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## Pasco Middle School

13925 14TH ST, Dade City, FL 33525

<https://pms.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.

Pasco Middle School's mission is to create a learning environment to develop scholars that are responsible, innovative, confident, engaged, and reflective so that they will be prepared for college, career, and life. Our goal is to provide curriculum to meet the needs of and celebrate our diverse student population in a safe and positive environment.

#### Provide the school's vision statement.

Our vision at Pasco Middle School is to ensure that all our students are SAILING to success by:

Successfully  
Achieving and  
Improving our  
Learning and  
Inspiring  
Never-ending  
Growth.

### 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
Gilbert, Peggy	Principal	
Shoemaker, Lisabeth	Assistant Principal	
Borders, Jennifer	Magnet Coordinator	
Cuevas, Jaime	Instructional Coach	
Herndon, Daniel	Dropout Prevention Coordinator	
Hunt, Daniel	School Counselor	
Kassabaum, Kristy	Instructional Coach	
Herndon, Lisa	Teacher, K-12	
McHugh, Susan	Teacher, K-12	
Mlckler, Holly	Teacher, K-12	
Novak, Alice	Teacher, K-12	
Rio, Tara	Teacher, K-12	
Schmidt, Michael	Teacher, Career/Technical	
Bossiello, Stephanie	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.

Through the Comprehensive Needs Assessment process that we engage in each year, we collect feedback from parents, students, teachers and school staff, and community members. This feedback is centered around engagement, teaching and learning, Title 1 allocations and the return on investment, and family involvement. We use the information gathered through surveys and focus groups to help create our Comprehensive Needs Assessment and plan for the upcoming school year.

**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))

Our SIP will be monitored at our biweekly School Leadership Team meetings where we review our progress toward meeting the desired instructional practices we identified as a school team as being priorities, as well as our data driven decisions and work toward our collaborative culture. We take the data gathered through weekly walkthroughs and share it with our faculty and staff so the entire team is aware of our progress. Our admin and coaching team meets weekly to discuss this work as well, including which teachers are being support and how, what the next steps are, and what professional development is needed. As we notice trends, we will adjust our practices and make any revisions necessary in order to maintain continuous improvement.

**Demographic Data**  
Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	62%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	75%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	TSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (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)*
<p align="center"><b>School Grades History</b></p> <p>*2022-23 school grades will serve as an informational baseline.</p>	2021-22: C
	2019-20: C
	2018-19: C
	2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	33	47	40	120
One or more suspensions	0	0	0	0	0	0	0	0	3	3
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	56	144	125	325
Level 1 on statewide Math assessment	0	0	0	0	0	0	59	127	114	300
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	34	51	109	194

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	2	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**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	82	76	111	269
One or more suspensions	0	0	0	0	0	0	44	34	42	120
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	95	124	169	388
Level 1 on statewide Math assessment	0	0	0	0	0	0	91	95	116	302
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

**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	160	164	223	547

**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	

**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	82	76	111	269
One or more suspensions	0	0	0	0	0	0	44	34	42	120
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	95	124	169	388
Level 1 on statewide Math assessment	0	0	0	0	0	0	91	95	116	302
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

**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	160	164	223	547

**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*	33	48	49	34	46	50	39		
ELA Learning Gains				33			39		
ELA Lowest 25th Percentile				27			26		
Math Achievement*	39	58	56	37	34	36	39		
Math Learning Gains				46			26		
Math Lowest 25th Percentile				45			21		
Science Achievement*	33	46	49	33	54	53	51		
Social Studies Achievement*	46	70	68	58	59	58	57		
Middle School Acceleration	65	60	73	62	50	49	63		
Graduation Rate					47	49			
College and Career Acceleration					72	70			
ELP Progress	28	35	40	44	65	76	49		

\* 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)	TSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	244
Total Components for the Federal Index	6
Percent Tested	96
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
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	419
Total Components for the Federal Index	10
Percent Tested	96
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	10	Yes	4	4
ELL	17	Yes	4	4
AMI				
ASN				
BLK	32	Yes	4	
HSP	35	Yes	2	
MUL	38	Yes	1	
PAC				
WHT	53			

