

Pasco County Schools

Pasco High School



2020-21 Schoolwide Improvement Plan

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Pasco High School

36850 STATE ROAD 52, Dade City, FL 33525

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

Demographics

Principal: Kari Kadlub A

Start Date for this Principal: 7/6/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	66%
2019-20 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: I (%) 2017-18: C (52%) 2016-17: C (53%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&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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Pasco High School

36850 STATE ROAD 52, Dade City, FL 33525

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	59%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	I	I	C	C

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Pasco High is to create a collaborative environment that nurtures learning, mutual respect, and a strong work ethic, thereby helping to develop future citizens for the challenges that lie ahead.

Provide the school's vision statement.

Our vision is to create a community which works together so all Pasco High students will reach their highest potential.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Kadlub, Kari	Principal	<p>(1) Establish, implement, and assess the instructional program at the assigned school.</p> <p>* (2) Oversee the administration of the testing program for the school.</p> <p>* (3) Interview and select qualified personnel to be recommended for employment.</p> <p>* (4) Conduct performance appraisals and make reappointment recommendations for school personnel.</p> <p>* (5) Implement and administer negotiated employee contracts at the school site.</p> <p>* (6) Coordinate the school food service program at the assigned school, including the free and reduced food service program requirements.</p> <p>* (7) Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>* (8) Supervise the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.</p> <p>* (9) Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>* (10) Exercise proactive leadership in promoting the vision and mission of the District.</p> <p>* (11) Establish a vision and mission for the school in collaboration with stakeholders.</p> <p>* (12) Be proactive in recognizing and solving school problems.</p> <p>* (13) Anticipate future problems as activities are planned.</p> <p>* (14) Initiate programs and organize resources to carry out the School's Continuous Improvement Plan.</p> <p>* (15) Locate and apply for grants to support school priorities.</p> <p>Critical Thinking</p> <p>* (16) Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance.</p> <p>* (17) Facilitate the development of the School's Continuous Improvement Plan.</p> <p>* (18) Direct the development of the master schedule and assign teachers</p>

Name	Title	Job Duties and Responsibilities
		<p>according to identified needs.</p> <ul style="list-style-type: none"> * (19)Access, analyze, interpret, and use data in decision-making. * (20)Use technology effectively. * (21)Locate needed data and information. * (22)Consider different perspectives, alternative options, and consequences of each in making decisions. * (23)Monitor the progress and provide feedback to stakeholders, throughout the year, on the Continuous Improvement Plan goals. * (24)Oversee the selection of textbooks, materials, and equipment. * (25)Establish and coordinate procedures for student, teacher, parent, and community evaluation of curriculum. * (26)Assign and supervise school personnel to special projects for the enhancement of the school. * (27)Establish the job assignments for all school-site administrators and assess the school-site administrator's performance. * (28)Supervise the operation and all activities and functions at the assigned school. * (29)Establish procedures for an accreditation program and monitor accreditation standards at the assigned school. * (30)Develop long-and short-range facility needs at the assigned school. * (31)Coordinate facility and support service requirements. * (32)Coordinate plant safety and facility inspections at the assigned school. * (33)Coordinate all maintenance functions at the assigned school. * (34)Coordinate and supervise transportation services at the assigned school. * (35)Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts. * (36)Establish and manage student accounting and attendance procedures at the assigned school. * (37)Direct the establishment of adequate property inventory records and ensure the security of school property. * (38)Supervise and monitor the accurate and timely completion of data collection and reporting requirements. * (39)Coordinate the supervision of all extracurricular programs at the assigned school.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * (40)Manage and supervise the school's athletic and student activity programs including the selection of club sponsors and coaches, approve all school-sponsored activities, and maintain a calendar of all school events. * (41)Delegate responsibilities to appropriate staff members. * (42)Promote high student achievement. * (43)Manage and administer personnel development through training, in-service and other developmental activities. * (44)Provide training opportunities and feedback to personnel at the assigned school. * (45)Participate in District management meetings and other activities to enhance professional development. * (46)Maintain and model high standards of professional conduct. * (47)Set high goals and standards for self, others, and organization. * (48)Provide recognition and celebration for student, staff and school accomplishments. * (49)Keep abreast of trends and best practices in education. <p>Facilitation</p> <ul style="list-style-type: none"> * (50)Facilitate the horizontal and vertical articulation of curriculum within the school, as well as between the school and its feeder system. * (51)Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment. * (52)Adjust strategies to accommodate unexpected situations. * (53)Understand and utilize collaborative planning strategies. * (54)Involve others in choosing courses of action. * (55)Deal with problems associated with change. * (56)Build teams to accomplish plans, goals, and priorities. * (57)Facilitate problem-solving by groups and individuals. * (58)Work with parents to resolve complaints or concerns. * (59)Communicate effectively both orally and in writing with parents, students, teachers, and the community. * (60)Communicate, through the proper channels, to keep the Superintendent informed of impending problems or events of unusual nature. * (61)Maintain visibility and accessibility on the school campus. * (62)Attend school-related activities and events. * (63)Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials. * (64)Use E-mail effectively.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * (65)Model effective listening and positive interaction skills. * (66)Coordinate with District instructional staff in program planning. * (67)Align school initiatives with District, state, and school goals. * (68)Develop positive school/community relations and serve as liaison between the school and community. * (69)Participate in developing the District strategic plan, District school calendar, District staffing plan, and manpower plans. Manage and administer school functions relating to these items. * (70)Conduct staff meetings to discuss policy changes, instructional programs, potential problems, and resolution of existing problems. * (71)Serve as a member of the Superintendent's District-wide Leadership Team at request of the Superintendent. * (72)Provide leadership and direction for developing the best possible learning/teaching environment. * (73)Promote and market the school and its priorities to the community. * (74)Orient new staff about the nature of the school and its mission. * (75)Use the School's Continuous Improvement Plan in making decisions. * (76) Serve as a district representative at emergency shelters as determined by the Superintendent. * (77)Perform other incidental tasks consistent with the goals and objectives of this position. * (78)Establish procedures to be used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings. * (79)Make difficult personnel decisions when necessary, including dealing with ineffective teacher or staff performance. * (80)Serve as final arbitrator for difficult discipline problems. * (81)Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
Brady, Ryan	Assistant Principal	Activity Proposals APEX/SSAP/SOS Calendar Crisis Emergency Plans DA Baseline/Midyear Report Data-Monthly Reports

