

Pasco County Schools

Fivay High School



2019-20 Schoolwide Improvement Plan

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Fivay High School

12115 CHICAGO AVE, Hudson, FL 34669

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

Demographics

Principal: Erik Hermansen

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (40%) 2017-18: C (47%) 2016-17: C (45%) 2015-16: C (44%) 2014-15: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Pasco County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	C

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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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To ensure our students reach their highest potential, we are committed to excellence, dedicated to integrity, respectful, student focused, promoting positive attitudes, and responsible members of our community.

Provide the school's vision statement.

All Fivay students will be life, career, and college ready

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Joens, Jason	Principal	All things HS Principal
Martanovic, Kristen	Assistant Principal	Asst. Principal grade 11
Smith, Kevin	Assistant Principal	10th Grade Admin
DeWalt, Travis	Assistant Principal	12th Grade Admin
Waide, Deanna	Assistant Principal	9th Grade Admin

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	448	436	375	399	1658	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	168	234	199	198	799	
One or more suspensions	0	0	0	0	0	0	0	0	0	231	191	150	80	652	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	173	177	176	24	550	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	277	362	357	194	1190	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	194	290	302	219	1005

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	38	27	15	11	91

FTE units allocated to school (total number of teacher units)

107

Date this data was collected or last updated

Tuesday 7/30/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	118	129	132	129	508
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	30%	57%	56%	39%	51%	53%
ELA Learning Gains	35%	53%	51%	42%	48%	49%
ELA Lowest 25th Percentile	32%	41%	42%	33%	39%	41%
Math Achievement	29%	56%	51%	39%	50%	49%
Math Learning Gains	33%	49%	48%	34%	45%	44%
Math Lowest 25th Percentile	34%	42%	45%	30%	35%	39%
Science Achievement	43%	70%	68%	52%	65%	65%
Social Studies Achievement	47%	73%	73%	67%	68%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	448 (0)	436 (0)	375 (0)	399 (0)	1658 (0)
Attendance below 90 percent	168 ()	234 ()	199 ()	198 ()	799 (0)
One or more suspensions	231 ()	191 ()	150 ()	80 ()	652 (0)
Course failure in ELA or Math	173 ()	177 ()	176 ()	24 ()	550 (0)
Level 1 on statewide assessment	277 ()	362 ()	357 ()	194 ()	1190 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
09	2019	33%	57%	-24%	55%	-22%
	2018	34%	55%	-21%	53%	-19%
Same Grade Comparison		-1%				
Cohort Comparison						
10	2019	25%	53%	-28%	53%	-28%
	2018	38%	55%	-17%	53%	-15%
Same Grade Comparison		-13%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	43%	68%	-25%	67%	-24%
2018	59%	65%	-6%	65%	-6%
Compare		-16%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	44%	69%	-25%	70%	-26%
2018	64%	70%	-6%	68%	-4%
Compare		-20%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	25%	60%	-35%	61%	-36%
2018	29%	63%	-34%	62%	-33%
Compare		-4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	35%	62%	-27%	57%	-22%
2018	37%	60%	-23%	56%	-19%
Compare		-2%			

Subgroup Data

2019 SCHOOL GRADE 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
SWD	12	28	28	14	25	31	21	18		70	7
ELL	7	30	30	10	27		6	8			
BLK	17	23	33	19	42	46	21	45		75	33
HSP	30	32	33	27	35	38	39	38		76	22
MUL	34	43		44	30		71	31			
WHT	30	36	31	30	32	30	46	51		85	40
FRL	27	34	33	28	33	33	42	44		80	36
2018 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
SWD	22	34	44	25	41	44	42	52		61	26
ELL										37	
BLK	5	37	55	6	25		33			67	
HSP	40	44	30	33	32	24	56	71		63	44
MUL	26	36		64	55		75			47	
WHT	39	42	44	37	43	36	65	70		77	43
FRL	34	41	41	32	40	33	60	67		68	40
2017 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16
SWD	12	28	21	16	25	25	18	44		54	19
ELL	7	29					9				
BLK	29	29		16	33			29			
HSP	37	44	32	33	34	38	43	67		77	39
MUL	33	38		47	65					91	10
WHT	41	43	35	41	33	28	57	70		74	41
FRL	32	37	30	36	32	28	48	64		71	31

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	444
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	20
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	41
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Algebra (25%) and ELA (grade 10 at 25%)
Multiple sub teachers throughout the year.
Lack of essential grade level curriculum and clear academic and social expectations.