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	34	Yes	2	

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	3
ELL	28	Yes	3	3
AMI				
ASN				
BLK	33	Yes	3	
HSP	35	Yes	1	
MUL	51			
PAC				
WHT	52			
FRL	37	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	33			39			33	46	65			28
SWD	5			12			11	14			5	9
ELL	10			20			4	21			5	28
AMI												
ASN												
BLK	22			22			21	27	70		5	
HSP	21			30			23	41	67		6	26
MUL	32			43							2	

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	47			54			47	56	61		5	
FRL	25			30			27	35	59		6	27

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	34	33	27	37	46	45	33	58	62			44
SWD	9	25	25	14	36	35	10	26	40			25
ELL	13	21	25	13	38	45	12	38				44
AMI												
ASN												
BLK	23	36	23	26	35	20	20	40	75			
HSP	24	30	25	24	39	49	22	49	47			44
MUL	44	45		43	71							
PAC												
WHT	47	35	32	53	56	56	49	72	67			
FRL	27	31	24	29	41	43	24	51	56			45

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	39	39	26	39	26	21	51	57	63			49
SWD	8	21	18	14	22	24	14	36				31
ELL	19	31	22	22	15	14	24	35				49
AMI												
ASN												
BLK	25	21	22	23	22	27	34	42	45			
HSP	29	33	24	27	19	17	35	46	52			50
MUL	29	33		45	33							
PAC												
WHT	55	50	32	54	34	25	71	71	75			
FRL	30	33	24	30	21	20	36	50	52			50

**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	33%	48%	-15%	47%	-14%
08	2023 - Spring	33%	46%	-13%	47%	-14%
06	2023 - Spring	28%	46%	-18%	47%	-19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	32%	54%	-22%	54%	-22%
07	2023 - Spring	21%	48%	-27%	48%	-27%
08	2023 - Spring	51%	67%	-16%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	33%	46%	-13%	44%	-11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	50%	37%	50%	37%

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

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	44%	70%	-26%	66%	-22%

### 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.**

ELA achievement/proficiency levels continue to drop, constituting a 3 year trend. During the 2022-2023 school year we experienced significant turnover in staff, and in the area of ELA we had 2 vacancies for almost the entire year. We also had a vacancy in 1 reading class. Further, due to no retentions during the years we were facing COVID, we had a larger number of 6th graders come to us with significant gaps in their knowledge and skill levels.

Student attendance, lack of consistency in using high quality, grade level, standards-based resources, and belief that all students can learn at high levels were additional contributing factors. Furthermore, student disciplinary issues were still high during the 22-23 school year which interfered with the learning environment.

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

ELA achievement/proficiency levels also showed the greatest decline. During the 2022-2023 school year we experienced significant turnover in staff, and in the area of ELA we had 2 vacancies for almost the entire year. We also had a vacancy in 1 reading class. Further, due to no retentions during the years we were facing COVID, we had a larger number of 6th graders come to us with significant gaps in their knowledge and skill levels.

Student attendance, lack of consistency in using high quality, grade level, standards-based resources, and belief that all students can learn at high levels were additional contributing factors. Furthermore, student disciplinary issues were still high during the 22-23 school year which interfered with the learning environment.

**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.**

Overall proficiency levels in ELA, math, and science had the greatest gaps.

Teacher turnover, student attendance, lack of consistency in using high quality, grade level, standards-based resources, and belief that all students can learn at high levels were additional contributing factors. Furthermore, student disciplinary issues were still high during the 22-23 school year which interfered with the learning environment.

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

Our 8th grade math proficiency levels showed the most improvement, from 14% proficient as 7th graders, to 51% proficient as 8th graders. The largest point of impact was having certified teachers in every classroom for the majority of the year and improved teacher attendance. Plans were also created at the onset of the school year to provide students with opportunities for intervention in order to combat skill gaps.

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

An area of concern that we are working to rectify this year is the number of students off-track for discipline. We have ended the practice of In-School-Suspension in our building as of this year, due to there being a significant number of days of missed instruction due to the assignment of ISS as a consequence. We have created a menu of alternatives to suspension in its place.

