

Pasco County Schools

GULF MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

We exist to provide a World Class Education.

Provide the school's vision statement

Dream it! Own it! Live it! Buccaneer Nation!

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Joel Di Vincent

jdivince@pasco.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

School Administrator - Overseeing all aspects of School Operations

Leadership Team Member #2

Employee's Name

Karen Kledzik

kkledzik@pasco.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

School Administrator - Assisting School Principal with School Operations

Leadership Team Member #3

Employee's Name

Monique Garrison-Saylor

magarris@pasco.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

School Administrator - Assisting School Principal with School Operations

Leadership Team Member #4

Employee's Name

Michelle Jacobsen

mjacobse@pasco.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

School Administrator - Assisting School Principal with school operations

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

This school followed the districts continuous improvement process protocols.

Stakeholders

- School Leadership Team (principal, assistant principals, instructional coaches, PLC Facilitators, SSAP)

- Teachers and School Staff
- Parents and Community Members
- Students

Stakeholders were involved in:

- Reviewing student achievement data, attendance, discipline, and promotion status
- Identifying achievement gaps among subgroups
- Discussing resource inequities and barriers to learning

Stakeholders contributed to:

- Setting goals and measurable objectives
- Selecting evidence-based strategies and interventions
- Providing feedback and input

Ongoing Monitoring and Adjustments

- Stakeholders will participate in progress monitoring meetings
- Adjustments will be made based on formative data and stakeholder feedback
- School will maintain transparency by regularly updating progress with stakeholders

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Ongoing Monitoring and Adjustments

- Stakeholders will participate in progress monitoring meetings
- Adjustments will be made based on formative data and stakeholder feedback
 - Data will be reviewed weekly through PLC meeting
- School will maintain transparency by regularly updating progress with stakeholders

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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)* ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP)* MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: D 2023-24: D 2022-23: D 2021-22: D 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment							250	239	290	779
Absent 10% or more school days							55	57	79	191
One or more suspensions							88	51	71	210
Course failure in English Language Arts (ELA)							45	54	95	194
Course failure in Math							21	100	34	155
Level 1 on statewide ELA assessment							84	75	122	281
Level 1 on statewide Math assessment							111	102	82	295
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

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							114	117	122	353

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							0	0	1	1
Students retained two or more times							0	0	0	0

Prior Year (2024-25) As Last 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 school days							100	126	147	373
One or more suspensions							67	105	64	236
Course failure in English Language Arts (ELA)							18	62	44	124
Course failure in Math							27	75	25	127
Level 1 on statewide ELA assessment							89	132	104	325
Level 1 on statewide Math assessment							91	111	93	295
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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							91	152	109	352

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times								2	3	5

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	40	53	58	32	50	53	32	48	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	53	56	59	46	53	56			
ELA Lowest 25th Percentile	61	52	52	55	49	50			
Math Achievement*	35	58	63	31	58	60	45	58	56
Math Learning Gains	44	62	62	42	61	62			
Math Lowest 25th Percentile	41	53	57	56	56	60			
Science Achievement	21	46	54	23	44	51	30	46	49
Social Studies Achievement*	53	73	73	43	66	70	41	70	68
Graduation Rate									
Middle School Acceleration	36	59	77	37	55	74	48	60	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	39	49	53	38	45	49	30	35	40

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	42%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the FPPI	423
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
42%	40%	36%	41%	40%		45%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	37%	Yes	6	
English Language Learners	36%	Yes	6	
Asian Students	66%	No		
Black/African American Students	40%	Yes	5	
Hispanic Students	39%	Yes	4	
Multiracial Students	42%	No		
White Students	45%	No		
Economically Disadvantaged Students	40%	Yes	3	

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	40%		53%	61%	35%	44%	41%	21%	53%	36%			39%
Students With Disabilities	29%		52%	57%	26%	49%	40%	19%	32%				28%
English Language Learners	26%		47%	58%	26%	46%	41%	17%	36%	27%			39%
Asian Students	80%		79%		60%	43%							
Black/African American Students	38%		57%	76%	28%	37%	29%	21%	32%				
Hispanic Students	32%		51%	64%	36%	47%	39%	14%	55%	20%			35%
Multiracial Students	39%		56%	58%	37%	46%	30%	23%	50%				
White Students	43%		53%	55%	34%	45%	46%	24%	56%	34%			55%
Economically Disadvantaged Students	37%		52%	62%	32%	42%	37%	21%	49%	35%			30%
22/2025													

