even more difficult to hire and retain staff at our school because of our challenging student population. Calvin A. Hunsinger School is a K-12 school designed to serve and support ESE and general education students with behavioral disorders, diagnosed mental illness, a history of trauma or who were re-assigned to an alternate setting. In order to make a difference in lives of our students and help them to prepare for college, career, and life, it is imperative that we have a highly effective and highly motivated staff. Caring for our teachers not only allows us to prevent burnout and keep teachers teaching, it also helps us to recruit or bring great teachers into the field of education.

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

Increase the percentage of teachers who are certified in the subject area they are teaching to 100% (specifically designed for new teachers and teachers transitioning to teaching); decrease the percentage of instructional vacancies from 6 to 0. Maintain a retention rate of over 90% by continuing to support the wellness/emotional wellbeing and professional growth of our faculty.

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

We will monitor this area of focus using electronic forms, surveys, new teacher mentor data, and staff vacancy data.

Person responsible for monitoring outcome:

Jessica Urquhart (urquhartje@pcsb.org)

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.)

The evidence-based interventions being implementing will create/maintain a positive culture and environment and support the hiring, retentions, and growth of our staff.
- An approved mentor for new teachers and staff transitioning to teaching
- A collaborative and positive work environment
- New ways to learn and grow professionally
- Invest funds that directly impact teacher wellbeing

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

Research done at the Harvard Kennedy School related to the Achievement Gap Initiative, indicates that to close the achievement gap, schools will need teachers that are proficient and have the resources needed to adapt to the needs of their students. Research also indicates strong evidence that teacher satisfaction plays an important role in teacher decisions to stay in teaching. In schools serving ESE or EAS students, research has shown that retention is fostered when teachers work in a collaborative and positive school climate where teachers share responsibility for students' achievement, have administrative support, and work with collaborative colleagues. Positive school climates also can mitigate the impact of role overload.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Connect every new (new to Calvin or new to teaching) staff member to a mentor.

Person Responsible: Jessica Urquhart (urquhartje@pcsb.org)

By When: August 2023 or within the first 10 days of being hired.

Create a collaborative workspace that encouraging innovative thinking, professional growth, and staff wellness/well-being. This space will be utilized for collaborative planning and problem solving and professional development.

Person Responsible: Jessica Urquhart (urquhartje@pcsb.org)

By When: January 2024

Ensure all instructional staff members have the resources they need to provide hands-on and engaging standards-based instruction.

Person Responsible: Jessica Urquhart (urquhartje@pcsb.org)

By When: May 2024

Create voluntary opportunities for new and newly transferred teachers to meet, ask questions, and collaborate.

Person Responsible: Jessica Urquhart (urquhartje@pcsb.org)

By When: September-May

Elevate our school culture (collective beliefs & values that influence policies and practices within a school) and overcome an ingrained culture resistant to change by creating unique and fun opportunities for all staff (ESE, newly hired, and reassignment staff) to collaborate.

Person Responsible: Jessica Urquhart (urquhartje@pcsb.org)

By When: September-May

Enlist effective educators to coach new teachers or veteran teacher's needing to complete certification requirements in preparing, scheduling, and submitting documentation to PCS and FLOE.

Person Responsible: Jessica Urquhart (urquhartje@pcsb.org)

By When: September-June

#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.

Although learning gain data is not available for the 2022-2023 school year, the data from spring 2022 shows a substantial decrease in ELA scores with only 15% of students making learning gains in ELA. In addition, 38% of students demonstrated learning gains in Math. This indicates the need for targeted professional development aligned to literacy strategies across all grades (K-12) and content areas, providing rigorous standards-based instruction, and increasing student engagement. The specific teacher practices we will be refining to enhance our standards-aligned instruction are deliberate direct instruction, teacher clarity, teacher-led dialogic instruction, student-led dialogic learning, and independent learning that promotes metacognition. We will accomplish this by implementing the action steps below and continuously monitor through our work in PLC's in conjunction with classroom observations.

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

Our 2021-2022 level of performance is 15% of students making learning gains in ELA, as evidenced in FSA/FSAA English Language Arts data. Our expected level of performance is at or above 50% of students making learning gains in ELA by May 2024. Spring 2022 level of performance is 38% of students making learning gains in Math, as evidenced in State Assessment data. Our expected level of performance is at or above 50% of students making learning gains in Math by May 2024.

