

Pasco County Schools

East Pasco Education Academy



2022-23 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: 11/3/2020

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2021-22 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.

The EPEA family's mission is to motivate our students to discover their small successes every day.

Provide the school's vision statement.

Our family at EPEA values, respects, and responds to students' individual needs with the purpose of developing positive character traits. Our quality and dedicated staff provide a positive, supportive, safe, and nurturing environment to instill responsibility and respect for self and others. Our students will learn problem solving and conflict resolutions skills while exploring career choices to become effective contributors to the community.

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

EPEA is a second chance opportunity school for students with behavior & academic concerns at their zoned schools. We serve students in grade 6-12 generally anywhere from 1 semester to a full year. Students who do not meet their transition requirements during their time with us earn another semester at EPEA. Our school has small class sizes and support staff to help ensure our students are receiving both the academic support that they need as well as the Social Emotional supports that are necessary to help them be successful.

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
Carrino, Shelley	Principal	Oversees the operation of East Pasco, JDC, and SDC. Provides a safe learning environment.
Mitch, Jessica	Assistant Principal	Oversees the operation of East Pasco, JDC, and SDC. Provides a safe learning environment.
Long, Brian	Teacher, Career/Technical	Mr. Long provides career research and development skills to all students in grades 6-12.
Mink, Jill	Reading Coach	Dr. Mink is our Reading teacher who will be providing push in services to our students for the 22-23 school year.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date

Tuesday 11/3/2020, Shelley Carrino

Total number of students enrolled at the school.

137

Total number of teacher positions allocated to the school.

17

Number of teachers with professional teaching certificates?

16

Number of teachers with temporary teaching certificates?

1

Number of teachers with ESE certification?

17

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

2022-23

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	20	30	110	29	25	22	66	302	
Attendance below 90 percent	0	0	0	0	0	0	17	15	71	10	9	10	27	159	
One or more suspensions	0	0	0	0	0	0	11	21	63	8	12	13	16	144	
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA Math assessment	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		
Course Failures ELA OR Math	0	0	0	0	0	0	8	16	70	11	13	16	39	173	
L1 on 2022 Statewide Assessments ELA OR MATH	0	0	0	0	0	0	9	14	53	9	5	13	25	128	

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	17	18	78	14	11	16	35	189	

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

Friday 7/8/2022

2021-22 - 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	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 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	7	30	4	8	12	2	63		
Level 1 on 2019 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		

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		51%	51%					57%	56%
ELA Learning Gains								53%	51%
ELA Lowest 25th Percentile								41%	42%
Math Achievement		35%	38%					56%	51%
Math Learning Gains								49%	48%
Math Lowest 25th Percentile								42%	45%
Science Achievement		50%	40%					70%	68%
Social Studies Achievement		49%	48%					73%	73%

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	2022					
	2019	0%	56%	-56%	54%	-54%
Cohort Comparison						
07	2022					
	2019	0%	51%	-51%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	15%	58%	-43%	56%	-41%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	0%	59%	-59%	55%	-55%
Cohort Comparison						
07	2022					
	2019	0%	42%	-42%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	17%	68%	-51%	46%	-29%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	20%	54%	-34%	48%	-28%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	68%	-68%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	10%	70%	-60%	71%	-61%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	69%	-69%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	60%	-60%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	62%	-62%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD				8							
WHT											
FRL	17			5							
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										

ESSA Data Review

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)	CSI
OVERALL Federal Index – All Students	2
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	9
Total Components for the Federal Index	5
Percent Tested	47%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	8
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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%	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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	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	0
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	3
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	7
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

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 related to the Areas of Focus?

Last year we focused on strengthening our PLC's and really focusing conversations on Academics and Behavior. In addition having staff go beyond talking and problem solving and creating actions plans for our most at risk students. Monitoring occurred through weekly PLC's. Our other area was focusing on improving our PBIS system. We utilized our point cards to collect data, however this monitoring was not as strong as our PLC work.

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

As a result of our strengthened PLC's we saw more teachers becoming aware of student needs and making adjustments to their teaching for re-teach opportunities. Although student failures were still high,

they were less than anticipated as a result of this work. For this school year we are incorporating recovering by standards instead of waiting for students to fail courses at the semester before taking action.

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?

Our greatest need of improvement is reducing course failures, especially at the 8th grade level. Looking at our ESY data, it showed most of our enrollments were 8th graders. This is a concern because it prevents these students from being promoted to HS.

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

We are noticing that the subject does not necessarily matter students are simply failing to put forth the effort because they don't care. This is evidenced by the following: 159 students had attendance issues across all grade levels, 189 students had 2 or more indicators, 144 students had suspensions and 173 had course failures in ELA & Math.

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

Teachers need PD around enrichment and differentiated learning. In addition, we need more allocations to increase the number of CTE courses that would allow our students to earn industry certifications.

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

PD on Early Release days around Differentiated Instruction and Enrichment.

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

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

As an alternative school almost all of our population of students tend to fall into this category. As a result, these students need the most support and assistance to overcome the obstacles in their lives.

Measurable Outcome:

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

School staff will collaborate with all stakeholders to increase student hope and student/staff engagement of all subgroups by at least .3 on the Gallup Survey.

