

Pasco County Schools

Paul R. Smith Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Paul R. Smith Middle School

1410 SWEETBRIAR DR, Holiday, FL 34691

<https://prsms.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.

To provide a world class education so every student is college, career and life ready.

Provide the school's vision statement.

Our vision at Paul R. Smith Middle School is to develop self-motivated life long learners who reach their highest potential.

Our motto is "Every Eagle will Soar!"

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
Usry, Julieanne	Principal	Julieann is responsible for creating agendas and leading meetings for the School Leadership Team
Ebert, Brett	Graduation Coach	Brett is responsible for providing updates to the team about student academic supports. Brett also provides updates on student supports for PBIS to the group as well.
Chasney, Nelson	Math Coach	Nelson works directly with our math department and oversees the math PLC. He participates in walkthroughs and collecting data for our school to assist teachers and students. He also creates coaching cycles for struggling teachers.
Norris, Timothy	Other	Tim works directly with the 8th graders at our school to ensure that they have a positive social experience and feel connected to our school environment. Tim also leader our student government initiatives.
Gates, Nichole	Teacher, Adult	PLC leader for Science department
Heffron, Roger	Teacher, K-12	PLC leader for Social Studies Department
Knoll, Katie	Instructional Coach	Learning Design Coach and ELA PLC Facilitator
Montgomery, Kailin	Assistant Principal	Assist the principal with monitoring all systems of support for staff and students.
Zammetti, Danielle	Assistant Principal	Assist the principal with monitoring all systems of support for staff and students.
Synnett, Kelsey	Assistant Principal	Assist the principal with monitoring all systems of support for staff and students.
O'Connell, Mary	Other	Works with the school leadership team to develop testing schedules for students
Savage, Mitch	Other	Develops new teacher meetings and new teacher supports.

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.

Each year several meetings take place to develop our SIP. During SAC meetings we take parent, student, and community input to make continuous improvement updates to our processes, procedures, and systems on our campus. Teachers and staff are involved in this process through feedback surveys and discussions that take place during school leadership meetings, PLC, and school-based committee meetings. Students are involved in this process not just through involvement in SAC but also during quarterly student government meetings where students can share their feedback on all aspects of the school and the areas they feel need additional support. The school principal also conducts one-on-one meetings with all staff members to ensure that their ideas for school improvement are heard and addressed. Ideas for professional learning opportunities are also developed during these meetings.

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 is addressed at all leadership meetings and during our weekly admin and coaching meetings. Discussing our SIP is part of our regular discussions and drives all of our professional learning opportunities for teachers to improve teacher effectiveness. One of our school's collective commitments is to provide second chance learning opportunities for students that are not mastering standards in all of our classrooms. Second chance learning opportunities is looked for and addressed on our weekly walkthrough tool. This walkthrough tool is used by administration and academic coaches to monitor effectiveness of teacher strategies, lesson planning, and the active engagement of students in the classroom. If our team notices areas for improvement, we do not scrap and plan and start over we instead meet to discuss possible changes or adaptations that need to occur to improve a process, practice, or procedure to improve learning outcomes of both teachers and students.

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	51%
2022-23 Economically Disadvantaged (FRL) Rate	83%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No

2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: 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	54	68	60	182	
One or more suspensions	0	0	0	0	0	0	138	109	96	343	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	36	60	77	173	
Course failure in Math	0	0	0	0	0	0	54	70	29	153	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	87	92	97	276	
Level 1 on statewide Math assessment	0	0	0	0	0	0	114	128	125	367	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	0	0	1	

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	106	128	117	351	

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	1	1

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	184	59	76	319	
One or more suspensions	0	0	0	0	0	0	21	16	14	51	
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	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
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		
Level 1 in ELA or math	0	0	0	0	0	0	17	68	58	143	
course failure in ELA or math	0	0	0	0	0	0	43	33	59	135	