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	32%		46%	55%	31%	42%	56%	23%	43%	37%			38%
Students With Disabilities	13%		39%	53%	16%	41%	51%	14%	17%				8%
English Language Learners	24%		52%	62%	23%	46%	56%	17%	35%	0%			38%
Asian Students	71%		36%		71%	57%							
Black/African American Students	23%		29%	25%	18%	35%	68%	23%	48%	36%			
Hispanic Students	26%		47%	58%	29%	44%	60%	16%	39%	27%			36%
Multiracial Students	30%		53%	50%	26%	48%	64%	19%	39%				
White Students	36%		48%	60%	35%	40%	49%	28%	43%	42%			
Economically Disadvantaged Students	30%		44%	51%	29%	41%	57%	18%	42%	31%			33%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	32%				45%			30%	41%	48%			30%
Students With Disabilities	23%				25%			27%	25%				30%
English Language Learners	22%				41%			36%	34%				18%
Asian Students	69%				75%								
Black/African American Students	31%				37%			28%	32%				
Hispanic Students	23%				44%			33%	34%	52%			18%
Multiracial Students	44%				50%			33%	57%				
White Students	34%				45%			29%	45%	47%			
Economically Disadvantaged Students	29%				42%			28%	39%	41%			19%

E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	40%	59%	-19%	60%	-20%
ELA	7	38%	57%	-19%	57%	-19%
ELA	8	30%	52%	-22%	55%	-25%
Math	6	24%	57%	-33%	60%	-36%
Math	7	20%	48%	-28%	50%	-30%
Math	8	41%	61%	-20%	57%	-16%
Science	8	16%	47%	-31%	49%	-33%
Civics		51%	73%	-22%	71%	-20%
Algebra		60%	50%	10%	54%	6%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Social Studies achievement increased 10% year over year. Teachers were supported by district and FCRR during planning.

ELA Proficiency increased 8% year over year. Lesson planning occurred twice weekly and was heavily guided and monitored. Evidence was collected through lesson plans and classroom walkthroughs.

Our Lowest 25% showed the largest increase in growth in ELA; with 61% learning gains. Students were placed in Intensive Reading. The Master Schedule allowed for common planning time among subject area teachers to collaborate with one another to ensure student success.

Lowest Performance

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

Our Science data shows that 21% of students demonstrated proficiency. 8th grade Science teachers were new teachers and never had taught the content before. There has been consistent teacher attrition the past three years for this particular group of students in the area of Science.

Middle School Acceleration was at 36%. Although Alg 1 proficiency was _____. A number of students in the denominator were not placed in Alg 1 or were removed at the semester.

Greatest Decline

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

The greatest decline, year to year, is with Math Learning Gains for the Lowest 25% - significant drop of 15% year over year.

Several math teachers did not improve their professional practices throughout the course of the school year. Coaching support did not meet the needs of teachers to provide strong Tier 1 instruction.

Although there have been increases in some subject area proficiency/achievement, all subject areas are below 50% proficiency/achievement.

Greatest Gap

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.

Our Science data shows that 21% of students demonstrated proficiency. 8th grade Science teachers were new teachers and never had taught the content before. There has been consistent teacher attrition the past three years for this particular group of students in the area of Science.

Middle School Acceleration is also an area with a large gap. There were no opportunities for students to earn an Industry certification.

EWS Areas of Concern

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

254 students that show level 1 proficiency in reading entering into the 25-26 school year.

Science data shows only 16% of our students are showing proficiency level.

Student attendance must be improved for the 25-26 school year. Add grade level and subgroup attendance data.