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

We utilize an ongoing cycle of improvement that utilizes data to plan, do, check, and adjust as needed to meet student needs and increase student achievement. SIP goals and initiatives are reviewed at each faculty, SBLT, SAC, PLC meeting and leaders share out data relative to each goal. After analyzing the data, we discuss any trends and begin identifying barriers that may be preventing us from making progress toward meeting each goal. We then move on to problem solving and adjust the plan as needed. This cycle continues throughout the school year and involves all stakeholders. We will monitor staff growth and improvement of practice through classroom observations and when evidence of implementation is presented during PLC's.

Person responsible for monitoring outcome:

Jessica Urquhart (urquhartje@pcsb.org)

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.)

Enhance staff capacity to plan standard-based lessons and provide student-centered ELA and Math instruction in alignment with district resources. Increase staff capacity to utilize data to organize students to interact with content in ways which differentiate/scaffold instruction to meet the needs of each student.

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

Marzano research indicates these elements are key to quality instruction thereby improving student outcomes. Math Data Chats are imperative for teachers to analyze student progress and identify areas in need of support. Instructional Support Model (ISM) visit data shows that classroom practices do not consistently include student-centered learning environments with rigor, differentiation practices, or higher order thinking routines.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Administrative walkthroughs will be conducted to ensure strategies are being utilized with fidelity. This will include a checklist.

Person Responsible: Jessica Urquhart (urquhartje@pcsb.org)

By When: We should have evidence of strategy implementation by May of 2024.

Staff wide book study on best practices in literacy instruction.
This will ensure our staff are current on research-based strategies to infuse literacy strategies in all content areas and have opportunities to practice the skills with support.

Person Responsible: Jessica Urquhart (urquhartje@pcsb.org)

By When: We should see evidence of this monthly in administrative walkthroughs.

ESE Specialist will coach the elementary team (teachers and support staff) on BLAST & UFLI intervention curricula.

Person Responsible: Jessica Urquhart (urquhartje@pcsb.org)

By When: September-May

ESE Specialist/ISD will coach the secondary team (teachers and support staff) on HD Word & UFLI intervention curricula.

Person Responsible: Jessica Urquhart (urquhartje@pcsb.org)

By When: October-May

In addition to participating in the mentorship program, all new to teaching staff will be offered opportunities to receive small group instruction on the strategies taught last school year through our Visible Learning for Literacy book study, visit classrooms where strategies are being implemented with fidelity, and receive support from PCS instructional staff developers.

Person Responsible: Jessica Urquhart (urquhartje@pcsb.org)

By When: August-May

#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.

This area of focus is designed to help us to achieve the "for all" results that we are striving for which align with our vision and mission of 100% student success and students across all subgroups making learning gains and closing the achievement gap. We currently have 4 identified ESSA subgroups (less than 42% made learning gains as measured by Spring 2022 state assessments in ELA and Math).

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

We will increase the percentage of students making learning gains in ELA and Math to above 50% in all subgroups, therefore decreasing the number of identified ESSA subgroups to 0.

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

We utilize an ongoing cycle of improvement that utilizes data to plan, do, check, and adjust as needed to meet student needs and increase student achievement. SIP goals and initiatives are reviewed at each faculty, SBLT, SAC, PLC meeting and leaders share out data relative to each goal. After analyzing the data, we discuss any trends and begin identifying barriers that may be preventing us from making progress toward meeting each goal. We then move on to problem solving and adjust the plan as needed. This cycle continues throughout the school year and involves all stakeholders.

Person responsible for monitoring outcome:

Jessica Urquhart (urquhartje@pcsb.org)

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.)

In conjunction with a strong school wide PBIS system to shape behaviors we will implement effective academic, behavioral, and social-emotional interventions based on the close monitoring of student data and progress towards mastering IEP goals to ensure that each individual students needs are known and met.

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

Research by Harvard University on supporting at-risk scholars indicates that it is the culmination and alignment of a variety of supports and resources that work together to change the trajectory of students who are at risk and make strides toward closing the achievement gap.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

No action steps were entered for this area of focus

#4. 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.