Name	Title	Job Duties and Responsibilities
		Drills EBD Unit/Behavior Specialist EOS Program ESE Field Trips/Fundraisers FTE HHB Manifestation Hearings MTSS Parking SIP w/Kari Teacher Duties Use of facilities Teacher Handbook Bio/US NGSSS EOCs & Retakes District EOCs PSAT Testing ESE/EBD/Behavior Specialist Math/ Math Coach PE Safety MTSS EOS
Fernandez, Catalina	Assistant Principal	ACT/SAT School Day Clubs Cyesis ESOL Foreign Exchange Students Honor Roll Tea NHS Inductions Peers School Website w/ Tiffany Student Accident Reports Student Lockers Student Planner Substitutes Textbooks Transportation Tutor Tuesday/Thursday Volunteer-5 Star School Volunteers Weekly/Quarterly Newsletter Yearbook/Journalism Alg, Geo, FSA EOCs & Retakes Quarterlies ACT/SAT School Day ESOL Testing Cyesis

Name	Title	Job Duties and Responsibilities
		ELA/ ELA COACH/ ESOL Reading Clinic Healthy Team Literacy
Melvin, Aaron	Assistant Principal	Accountability 504 Plans 8th Grade Articulation 9th Grade Orientation Attendance AVID Detention Discipline w/ IA's ESY Ineligible List Interns Inventory JIEC Transitions Mentor Program New Teacher Training Open House PBIS Registration/Orientation SRO TOOLS Program FSA Writing FSA Reading & Retakes Science Foreign Language Band/Music/Arts/ROTC Media/LDC Discipline IA's Discipline Media/Technology
Taylor, Allison	Assistant Principal	AP Program Athletics Cambridge Cambridge Registration CCTE Curriculum Fairs/Pirate Parent Night Dual Enrollment History Awareness Activities Master Schedule w/Kari SEL/TIC Program Cambridge Schedule Changes AP Testing Cambridge Testing