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

History. Multiple sub teachers throughout the year.
Lack of essential grade level curriculum and clear academic and social expectations.
Lack of planning for standards

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.

Algebra.
Multiple sub teachers throughout the year.
Lack of essential grade level curriculum and clear academic and social expectations.

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

None. All reported areas decreased 17/18 to 18/19

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Office Discipline Referral and attendance data

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

1. ELA
2. Algebra
3. American History
4. Careers
5. Graduation data

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	High Impact Instruction
Rationale	Focus on high impact instruction will help to improve the school scores and overall school grade.
State the measurable outcome the school plans to achieve	<p>FHS School grade will raise from 40% D (2019), to 54% B.</p> <p>ELA scores in level 3-5 proficiency, learning gains, learning gains in lowest 25% and subgroups (Black, Hispanic, SWD, ELL, and F/RL will rise to 41+%).</p> <p>Math scores in level 3-5 proficiency, learning gains, learning gains in lowest 25% and subgroups (Black, Hispanic, SWD, ELL, and F/RL will rise to 41+%).</p> <p>Science proficiency (Level 3-5) will rise from 43% to 48%.</p> <p>Social Studies proficiency (Level 3-5) will rise from 47% to 52%.</p>
Person responsible for monitoring outcome	Jason Joens (jjoens@pasco.k12.fl.us)
Evidence-based Strategy	<p>FHS will define essential roles and actions for individual and collective responsibilities for each staff member in order to develop and define the common language.</p> <p>Professional development to be delivered through PLC's, in-state conferences, after-hours professional development in house and with consultants, and early release day adult learning (SEL) with a focus on strengthening schoolwide MTSS and alignment with IPG tool.</p> <p>FHS will utilize a calendar of learning cycles and learning walks to assist the PLC's in developing consistent strategies related to high impact instruction, collaborative cultures, and data-driven decisions.</p>
Rationale for Evidence-based Strategy	<p>FHS does not have 100% of teachers hitting Core Action 1 in instruction, as shown by our IPG Class Walkthrough tool data.</p> <p>FHS does not have common language of instructional practices.</p> <p>FHS needs academic and SEL tiered supports for students.</p> <p>PLC's (Math, ELA, Science, Social Studies) need to consistently plan, implement, and evaluate the results of common assessments each quarter.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify essential standards for each grade level or course with the support of content specialists. 2. Create an essential standards unit plan. 3. Implement team teaching through PLC (reflection upon student assessment data; plan for future instruction; execute lesson plans; assess students) – assessing cycle 4. PLC leaders will support the work of schools PLC's. PLC facilitator will be paid leadership stipends to lead and guide the PLC work. 5. Content specialists will lead learning cycles and learning walks around instructional strategies. 6. MTSS specialist will support school-wide focus on tiered supports for learning 4. Give common formative and summative assessments for essential standards (found on SLN) 5. Identify students for Tier 2 support by student, standard, and learning target with the support of MTSS specialist. 7. Resource teachers will be utilized to provide tiered instruction to students that are identified. 8. Classrooms will be provided with additional technology to support high impact instruction (e.g., laptops, ipads, and video and screen casting, and graphing calculators).

9. Staff will engage in professional development to support high impact instruction (e.g., after school professional development with district content specialist to deepen knowledge of standards and instructional best practices).
10. Extended learning time will be utilized to support the tiered instruction system at the school (e.g., IXL, PrepWorks, APEX, SAT, ACT, Tutoring).
11. Teachers will receive stipend pay to support curriculum development to support high impact instruction.

**Person
Responsible**

Jason Joens (jjoens@pasco.k12.fl.us)