Highest Priorities

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

Benchmarks-aligned teacher planning aligned to state standards and rigor

Discipline Literacy (Reading, Writing, Thinking)

Math instruction aligned to state benchmarks

In order to provide student benchmark-aligned instruction, teachers will engage in researched based (Effect Size) instructional tasks shown to be effective for student learning

Tiered coaching supports for all teachers

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Facilitated teacher planning aligned to state standards and benchmark-aligned rigor with student tasks that are research based (Effect Size) for each grade level subject area.

According to the achievement level data for each subject area, teachers need a deep understanding of state level standards and benchmarks-aligned tasks to provide rigorous, grade level coursework to students. In addition, due to upcoming staff attrition for the 25-26 school year, new teachers will need curriculum, instruction, and assessment supports.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Students in all grade levels will demonstrate 50% proficiency in ELA, Math, and Science as measured by PM3 for the 25-26 school year.

Students will demonstrate 60% proficiency in Social Studies as measured by EOC for the 25-26 school year.

Classroom walkthrough tool will show that _____% of lessons are aligned to the benchmark.

Students will show proficiency on CFAs _____

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Teachers will engage in collaborative benchmarks-aligned planning weekly with the support of district and school-based coaches and administration.

Evidence of implementation will include PLC monitoring protocol and products, lesson plans, Walk-through tools, and coaching logs.

Evidence of Impact will be Walk-through data, common formative assessments, district unit assessments, observed teacher practice, and disaggregated student data. Tiered supports for teachers will be identified through data and walkthroughs. In math, student work will be analyzed during PLCs with a focus on

Person responsible for monitoring outcome

STEM - Monique Garrison-Saylor, Humanities - Michelle Jacobsen, Curriculum Specialists

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will engage in regular coach facilitated PLC collaborative planning weekly for explicit instruction and benchmarked-aligned tasks including checks for understanding with the support of district staff.

Rationale:

Student tasks must be aligned to the rigor of the benchmarks/standards and have opportunities for on-grade level instruction and supports. In addition, due to upcoming staff transition for the 25-26 school year, new teachers will need curriculum, instruction, and assessment tiered supports.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Coach and Administrator facilitated benchmark-aligned planning and instruction.

Person Monitoring:

Joel Di Vincent

By When/Frequency:

Prior to the BOY

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Establish and Develop structures for benchmark-aligned collaborative PLC's including planning protocol document, Master Schedule built for common planning time, Meeting times scheduled for PLC planning, weekly coaches meeting, SLT, and SIT. PLC's will complete planning protocol document to ensure alignment to the rigor of the benchmarks.

Action Step #2

Implementation Plan (During School Year)

Person Monitoring:
Curriculum Specialist

By When/Frequency:
During School Year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

PLC's will complete planning protocol product to ensure alignment to the depth of the benchmarks. Focus will be on discipline literacy (Reading, Writing, Thinking) and using researched based instructional practices shown to be effective for student learning

Action Step #3

Implementation (After)

Person Monitoring:

Monique Garrison-Saylor and Michelle Jacobsen

By When/Frequency:

Weekly/Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Walkthrough tools will be utilized by admin, coaches, and district. Tiered support for teachers will be identified through data and walkthroughs. Based on data, coaching support schedule will change and professional learning opportunities.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL), Black/African American Students (BLK), Hispanic Students (HSP), Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Data from the 24-25 Federal Percent of Points Index indicates that 5 out of 7 subgroups are below the 41% benchmark: SWD: 37, ELL: 36, Black/African American: 40, Hispanic: 39, Economically Disadvantaged: 40. Both the SWD and ELL subgroup are in year 6 of being below the 41 FPPI. Science achievement is the most critical area for all subgroups, with Math and ELA achievement also an urgent area. Benchmark-aligned instruction is the area of focus. This will provide students with the opportunity to receive on-grade level instruction aligned with the benchmarks.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

All 5 subgroups are within 5 percentage points of the 41% benchmark so the goal is that every subgroup increase by 5%. In addition, proficiency in science will increase by 20% for all subgroups.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Academic and Early warning data will be disaggregated by subgroups in order to identify gaps and provide targeted support through weekly PLCs, monthly SLTs, and monthly SIT meetings. Teachers will use student work sample protocol to identify areas of weakness and determine effective strategies needed to support all learners. Evidence of support from support facilitators will be monitored through classroom walkthroughs in order to determine coaching and PL needs.

