

Pasco County Schools

Chasco Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Chasco Middle School

7702 RIDGE RD, Port Richey, FL 34668

<https://chms.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.

Chasco Middle School is committed to providing a learner-focused community to ensure all students will reach their highest potential.

Provide the school's vision statement.

Chasco Middle School's vision rests on our four "pillars of excellence" to promote achievement at the highest levels by valuing community, relationships, learning, and innovation. To accomplish our vision, we believe we must work to foster:

Community:

- Positive rapport with students;
- Foster ongoing, unconditional positive regard;
- Collegial and collaborative relationships;
- Open, respectful, and transparent communication;
- Support for each individual as a unique and valued learner.

Relationships::

- A safe and caring environment;
- School as a resource for the entire community;
- An environment that responds to individual needs;
- Promote families as partners;
- A school where students are everyone's responsibilities;
- Celebrate success.

Learning:

- Continuous learning as an evolving process that focuses on growth and improvement;
- Critical thinking;
- Learner focused;
- Learning that is visible throughout the school;
- All learners receive quality learning experiences;
- Instruction that actively engages learners;
- Curriculum, instruction, and assessment are data driven and aligned.

Innovation:

- Support risk takers and risk taking;
- Problem solving;
- Fostering engagement, motivation, and creativity;
- Visionary approach to teaching and learning.

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
Bracciale, Brandon	Principal	ABC, Accident Investigations, Athletics, AVID, BOY Procedures, Boys & Girls Club, Budget & Audits, Community Relations, Counseling Department, Discipline Appeals, Facebook Page, Faculty Meetings, FTE Audits, Inventory, Instructional Coaches, Leadership Team, Master Schedule, Math Dept./PLC's, Meeting Structures, PE, Placement Review Committee, RMA, SAC, Staff/Student Surveys, Staff Appreciation Committee
Cabrera, Damien	Assistant Principal	6th Grade Discipline, 504's, Activity Requests, ELA, ESOL, Facility/School Safety, Instructional Materials, Lunch Duty A, New Teacher Program, NJHS, Open House, PLC's (ELA/Reading/Science), Reading, Registration, Science/ Science Fair, Sub Coordination, Staff Handbook Updates, Pasco Students Speak, Testing, Transportation
Yohn, Terry	Assistant Principal	8th Grade Activities, 8th Grade Recovery, Articulation, ATP Drills/Crisis Go/ Drills, Attendance, Clinic, Course Recovery, Duty Schedule, ESE/SSAP, EOY Procedures, ESY, EOY Procedures, Lunch Duty B, MTSS, NHD, Parent Involvement, PBIS, PLC's, (ESE/Recovery/ Social Studies), Social Studies, SSAP, Threat Assessments Title One, USF/Project Soar
Pantoja, Lauren	Instructional Coach	Coaching cycles with ELA and Reading teachers, PLC support in ELA and Reading, Pasco Students Speak, Twitter/X page
Plummer, Dianne	Instructional Coach	Coaching cycles with Math teachers, Math PLC support, New Teacher support
Plunkard-Seese, Amy	Instructional Coach	Coaching cycles with Science and Social Studies teachers, PLC support in Social Studies and Science, Testing Coordination

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.

Goals are shared with SAC and posted on our social media platforms for feedback from community stakeholders. Additionally, a survey is provided through social media platforms to encourage additional feedback from the families of the students we serve. Through these surveys, we also encourage feedback from students themselves, as we believe that students are the key stakeholder in the success of our organization. The School Leadership Team evaluates goals related to district priorities at SLT meetings and monthly instructional priority meetings, where data from instructional walkthroughs are shared.

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))

The admin team, along with instructional coaches, analyzed instructional data to inform three key instructional priorities related to our goals for high impact instruction. These three instructional priorities were shared with the School Leadership Team for feedback, which was used to finalize our instructional priorities for the 2023/2024 school year. A weekly walkthrough schedule was created to help track key teacher and student "look fors," which tie directly to all three instructional priorities. The data gathered from these weekly walkthroughs will determine professional development from instructional coaches and admin, as well as during Early Release Days. Additionally, a weekly Mach Form is shared with staff to gauge how effective leadership is in providing a collaborative culture. Both sets of data will inform leadership of any revisions that need to be made to the plan. Additionally, weekly walkthroughs will inform the focus of coaching cycles from our instructional coaches and aid in key decision making when tiering teachers for instructional coaching and support.