#2	
Title	Collaborative Culture
Rationale	<p>School culture is critical to facilitating and improving student achievement and staff efficacy. Collective responsibility will be the driving force behind school improvement and turn around efforts. Family and school community connections and relationships are at the center of ensuring involvement and a healthy, safe, engagement, and supported school-community environment. Social-emotional learning will be integrated in to the foundations of the work and school culture. Areas of concerns to address:</p> <ol style="list-style-type: none"> 1. FHS student behavior data indicates a continual rise in skipping and defiance referrals. 2. Staff and Student Engagement data (Gallup, Survey, SAC input etc.) show that there is room for growth in the climate/culture connection amongst stakeholders. 3. FHS stakeholders report via CNA a desire for an increase in school connection through traditions and community-based involvement. 4. Shift from blaming our student population to being culturally responsive and staff developing preventions and Special Designed Instruction that addresses the academic and social needs school-wide and within the work of Tier 1 Teacher Teams.
State the measurable outcome the school plans to achieve	<ol style="list-style-type: none"> 1. EWS data will have 80+% of all students meeting "On Track" criteria, as measured by the EWS data system. 2. Students will consistently self-regulate behavior in both individual and group settings according to our FHS Shared Values without adult assistance, as measured by the Above the Line criteria. 3. Reduce ODRs and increase implementation of PBIS tiered support structures/best practices will fidelity, as measured by PBIS walkthroughs. 4. Increase in community partnership and school-community engagement opportunities. 5. FHS PLCs will be performing at the "Developed" level as measured by the Collaborative Planning Rubric (Step 0: Preparing Teams to Collaborate). 6. Increase in Gallup scores and staff surveys monitoring engagement.
Person responsible for monitoring outcome	Jason Joens (jjoens@pasco.k12.fl.us)
Evidence-based Strategy	Implement a comprehensive family-school community plan that includes learning opportunities for students, families, and staff to build impactful relationships and develop academic and strong socio-emotional skills for life, career, and college success.
Rationale for Evidence-based Strategy	Family and community involvement and how it impacts school and family connections are well established in research. This is one of the foundational areas that is cited in the 5 Essentials for Chicago's Research on Continuous Improvement. Research also supports that students with strong problem-solving, critical thinking, self-regulation, and communication and collaboration will likely be success with 21st century life and career demands.
Action Step	
Description	<ol style="list-style-type: none"> 1. Parent involvement coordinator will calendar and run events to support a collaborative environment between school and families. 2. Utilize a system of positive behavior supports with students and families to increase on-task behavior, self-regulation, and social-emotional learning and collaboration between school and families. 3. Parents nights will be scheduled to provide different educational learning opportunities

for math and college/university experiences.

4. Provide off-track students with community engagement events to engage in community outreach activities centered around restorative justice, and social emotional learning and positive behavior supports.

5. Utilize a social-emotional learning curriculum (Mindsets) to support the positive behavior supports.

6. FHS staff will participate in PDs centered around SEL to develop understanding of background of our students on a monthly basis.

Person Responsible	[no one identified]
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#3	
Title	Data Driven Decisions
Rationale	<ol style="list-style-type: none"> 1. FHS does not have common language of instructional practices in relation to prevention-based PBIS/best practices and progress monitoring. 2. Clear academic and social expectations connected to shared values have not been communicated to all stakeholders. 3. Evidence of WICOR strategies are not displayed within all departments and all classrooms. 4. Limited access to technology, hardware, and software.
State the measurable outcome the school plans to achieve	<p>By June 2020, FHS staff will participate in data reflection cycles that result in 80+% students of all students meeting "On Track" criteria for our FHS student outcomes/ expectations:</p> <ol style="list-style-type: none"> 1. Obtain a High School diploma with age appropriate peers 2. Demonstrate WICOR (AVID strategies) in each classroom each day 3. Achieve at least 70% on assessments 4. Consistently self-regulate behavior in both individual and group settings according to our FHS Shared Values without adult assistance
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Implement PBIS/best practices to support our vision and student expectations and outcomes. 2. PD through PLCs, will be provided on data cycles to include EWS, academic and social expectations. 3. MTSS, ELA, and Math Specialists will develop PD as well as provide guidance in pulling and reviewing data through PPLCs. 4. FHS will utilize a calendar of learning cycles and learning walks to develop and monitor WICOR strategies. 5. Increase access and application of technology hardware and software to analyze, review, and reflect data.
Rationale for Evidence-based Strategy	<p>Data driven learning cycles are essential in the continuous improvement cycle. Reflective practices across multiple leadership and teacher PLC teams will be the engine of the work to increase student achievement and behavior outcomes.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Implement PBIS store and student on-track school-wide incentives. 2. SLT and PBIS walkthroughs to monitor fidelity of instruction (standards, WICOR, and SEL). 3. Develop data cycles with clear meeting agendas and schedule structures to ensure consistency and effectiveness of data analysis and problem-solving practices. 4. Utilize Mygrad Success to monitor and supports students (grade and cohort) off-track/at-risk for graduation. 5. SLT, SIT, PLCs, and Grade Level Teams will utilize data to monitor tiered supports and monitor SuP strategies (off-track/at-risk, L25, ESSA subgroups).
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

FHS Staff will perform essential responsibilities and actions as defined by their RTI structure, according to the "Above the line" staff engagement criteria

FHS PLCs will be performing at the "Developed" level as measured by the Collaborative Planning Rubric (Step 0: Preparing Teams to Collaborate).