Scholars who lack sufficient motivation, discount the future, or haven't grasped the returns that education has on a person's life, often require positive reinforcement to shape the behaviors (early warning indicators) that encourage achievement and yield increases in student performance. Early warning system data (attendance, discipline, state assessment level 1, GPA, and course failure) indicates that 59% of students scored Level 2 or below on the Spring FSA Reading assessment, 51% of students scored a Level 2 or below on the Spring FSA Math assessment, 47.9% of students had an attendance rate below 90% during the 2022-2023 school year, and 41% of students missed 1 or more days of school as a result of an Out of School Suspension. 35% of students were identified as having more than 1 early warning indicator. The students we serve in grades K-12, are often significantly below grade level (most Level 1's) and have struggled in the school setting for significant amounts of time prior to being staffed or assigned to our school. We must first build positive relationships and teach them to be learners before we can begin to make the connections listed above.

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

We will utilize early warning system data (attendance & discipline) and a cycle of continuous improvement to identify students who require support and design Tier 2 & Tier 3 (individualized) interventions and positive reinforcement plans to shape the behaviors as measured by increases in socially appropriate/ replacements behaviors data and decreasing in discipline data (ODR'S, ISS, OOS, Arrests). Increase the percentage of students with an attendance rate of 90% or above to 70% of students.

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

We utilize an ongoing cycle of improvement that utilizes data to plan, do, check, and adjust as needed to meet student needs and increase student achievement. SIP goals and initiatives are reviewed at each faculty, SBLT, SAC, PLC meeting and leaders share out data relative to each goal. Our student service team meets 4x per month to analyze early warning system data, discuss any trends, and begin identifying barriers that may be preventing us from making progress toward meeting each goal. We then move on to problem solving and adjust the plan as needed. This cycle continues throughout the school year.

Person responsible for monitoring outcome:

Jessica Urquhart (urquhartje@pcsb.org)

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.)

In conjunction with a strong school wide PBIS system to shape behaviors we will implement effective academic, behavioral, and social-emotional interventions based on the close monitoring of student data and progress towards mastering IEP goals to ensure that each individual students needs are known and met.

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

A strong correlation exists between attendance and on-time graduation (O'Cummings, 2015). The research-based article goes on to state that students with extremely high absenteeism and/or discipline rates have less than a 10% chance of graduating on-time. In order to achieve our vision of 100% success and mission to educate and prepare each student for college, career, and life, we must first motivate them

to attend school, teach them the importance of engaging in standards-based instruction, and help them grasp the impact education has on their life.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

No action steps were entered for this area of focus

#5. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

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.

Calvin A. Hunsinger School is a K-12 school designed to serve and support ESE and general education students with behavioral challenges and/or a history of trauma. In order to make a difference in lives of our students and help them to prepare for college, career, and life, it is imperative that we have a highly effective and highly trained staff who understand the needs of our students and the research-based strategies that will help re-write their narratives and close the achievement gap. Professional development and coaching are key components to building strong learning communities and continuous professional growth and development. This is especially important for us this year due to having a large number of staff who are transitioning to teaching from other fields.

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

Increase staff knowledge and skills in research-based strategies proven to positively impact achievement in our specific student population (students with behavioral challenges, exceptional education students, and students with a history of trauma), by sending various teams to targeted professional development. The teams will then transfer the skills and strategies acquired by provide sustained coaching to our staff. This goal will be measured by increased learning gains for all students on state assessments in ELA and Math.

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

This goal will be monitored by administration and the coaching teams through academic, behavioral, and observational data.

Person responsible for monitoring outcome:

Jessica Urquhart (urquhartje@pcsb.org)

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

Professional development, collaborative planning and problem-solving, and coaching in the areas of innovative/high yield instructional strategies, leadership, literacy strategies that can be infused into all standards-based lessons across all grades and content areas, and strategies for educating at-risk youth.

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

The article Professional Development that Changes Teaching and Improves Learning by Amy A. Germuth located on the Department of Education website states that professional development that adheres to best practices and aligns with school improvement and district strategic plans is proven to positively impact teachers and increase student achievement. Research suggests that engaging teachers in professional development that is directly relevant to the subjects and students they teach helps them become better teachers. Teachers benefit most from professional development that is both collaborative and incorporates active learning. They are also more likely to feel fulfilled in their work and stay in their jobs, when there is a strong system of professional development, and they have opportunities to learn from other experienced leaders and become effective future leaders themselves.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Attend targeted professional development aligned to our SIP, student data, and district strategic plan.