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)	Middle School 6-8
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	86%
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)* 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: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	89	92	94	275
One or more suspensions	0	0	0	0	0	0	64	51	79	194
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	27	41	48	116
Course failure in Math	0	0	0	0	0	0	12	19	18	49
Level 1 on statewide ELA assessment	0	0	0	0	0	0	81	67	92	240
Level 1 on statewide Math assessment	0	0	0	0	0	0	124	85	82	291
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	81	67	92	240

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	92	85	92	269

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	4	4
Students retained two or more times	0	0	0	0	0	0	0	2	1	3

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	58	97	64	219
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	94	110	123	327
Level 1 on statewide Math assessment	0	0	0	0	0	0	118	112	97	327
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	137	167	184	488

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	4	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	58	97	64	219
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	94	110	123	327
Level 1 on statewide Math assessment	0	0	0	0	0	0	118	112	97	327
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	137	167	184	488

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	4	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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	48	49	31	46	50	32		
ELA Learning Gains				42			41		
ELA Lowest 25th Percentile				28			40		
Math Achievement*	40	58	56	37	34	36	32		
Math Learning Gains				55			37		
Math Lowest 25th Percentile				59			36		
Science Achievement*	32	46	49	26	54	53	40		
Social Studies Achievement*	63	70	68	56	59	58	55		
Middle School Acceleration	64	60	73	58	50	49	31		
Graduation Rate					47	49			
College and Career Acceleration					72	70			
ELP Progress	28	35	40	24	65	76	31		

** 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	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	264
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	416
Total Components for the Federal Index	10
Percent Tested	94
Graduation Rate	

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	25	Yes	4	2
ELL	26	Yes	3	1
AMI				
ASN				
BLK	34	Yes	3	
HSP	41			
MUL	40	Yes	2	
PAC				
WHT	52			
FRL	41			

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	25	Yes	3	1
ELL	36	Yes	2	
AMI				
ASN				
BLK	33	Yes	2	
HSP	44			
MUL	37	Yes	1	
PAC				
WHT	44			
FRL	40	Yes	1	

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			40			32	63	64			28
SWD	15			23			16	46			4	
ELL	15			30			7	50			5	28
AMI												
ASN												
BLK	24			21			25	67			4	
HSP	34			35			25	58	68		6	27
MUL	39			37			23	60			4	
PAC												
WHT	43			49			39	65	66		5	
FRL	35			37			28	62	56		6	30

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	31	42	28	37	55	59	26	56	58			24
SWD	7	25	20	17	48	56	11	14				
ELL	18	37	37	25	51	69	29	37				24
AMI												
ASN												
BLK	20	35	28	22	44	48	0	67				
HSP	32	45	33	39	58	67	30	50	68			18
MUL	22	33		33	46	50	24	53				
PAC												
WHT	32	42	24	40	57	60	30	60	54			
FRL	28	41	29	36	53	57	22	55	57			26

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	32	41	40	32	37	36	40	55	31			31
SWD	7	22	24	12	30	30	21	35				
ELL	25	43	35	25	35	36	20	61				31
AMI												
ASN												
BLK	23	32	36	9	20	28	19	52				
HSP	33	40	23	33	32	31	41	63	26			30
MUL	32	38		23	27		50	60				
PAC												
WHT	30	42	52	34	42	39	40	48	34			
FRL	29	38	41	28	35	36	37	53	27			37

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
07	2023 - Spring	40%	48%	-8%	47%	-7%
08	2023 - Spring	33%	46%	-13%	47%	-14%
06	2023 - Spring	30%	46%	-16%	47%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	32%	54%	-22%	54%	-22%
07	2023 - Spring	32%	48%	-16%	48%	-16%
08	2023 - Spring	49%	67%	-18%	55%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	30%	46%	-16%	44%	-14%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	50%	41%	50%	41%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	60%	70%	-10%	66%	-6%

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.

The lowest overall performance was in Math, with 291 out of 682 student enrolled scoring a level 1 on the PM 3 Math FAST Assessment (42.6%).

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

Data suggests that there was an increase in the total number of students scoring a level 1 in 6th grade Math (from 118 to 124) when comparing to the previous school year.

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.

The area that showed the greatest gap when compared to the state average was in 6th grade Math. The state average in 6th grade Math was 54% proficiency, whereas CHMS landed at 32% proficiency, which is a 22% gap. We are also keeping a close eye on 6th grade ELA, which held a state average of 47% proficiency. CHMS landed at 30% proficiency in 6th grade Reading, which is a 17% gap.

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

7th grade ELA went up 21 points in proficiency from PM1 to PM3. In addition, there was a 14% increase in 7th grade ELA when compared to the 2022 FSA proficiency rates, and a 5% increase when comparing the same cohort as 6th graders.

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

Course failures in ELA suggest a need for professional development in establishing a tiered system of instruction. A high amount of students with one or more suspensions suggests a need for professional development in progressive discipline.

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

- 1.) Tier 1 instructional practices
- 2.) Tightening PLC structures to ensure plans for students that need more time mastering benchmarks
- 3.) Progressive discipline
- 4.) Coaching cycles in 6th grade core content areas
- 5.) Maintaining a positive culture of collaboration

Area of Focus

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

#1. Instructional Practice specifically relating to Intervention**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.