Name	Title	Job Duties and Responsibilities
		PERT Testing(Mignon) Industry Certifications Cambridge Social Studies CCTE Cambridge Counselor Athletic Boosters w/ AD Cambridge Ambassadors SEL/TIC

Demographic Information

Principal start date

Monday 7/6/2020, Kari Kadlub A

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

90

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	66%
2019-20 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: I (%) 2017-18: C (52%) 2016-17: C (53%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	455	407	435	383	1680
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	49	40	39	22	150
One or more suspensions	0	0	0	0	0	0	0	0	0	25	16	13	4	58
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	178	190	169	107	644
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	13	129	156	115	413
	0	0	0	0	0	0	0	0	0	0	0	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	178	153	133	74	538

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	0	0	0	0	

Date this data was collected or last updated

Monday 7/6/2020

Prior Year - As Reported**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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	463	421	462	415	1761
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	76	65	64	62	267
One or more suspensions	0	0	0	0	0	0	0	0	0	80	63	49	36	228
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	70	176	181	146	573
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	148	155	168	103	574

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	108	151	154	108	521

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	0	0	0	0	

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	463	421	462	415	1761
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	76	65	64	62	267
One or more suspensions	0	0	0	0	0	0	0	0	0	80	63	49	36	228
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	70	176	181	146	573
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	148	155	168	103	574

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	108	151	154	108	521

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	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	0%	57%	56%	50%	51%	53%
ELA Learning Gains	0%	53%	51%	45%	48%	49%
ELA Lowest 25th Percentile	0%	41%	42%	30%	39%	41%
Math Achievement	0%	56%	51%	52%	50%	49%
Math Learning Gains	0%	49%	48%	45%	45%	44%
Math Lowest 25th Percentile	0%	42%	45%	39%	35%	39%
Science Achievement	0%	70%	68%	76%	65%	65%
Social Studies Achievement	0%	73%	73%	70%	68%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	49%	57%	-8%	55%	-6%
	2018	46%	55%	-9%	53%	-7%
Same Grade Comparison		3%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2019	48%	53%	-5%	53%	-5%
	2018	49%	55%	-6%	53%	-4%
Same Grade Comparison		-1%				
Cohort Comparison		2%				

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	56%	68%	-12%	67%	-11%
2018	59%	65%	-6%	65%	-6%
Compare		-3%			
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	63%	69%	-6%	70%	-7%
2018	62%	70%	-8%	68%	-6%
Compare		1%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	31%	60%	-29%	61%	-30%
2018	43%	63%	-20%	62%	-19%
Compare		-12%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	58%	62%	-4%	57%	1%
2018	55%	60%	-5%	56%	-1%
Compare		3%			

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	11	32	30	21	46	30	21	36		85	20
ELL	7	28	30	14	35	31	29	50		58	
BLK	29	40	33	33	50	41	37	50		83	32
HSP	42	51	41	39	54	46	47	62		84	35
MUL	58	63		47	54		58	50		100	31
WHT	59	49	37	54	57	46	72	73		88	54
FRL	38	47	39	37	51	48	49	60		84	35
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	14	31	30	20	36	42	19	38		64	15
ELL	8	41	54	35	50		24	30		21	
BLK	27	39	31	28	40	26	36	41		71	33
HSP	41	42	29	43	54	44	53	56		67	38
MUL	35	44		38	29		62	80		73	27
WHT	58	55	39	60	58	43	67	74		79	54
FRL	35	42	32	41	50	40	50	56		66	35
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	13	26	25	24	37	36	47	54		55	22
ELL	6	17		21	58						
BLK	30	36	27	41	39	35	53	47		61	16
HSP	39	37	29	43	42	40	72	57		70	37
MUL	57	57		45	52					63	42
WHT	61	52	30	60	47	37	82	83		79	53
FRL	37	38	30	41	40	36	65	61		67	39

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)	TS&I

ESSA Federal Index	
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	583
Total Components for the Federal Index	11
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - 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%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

ELL students showed the lowest performance based on the date from the 18-19 School year. The contributing factor to this is the lack of students and their families' ability to effectively communicate with the school and with the teachers.

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

Due to the lack of date from this year, we only have one year to reference.

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 largest gap between the 18-19 Pasco High scores and State Scores was in the lowest 25% of ELA students

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

Due to the lack of data from this year, we only have one year to reference.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance continues to be a concern for students.