Person responsible for monitoring outcome

Administration

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Facilitated lesson planning will provide teachers the opportunity to incorporate strategies to support all learners and Professional Learning Communities will provide opportunity for data analysis to evaluate effectiveness of core instruction.

Rationale:

In order to support teachers with developing lessons that meet the depth of the benchmark including strategies for students to access grade level instruction, facilitated lesson planning has been determined as the intervention. This time will also allow for job-embedded PL that targets SWD and ELL learners. An external partner will support with coaching cycles and data analysis based on the lesson planning and PLC process.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Facilitated lesson planning and PLCs

Person Monitoring:

Curriculum Specialists and Administration

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will engage in facilitated planning with the support from school and district curriculum specialists. PL will be provided to increase use of strategies that support all learners with the focus of more students being proficient on grade level tasks. Administration should see evidence of supports

in classes and students will receive additional support to close the gaps based on data.

Action Step #2

Evaluating effectiveness

Person Monitoring:

Administration

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data will be tracked by subgroup and reviewed during scheduled meetings: SIT, SLT, PLCs. Action steps including coaching support and PL needed will be developed.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Students will engage at each grade level with Positive Behavior systems. Teachers will use a point system for students when students engage in Buccaneer expectations. School leadership will engage in school messaging around attendance. 52% of students were on-track for attendance which is defined by 90%. 69% of students were on track for behavior which is defined by 0 in a quarter or two referrals for a year.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

80% of students will be on-track for attendance for the 25-26 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

School leadership will engage in school messaging around attendance. Attendance protocols will be completed through the School Intervention Team. PBIS stamp sheets will be collected upon completion and redemption of PBIS incentives and monitored by grade level through the Discipline/PBIS committee.

Person responsible for monitoring outcome

Karen Kledzik

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Students will engage at each grade level with Positive Behavior systems. (PBIS)

Rationale:

Student engagement will increase through the use of PBIS; allowing for students to learn and teachers to teach.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Dream it, Own it, Live it - Buccaneer Nation Communication

Person Monitoring:

Joel Di Vincent

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School staff will re-engage in school and community culture that instills pride within the Gulf Middle School Community. The school will utilize tools daily and weekly to communicate with parents, students and stakeholders around positive school messaging. School will implement a themed schedule for each school day which will include positive messaging and school pride.

Action Step #2

Dream it, Own it, Live it - Buccaneer Nation PBIS

Person Monitoring:

PBIS Coordinator

By When/Frequency:

Weekly/daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School will re-engage in PBIS point system to recognize students meeting daily classroom and school expectations. All teachers and staff will utilize the system to consistently recognize positive behaviors. Reward system menu created for student redemption by discipline/PBIS team. Point system used in classrooms and school campus as seen in walkthroughs and redemptions of stamps.

Action Step #3

Implementation (After)

Person Monitoring:

Karen Kledzik and PBIS Coordinator

By When/Frequency:

After

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Reduction in behavior data and increase in PBIS stamps turned in. Attendance and student engagement increased.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

<https://gms.pasco.k12.fl.us/>

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<https://gms.pasco.k12.fl.us/>

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Increased number of students in acceleration courses for the 25-26 school year, including high school course offerings in CTE, additional Algebra sections and advanced courses in all ELA and Social Studies classrooms, increased advanced science courses

Academic Coaches (STEM, Humanities, AVID)

District supported professional development for staff focusing in on standards-based instruction

Focus on discipline literacy and researched based instructional practices shown to be effective for

student learning

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

In collaboration with the School Leadership Team, School Intervention Team, and district staff

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

School Intervention Team

Student Services Team

Counselor small groups

Implementation of Resiliency Standards

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Implementation of the Xello program through our school counseling team for students

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

School Intervention Team will use an MTSS approach. Focus will be on student academics, attendance and behavior.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

School staff attended BSI Conference/Summer Academy

School staff attended AVID conference

School staff attended Together We Learn Sessions

Administration attended Together We Lead Sessions

New Teachers attended district/school sessions

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Through a comprehensive needs assessment with district leadership, critical needs and barriers were identified. Resources available and needed were also identified through a resource mapping process in order to align and streamline resources and provide targeted supports to all students.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