Data Driven Decisions: CHMS will use the PLC structure to analyze data to monitor growth and will engage in the problem solving process to monitor effectiveness of core instruction and interventions. By the end of the 23/24 school year, 100% of CHMS PLC's will be charting their student standard mastery for each standard throughout the year based on CFA and second chance learning data. In the process, PLCs will build Tier 2 resources for SCLO (Second Chance Learning Opportunities) and track comparative data before and after SCLO.

Rationale: Data in core content areas has exposed a current reality that the majority of our students are functioning below grade level in key math and literacy skills. Tightening practices at the PLC level will help ensure that proper plans are in place for students who do not attain mastery at the Tier 1 level.

Measurable Outcome:

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

100% of core content PLCs will chart CFA and Summative data and create plans to provide second chance learning opportunities at the Tier 2 level.

Monitoring:

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

PLC facilitators will help guide teachers through the PLC process, which includes charting data in sharepoint and providing action plans that address when the intervention is occurring, what the teacher will do to increase proficiency, the resources that will be leveraged, how progress will be monitored, and what the exit criteria is. In addition, PLCs will plan for students who have reached proficiency in an attempt to enrich our at and above grade level student population.

Person responsible for monitoring outcome:

Brandon Bracciale (bbraccia@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.)

PLC Guiding Questions as a Response to Intervention:

- *What do we want students to learn?
- *How do we know if students learned it?
- *What do we do when students haven't learned it?
- *What do we do when students have learned it?

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

As long as these questions are consistently answered at the PLC level, then students will continue to have the opportunity to engage in grade level work and receive opportunities to be successful when they struggle during the first rounds of instruction.

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 Benchmark-aligned Instruction

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.

High Impact Instruction: We will strengthen tier 1 instructional practices by focusing on collaborative learning structures and writing as evidence of learning in all core content areas. By the end of the 23-24 school year, 80% of CHMS teachers will demonstrate evidence of planning and delivering lessons using collaborative practices and writing as evidence of learning, as measured by instructional priority walkthrough data. Chasco students will demonstrate a 10% increase in proficiency as measured by FAST PM1 to FAST PM3.

In addition, we will strengthen tier 1 practices through clear alignment between the standards-based learning goal, the lesson provided, and the task that students are engaged in; through cooperative learning to enhance student collaboration; and through an emphasis on writing to learn.

As an AVID school, we understand the importance of implementing WICOR strategies into our lessons to increase student performance. By the end of the 23/24 school year, 80% of CHMS Instructional Staff will demonstrate evidence of WICOR strategies in their lessons.

Measurable Outcome:

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

By the end of the 23-24 school year, 80% of CHMS teachers will demonstrate evidence of planning and delivering lessons using collaborative practices and writing as evidence of learning, as measured by instructional priority walkthrough data.

Monitoring:

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

Weekly walkthroughs will result in data collected via a Mach Form that aligns to our instructional practices.

Person responsible for monitoring outcome:

Brandon Bracciale (bbraccia@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.)

CHMS is utilizing our pre-established teacher and student look fors that align with each instructional practice, which is a practice used by the Bureau of School Improvement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy is a pro active approach to school improvement, which is designed to use the structures as a way of improving Tier 1 instruction in order to prevent regression in core instructional practices.

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. 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.

CHMS will focus on recruitment and retention of highly effective teachers to impact student growth. By the end of the 23-24 school year, CHMS will retain 90% or more of its highly effective teachers, and employee engagement will increase by 5%. To reach this goal, CHMS leadership will commit to the following:

*Focus on staff interactions for the first quarter of the school year (chart and discuss)

*Bi-monthly staff engagement activities

*Monthly new teacher/new to CHMS meetings

*Gallup Strengths work expanded, staff-wide strengths assessment inventories and PLC discussions of strengths by the Principal

*Monthly staff highlight videos

*Faculty meeting recognition of 6 staff members per month

Measurable Outcome:

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

By the end of the 23-24 school year CHMS will retain 90% or more of its highly effective teachers, and employee engagement will increase by 5%.

Monitoring:

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

Leadership will monitor this AOF through weekly staff surveys to monitor staff perception of how the school is progressing, walkthroughs that track instructional improvement, coaching logs that reflect targeted teacher supports, and formal and informal training by Principal in Gallup Strengths.

Person responsible for monitoring outcome:

Brandon Bracciale (bbraccia@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.)

Gallup Strength work as a mode of self reflection and improvement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

When professionals are aware of their own strengths, they become aware of how they can utilize them for the betterment of those around them, and in addition, how to leverage strengths that are less relied upon to avoid "blind spots."

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.