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	40	44	51	135

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	3	3
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	184	59	76	319	
One or more suspensions	0	0	0	0	0	0	21	16	14	51	
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	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
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		
Level 1 in ELA or math	0	0	0	0	0	0	17	68	58	143	
course failure in ELA or math	0	0	0	0	0	0	43	33	59	135	

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	40	44	51	135

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	1	1

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*	38	48	49	35	46	50	39		
ELA Learning Gains				39			42		
ELA Lowest 25th Percentile				32			39		
Math Achievement*	37	58	56	32	34	36	33		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				41			31		
Math Lowest 25th Percentile				41			32		
Science Achievement*	33	46	49	38	54	53	39		
Social Studies Achievement*	61	70	68	60	59	58	59		
Middle School Acceleration	60	60	73	53	50	49	48		
Graduation Rate					47	49			
College and Career Acceleration					72	70			
ELP Progress	47	35	40	51	65	76	61		

** 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	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	276
Total Components for the Federal Index	6
Percent Tested	97
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	6
Total Points Earned for the Federal Index	422
Total Components for the Federal Index	10

2021-22 ESSA Federal Index

Percent Tested	95
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	4
ELL	36	Yes	4	
AMI				
ASN	61			
BLK	23	Yes	4	1
HSP	44			
MUL	35	Yes	2	
PAC				
WHT	51			
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	23	Yes	3	3
ELL	34	Yes	3	
AMI				
ASN	50			
BLK	35	Yes	3	
HSP	40	Yes	1	
MUL	32	Yes	1	
PAC				
WHT	44			
FRL	39	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	38			37			33	61	60			47
SWD	18			17			7	40			5	43
ELL	22			34			26	53			5	47
AMI												
ASN	63			75			45				3	
BLK	22			17			11	43			4	
HSP	35			36			24	61	62		6	45
MUL	35			28			29	47			4	
PAC												
WHT	43			43			42	65	58		6	55
FRL	34			33			29	58	48		6	44

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	35	39	32	32	41	41	38	60	53			51
SWD	12	30	26	8	28	29	12	25				36
ELL	25	41	41	20	36	33	13	42				51
AMI												
ASN	59	41		56	44							
BLK	27	36	32	14	43	52	14	38	60			
HSP	34	39	29	24	40	48	35	56	42			50
MUL	29	35	27	22	33	31	6	75				
PAC												
WHT	38	41	36	40	42	36	46	64	53			45
FRL	32	38	33	27	38	42	29	58	42			48

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	42	39	33	31	32	39	59	48			61
SWD	11	33	36	10	27	30	16	38	18			
ELL	22	42	53	19	33	37	0	42				61
AMI												
ASN	68	53		79	63				60			
BLK	24	38	43	14	21	23	24	38	27			
HSP	35	38	34	26	26	28	26	49	52			62
MUL	25	38	43	20	29	46	16	59				
PAC												
WHT	45	44	38	39	34	36	51	67	51			62
FRL	36	39	37	29	29	30	36	55	43			55

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	37%	46%	-9%	47%	-10%
06	2023 - Spring	31%	46%	-15%	47%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	29%	54%	-25%	54%	-25%
07	2023 - Spring	26%	48%	-22%	48%	-22%
08	2023 - Spring	44%	67%	-23%	55%	-11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	32%	46%	-14%	44%	-12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	50%	26%	50%	26%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	90%	49%	41%	48%	42%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	70%	-12%	66%	-8%

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.

Our school needs support in multiple core content areas (ELA, Math, Science, Social Studies). There was not a lot of significant change from 21-22 to the 22-23 school year in regard to data. Some factors that contributed to these minor changes were we had more than 20 new teachers last year and many had challenges with classroom management and effective lesson planning. Coaching cycles began to be implemented for staff members that were experiencing these challenges and then one of our academic coaches went on leave. Some trends that we noticed were that teachers needed more support in how to use to Pasco County Secondary Learning Network as well as needed more support in managing their classrooms.

