

Pasco County Schools

Pasco High School



2021-22 Schoolwide Improvement Plan

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Pasco High School

36850 STATE ROAD 52, Dade City, FL 33525

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

Demographics

Principal: Kari Kadlub A

Start Date for this Principal: 6/16/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	66%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>61%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>56%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		I	I	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.

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	Position Title	Job Duties and Responsibilities
Kadlub, Kari	Principal	Allocations Appeal Hearing(After AP Level) Athletics Bell Schedules Comm. Partnerships Committee Mtg. Schedule Facilities FNS Funding Audits Graduation Master Schedule w/ Allison Parent University PTSA SAC Schedule Changes School Budget School Choice School Connect Messages SIP w/ Allison Staff Development Student Council-Hoco/Prom Student Progression Plan USEP Vision/Goals
Taylor, Allison	Assistant Principal	ACT/SAT School Day 8th Grade Articulation 9th Grade Orientation CCTE Counselors Curriculum Fairs/Pirate Parent Night DA Baseline/Midyear Report Data-Monthly Reports Feeder Pattern First Day/Week Procedures Foreign Exchange Students Master Schedule w/Kari Registration/Orientation Schedule Changes SIP w/Kari Student Planner Textbooks Tutor Tuesday/Thursday Volunteer-5 Star School Volunteers School Counselors Math Department CCTE

Name	Position Title	Job Duties and Responsibilities
Fernandez, Catalina	Assistant Principal	AP Program Cambridge Cambridge Registration Cambridge Schedule Changes Cysis Dual Enrollment ESOL Honor Roll Tea NHS Inductions Peers School Website w/ Kyle SEL/TIC Program Substitutes Weekly/Quarterly Newsletter Yearbook/Journalism Cambridge Cysis ELA/ ESOL Cambridge Counselor Reading

Melvin, Aaron	Assistant Principal	Accountability 504 Plans Attendance AVID Detention Discipline w/ IA's ESY Ineligible List Interns Inventory JIEC Transitions Mentor Program New Teacher Trainings Open House PBIS SRO Student Lockers TOOLS Program Science Foreign Language Band/Music/Arts/ROTC Discipline IA's
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Demographic Information

Principal start date

Wednesday 6/16/2021, 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.*

1

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.*

13

Total number of teacher positions allocated to the school

59

Total number of students enrolled at the school

1,645

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

5

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	0	0	0	0	474	420	377	416	1687
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	65	40	26	34	165
One or more suspensions	0	0	0	0	0	0	0	0	0	0	67	41	30	32	170
Course failure in ELA	0	0	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	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	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	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on ELA or math	0	0	0	0	0	0	0	0	0	0	170	120	138	143	571
Course Failure ELA or math	0	0	0	0	0	0	0	0	0	0	112	123	146	124	505

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	117	98	113	96	424

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 6/28/2021

2020-21 - 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	0	455	407	435	383	1680
Attendance below 90 percent	0	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	0	25	16	13	4	58
Course failure in ELA	0	0	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	0	0
Level 1 on 2019 statewide ELA assessment	0	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	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	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	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	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	455	407	435	383	1680
Attendance below 90 percent	0	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	0	25	16	13	4	58
Course failure in ELA	0	0	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	0	0
Level 1 on 2019 statewide ELA assessment	0	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	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	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	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	0	0
Students retained two or more times	0	0	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%	49%	58%	56%
ELA Learning Gains					53%	51%	49%	54%	53%
ELA Lowest 25th Percentile					41%	42%	34%	43%	44%
Math Achievement					56%	51%	50%	57%	51%
Math Learning Gains					49%	48%	54%	52%	48%
Math Lowest 25th Percentile					42%	45%	40%	41%	45%
Science Achievement					70%	68%	59%	68%	67%
Social Studies Achievement					73%	73%	63%	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
09	2021					
	2019	49%	57%	-8%	55%	-6%
Cohort Comparison						
10	2021					
	2019	48%	53%	-5%	53%	-5%
Cohort Comparison		-49%				

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	
2021						
2019	56%	68%	-12%	67%	-11%	

CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019						

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	63%	69%	-6%	70%	-7%	

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	31%	60%	-29%	61%	-30%	

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	58%	62%	-4%	57%	1%

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
SWD	12	24	27	16	25	26	28	38		80	13
ELL	5	21	21	16	31	33	26			75	29
ASN	86	50									
BLK	25	32	19	28	25		59	50		91	29
HSP	33	32	25	32	32	29	52	76		86	40
MUL	39	25		36	40					62	
WHT	51	42	32	53	31	34	73	83		91	51
FRL	31	33	25	32	29	31	53	62		83	31
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

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	49

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	540
Total Components for the Federal Index	11
Percent Tested	90%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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	32
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	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	40
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	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	54
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.

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

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

What were the contributing factors to this improvement? What new actions did your school take in this area?

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

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.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	Based on an analysis of available data that indicates that Pasco High School continues to perform below district and state average on local, district, and state assessments, an area of focus should continue to be High Impact Instruction: During the 2021-2022 school year, Pasco High School will increase student achievement and work toward closing 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 2021-2022 school year, Pasco High School will improve student performance by 2% in language arts as measured by local, district, and state indicators.</p> <p>b. During the 2021-2022 school year, Pasco High School will improve student performance by 2% in math as measured by local, district, and state indicators.</p> <p>c. During the 2021-2022 school year, Pasco High School will improve student performance by 2% in all areas as measured by local, district, and state indicators.</p>
Monitoring:	Through the use of common formative assessments, district quarterly assessments, and PLC review of data, teachers will work to better adapt the curriculum in their classrooms and focus on strategies and areas of content that result in increased student learning as evidenced by standardized test scores.
Person responsible for monitoring outcome:	Kari Kadlub (kkadlub@pasco.k12.fl.us)
Evidence-based Strategy:	Teacher teams will employ the PLC cycle as a means of monitoring student achievement, responding to data, determining individual student needs, and adapting curriculum
Rationale for Evidence-based Strategy:	The PLC cycle allows teachers to focus their own relevant student data to determine the need for more on less intensive Tier 1 strategies.