CHMS is committed to communicating our School Improvement Plan, along with budgetary decision making, through our school website, social media platforms, and our School Advisory Council. In addition, CHMS uses each platform as a vehicle for feedback from community stakeholders. Additionally, a survey is provided through social media platforms to encourage additional feedback from the families of the students we serve.

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))

We aim to build positive relationships with parents, families, and community stakeholders by acting as a constant channel of information regarding positive school events and celebrations. In addition, our faculty is committed to keeping families informed of their child's progress in school, both academically and behaviorally. Using our MyStudent platform, families are constantly connected to their student's progress, which creates an opportunity for the families to be the first line of communication when concerns surface. In addition, MyStudent is also our main communication platform, making it easy to communicate important updates to many families at once.

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)

We commit to strengthening PLC structures to ensure proper planning protocols are met and data analysis is prioritized. Additionally, weekly walkthroughs, teacher feedback, and analysis of instructional strengths and weaknesses as it pertains to our instructional priorities will help build a culture of professional reflection and improvement. We believe that our focus on cooperative learning structures as one of our instructional priorities will increase engagement, which in turn will decrease disciplinary issues in our school, and in theory, increase instructional time.

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))

Boys and Girls Club enables young people as productive, caring, and responsible citizens. Their vision is to provide a world-class Club Experience that assures success is within reach of every young person who enters their doors, with all members on track to graduate from high school with a plan for the future, demonstrating good character and citizenship, and living a healthy lifestyle.

Marjorie's Hope strives to make a positive difference in the lives of children who need it most. The disadvantages, hardships and challenges these kids face motivates this organization to constantly focus on fulfilling their needs and providing a strong foundation for a happy and successful life. Your support is what makes all this possible. Marjorie's Hope recognizes that basic necessities can make a difference in helping to raise self esteem, grades and hope, and as a result, have provides both our students and teachers with supplies to ensure that all have the basic necessities to succeed at CHMS.

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))

School Counselors: Responsible for planning and implementing a comprehensive school counseling program that includes preventative and responsive services while fostering academic, career, and social-emotional development.

Social worker: Responsible for applying unique knowledge and skills to students and their families who are referred to assist in the prevention and remediation of problems in attendance, behavior, health, and adjustment. Enhance the District's efforts to meet its academic mission where home, school, and community collaboration provide the key to achieving student success. In-county travel is required to perform the essential responsibilities.

Project Soar: The Well Being Promotion Program is a 10-week, evidence-based Tier 2 program addressing students' social emotional wellness through activities targeting gratitude, kindness, character strengths, and hope. The program was developed by Dr. Shannon Suldo and colleagues from the School Psychology Program at USF.

Since 2008, the School Psychology Program has partnered with schools throughout the Tampa Bay area to

provide the WBPP to middle school students with room for growth in happiness. Each week, students who are

invited to participate in the WBPP will meet with a small group of their peers and two members of the school's

student support services team (such as the school psychologist or school counselor).

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))

Accelerated Math: Accelerated courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work

Introduction to Business: This course provides students with skills for organizing, directing and evaluating functions necessary for an efficient and productive business.

Introduction to Audio and Visual Arts: The Arts, A/V Technology and Communications (AAVTC) Career Cluster encompasses audio/video technology and film, journalism and broadcasting, performing arts, printing technology, telecommunications, and visual arts. Hundreds of Arts, A/V Technology and Communication training programs are offered throughout the state.

Orientation to Career Clusters: The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the seventeen career clusters. This course is a compilation of modules for each of the seventeen career clusters and is designed to provide flexibility in course offerings. Any number of modules can be selected to comprise a course that meets the needs of the students.

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).

5 Step Progressive Discipline Plan:

CHMS's progressive discipline plan is aimed at targeting early warnings of problem behaviors and creating interventions to stop the behavior from progressing. The sole purpose of the progressive discipline plan is to ensure that students have every opportunity to correct the problem behavior before it interferes with their own academic progress, as well as the progress of others around them. Zero tolerance behaviors, like fighting, sexual misconduct, and bullying/harassing are exceptions to this rule.

The first two steps begin with a warning system whereby faculty suggesting alternative behaviors, corrective suggestions, and reminders of the school code of conduct. If a student continues to show problematic behavior, the student will take a timeout from the team and fill out a student reflection sheet. At Step 4, a consequence is suggested, which can include a lunch or after school detention, and a phone call home executed. Should the behavior continue to persist, a referral to administration is generated. Each step should be entered into our Early Warning System, so that all stakeholders are aware of previous interventions attempted.

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))

Weekly walkthroughs, student learning data, and PLC observations bring professional development needs to the surface for our school leadership team. Besides district provided professional development, the school provides monthly PD on Early Release Days, the focus of which is dependent on data. In addition, coaches execute coaching cycles based on coaching conversations with each teacher that they support and suggest ways that teachers can improve their instructional practice, making the coaching cycle an individualized growth experience.

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))

Not applicable