Obtain a High School diploma with age appropriate peers

Demonstrate WICOR (AVID strategies) in each classroom each day

Achieve at least 70% on assessments

Consistently self-regulate behavior in both individual and group settings according to our FHS Shared Values without adult assistance

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

Hire a Parent Involvement Coordinator

Develop a communications plan

Invite stakeholders to be on School Advisory Council

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Social Emotional Learning focus will be infused to Tier 1 Teacher lesson plans.

Teachers will receive two hours of SEL learning during monthly early release days.

PBIS system will be developed to support both academic and social expectations.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Students transitioning will be provided with counseling upon enrollment and transfers out to other schools.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

School leadership identifies and aligns available resources through several committees. Decisions will be made to purchase resources in conjunction with the district personnel and school leadership teams. SAC committee will meet monthly, SLT meets weekly and Title One committee meets yearly. PPLCs

conduct learning walks to identify the culture of the school and our FHS vision and student outcome/expectations (academic and social expectations).

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The school uses AVID, Dual Enrollment, hiring of a Parent Involvement Coordinator, industry certifications (CNA, Public Safety Telecommunications, MSO, MTA, CMAA, CFSM) are offered, college tours, guest speakers with local businesses. We are specifically proud of our fire-fighting academy (the only one in Pasco County).

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: High Impact Instruction				\$756,072.77
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	590-Other Materials and Supplies	0114 - Fivay High School	UniSIG		\$7,623.00
<i>Notes: Curriculum materials to support high impact instruction</i>						
	6400	130-Other Certified Instructional Personnel	0114 - Fivay High School	UniSIG	2.0	\$115,360.00
<i>Notes: Content Specialists (2) for ELA and Math</i>						
	6400	310-Professional and Technical Services	0114 - Fivay High School	UniSIG		\$4,400.00
<i>Notes: Professional Development-Solution Tree, TNTP</i>						
	5100	120-Classroom Teachers	0114 - Fivay High School	UniSIG		\$10,506.00
<i>Notes: Leadership Supplements for PLC facilitators</i>						
	5100	150-Aides	0114 - Fivay High School	UniSIG	2.0	\$32,960.00
<i>Notes: Discipline IAs (2)</i>						
	5100	510-Supplies	0114 - Fivay High School	UniSIG		\$31,478.77
<i>Notes: Consumable student supplies, backpacks, folders, pens, pencils, paper, notebooks, sticky notes</i>						
	6300	120-Classroom Teachers	0114 - Fivay High School	UniSIG		\$26,000.00
<i>Notes: Stipends for curriculum development</i>						
	6400	120-Classroom Teachers	0114 - Fivay High School	UniSIG		\$9,500.00
<i>Notes: Stipends for professional development</i>						
	5100	120-Classroom Teachers	0114 - Fivay High School	UniSIG	1.2	\$49,440.00
<i>Notes: Salaries for extended learning time</i>						
	7800	360-Rentals	0114 - Fivay High School	UniSIG		\$6,000.00
<i>Notes: Outside transportation for field trips</i>						
	7800	390-Other Purchased Services	0114 - Fivay High School	UniSIG		\$12,000.00