Person Responsible: Jessica Urquhart (urquhartje@pcsb.org)

By When: Ongoing throughout the school year

Continue our cycle of improvement through data analysis, problem solving, and targeted professional development.

Person Responsible: Jessica Urquhart (urquhartje@pcsb.org)

By When: Ongoing throughout the school year

Continue of book study and coaching cycles related to instructional best practices, specifically related to literacy and increasing student achievement in at-risk and ESE scholars.

Person Responsible: Jessica Urquhart (urquhartje@pcsb.org)

By When: Ongoing throughout the school year

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).

The district allocates SIP funds to each school as prescribed by the legislature. Principals present to the School Advisory Council the amount of their SIP Funds, their SIP, and how the SIP funds will support the plan. The SAC reviews and votes on approval of the SIP and use of SIP funds. The SIP funds are spent in alignment with the SIP, and reviewed by the SAC throughout the year. Expenditures that deviate from the approved SIP are presented to the SAC, which votes to approve or deny the expense.

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.

Various methods of communication including meetings, letters home, the school messenger, email, one-on-one conversations, and the school website, www.pcsb.org/hunsinger. At the Back-2-School night and

stand-alone Annual Title I Meeting, information about Title I programs, curriculum, and academic assessments will be shared in general meetings. Teachers will maintain sign-in sheets and provide a copy to the Title I coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will be provided with a response form to complete to provide input or to ask questions. The principal will respond by email to all questions left. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the principal who will then provide the comments to the Title I office. Up-to-date information will also be kept at the "Parent Station" located in the front office for parent convenience. Title I information will be included in the September newsletter for parents who were unable to attend the annual meeting. Our website is also maintained with current Title 1 information and dates of parent involvement activities. Our teachers maintain constant contact with parents in a variety of ways: person-to-person meetings, emails, phone calls, and using daily point cards which are sent home with the students each day. These point cards contain information on their child's activities; parents are asked to sign the form and return it with the student the next school day. Parent requests for meetings are encouraged and always honored.

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))

In addition to our multiple modes of communication mentioned above, meetings, letters home, the school messenger, email, one-on-one conversations, and the school website, www.pcsb.org/hunsinger, we also host Hunsinger Highlights which will serve as our Title 1 parent night. It celebrates student achievement, along with entertainment, STEM Activities, dinner, and student-led-parent-teacher conferences. During the evening, we host a dinner for all our parents and then lead the parents to their child's classroom for the student-led conference. In this conference, we discuss previous data points on state, district, and teacher-created assessments, current grades, and student success with behavioral supports. The evening hosts an approximate 200-person combination of students and families. The RSVPs are helpful in estimating dinner numbers. In addition to all of this, there are many tables set up with local vendors and social workers and admin are present to discuss student achievement and support and resources with parents. Everything we do is aligned with our SIP goals and this also offers an opportunity for parents to connect with each other. Also, we take every opportunity to involve our parents in all aspects of our Title I programs. We encourage our parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC is an important aspect of parent volunteerism, and the SAC has the responsibility for developing, implementing and evaluating the various school-level plans, including the School Improvement Plan (SIP) and the Parent and Family Engagement Plan (PFEP). In the SAC, parents are provided the opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC meetings.

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))

Teachers will conduct ongoing progress monitoring while planning, in PLC's, and during Data Chats after each assessment cycle. SBLT will monitor and report data after each assessment cycle. MTSS Team will monitor individual student data monthly. School Leaders will monitor implementation using

walkthrough data. Additionally, we plan to enhance staff capacity to plan standard-based lessons and provide student-centered ELA instruction in alignment with district resources. We also need to increase staff capacity to utilize data to organize students to interact with content in ways which differentiate/ scaffold instruction to meet the needs of each student. Continue our learning and the implementation of "Equity with Excellence for All" cohesive practices. By focusing our school improvement efforts on increasing student engagement in rigorous standards-based ELA instruction and efficiently applying individualized supports/resources for struggling students with fidelity based on data, we will increase student learning gains to 50% or above and make progress toward closing the achievement gap in all identified subgroups. Marzano research indicates these elements are key to quality instruction thereby improving student outcomes. ELA data chats are imperative for teachers to analyze student progress and identify areas in

need of support. Instructional Support Model (ISM) visit data shows that classroom practices do not consistently include student-centered learning environments with rigor, differentiation practices, or higher order thinking routines.