CFAs and Progress Monitoring data will be reviewed during department PLCs in order to develop an action plan for support. The core curriculum will be used to support benchmark aligned instruction and will be supported through coaching cycles with school and district coaches and an external partner (MGT). Classroom walkthrough data will inform effectiveness and provide areas needed for PL and support.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
School Areas of Focus <i>IA Retirement-14.03%</i>	Instructional Practice - Benchmark-aligned instruction	5100/210	UNISIG	0.0	9, 516.00
School Areas of Focus <i>IA FICA-7.65%</i>	Instructional Practice - Benchmark-aligned instruction	5100/220	UNISIG	0.0	5, 189.00
School Areas of Focus <i>IA FICA-7.65%</i>	Instructional Practice - Benchmark-aligned instruction	5100/230	UNISIG	0.0	27, 750.00
School Areas of Focus <i>IA Unemployment Insurance-.10%</i>	Instructional Practice - Benchmark-aligned instruction	5100/250	UNISIG	0.0	68.00
School Areas of Focus <i>Math Teacher Salary-Preapproved by BSI on 8/8/25: The 1.0 math teacher will reduce class size to support school-wide instruction, behavior, and management, effective benchmark aligned instruction and school improvement. Instructional allocations include computer/tech fees and substitute hours for earned sick time. This position will run from August 4, 2025 - June 2, 2026. The position is a 7.5 hour day with an hourly rate of approximately \$37 per hour.</i>	Instructional Practice - Benchmark-aligned instruction	5100/120	UNISIG	1.0	57, 369.00
School Areas of Focus <i>Teacher Unemployment Insurance-.10%</i>	Instructional Practice - Benchmark-aligned instruction	5100/250	UNISIG	0.0	58.00
School Areas of Focus <i>Instructional Assistant Salary: Preapproved by BSI on 8/8/25: Additional 3.0 instructional assistants will support classrooms during small group instruction. While the classroom teacher pulls small groups for tiered instruction, the instructional assistant will support the remaining students. The instructional assistant will work under the guidance of the classroom teacher. This position will run from August 7, 2025 -June 1, 2026. The position is a 7-hour day with an hourly rate of approximately \$17 per hour.</i>	Instructional Practice - Benchmark-aligned instruction	5100/150	UNISIG	3.0	67, 822.00
School Areas of Focus <i>Teacher Retirement-14.03%</i>	Instructional Practice - Benchmark-aligned instruction	5100/210	UNISIG	0.0	8, 049.00
School Areas of Focus <i>Teacher Group Insurance</i>	Instructional Practice - Benchmark-aligned instruction	5100/230	UNISIG	0.0	9, 250.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
School Areas of Focus <i>Teacher FICA-7.65%</i>	Instructional Practice - Benchmark-aligned instruction	5100/220	UNISIG	0.0	4,389.00
School Areas of Focus <i>IA Worker's Compensation-1.25%</i>	Instructional Practice - Benchmark-aligned instruction	5100/240	UNISIG	0.0	848.00
School Areas of Focus <i>Teacher Worker's Compensation-1.25%</i>	Instructional Practice - Benchmark-aligned instruction	5100/240	UNISIG	0.0	718.00
School Areas of Focus <i>Planning FICA-7.65%</i>	Instructional Practice - Benchmark-aligned instruction	6300/220	UNISIG	0.0	6,310.00
School Areas of Focus <i>Teacher Computer-A computer will be purchased for the new instructional position. Since these employee salaries are grant funded, the computer assigned to them will also be purchased with grant funds. Computers are budgeted at \$905 each.</i>	Instructional Practice - Benchmark-aligned instruction	5100/644	UNISIG	0.0	905.00
