Pasco High School

2023-24

Schoolwide Improvement Plan (SIP)

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Pasco High School

36850 STATE ROAD 52, Dade City, FL 33525

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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
Kadlub, Kari	Principal	
Ellis, Phil	Assistant Principal	
Swackard, Eshonda	Assistant Principal	
Melvin, Aaron	Assistant Principal	
Kilmer, Amy	Instructional Coach	
Graham, Caroline	Instructional Coach	
Nelson, William Keith	Teacher, K-12	
Crazy Horse Clark, Samson	Teacher, K-12	
Edwards, Mignon	Curriculum Resource Teacher	
Purdy, Jennifer	Teacher, K-12	
Harbour, Rachel Melissa	Teacher, K-12	
Bromley, Jacqueline	Teacher, K-12	
Reynolds, James	Teacher, K-12	
Wetherby, Dawn	Teacher, K-12	
Christopher, Andrea	Teacher, ESE	
Young, Scotty	Teacher, K-12	
Hanson, Emily	Other	
Sedacca, Stephanie	Assistant Principal	
Roberts, Kristin	Assistant Principal	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Concerns are brought up during school leadership team meetings as well as SAC meetings for community concerns and input. Administration uses teacher input and collected data from State Assessments to develop SIP goals.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Specific SIP goals are monitored during PLC meetings, School Leadership meetings, and Administration meetings. Quarterly Check data and State Assessment data will be analyzed and checked against SIP goals for effectiveness.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	56%
2022-23 Economically Disadvantaged (FRL) Rate	66%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: I

	2018-19: I
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	37	49	50	39	51	51	41		
ELA Learning Gains				38			37		
ELA Lowest 25th Percentile				21			27		
Math Achievement*	26	40	38	34	35	38	41		
Math Learning Gains				50			31		
Math Lowest 25th Percentile				50			30		
Science Achievement*	56	66	64	44	50	40	63		
Social Studies Achievement*	55	67	66	59	49	48	78		
Middle School Acceleration					38	44			
Graduation Rate	89	91	89	91	63	61	88		
College and Career Acceleration	63	67	65	45	68	67	46		
ELP Progress	37	46	45	34			58		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	363
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	89

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	505
Total Components for the Federal Index	11
Percent Tested	94
Graduation Rate	91

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	4	2
ELL	27	Yes	4	2
AMI				
ASN				
BLK	42			
HSP	46			
MUL	59			
PAC				
WHT	63			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	45			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	3	1
ELL	30	Yes	3	1
AMI				
ASN	55			
BLK	36	Yes	1	
HSP	42			
MUL	45			
PAC				
WHT	57			
FRL	42			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	37			26			56	55		89	63	37
SWD	8			7			20	17		22	6	
ELL	5			8			4	33		41	7	37
AMI												
ASN												
BLK	17			11			49	38		47	6	
HSP	29			21			41	53		57	7	36
MUL	53			32			70	55		60	6	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	48			36			68	63		72	6	
FRL	25			20			45	47		54	7	38

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	39	38	21	34	50	50	44	59		91	45	34
SWD	7	14	10	9	41	58	9	30		82	11	
ELL	3	19	16	19	46	36	20	42		79	20	34
AMI												
ASN	55											
BLK	22	29	11	18	47	55	18	48		86	22	
HSP	32	35	22	28	46	42	42	58		89	35	34
MUL	30	33		32	47		40			86	50	
PAC												
WHT	49	42	25	47	55	70	59	71		93	56	
FRL	30	35	23	29	47	53	36	58		88	33	31

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	41	37	27	41	31	30	63	78		88	46	58
SWD	12	24	27	16	25	26	28	38		80	13	42
ELL	5	21	21	16	31	33	26			75	29	58
AMI												
ASN	86	50										
BLK	25	32	19	28	25		59	50		91	29	
HSP	33	32	25	32	32	29	52	76		86	40	61
MUL	39	25		36	40					62		
PAC												
WHT	51	42	32	53	31	34	73	83		91	51	
FRL	31	33	25	32	29	31	53	62		83	31	64

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	38%	51%	-13%	50%	-12%
09	2023 - Spring	38%	48%	-10%	48%	-10%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	19%	50%	-31%	50%	-31%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	49%	-13%	48%	-12%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	65%	-11%	63%	-9%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	65%	-12%	63%	-10%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

During the 22/23 school year, Algebra testing data confirmed 19% of the student population scored at a level 3 or higher. This content area was the lowest due to students having a higher deficit in their math skills. This data also reflects a 2% loss in comparison to the data from last year. Lack of student engagement in mathematics could be related to deficits in the subject area that accumulated over time. Subgroups of black, ELL, and SWD continue to struggle due to attendance concerns and academic deficits.

