

Pasco County Schools

East Pasco Education Academy



2021-22 Ungraded Schoolwide Improvement Plan

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East Pasco Education Academy

35830 STATE ROAD 52, Dade City, FL 33525

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

Demographics

Principal: Shelley Carrino

Start Date for this Principal: 8/25/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	2021-22: I 2020-21: No Rating 2018-19: I 2017-18: I 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our Mission is to positively engage students in grade level courses so they learn the skills required to successfully return to their home schools, earn their diplomas, and be productive members of society.

Provide the school's vision statement.

Our Vision is to create a community, which works together so all JIEC, students will reach their highest potential.

Our focus is on:

Every Student, Every Minute, Every Period, Every Day

So that our students: Believe, Achieve, and Succeed

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

East Pasco Education Academy at James Irvin Campus (EPEA) is a school designed to address students from the east side of Pasco County, who are off track academically and/or behaviorally. Our sister school Harry Schwettman Education Center (WPEA) serves similar students on the western side of Pasco County. We serve students who have had behavioral problems at their home schools. Our programs provide our students intensive training, opportunities, and supports to meet state requirements for promotion to high school or graduation, have violated school board policy, have seriously disrupted previous learning environments. And have been sent here lieu of being expelled from school, or have a behavior pattern which has not been improved, even with extra help.

At EPEA, we emphasize making the positive behavioral changes so students succeed in all classes. To do this, we offer grade level courses taught in small class settings with a focus on every student, every minute, every period, every day. Staffed with a full time counselor and behavior specialist, we work to help students develop a positive attitude toward the school environment. By promoting positive social skills, students productively engage with school staff and their peers. In addition to our core academic program, we offer computer assisted remediation.

Students attending EPEA must abide by conditions for attending, which may include course/credit recovery agreement, expulsion conditions, manifestation hearing conditions, and attendance agreements. Students who do not meet conditions of their placement may be referred to a different program, recommended for expulsion (those who were placed here in lieu of expulsion), or withdrawn for non-attendance (after they turn 16).

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Davis, Cloty	Principal	
Mink, Jill	Graduation Coach	
Carrino, Shelley	Assistant Principal	
Olmo, Jose	Behavior Specialist	
Lail, Greg	Graduation Coach	
Long, Brian	Teacher, Career/Technical	

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Wednesday 8/25/2021, Shelley Carrino

Number of teachers with professional teaching certificates?

16

Number of teachers with temporary teaching certificates?

4

Total number of teacher positions allocated to the school.

17

Total number of students enrolled at the school.

142

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	1	15	79	9	14	21	12	151	
Attendance below 90 percent	0	0	0	0	0	0	0	0	53	4	8	12	5	82	
One or more suspensions	0	0	0	0	0	0	0	4	9	0	0	2	1	16	
Course failure in ELA	0	0	0	0	0	0	0	12	8	1	7	16	8	52	
Course failure in Math	0	0	0	0	0	0	0	4	38	4	5	9	6	66	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	7	30	4	8	12	2	63	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	7	41	3	4	13	0	68	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	10	62	5	9	6	9	101	

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	1	15	79	0	14	21	12	142	

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	44	0	0	0	0	44	
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

Tuesday 8/31/2021

2020-21 - 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	1	15	79	0	14	21	12	142	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA Math 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	1	15	11	4	31

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	11	0	0	0	0	11
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 Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					57%	56%		58%	56%
ELA Learning Gains					53%	51%		54%	53%
ELA Lowest 25th Percentile					41%	42%		43%	44%
Math Achievement					56%	51%		57%	51%
Math Learning Gains					49%	48%		52%	48%
Math Lowest 25th Percentile					42%	45%		41%	45%
Science Achievement					70%	68%		68%	67%
Social Studies Achievement					73%	73%		71%	71%

Grade Level Data Review - State Assessments

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
06	2021					
	2019	0%	56%	-56%	54%	-54%
Cohort Comparison						
07	2021					
	2019	0%	51%	-51%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	15%	58%	-43%	56%	-41%
Cohort Comparison		0%				
09	2021					
	2019	15%	57%	-42%	55%	-40%
Cohort Comparison		-15%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2021					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison		-15%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	0%	59%	-59%	55%	-55%
Cohort Comparison						
07	2021					
	2019	0%	42%	-42%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	17%	68%	-51%	46%	-29%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	20%	54%	-34%	48%	-28%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	68%	-68%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	10%	70%	-60%	71%	-61%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	69%	-69%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	60%	-60%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	62%	-62%	57%	-57%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
FRL				14							
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
HSP											
WHT											
FRL	10										
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	18
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	36
Total Components for the Federal Index	2
Percent Tested	33%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	14
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

We held weekly meetings to discuss/analyze at risk populations. Discussed and implemented tier I and II strategies discussed in mtgs.(point cards, weekly SEL groups for students, based on gender and SEL)

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Weekly girls groups

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Academic monitoring. Online instruction was most problematic. The number of failing grades posed against those in brick and mortar grades

What trends emerge across grade levels, subgroups and core content areas?