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

1. ELA proficiency
2. Math proficiency
3. Science proficiency
4. Increased proficiency and learning gains amongst underperforming ESSA subgroups
5. Learning gains in all subjects

**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 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.

Due to overall proficiencies in ELA, Math, and Science being below 41%, there is a critical need to improve standards-based instruction in these areas.

### Measurable Outcome:

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

- By May 2024, at least 95% of instructional staff will demonstrate evidence that they utilize the Core Action Shifts to intentionally plan and deliver lessons aligned to the rigor of the standard and integrate best practices.
- Students (75% or more) will demonstrate an increased engagement level through participation in rigorous active learning strategies, evidenced by walkthrough data around Core Actions
- Student proficiency levels in core content areas will increase to 50% or higher as evidenced by FAST, MAP, and other district assessment data.

### Monitoring:

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

SLT will ensure that teachers have access to essential grade level standards and materials, and ensure their delivery to students, attend PLCs, provide PD opportunities and resources to address unfinished learning and tiered supports.

PLCs will identify essential grade level standards/learning for each grade level or course, create essential standards/learning unit plans with intentional planning for Core Actions 2 and 3, implement the teaching-assessing cycle, and give standards-based common formative assessments for essential standards.

Admin and instructional coaches will participate in weekly PLC meetings to compare data from common formative assessments and plan for Tier 2 and 3 interventions as well as extension activities for those who have already mastered the standard. Monitoring of CFA data trackers, classroom walkthroughs to ensure on-grade/standard instruction is occurring and that high expectations are set for all students.

### Person responsible for monitoring outcome:

Peggy Gilbert (pgilbert@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.)

ELA - Lexia

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Lexia is designed to enhance ELA instruction for struggling and non-proficient readers. PowerUp addresses the instructional needs of a wide range of students, from struggling to nearly proficient readers, by identifying skill gaps and providing personalized, systematic instruction in Word Study, Grammar, and Comprehension. This explicit instruction prepares students to comprehend and engage with complex texts across a range of genres. Students in our Intensive Reading classes are automatically enrolled in Lexia and it is embedded into their daily learning.

Using data from the program to monitor student learning and identify gaps will allow teachers to remediate immediately and extend lessons as needed. Regular use of data becomes easier for students and

teachers and helps students take ownership over their learning. Checking in with students and discussing their progress helps students feel cared for and believe that their teachers believe that they can achieve.

**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.

Professional development that is dedicated to research on why high-quality resources are important to provide equity in education and how teacher belief in students strongly impacts student learning. In addition to creating buy-in, professional development will include practical strategies and measurable outcomes to monitor implementation, teacher and student success/growth. This will also help teachers feel supported and create a school climate where teachers want to stay thus decreasing teacher turnover. In addition, there will be regular data chats (SOK or Share Our Knowledge) to provide PD on standards-based instruction and to discuss student data from CFAs, FAST assessments, and plan for Tier 2 & 3 interventions.

**Person Responsible:** Peggy Gilbert (pgilbert@pasco.k12.fl.us)

**By When:** This work will be ongoing throughout the entire school year.

## #2. 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 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.

We need to increase the proficiency of the following subgroups: Black, Hispanic, ELL, SWD, and FRL. Based on data from FAST, NWEA, school grades, and other performance measures, more than 41% of these students should be proficient. Our Black students, Students with Disabilities, English Language Learners, and Free and Reduced Lunch students have scored below the desired federal index of 41% or higher for 3 consecutive years.

### Measurable Outcome:

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

- Students (75% or more) will demonstrate an increased engagement level through participation in rigorous active learning strategies, evidenced by walkthrough data around Core Actions
- Student proficiency levels in core content areas will increase to 50% or higher as evidenced by FAST, MAP, and other district assessment data.

### Monitoring:

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

Discuss & action plan based on the following data measures:

- SITs teams to monitor the success of interventions and when to move to Tier 3.
- EWS data to identify students and provide early interventions.
- PBIS Data to track behavior infractions to provide supports, prevent suspensions, recognize positive behaviors, and increase learning.
- Walkthrough data to monitor the core action shifts & AVID implementation
- Our MTSS Resource Teacher will assist in tracking data for these subgroups and engage in data chats with individual teachers around how to positively impact student achievement through identifying appropriate resources for tiered instruction supports.