School Areas of Focus <i>Teacher Device Tech Fee-For UniSIG purchased computers to support set-up and continued maintenance of the devices.</i>	Instructional Practice - Benchmark-aligned instruction	6500/399	UNISIG	0.0	136.00
School Areas of Focus <i>Classroom Teacher- Leave earned-Classroom teachers earn 10 paid sick days per year. These funds are aligned for these 10 days and do not represent planned time out of the classroom for the teacher.</i>	Instructional Practice - Benchmark-aligned instruction	5100/310	UNISIG	0.0	1,339.00
School Areas of Focus <i>Planning Worker's Compensation-1.25%</i>	Instructional Practice - Benchmark-aligned instruction	6300/240	UNISIG	0.0	1,031.00
School Areas of Focus <i>Teacher Planning: 5 additional days of planning will be provided to 48 teachers for coach/curriculum specialist-led planning time, common team/grade-level planning time, lesson study, data chats, other standards/benchmark-based activities for teachers, individual planning time or professional development related to planning at the hourly rate of approximately \$37 per hour for a total of 1,800 hours.</i>	Instructional Practice - Benchmark-aligned instruction	6300/120	UNISIG	0.0	68,985.00
School Areas of Focus	Instructional Practice - Benchmark-	6300/130	UNISIG	0.0	13,487.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
<i>Other Certified Instructional Staff Planning: 5 additional days of planning will be provided to 9 other certified instructional staff for coach/curriculum specialist-led planning time, common team/grade-level planning time, lesson study, data chats, other standards/benchmark-based activities for teachers, individual planning time or professional development related to planning at the hourly rate of approximately \$39 per hour for a total of 338 hours.</i>					
School Areas of Focus	aligned instruction				
Planning Retirement-14.03%	Instructional Practice - Benchmark-aligned instruction	6300/210	UNISIG	0.0	11, 571.00
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction	6300/250	UNISIG	0.0	83.00
Planning Unemployment Insurance-.10%	Instructional Practice - Benchmark-aligned instruction	6400/250	UNISIG	0.0	15.00
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction	6400/230	UNISIG	0.0	1, 850.00
CS Group Insurance	Instructional Practice - Benchmark-aligned instruction	6400/240	UNISIG	0.0	187.00
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction	5100/240	UNISIG	0.0	180.00
CS Worker's Compensation-1.25%	Instructional Practice - Benchmark-aligned instruction	6400/130	UNISIG	0.2	14, 954.00
School Areas of Focus	Curriculum Specialist Salary-Preapproved by BSI on 8/8/25: The .2 STEM curriculum specialist will be split funded and will support teachers and staff in collaborative planning, benchmark aligned instruction and assessment, and implementing enrichments and interventions. The specialists will support at PLCs and during collaborative planning time and provide professional learning based on data. This is a year-round position beginning August 1, 2025. This position is a 7.5 hour day position with an hourly rate of approximately \$39 hour.				
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction	6400/220	UNISIG	0.0	1, 144.00
CS FICA-7.65%	Instructional Practice - Benchmark-aligned instruction	6400/310	UNISIG	0.0	394, 094.72