			<i>Notes: Inside transportation for extended learning time</i>			
	6400	330-Travel	0114 - Fivay High School	UniSIG		\$25,000.00
			<i>Notes: AVID Conference registration, hotel, and per diem for 25 staff members</i>			
	5100	369-Technology-Related Rentals	0114 - Fivay High School	UniSIG		\$109,500.00
			<i>Notes: 110 laptops and APEX licenses, PrepWorks licenses, and IXL licenses for student tiered interventions</i>			
	6400	590-Other Materials and Supplies	0114 - Fivay High School	UniSIG		\$8,000.00
			<i>Notes: Professional Library Items to support staff professional development</i>			
	6300	369-Technology-Related Rentals	0114 - Fivay High School	UniSIG		\$2,000.00
			<i>Notes: Professional Subscriptions to support staff professional development</i>			
	6300	130-Other Certified Instructional Personnel	0114 - Fivay High School	UniSIG	2.0	\$86,520.00
			<i>Notes: Resource teachers to support interventions and instruction (2)</i>			
	6400	330-Travel	0114 - Fivay High School	UniSIG		\$9,000.00
			<i>Notes: Conference registration, per diem, and hotel for PLC's at work</i>			
	6400	210-Retirement	0114 - Fivay High School	UniSIG		\$14,657.00
			<i>Notes: MTSS Specialist (1), Content Specialists (2) for ELA and Math</i>			
	6400	220-Social Security	0114 - Fivay High School	UniSIG		\$13,238.00
			<i>Notes: MTSS Specialist (1), Content Specialists (2) for ELA and Math</i>			
	6400	230-Group Insurance	0114 - Fivay High School	UniSIG		\$20,850.00
			<i>Notes: MTSS Specialist (1), Content Specialists (2) for ELA and Math</i>			
	6400	240-Workers Compensation	0114 - Fivay High School	UniSIG		\$1,990.00
			<i>Notes: MTSS Specialist (1), Content Specialists (2) for ELA and Math</i>			
	6400	250-Unemployment Compensation	0114 - Fivay High School	UniSIG		\$174.00
			<i>Notes: MTSS Specialist (1), Content Specialists (2) for ELA and Math</i>			
	5100	210-Retirement	0114 - Fivay High School	UniSIG		\$3,682.00
			<i>Notes: Leadership supplements and Discipline IAs (2)</i>			
	5100	220-Social Security	0114 - Fivay High School	UniSIG		\$3,326.00
			<i>Notes: Leadership supplements and Discipline IAs (2)</i>			
	5100	230-Group Insurance	0114 - Fivay High School	UniSIG		\$13,900.00
			<i>Notes: Discipline IAs (2)</i>			
	5100	240-Workers Compensation	0114 - Fivay High School	UniSIG		\$500.00
			<i>Notes: Leadership supplements and Discipline IAs (2)</i>			
	5100	250-Unemployment Compensation	0114 - Fivay High School	UniSIG		\$44.00
			<i>Notes: Leadership supplements and Discipline IAs (2)</i>			

	6300	130-Other Certified Instructional Personnel	0114 - Fivay High School	UniSIG		\$4,000.00
			<i>Notes: Stipends for curriculum development</i>			
	6300	210-Retirement	0114 - Fivay High School	UniSIG		\$2,541.00
			<i>Notes: Stipends for curriculum development</i>			
	6300	220-Social Security	0114 - Fivay High School	UniSIG		\$2,295.00
			<i>Notes: Stipends for curriculum development</i>			
	6300	240-Workers Compensation	0114 - Fivay High School	UniSIG		\$345.00
			<i>Notes: Stipends for curriculum development</i>			
	6300	250-Unemployment Compensation	0114 - Fivay High School	UniSIG		\$30.00
			<i>Notes: Stipends for curriculum development</i>			
	6400	130-Other Certified Instructional Personnel	0114 - Fivay High School	UniSIG		\$5,150.00
			<i>Notes: Stipends for professional development</i>			
	6400	220-Social Security	0114 - Fivay High School	UniSIG		\$1,121.00
			<i>Notes: Stipends for professional development</i>			
	6400	240-Workers Compensation	0114 - Fivay High School	UniSIG		\$169.00
			<i>Notes: Stipends for professional development</i>			
	6400	250-Unemployment Compensation	0114 - Fivay High School	UniSIG		\$15.00
			<i>Notes: Stipends for professional development</i>			
	5100	210-Retirement	0114 - Fivay High School	UniSIG		\$4,188.00
			<i>Notes: Salaries for extended learning time</i>			
	5100	220-Social Security	0114 - Fivay High School	UniSIG		\$3,783.00
			<i>Notes: Salaries for extended learning time</i>			
	5100	240-Workers Compensation	0114 - Fivay High School	UniSIG		\$569.00
			<i>Notes: Salaries for extended learning time</i>			
	5100	250-Unemployment Compensation	0114 - Fivay High School	UniSIG		\$50.00
			<i>Notes: Salaries for extended learning time</i>			
	5100	519-Technology-Related Supplies	0114 - Fivay High School	UniSIG		\$990.00
			<i>Notes: cases for 110 laptops</i>			
	6500	399-Other Technology-Related Purchased Services	0114 - Fivay High School	UniSIG		\$9,900.00
			<i>Notes: tech support for device set up of 110 laptops</i>			
	6300	210-Retirement	0114 - Fivay High School	UniSIG		\$7,329.00
			<i>Notes: Resource teachers to support interventions and instruction</i>			
	6300	220-Social Security	0114 - Fivay High School	UniSIG		\$6,619.00