### Person responsible for monitoring outcome:

Peggy Gilbert (pgilbert@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 Tier 1 Improvements:

- 1) Training in these areas will continue to be supported and encouraged through Summer PD (Together We Learn), School, district PD, and Planning Week activities.
- 2) The shifts will be modeled by coaches and coaches will inform staff that they are available to come into classrooms to assist as needed. Quarterly Data Chats with students: Conducted by admin, coaches, and counselors.

Tier 2 Improvements:

- 1) FAST testing in math and ELA, NWEA MAP Science, & Civics to measure growth. Students will be tested 3 times a year to measure growth, compare to school, district, state, & national norms in order to target areas of weakness, and build on strengths.

Lexia will be used to impact ELA.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

FAST and NWEA MAP testing will track the growth of every student and allow us to determine areas of strength and areas that need improvement. Students will see success because FAST and NWEA MAP is based on growth and not grade-specific content. We will be able to identify students earlier and provide needed supports to move kids.

### **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.

PLC Tier 1 Improvements:

- 1) PLCs with coaches & admin.
- 2) Access to high-quality standards-aligned resources.
- 3) Monitoring EWS: attendance, grades, behavior to prevent suspensions and increase learning.
- 4) Continued implementation of school-wide PBIS and ATS.
- 5) Students will learn and be able to explain what their FAST/MAP scores mean.
- 6) Creating a culture that all staff believes that all students are capable of learning at high levels and at grade level.

Tier 2 Improvements:

- 1) ESE PLCs following the same action steps as above.
- 2) Regular PLCs for ESE & admin to discuss data and growth of all students, focusing on the subgroups above, and the next steps to move those students.
- 3) Providing Tier 2 interventions within the classroom and during the built-in intervention time that occurs in the 6-day rotating class schedule.

Tier 3 Improvements:

- 1) Revamped PMP monitoring.
- 2) Targeted and individualized Tier 3 interventions.

**Person Responsible:** Peggy Gilbert (pgilbert@pasco.k12.fl.us)

**By When:** This work will be ongoing throughout the entire school year.

**#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.

Over the last two years we have seen a high percentage of turnover amongst our faculty. During the 2022-2023 school year we had 25 new instructional staff members, and for the 2023-2024 school year we have added 12 more new instructional staff members.

**Measurable Outcome:**

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

Recruit teachers to fill the last 4 classroom vacancies we have as of the end of August 2023, and retain 95% or more of our entire faculty for the 2024-2025 school year.

**Monitoring:**

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

Hiring will be focused on finding highly qualified teachers. Instructional coaching will take place for all staff members identified as needing supports. Professional development will be provided for all faculty and staff, and will be aligned to our key priorities and continuous improvement plans. Data/evidence will be collected to further identify needs for supports and professional development through weekly classroom walkthroughs.

**Person responsible for monitoring outcome:**

Peggy Gilbert (pgilbert@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.

Hiring will be focused on finding highly qualified teachers. Instructional coaching will take place for all staff members identified as needing supports. Professional development will be provided for all faculty and staff, and will be aligned to our key priorities and continuous improvement plans.

**Person Responsible:** Peggy Gilbert (pgilbert@pasco.k12.fl.us)

**By When:** This work will be ongoing throughout the school year.

### **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.

### **Reading Achievement Initiative for Scholastic Excellence (RAISE)**

**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 related 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 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 Measurable Outcomes**

N/A

**Grades 3-5 Measurable Outcomes**

N/A

**Monitoring****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 impact student achievement outcomes.

N/A



**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs**

**Description:**

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. §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:**

Explain the rationale for selecting 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 evidence-based 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

**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.

Our SIP is shared through publishing it on our school website (<http://pms.pasco.k12.fl.us/>) and making sure parents/families are aware of it through sending out messaging at the beginning of the year via our weekly school newsletter and phone call. Our Title 1 plan is shared through committees such as the School Advisory Council, our annual Title 1 Meeting at Open House, and our parent newsletter. We ensure parent-friendly language/understanding through sharing at events such as Parent University, Curriculum Nights, and other family-oriented events where staff is present to help communicate the elements of our plan/work.