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

During the 22/23 school year, Geometry testing data showed a 10% decline in students who showed a level 3 or higher from the prior year. However, 37% of the tested population scored at a level 3 or higher. Students participated in a different test from years prior. Teachers were also adjusting to new standards, new formatted questions, and a new curriculum.

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.

During the 22/23 school year, the subject area with the greatest difference between the state average and the school average was Algebra 1. The total difference in comparison to the state average was 35%. This content area had the greatest difference due to students having a deficit in their math skills. Also, lack of student engagement in mathematics could be related to deficits in the subject area that accumulated over time.

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

During the 22/23 school year, students in Biology showed the most improvement. The data reflected a 9% gain which brought the overall percentage for students who showed a level 3 or higher to 54%. Teachers focused on the PLC cycle and met with fidelity weekly to discuss students' performance data. Teachers also planned for interventions. Subgroups of black, ELL, and SWD did make learning gains.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

During the 2022-2023 school year, Pasco High School discipline data showed a higher number of processed disciplines for SWD and students of color. We plan to implement strategic structures within PBIS and partner with families to minimize the number of infractions with the identified population of students. Continue to build home-school relations for our students to receive supports in decision making skills.

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

Student performance in English Language Arts
Student performance in Mathematics
Student performance in Social Studies
Discipline Disproportionality
Increase Staff and Student Engagement

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student performance data attributed to lack of engagement and turnover in the Math department. Students had to adjust to changes during the year that hindered successful outcomes.

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

The goal is to retain all current Math teachers for higher engagement efforts and successful outcomes.

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

Teacher engagement will be monitored. Teachers and students will be encouraged and incentivized through organized events that will positively impact the school culture.

Person responsible for monitoring outcome:

Eshonda Swackard (eswackar@pasco.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

During the 2022-2023 school year, Pasco High School student performance data in English Language Arts as a level 3 or higher showed 38% for 9th and 10th.

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

During the 2023-2024 school year, Pasco High School will improve student performance by 5% in English Language Arts as measured by local, district, and state indicators.

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

Teachers will assess and monitor periodic student performance data in their PLC from classroom and state assessments to plan interventions accordingly. Teachers and support staff will work with our subgroups of black, ELL, and SWD to ensure they are receiving the supports necessary to make gains.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will utilize strategies such as reteaching, extended time, remediation centers, small group instruction, and standards-based remediation.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Analysis of student performance data.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

During the 2022-2023 school year, Pasco High School student performance data in mathematics as a level 3 or higher was low. More specifically, the data showed 19% for Algebra 1 and 36% for Geometry.

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

During the 2023-2024 school year, Pasco High School will improve student performance by 5% in Mathematics as measured by local, district, and state indicators.

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

Teachers will assess and monitor periodic student performance data in their PLC from classroom and state assessments to plan interventions accordingly. Teachers and support staff will work our black, ELL, and SWD subgroups to ensure they are receiving the necessary supports to ensure they can make gains.

Person responsible for monitoring outcome:
Eshonda Swackard (eswackar@pasco.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will utilize strategies such as reteaching, extended time, remediation centers, small group instruction, and standards-based remediation.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Analysis of student performance data.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

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

#4. Instructional Practice specifically relating to Social Studies
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

During the 2022-2023 school year, Pasco High School student performance data in Social Studies and Biology as a level 3 or higher was low. More specifically, the data showed 53% for U.S. History and 54% for Biology.

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

During the 2023-2024 school year, Pasco High School will improve student performance by 5% in Science, Social Studies, and other subject areas as measured by local, district, and state indicators

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

Teachers will assess and monitor periodic student performance data in their PLC from classroom and state assessments to plan interventions accordingly. Teachers and support staff with work with our black, ELL, and SWD subgroups to ensure they are receiving the necessary support to make gains.

Person responsible for monitoring outcome:

Phil Ellis (pellis@pasco.k12.fl.us)

Evidence-based Intervention: Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will utilize strategies such as reteaching, extended time, remediation centers, small group instruction, and standards-based remediation.

Rationale for Evidence-based Intervention: Explain the rationale for selecting this specific strategy.

Analysis of student performance data.