- Increase student and staff engagement by developing relationships between staff and students using PBIS & SEL.
- During SIT meetings, students are brought up for problem solving discussions to help with social, emotional, and mental health needs.
- Parent nights will be scheduled quarterly to provide different educational and social opportunities based on feedback from parent surveys.
- Utilize a SEL curriculum (Inner Explorer) to support the social, emotional, and mental health needs.
- Use a system of positive behavior supports, including point cards with students and families to increase on task behavior, self-regulation, and SEL between school and families.

Monitoring:

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

- Increase student and staff engagement by developing relationships between staff and students using PBIS & SEL.
- During SIT meetings, students are brought up for problem solving discussions to help with social, emotional, and mental health needs.
- Parent nights will be scheduled quarterly to provide different educational and social opportunities based on feedback from parent surveys.
- Utilize a SEL curriculum (Inner Explorer) to support the social, emotional, and mental health needs.
- Use a system of positive behavior supports, including point cards with students and families to increase on task behavior, self-regulation, and SEL between school and families.

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.

Utilize a SEL curriculum (Inner Explorer) to support the social, emotional, and mental health needs.

- Use a system of positive behavior supports, including point cards with students and families to increase on task behavior, self-regulation, and SEL between school and families.

Rationale for Evidence-based Strategy:

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

SEL has been a focus of our District for the past several years. It is important that we strengthen & support the social, emotional & mental health needs of our students. Our District has provided us with several resources and PD that we can use to support this initiative.

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.

EPEA has comprehensive year long professional development plan to build teacher capacity to help all of our subgroups be successful with regards to academics, behavior & attendance. PD topics include: Calming Areas, Zones of Regulation, Anxiety and a book study about trauma from the view of the student. Outcomes of the PD will be will be monitored by walkthroughs and PLC debriefs referencing feedback from walkthroughs.

Person Responsible

[no one identified]

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for

N/A - meets our multiple subgroups - Will be monitored by walkthroughs and PLC debriefs referencing feedback from walkthroughs.

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. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

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

Our student population significantly score low in Math and ELA and tend to be Level 1 Readers. We have noticed that these students often lack the motivation and don't believe that they are capable of completing the work. In an effort to REACH ALL students, instruction needs to be differentiated to their needs.

Measurable Outcome:

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

By the end of each quarter, the number of academically on track students (defined as having C's or higher) will be at 70% or higher.

Monitoring:

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

- Teachers will intentionally plan and implement differentiated learning experiences aligned to the rigor of the standards. (Small Group mini lessons, project-based learning, & conferencing with students)
- Weekly PLC discussions focusing on Tiered supports for students using our MTSS Pyramid
- Teachers will deliver Tier 1 and Tier 2 supports for essential standards daily in class by implementing intentional grouping and discussion protocols between students.
- Utilize Tiger Time to provide career-focused exploration, enrichment activities in Reading, Life-Skills, and Community Based engagement.

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.

- Teachers will intentionally plan and implement differentiated learning experiences aligned to the rigor of the standards. (Small Group mini lessons, project-based learning, & conferencing with students)
- Weekly PLC discussions focusing on Tiered supports for students using our MTSS Pyramid
 - Teachers will deliver Tier 1 and Tier 2 supports for essential standards daily in class by implementing intentional grouping and discussion protocols between students.

Rationale for Evidence-based Strategy:

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

Meeting students where there are is the first step in creating a positive classroom environment where all student's needs are met. To meet student needs our teachers need to be able to differentiate and provide the appropriate Tired interventions to help all their students reach their potential.

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

N/A

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.

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

PBIS linked to classroom management strategies

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Utilizing our level system, we will review student point cards monthly and bring that data to the PBIS committee to analyze and problem solve. Point cards were modified this school year to be stated more positively and to be aligned to our TIGERS core values of being a Team Player, Showing Integrity, being Goal-Oriented, being Engaged & Respectful as well as Safe.

We will also be taking a more proactive approach to following school wide expectations and focusing on tiered interventions prior to administering a referral to a student. Discipline data as well as referral data will also be reviewed bi-weekly and monthly by Admin and the PBIS committee.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Communication will begin during the pre-planning week in small groups. This information will be reinforced during weekly PLC's as well as during PBIS meetings.

Member of the PBIS team will also share data with staff and get feedback to continue to make improvements and adjustments as needed.

Students will be presented with our overall discipline expectations during beginning of the year assemblies and reinforced quarterly as needed.

Information will also be shared with parents/guardians during our intake meetings and published on our Social Media and websites.

Describe how implementation will be progress monitored.

Data will be pulled by the PBIS committee and Admin bi-weekly and monthly to be reviewed during our regularly scheduled meetings.

IA's will help gather the data from the point cards.

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.

Action Step	Person Responsible for Monitoring
· Utilize Student Services Team to provide interventions for students to address deficiencies in attendance and behavior.	
· During Tiger Time, students will set short- and long-term goals focused on post-secondary opportunities that they will discover by utilizing the Naviance app weekly.	
· Weekly PLC discussions focusing on problem solving tiered behavior supports for students & developing action plans as needed.	
· Review point card data monthly during the discipline committee to identify at-risk and off-track students and develop actions plans.	Carrino, Shelley, scarrino@pasco.k12.fl.us
· Social worker and Social Services Coordinator work to identify at-risk and off-track students and conduct home visits.	
· Use myEWS and myStudent as campus-wide tools to monitor On Track, At-Risk, Off-Track students (Attendance, Academics, Behavior)	