

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

School Demographics

| | | |
|---|---|--|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p> | <p>2018-19 Title I School</p> <p style="font-size: 1.2em;">Yes</p> | <p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">76%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="font-size: 1.2em;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">36%</p> |

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 | 0 | 448 | 436 | 375 | 399 | 1658 |
| Attendance below 90 percent | 0 | 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 | 0 | 231 | 191 | 150 | 80 | 652 |
| Course failure in ELA or Math | 0 | 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 | 0 | 277 | 362 | 357 | 194 | 1190 |
| | 0 | 0 | 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 | 0 | |
| Students retained two or more times | 0 | 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 | 0 |
| Course failure in ELA or Math | 0 | 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 | 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 | 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]

| | |
|---|--|
| #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 | 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. |
| 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 |

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|------|---|--------------------------|--|-----|--------------|--|
| | | | <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> | | | |

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|--|------|---|--|--------|--|------------|
| | 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 |

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|----------|---------------|---|--------------------------|----------------|------|---|
| | | | | | | <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> |

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