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

6th Grade ELA showed the greatest decline. Both teachers were brand new and joined us as TPG teachers (from Jamaica and Romania). There were gaps due to cultural barriers as well as pacing. Often times they were not meeting the rigor of the standards. The coaching and admin teams were supporting

these teachers but since there were over 20 new teachers and a coach missing meeting the needs of all brand new teachers became a time challenge.

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.

7th Grade Math- 32 Points below the state average. One of contributing factors to this gap is several brand new teachers were hired last school year with minimal classroom management experience. Our mathematics coach was also out on leave for several months leading to a gap in coaching conferences with these teachers.

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

Algebra 1 Data showed the most growth. Math district support attended our school frequently to discuss the performance of 8th grade students which assisted in increasing our scores. District supports provided teachers with more opportunities to engage with the curriculum and create effective lesson plans to engage student in the advanced learning process.

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

Student discipline is an area of need for our school from the previous school year. There were several students who were engaged in inappropriate behaviors that caused our school to have a very large number of referrals in comparison to other middle schools in our area. Some strategies that we are implementing this year is to hold team-based student expectation meetings where we address the importance of making positive choices while at school. We are meeting with smaller groups of students to assist us with ensuring that students are hearing the expectations instead of presenting in large grade level size groups. The students receive four different sessions, one related to behaviors and expectations, second, how to monitor grades and goal set, third, testing requirements, and fourth how to become more involved in school and who to go to for support. We are hoping that by putting these four sessions together, students will have a more focused support plan for themselves as they navigate both academic and behavior challenges as school.

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

1. Increasing the effectiveness of instructional strategies surrounding ELA performance. We want to increase ELA proficiency by working collaboratively with our PLC teams to ensure teachers are meeting the rigorous benchmarks for each standard and that we are reading and writing across all content areas (including electives). We know that if we increase reading proficiency, all data in all subjects will increase.
2. Increase professional learning experiences for our teachers and staff to ensure that we are retaining them and providing them with the tools they need to successfully provide educational opportunities for all students.
3. Increase opportunities for student leadership on our campus to involve students in more leadership activities in hopes to providing students with more focus on positive behaviors at school
4. Monitor our four collective commitments surrounding bell to bell instruction, second chance learning opportunities, common board configurations, and AVID strategies to increase student engagement.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This year it is our plan as an administrative/coaching team to provide several professional learning opportunities for our teachers and staff to retain them more than one school year. On a monthly basis we will have at least four opportunities for professional learning that will be driven by our classroom walkthroughs. We asked the teachers to provide us with specific focus areas that they want us to view and address based on their content area in addition to the specific walkthrough look fors that are addressed by our school district. We have also increase communication strategies for communication opportunities for our staff and community by implementing one-on-one meeting opportunities for staff and two Smore based newsletters that are provided weekly through email/social media to all stakeholders on Fridays. We have also implemented a staff "Passport Program", where staff can earn rewards from our administration team by attending voluntary professional learning events and community engagement events. We are also seeking more opportunities for students to be leaders on our campus with the hopes of decreasing student discipline and increasing positive student interactions on our campus (Student Government, National Junior Honor Society, Peering, Academic Tutoring, Team-Building Activities). We have also increased opportunities for Parent to be on our campus to engage in positive school-based experiences (more community engagement evenings, Eagle Eye's program, 6th grade orientation, and Title 1 Parent Engagement Meetings)

Measurable Outcome:

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

We have several measurable goals for each of the items above:

1. Decrease overall school based referrals by 10% each quarter from the previous school year.
2. Increase student performance results on FAST/EOC Assessments by at least 5% in each reporting category including for our lowest performing subgroups: M, SWD, FRL, and ELL
3. Retain at minimum 95% of teachers by the end of this school year

Monitoring:

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

1. Decrease overall school based referrals by 10% each quarter from the previous school year.
2. Increase student performance results on FAST/EOC Assessments by at least 5% in each reporting category.