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))

A point of pride at Calvin Hunsinger School is to connect with and align supports for the betterment of student achievement. In addressing many of our students' ACE's (Adverse Childhood Experiences) you utilize many wraparound services to offer supports to our students and families.

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: Positive Culture and Environment: Teacher Retention and Recruitment				$1,749.70
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5200	510	1801 - Calvin A. Hunsinger School	UniSIG		$1,749.70
			Notes: Instruction, exceptional/supplies: Material and supplies to be utilized for teacher collaborative planning and problem-solving area, teacher certification preparation resources, and recognition supplies.			
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$7,847.50
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5200	510	1801 - Calvin A. Hunsinger School	UniSIG		$2,250.00
			Notes: Instruction, exceptional/supplies: Materials and supplies supporting instructional delivery such as pens, chart paper, paper/copies, visual supports, notebooks, etc.			
	5200	330	1801 - Calvin A. Hunsinger School	UniSIG		$750.00
			Notes: Instruction, exceptional/travel: Field Trips will be attended by our science scholars to enhance the classroom learning experience. Field Trips will be attended by each grade			

			level. These can include but are not limited to trips to: Tampa Bay Watch and the Clearwater Marine Aquarium (offering programs directly tied to all grade level content areas). Estimated costs for Tampa Bay Watch = $250 (1 program day @ $250/day for school [50 students per day]. Estimated costs for Clearwater Aquarium = $500 (1 program days @ $500.00/day [50 tickets x $9.95 per day]). Transportation costs are a separate budget line.			
	5200	330	1801 - Calvin A. Hunsinger School	UniSIG		$1,697.50
			Notes: Instruction, exceptional/travel: Students will attend field trips to experience literature coming to life through plays and other works. This student experience will support literacy by allowing students to interact with the literary works. Play options are offered at both the St. Petersburg, Florida Duke Energy Center for the Arts (through Chamber Theatre) and Tampa, Florida Straz theater. The plays offered align with grade level content. We estimate approximately 50 tickets will be needed per field trip for our students. Estimated admission costs for Straz performances = $600 ($12 x 50) and for Duke Energy Center $1,097.50 ($21.95 x 50). Transportation costs are a separate budget line.			
	7800	390	1801 - Calvin A. Hunsinger School	UniSIG		$1,200.00
			Notes: Student transportation services/other purchased services: Estimated costs for Straz performances in Tampa = $600 ($600/bus x 1 bus) and for Duke Energy Center in St. Petersburg = $600 ($600/bus x 1 bus).			
	6150	510	1801 - Calvin A. Hunsinger School	UniSIG		$250.00
			Notes: Parental support/supplies: Purchase of materials and supplies to support math night which brings teachers, students and families together and helps to solidify our partnership and goal of achieving 100% student success and preparing all students for college, career, and life.			
	6150	510	1801 - Calvin A. Hunsinger School	UniSIG		$250.00
			Notes: Parental support/supplies: Purchase of materials and supplies to support STEAM night which brings teachers, students and families together and helps to solidify our partnership and goal of achieving 100% student success and preparing all students for college, career, and life.			
	6150	510	1801 - Calvin A. Hunsinger School	UniSIG		$250.00
			Notes: Parental support/supplies: Purchase of materials and supplies to support literacy night which brings teachers, students and families together and helps to solidify our partnership and goal of achieving 100% student success and preparing all students for college, career, and life.			
	7800	390	1801 - Calvin A. Hunsinger School	UniSIG		$1,200.00
			Notes: Student transportation services/other purchased services: Estimated costs for Clearwater Marine Aquarium is $600 (1 bus for 50 students on a one-day trip) and $600 for Tampa Bay Watch (1 bus for 50 students on a one-day trip).			
3	III.B.	**Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$4,019.30**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5200	510	1801 - Calvin A. Hunsinger School	UniSIG		$2,250.00
			Notes: Instruction, exceptional/supplies: Office and classroom supplies consisting of items such as additional copies of materials so items can be specific to the needs of the learners. Instructional materials may be required to be translated into students' native language or enlarged print may be needed. This also includes skeleton notes for teachers to use.			
	5200	510	1801 - Calvin A. Hunsinger School	UniSIG		$1,769.30