More students failing math who were online

What strategies need to be implemented in order to accelerate learning?

Online students need to be present for online Zoom instruction

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers need to create more engaging lessons and more rigor.

Part III: Planning for Improvement

Areas of Focus:**#1. Instructional Practice specifically relating to Collaborative Planning****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

STAR and NWEA results will be utilized in data chats with admin following each quarter's testing cycle. Early release day training will focus on student data and engagement. Teachers will use this data and time to create strategies to implement in order to increase student performance.

Measurable Outcome:

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

75% of students will see learning gains as measured assessments

Monitoring:

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

STAR and NWEA testing will be analyzed quarterly and discussed with teachers in PLC/Leadership mtgs.

Person responsible for monitoring outcome:

Shelley Carrino (scarrino@pasco.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Data review and analysis of diagnostic testing should allow for students to know areas of academic strength and growth areas of students in order to better tailor instructional practice to address gap areas.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The strategy engages in data driven decision making that should positively affect high-impact instruction

Action Steps to Implement:

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

staff will be trained on testing and data analysis

Person Responsible

Shelley Carrino (scarrino@pasco.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. Culture & Environment specifically relating to Community Involvement**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our students, based on student survey, cannot connect a formal education to a career path.

Measurable Outcome:

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

Every student will take a career assessment to be exposed to various careers.

Monitoring:

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

Students will retake the survey at least 3xs a year, after they have been exposed to a variety of career explorations, via Canvas.

Person responsible for monitoring outcome:

Shelley Carrino (scarrino@pasco.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

District as put together a career component via Canvas for which all or our students to participate and take surveys and assessments

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We have limited resources that allow students to explore various careers. By utilizing the Canvas components, our students are assured to be exposed to various careers. We will tie in district career academies.

Action Steps to Implement:

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

No action steps were entered for this area of focus

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#3. Culture & Environment specifically relating to**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students are mostly sent to EPEA for behavior issues.

Measurable Outcome:

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

The number of referrals issued to students will decrease

Monitoring:

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

The data will be monitored weekly through Student Services mtgs.

Person responsible for monitoring outcome:

Jose Olmo (jolmo@pasco.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Small group meetings for students that struggle in targeted areas.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students are interviewed prior to determine if they are appropriate for this type of intervention. The rationale for this is it provides a safe non-threatening environment to explore and practice appropriate pro-social behaviors.

Action Steps to Implement:

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

No action steps were entered for this area of focus

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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.

The school implements and follows a school discipline point card system.

East Pasco Education Academy at James Irvin Campus (EPEA) is a school designed to address students from the east side of Pasco County, who are off track academically and/or behaviorally. Our sister school Harry Schwettman Education Center (WPEA) serves similar students on the western side of Pasco County. We serve students who have had behavioral problems at their home schools. Our programs provide our students intensive training, opportunities, and supports to meet state requirements for promotion to high school or graduation, have violated school board policy, have seriously disrupted previous learning environments. And have been sent here lieu of being expelled from school, or have a behavior pattern which has not been improved, even with extra help.

At EPEA, we emphasize making the positive behavioral changes so students succeed in all classes. To do this, we offer grade level courses taught in small class settings with a focus on every student, every minute, every period, every day. Staffed with a full time counselor and behavior specialist, we work to help students develop a positive attitude toward the school environment. By promoting positive social skills, students productively engage with school staff and their peers. In addition to our core academic program, we offer computer assisted remediation.

Students attending EPEA must abide by conditions for attending, which may include course/credit recovery agreement, expulsion conditions, manifestation hearing conditions, and attendance agreements. Students who do not meet conditions of their placement may be referred to a different program, recommended for expulsion (those who were placed here in lieu of expulsion), or withdrawn for non-attendance (after they turn 16).

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The staff will promote and implement the point card system, career counselor will have outside agencies and speakers regarding career paths, employability skills; SEL and related skills for all stakeholders