Tier of Evidence-based Intervention (Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

#5. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

During the 2022-2023 school year, Pasco High School discipline data showed a higher number of processed disciplines for SWD and students of color.

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

At the conclusion of the 2023-2024 school year, Pasco High School will reduce the disproportionality of disciplines with our SWD and students of color through a restorative approach to discipline.

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

Grade level mygradsuccess teams will monitor and assess student discipline data weekly to plan interventions accordingly.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers and staff will utilize PBIS strategies to foster a sense of community within classrooms. This will further prevent conflict and on reacting to misconduct, by encouraging students to accept responsibility and rebuild relationships.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Positive reinforcement and encouragement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

As a system, the Pasco district is engaging in a continuous improvement process always, and annually, we have a more focused reflection to look forward to the next coming school year. During the year, each school reflects and responds to data at the minimum quarterly, and the system engages in regular Calibration Meetings throughout the school year. Additionally, after reflecting on current mid-year data, the system engages in Comprehensive Needs Assessment (CNA). During this time, each school enters a needs assessment process that sets the stage for future planning and includes analysis of student performance, analysis of stakeholder feedback, self-assessment, and site visits. Subsequently, this analysis from each school drives the district planning process and the annual approach to Planning Forward to respond our schools, as well as the allocation of resources in an intentional manner based on the needs identified for each school.

Student Performance is analyzed by reviewing current and trend data by subgroup and school. Data sources include Florida BEST assessments, Statewide Science Assessment, district developed quarterly check results where applicable, and NWEA MAP Growth data. Stakeholder feedback is analyzed by reviewing results from both the student and staff Gallup polls, staff and parent surveys and focus groups.

Multiple tools are used to conduct a self-assessment. Each school and the district use the Cognia Standards for systems accreditation and each school and the district reviews and evaluates its progress toward goals set using the Best Practices in Inclusive Education (BPIE). Instructional Practice Observations, Professional Learning Community (PLC) rubrics, and Tiers of Support rubrics are also completed by each school to gain insight into instructional and support practices.

An Assistant Superintendent, Multi-Tiered System of Support (MTSS) Specialist, and District personnel engage in individual site visits with school leadership at each school after the school team has completed the first part of their analysis to gain insight into the school's unique needs as well as identify foci for school improvement efforts and needs for implementing the plan.

The conclusion of the CNA results in the identification of the root causes of barriers, the development of a school improvement plan to overcome/reduce barriers to improvement, the allocation of supports needed to implement each school's improvement plan and serves as the foundation for Planning Forward. Schools analyze their plans and basic allocations that will be provided based on district formulas to determine needs for additional allocations, resources and supports. With the school assistant superintendent and the school support team, each school then carefully aligns the additional available funds through Title 1 and/or UniSIG to specific strategies for improvement aimed at reducing barriers to achievement and closing learning gaps for underperforming student groups. This plan for use of additional funding is regularly monitored by the district support team, and is adjusted based on data, including student progress monitoring results, as applicable through the year, with the support of the state BSI team and the Department.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP will be disseminated to all stakeholders via the school website, district website, school twitter account, and the school newsletter.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

An analysis of the Gallup survey will support the way in which Pasco High School will plan to build positive relationships with parents, families, and other community stakeholders. School staff will communicate with families often, further fostering two-way communication through use of multiple modes (i.e. phone calls, social media, newsletters, and flyers). Pasco High School employs a Parent Involvement Coordinator that helps build and connect community involvement.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Administration and select staff will participate in increased walkthroughs and analyze content specific data. Findings, both positive and negative, will be communicated to content area PLCs. Collaboratively, Administration and Instructional Coaches will set goals with teachers according to the identified area of needs and plan for success. Furthermore, make a conscious effort to celebrate small wins along the way.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Counseling, school-based mental health services, specialized support services, and mentoring services are provided upon student requests and/or noticeable needs as long as consent is provided via the Parent Bill of Rights.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The Guidance Counselors and Career Specialist work closely with students and families for overall awareness and preparedness for postsecondary success.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Discipline IAs are grade level specific. They will work with the grade level mygradsuccess teams. They will be responsible for sharing their specific discipline data. Teams will plan behavior interventions according to the discipline matrix and PBIS model. School Intervention Team collaborate to identify services and make recommendations according to the identified needs.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Instructional Coaches will strategically organize lunch and learns and monthly PD's during teachers' planning periods that will focus on topics identified as areas of need. Needs are identified from monthly walkthroughs and teacher surveys.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A