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
<i>Contract for External Operator-MGT will provide turnaround support services as an external operator as written in the TOP plan. Through a team composed of Transformational Specialists, Content Coaches, a Lead Coach, and an Instructional Impact Director, MGT will provide annual and quarterly Strategic Planning; Professional Learning sessions every other month and train the trainer professional learning annually; leadership and teacher Coaching weekly; train the trainer coaching and team coaching twice monthly, and leader consultations monthly; and Progress Monitoring with impact reports and transformation team analysis and action plans monthly; progress monitoring quarterly and an end of the year summary annually. Together these supports are aimed at increasing teacher efficacy and student achievement. The cost for services will meet the allowable \$3,000 per day from the K-12 Common Federal Program Guidance.</i>					
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction	5100/210	UNISIG	0.0	2, 010.00
<i>ESD Retirement-14.03%</i>					
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction	6400/210	UNISIG	0.0	2, 099.00
<i>CS Retirement-14.03%</i>					
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction	5100/120	UNISIG	0.0	12, 418.00
<i>Extended School Day-Teacher Hours-3 teachers will be hired to provide a supplemental extended school day program occurring before or after school, 3 hours per week for 36 weeks at the hourly rate of approximately \$37 per hour for a total of 324 hours. During this program, teachers will use instructional strategies to build foundational skills and will give students additional opportunities for engagement in learning activities and practice related to the state benchmarks/standards.</i>					
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction	5100/150	UNISIG	0.0	1, 906.00
<i>Extended School Day-Instructional Assistant Hours-1 Instructional assistant will be hired to provide a supplemental extended school day program occurring before or after school, 3 hours per week for 36 weeks at the hourly rate of approximately \$17 per hour for a total of 108 hours. During this program, IAs will support the teachers to give students additional opportunities for engagement in learning activities and practice related to the state benchmarks/standards.</i>					
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction	5100/220	UNISIG	0.0	1, 096.00
<i>ESD FICA-7.65%</i>					
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction	5100/250	UNISIG	0.0	15.00
<i>ESD Unemployment Insurance-.10%</i>					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
School Areas of Focus <i>SPM FICA-7.65%</i>	Instructional Practice - Benchmark-aligned instruction	5100/220	UNISIG	0.0	7,230.00
School Areas of Focus <i>Assistant Principal Salary-Preapproved by BSI on 8/8/25: The 1.0 assistant principal will allow the school to provide more frequent teacher feedback and data monitoring and will support teachers with benchmark aligned instruction to increase student achievement. This position will run August 1, 2025-June 30, 2026 with an hourly rate of approximately \$41 per hour.</i>	Instructional Practice - Benchmark-aligned instruction	7300/110	UNISIG	1.0	81,695.00
School Areas of Focus <i>AP FICA-7.65%</i>	Instructional Practice - Benchmark-aligned instruction	7300/220	UNISIG	0.0	6,250.00
School Areas of Focus <i>AP Retirement-14.03%</i>	Instructional Practice - Benchmark-aligned instruction	7300/210	UNISIG	0.0	11,462.00
School Areas of Focus <i>AP Computer-A computer will be purchased for the new instructional position. Since these employee salaries are grant funded, the computer assigned to them will also be purchased with grant funds. Computers are budgeted at \$905 each.</i>	Instructional Practice - Benchmark-aligned instruction	7300/644	UNISIG	0.0	905.00
School Areas of Focus <i>SPM Worker's Compensation-1.25%</i>	Instructional Practice - Benchmark-aligned instruction	5100/240	UNISIG	0.0	1,182.00
School Areas of Focus <i>AP Group Insurance</i>	Instructional Practice - Benchmark-aligned instruction	7300/230	UNISIG	0.0	9,250.00
School Areas of Focus <i>AP Unemployment Insurance-.10%</i>	Instructional Practice - Benchmark-aligned instruction	7300/250	UNISIG	0.0	82.00
School Areas of Focus <i>AP Device Tech Fee-For UniSIG purchased computers to support set-up and continued maintenance of the devices.</i>	Instructional Practice - Benchmark-aligned instruction	6500/399	UNISIG	0.0	136.00
School Areas of Focus <i>Student Performance Measure Incentive: To improve student achievement in Opportunity</i>	Instructional Practice - Benchmark-aligned instruction	5100/120	UNISIG	0.0	94,500.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
<i>Schools, Pasco County will use UnisIG funds to recruit and retain highly qualified instructional staff. A \$4,500 incentive will be provided to teachers who earn an Effective or Highly Effective rating based on the Pasco SPM Model, approved for UnisIG use by Dusty Sims on January 24, 2025. Final SPM scores will be available by October 31, 2025. The budget is based on estimated scores for 21 instructional staff with a qualifying score and will be updated via amendment once final scores are confirmed.</i>					
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction	7300/240	UNISIG	0.0	1, 022.00
<i>AP Worker's Compensation-1.25%</i>					
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction	5100/210	UNISIG	0.0	13, 259.00
<i>SPM Retirement-14.03%</i>					
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction	5100/250	UNISIG	0.0	95.00
<i>SPM Unemployment Insurance-.10%</i>					
Total	School Areas of Focus				953, 909.72
Indirect Costs		7200/792	UNISIG	0.0	29, 093.28
<i>Indirect costs at the allowable rate of 3.06%</i>					
Total	Indirect Costs				29, 093.28
Plan Budget Total					983, 003.00