A large number of students earning a level 1 score in standardized testing.

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

1. A large number of students earning a level 1 score in standardized testing.
2. Student Mental health.
3. Attendance continues to be a concern for students.
4. Positive behavior supports and strategies.
5. Student/Parent involvement with the school.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to School Safety

**Area of Focus
Description and
Rationale:**

During the 2020-2021 school year, Pasco High School will use a variety of data sources to drive both academic and mental health decisions for all students.

Measurable Outcome:

- a. During the 2020-2021 School Year, Pasco High School will form grade level teams to monitor MyGradSuccess data at least monthly, and PHS will have 85% (+) of students On-Track in all grade levels and students will develop a post-secondary plan.
- b. During the 2020-2021 School Year, Pasco High School will use the following data collection devices, to monitor and increase student performance/participation: Quarterly Assessments, ESSA Subgroup data, Lowest 25% for ELA and Math, Gallup Scores, PLC Common Assessments, Equal Opportunity Schools Platform Data (EOS), EWS, PHS "On-Track" data, attendance, transcripts and course performance.

**Person responsible
for monitoring
outcome:**

[no one identified]

**Evidence-based
Strategy:**

**Rationale for
Evidence-based
Strategy:**

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Data Driven Decisions: During the 2020-2021 School Year, Pasco High School will increase student and staff engagement through creating a culture of challenge and excitement in the learning process both inside and outside of the classroom and maximize the potential of every student and staff member.
Measurable Outcome:	<p>a. During the 2020-2021 School Year, Pasco High School will monitor student engagement in the academic setting through weekly walkthroughs, PLC data chats, attendance, and classroom performance.</p> <p>b. During the 2020-2021 School Year, Pasco High School will monitor the number of students participating in all co-curricular activities, with a goal of 50% of students participating in co-curricular activities.</p> <p>c. During the 2020-2021 School Year, Pasco High School will offer teacher training in the areas of innovative and experimental learning, SEL, and advancing small group instructional practices.</p> <p>d. During the 2020-2021 School Year, Pasco High School will monitor the number of teachers participating in Open House, Curriculum Night, Tutoring Program, and voluntary training, with a goal of 90%, 50%, 40% and 30% respectively.</p>
Person responsible for monitoring outcome:	Ryan Brady (rbrady@pasco.k12.fl.us)
Evidence-based Strategy:	Data collection and comparison.
Rationale for Evidence-based Strategy:	The development of student and parent engagement in the school has been proven as a highly effective strategy in increasing attendance, graduation rate, and grade point average.
Action Steps to Implement	
<i>No action steps were entered for this area of focus</i>	

#3. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	High Impact Instruction: During the 2020-2021 school year, Pasco High School will increase student achievement and close the achievement gap in all areas using a variety of indicators to document improved learning on the part of our students.
Measurable Outcome:	<p>a. During the 2020-2021 School Year, Pasco High School will improve student performance by 5% in language arts as measured by local, district, and state indicators.</p> <p>b. During the 2020-2021 School Year, Pasco High School will improve student performance by 5% in math as measured by local, district, and state indicators.</p> <p>c. During the 2020-2021 School Year, Pasco High School will improve student performance by 5% in all areas measured by district quarterlies.</p>
Person responsible for monitoring outcome:	Ryan Brady (rbrady@pasco.k12.fl.us)
Evidence-based Strategy:	Teachers will better work to adapt the curriculum in their classes to focus on strategies and areas of content that result in a higher scores on standardized testing.
Rationale for Evidence-based Strategy:	As teachers work to adapt their lessons, they will use their own students' progress to determine needs for more or less intensive Tier 1 strategies.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Attendance:

Attendance will be difficult this year considering the response to COVID. However, being a highly important factor we will use an allocation of school social worker to focus on student success, and mygradsuccess teams will look at attendance to identify attendance needs.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Pasco High School has developed and implemented multiple strategies to help further advance our positive culture to include outreach to students and parents:

Use of a parent involvement staff member that organizes and promotes the PTSA, and finds ways to reach out to all parents.

The building of a MTSS/Mygradsuccess team that focuses on Spanish speaking students and families utilizing culturally similar staff members to include an assistant principal and school counselor.

Parent Family and Engagement Plan (PFEP) Link

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