			<i>Notes: Resource teachers to support interventions and instruction</i>			
	6300	230-Group Insurance	0114 - Fivay High School	UniSIG		\$13,900.00
			<i>Notes: Resource teachers to support interventions and instruction</i>			
	6300	240-Workers Compensation	0114 - Fivay High School	UniSIG		\$995.00
			<i>Notes: Resource teachers to support interventions and instruction</i>			
	6300	250-Unemployment Compensation	0114 - Fivay High School	UniSIG		\$87.00
			<i>Notes: Resource teachers to support interventions and instruction</i>			
	6400	130-Other Certified Instructional Personnel	0114 - Fivay High School	UniSIG	1.0	\$57,680.00
			<i>Notes: MTSS Specialist</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0114 - Fivay High School	UniSIG		\$4,500.00
			<i>Notes: 4 charging carts to support new laptops</i>			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0114 - Fivay High School	UniSIG		\$12,168.00
			<i>Notes: 120 graphing calculators for Algebra 2 students</i>			
2	III.A.	Areas of Focus: Collaborative Culture				\$44,357.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	390-Other Purchased Services	0114 - Fivay High School	UniSIG		\$5,000.00
			<i>Notes: PBIS Certificates and Achievements</i>			
	6150	160-Other Support Personnel	0114 - Fivay High School	UniSIG	1.0	\$18,540.00
			<i>Notes: Parent Involvement Coordinator</i>			
	6150	210-Retirement	0114 - Fivay High School	UniSIG		\$1,571.00
			<i>Notes: Parent Involvement Coordinator</i>			
	6150	220-Social Security	0114 - Fivay High School	UniSIG		\$1,419.00
			<i>Notes: Parent Involvement Coordinator</i>			
	6150	230-Group Insurance	0114 - Fivay High School	UniSIG		\$6,950.00
			<i>Notes: Parent Involvement Coordinator</i>			
	6150	240-Workers Compensation	0114 - Fivay High School	UniSIG		\$214.00
			<i>Notes: Parent Involvement Coordinator</i>			
	6150	250-Unemployment Compensation	0114 - Fivay High School	UniSIG		\$19.00
			<i>Notes: Parent Involvement Coordinator</i>			
	6150	120-Classroom Teachers	0114 - Fivay High School	UniSIG	0.03	\$1,175.00
			<i>Notes: hourly rate of pay for teachers presenting to families at 6 monthly parent night events</i>			

	6150	130-Other Certified Instructional Personnel	0114 - Fivay High School	UniSIG	0.01	\$649.00
			Notes: hourly rate of pay for teachers presenting to families at 6 monthly parent night events			
	6150	210-Retirement	0114 - Fivay High School	UniSIG		\$155.00
			Notes: hourly rate of pay for teachers presenting to families at 6 monthly parent night events			
	6150	220-Social Security	0114 - Fivay High School	UniSIG		\$140.00
			Notes: hourly rate of pay for teachers presenting to families at 6 monthly parent night events			
	6150	240-Workers Compensation	0114 - Fivay High School	UniSIG		\$22.00
			Notes: hourly rate of pay for teachers presenting to families at 6 monthly parent night events			
	6150	250-Unemployment Compensation	0114 - Fivay High School	UniSIG		\$3.00
			Notes: hourly rate of pay for teachers presenting to families at 6 monthly parent night events			
	6150	510-Supplies	0114 - Fivay High School	UniSIG		\$1,800.00
			Notes: supplies (folder, printouts, make and take) for families attending 6 monthly parent night events			
	7800	390-Other Purchased Services	0114 - Fivay High School	UniSIG		\$950.00
			Notes: Transportation for community involvement field trips			
	6400	369-Technology-Related Rentals	0114 - Fivay High School	UniSIG		\$4,250.00
			Notes: 7 mindset SEL curriculum and professional development			
	6400	310-Professional and Technical Services	0114 - Fivay High School	UniSIG		\$1,500.00
			Notes: 7 mindset SEL curriculum and professional development			
3	III.A.	Areas of Focus: Data Driven Decisions				\$0.00
					Total:	\$838,377.38