			Notes: Instruction, basic/supplies: Materials/supplies to support student achievement. We plan to utilize the research-based strategies of incentivizing students to increase attendance and positively shape student behavior with the goal of eliminating our ESSA subgroups and closing the achievement gap.			
4	**III.B.**		**Area of Focus: Positive Culture and Environment: Early Warning System**			**$10,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5200	510	1801 - Calvin A. Hunsinger School	UniSIG		$5,000.00
			Notes: Instruction, exceptional/supplies: flexible seating to include specialized/ergonomic chairs that provide scholars with additional input or stabilization and therefore increase engagement. Sensory items designed to support/increase students use of executive functioning skills. These skills underlie the capacity to plan, meet goals, display self-control, follow multi-step directions, and stay focused.			
	5200	510	1801 - Calvin A. Hunsinger School	UniSIG		$3,000.00
			Notes: Instruction, exceptional/supplies: To support and expand our PBIS program, the school will include kinesthetic learning. This activity includes creating an incentive area that allows students to use kinesthetic activities to reinforce learning. The kinesthetic learning style involves whole-body movement and tactile engagement. Kinesthetic learners process information best when they are physically engaged during the learning process; they often prefer a learning through doing approach. Additional PBIS activities will include semester incentives such as participation in field day events. This activity includes purchasing the equipment, materials and supplies needed to facilitate the events for the PBIS rewards program.			
	5200	510	1801 - Calvin A. Hunsinger School	UniSIG		$2,500.00
			Notes: Instruction, exceptional/supplies: Team building equipment and supplies will be utilized to help students understand the importance of working together as a team. This includes but is not limited to a variety of balls, cones, hula hoops, etc.			
5	**III.B.**		**Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning**			**$21,341.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	330	1801 - Calvin A. Hunsinger School	UniSIG		$12,260.00
			Notes: Instructional staff training services/travel: Innovative Schools Summit (PBIS, Discipline, Trauma impacted students) in Nashville, TN (6/19-23/24). Estimated costs for each attendee: Registration $545, airfare $500, lodging $1,375 ($275/night x 5 nights), meals $320 ($64/day x 5 days), mileage/parking $325 = $3,065 per attendee. Estimated costs for 4 attendees = $12,260. It is important that our 4-member team attends because our school serves students in grades K-12, therefore a representative from each grade level (elementary, middle, and high school) as well as a member of the student service/ ESE team is necessary to provide the ongoing coaching and support.			
	6400	330	1801 - Calvin A. Hunsinger School	UniSIG		$4,838.00
			Notes: Instructional staff training services/travel: Two (2) student service staff members (psychologist and social worker) will attend the National Association of School Psychologists (NASP) Annual Convention in New Orleans. Travel dates will be Feb 13 and Feb 16, 2024.This professional development opportunity is an immersive learning conference where attendees engage in numerous presentation workshops, focused on an array of relevant mental health issues, such as counseling approaches to students with varying exceptionalities, suicide prevention, legal and ethical issues, threat assessments, etc., all aimed at improving service supports to both students and staff. Estimated costs for each participant include registration - $778 ($269 for member, $509 for non-member), meals $640 ($64 x 5 days x 2), airfare $700 ($350 x 2 seats), lodging $2,320 ($290 x 4 nights x 2 rooms), and mileage/parking/ride shares $400. Total cost - $4,838 for 2 attendees.			

	6400	120	1801 - Calvin A. Hunsinger School	UniSIG		$3,500.00
			Notes: Instructional staff training services/classroom teachers: We encourage our teachers to attend professional development outside of the school day to increase their knowledge of instructional practices and strategies specific to their content areas. Stipends for these activities are paid at $22.50/hour x 150 hours = $3,375.			
	6400	210	1801 - Calvin A. Hunsinger School	UniSIG		$268.00
			Notes: Instructional staff training services/Federal Insurance Contributions Act (FICA): FICA taxes for classroom teacher stipends (7.65%).			
	6400	220	1801 - Calvin A. Hunsinger School	UniSIG		$475.00
			Notes: Instructional staff training services/retirement: Retirement for classroom teacher stipends (13.57%)			
					Total:	**$47,500.00**

Budget Approval

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

Yes