Action Steps to Implement

1. Thoughtful organization of PLC teams
2. Intentional scheduling for common planning and meeting times
3. Purposeful professional development
4. Implementation of School-wide Instructional Coaches
5. School-wide walkthroughs
6. Monitoring of the PLC cycle and data

Person Responsible Kari Kadlub (kkadlub@pasco.k12.fl.us)

#2. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	EWS scorecard data indicates discrepancies in the proportion of SWD and Black students that make up the PHS school population and the proportion of students who receive discipline referrals.
Measurable Outcome:	At the conclusion of the 2021-2022 school year, Pasco High School will eliminate the disproportionality with our SWD and Black subgroups regarding discipline.
Monitoring:	Administrative monitoring of referral data by quarter
Person responsible for monitoring outcome:	Kari Kadlub (kkadlub@pasco.k12.fl.us)
Evidence-based Strategy:	Use of data generated by an early warning system to intervene as necessary to meet the individual needs of students. Use of PBIS system to encourage and emphasize positive behaviors.
Rationale for Evidence-based Strategy:	Data indicates a disproportionality that needs to be addressed to ensure that we meet the goals of our mission and vision as well as Pasco County's aim to provide an equitable educational experience for all students.

Action Steps to Implement

1. Creation of a school level discipline matrix to remove bias from disciplinary decision making
2. Closer communication between administration and instructional assistants for student discipline
3. Administrator review of every referral prior to processing
4. Use of myEWS to monitor data
5. Provide professional development to teachers and staff
6. Small group book study
7. Continued use of PBIS system

Person Responsible Kari Kadlub (kkadlub@pasco.k12.fl.us)

#3. Other specifically relating to Staff and Student Engagement

Area of Focus Description and Rationale: Data from a variety of sources including: Gallup poll data, staff retention, student participation in clubs, attendance at extracurricular activities, involvement in PTSA, teacher and student attendance data indicate this as an area for improvement.

Measurable Outcome: Throughout the 2021-2022 school year, Pasco High School will increase staff and student engagement as well as communication as evidenced by a 2% increase in Gallup Poll data.

Monitoring: Gallup poll data, staff retention, student participation in clubs, attendance at extracurricular activities, involvement in PTSA, teacher and student attendance will all act as formative and summative benchmarks toward achieving this goal.

Person responsible for monitoring outcome: Kari Kadlub (kkadlub@pasco.k12.fl.us)

Evidence-based Strategy: Use of data to inform decision making. Data indicates areas for growth:
 Staff: participation, materials and equipment, feeling ill equipped.
 Students: participation, fun at school

Rationale for Evidence-based Strategy: Analysis of Gallup data indicates areas for continued improvement.

Action Steps to Implement

1. Structuring and function of the leadership team
2. Intentional structuring of PLC and myGrad Success teams
3. PBIS system
4. Staff recognition

Person Responsible Kari Kadlub (kkadlub@pasco.k12.fl.us)

#4. Other specifically relating to Data Driven Decision Making

Area of Focus Description and Rationale: Throughout the 2021-2022 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.

Measurable Outcome: Focus on this goal will be tied to and success will be evidenced by achieving the previous three goals:
 1. An increase of 2% in student achievement in math and ELA
 2. An absence of disproportionality among subgroups in discipline data
 3. An increase of 2% in staff/student engagement

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 will all be monitored by:

- Monitoring:**
1. Admin team
 2. myGrad Success grade level teams
 3. PLCs
 4. Student Services team
 5. Instructional Coaches

Person responsible for monitoring outcome: Kari Kadlub (kkadlub@pasco.k12.fl.us)

Evidence-based Strategy: Use of data in effective decision making

Rationale for Evidence-based Strategy: Including this goal and strategy will strengthen our other three goals. Data indicates a need to focus on this area.

Action Steps to Implement

1. Intentional structuring of various monitoring teams
2. Professional Development/Instructional Coaching center
3. Bi-quarterly data reviews with PLCs
4. Weekly data reviews with myGrad Success grade level teams

Person Responsible: Kari Kadlub (kkadlub@pasco.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our discipline data indicates that we have a high number of incidents when compared to other state high schools and that we have an average number of incidents when compared to other high schools in our county. Digging further into our discipline data reveals an over representation of Black students and students with disabilities. This is so important to our school culture and environment that we have made this a primary area of concern and created a SIP/SUP goal to address it above.

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.

Pasco High School will build a positive school culture through the following actions:

- Build Strong Relationships with students, staff, parents and community members
- Have meaningful parent involvement
- Establish a strong PTSA
- Celebrations of personal achievements (PBIS)
- Have school norms that build strong values
- Have a consistent discipline plan
- Model expectations
- Provide purposeful staff PD
- Encourage classroom innovation
- Maintain the school grounds (Clean campus)

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

All staff, students, and parents will work collectively together to build strong relationships and model expectations

Administration- Parent University for parent PD

Kari Kadlub and Dawn Enright- PTSA

Administration- PBIS for students and staff

Administration/Staff- Consistent Discipline

Administration/Coaches- Staff PD and support innovation in the classrooms
All staff/students- Maintain clean campus