For goals one and two, our school intervention team is monitoring student discipline and academic success on a weekly basis to determine areas

3. Retain at minimum 95% of teachers by the end of this school year

Person responsible for monitoring outcome:

Julianne Usry (jusry@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.)

Walkthroughs following coaching cycles and professional learning opportunities to monitor teacher improvement over time.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy has a high impact on teacher performance and student achievement results.

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.

Tiering teachers and providing them with coaching cycles as needed to ensure that teachers are receiving support early on in the school year.

Person Responsible: Katie Knoll (kknoll@pasco.k12.fl.us)

By When: Coaching cycles will begin as soon as the first round of walkthroughs have been completed and analyzed by the admin/coaching teams.

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.

Title 1 Plan is shared with stakeholders through our weekly parent newsletter "News from the Nest". Letters and the Title 1 brochure were sent home with students to have their families sign as well. We also share Title 1 information during our monthly SAC meetings, Title 1 Parent Meeting, and the Title 1 Parent survey.

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))

On a weekly basis our administrative team sends home a parent newsletter with information regarding current and upcoming events that will be occurring on our campus. We hosted a 6th grade parent orientation for incoming 6th grade parents. This year we will also be implementing a new parent involvement program entitled "Eagle Eyes" the purpose of this program is to connect parents to our school and our students to the local community. We will also be engaging in an ROTC mentorship program where ROTC high school students will support our struggling students with academics, behavior, and social conflicts. Annually we also host Fright Night (October) and Spring Fling (April) to connect our local community to our campus for a fun activity to build engagement. We will also be hosting a 6th grade orientation/pep rally in February followed by a school-wide curriculum fair that evening so students and parents can make informed decisions when choosing courses for the following school year. We will also be hosting several awards ceremonies throughout the year to connect families to positive celebrations.

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 will be increasing our academic programs in multiple ways:

1. We have tiered our teachers to provide early intervention coaching steps to increase rigorous and engaging instructional practices for our students.
2. We have a push in Reading support model this year to elevate the Tier II and Tier III students in a mainstream setting for literacy.
3. We have added instructional IA's to each team this year to increase adult visibility and support in the classrooms for all core content subjects.
4. We are partnering with the high school ROTC to create a mentoring program where successful high school students can support struggling students here at Paul R. Smith.
5. We have increased the frequency of classroom walkthroughs this school year to weekly to provide teachers with more targeted, real time feedback for instructional improvement.
6. We have begun implementing a new parent program entitled "Eagle Eyes" to promote positive connections between our community and our students.
7. After each progress monitoring window, we will be goal setting with students individually to show them current status and growth opportunities. We will be incentivizing students during each window to increase their performance results.

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))

We have several support team members on our campus that meet with students as needed. These members are a part of our SIT meetings on a weekly basis and work as part of our team to assist students who are struggling with mental health concerns. If a student needs support, we have Tier III groups for both academics, behavior, mental health. When needed, we also provide threat assessments to determine if a student need intensive supports.

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))

We have a school-wide AVID (The advancement via individual determination) program that supports students organizational habits. This program focused on college and career readiness and provides opportunities for students to build positive relationships with peers and the local community. Annually we host The Great American Teach-in to provide our students with further connections to the local community to see different types of potential career fields. We also have several CTE programs offered

on our campus that connect students to high school level courses that provide them with opportunities to earn industry certifications in middle school.

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).

On a weekly basis we meet as a School Intervention Team to discuss students at each Tier who need academic, behavior, and mental health support. This teams goal is to be proactive in providing support to students early on to try to catch minor concerns because they become major. We also have a Positive Behavior Support System (PBIS) that is used school-wide to provide students with positive recognition for their growth.

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))

Beginning in the summer of 2023, our current teachers and staff were provided multiple opportunities for professional learning (AVID, Cambridge, Kagan, Together We Lead, Together We Learn, New Teacher Orientation, etc.). Throughout the school year, our administration/coaching team will provide at minimum four professional learning opportunities monthly based on the data collected from the classroom walkthrough tool.

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