**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))

Our Pirate Press Parent Newsletter goes out weekly along with use of the School Messenger System (weekly phone calls and emails home), which are done in English and Spanish and also posted on our website so parents can refer back to them. Parent/Teacher conferences and scheduled conference opportunities during Parent University events also assist us in building relationships with stakeholders. We also post information to our social media sites regularly (Twitter, Facebook, and Instagram).

Parents are highly encouraged to obtain access to the myStudent portal where information regarding their child's progress can be found. In addition, curricular information is available on the county's web site and discussed during the school's Open House/Meet the Teacher Day. Parents can also find information on our school website. Teachers use CANVAS and parents can access this platform with an account. We also put information about achievement in our parent newsletter and have a place for parents to request more information.

Our PFEP is available at <http://pms.pasco.k12.fl.us/>

**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 have a Pirate Preventative Plan that is designed to be proactive in helping students meet the requirements for middle school promotion. This plan focuses on a partnership with our SSAP, school counselor(s), and administration to have weekly meetings with one another to discuss academic progress by grade level as well as meet with individual students who are needing course recovery and/or are on a trajectory that is not the most productive.

We have also discontinued the use of In-School-Suspension as a consequence for misbehavior, as it was taking significant amounts of students away from the necessary face-to-face learning opportunities

in the classroom. Alternatives to suspension have been put in its place.

Our Cambridge magnet program coordinator also continuously evaluates student performance and as she identifies students that would benefit from the advanced/accelerated curriculum, she conferences with families and enters them into the program if they meet criteria. Further, if the student doesn't quite meet the criteria needed to be successful in the Cambridge program, we do offer advanced/accelerated classes for all.

Throughout the school year Extended School Day is offered to support students with skill gaps/requiring course recovery, and Extended School Year is offered for students during the summer who are needing additional time/support to complete the requirements for middle school promotion.

**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))**

Federal program directors meet quarterly in collaboration meetings to discuss programs across the various funding sources to reduce duplication of efforts and increase efficiency of federal funds.

#### **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))**

Every week we meet as a School Intervention Team (SIT) to discuss academics, attendance, discipline, and positive behavior awards/supports. During these meetings, our student services team alongside our academic coaches, SSAP, administrators, and instructional staff representatives discuss the status of each of the aforementioned categories, as well as make referrals to any counseling, school-based mental health services, specialized support services, mentoring services, and other strategies needed to improve students' skills outside the academic subject areas.

**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))**

N/A

**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).**

Every week we meet as a School Intervention Team (SIT) to discuss academics, attendance, discipline, and positive behavior awards/supports. During these meetings, our student services team alongside our academic coaches, SSAP, administrators, and instructional staff representatives discuss the status of each of the aforementioned categories, as well as make referrals to any counseling, school-based mental health services, specialized support services, mentoring services, and other strategies needed to improve students' skills outside the academic subject areas.

Specific to preventing and addressing problem behavior, we have established a protocol of steps staff is to take prior to writing discipline referrals in attempts to redirect/intervene before behavior escalates to the level of requiring formal intervention or consequences. At our SIT meetings we discuss any student who is exhibiting repeated/regular behavioral concerns and problem-solve how to intervene (this could include mentoring, check-in/check-out, FBA/BIP, etc.).

**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))**

Professional development that is dedicated to research on why high-quality resources are important to provide equity in education and how teacher belief in students strongly impacts student learning is our focus. In addition to creating buy-in, professional development will include practical strategies and measurable outcomes to monitor implementation, teacher and student success/growth. This will also help teachers feel supported and create a school climate where teachers want to stay thus decreasing teacher turnover. In addition, there will be regular data chats to provide PD on standards-based instruction and to discuss student data from CFAs, FAST assessments, and plan for Tier 2 & 3 interventions. New teachers will be involved in school and district based supports aligned with providing them unique and targeted professional development opportunities that will be of benefit to their newly established classroom environments.

**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

**Budget to Support Areas of Focus**

**Part VII: Budget to Support Areas of Focus**

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
<b>Total:</b>			<b>\$0.00</b>

**Budget Approval**

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No