

Pasco County Schools

# Fivay High School



2023-24

Schoolwide Improvement Plan (SIP)

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## Table of Contents

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<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>7</b>
<b>III. Planning for Improvement</b>	<b>12</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>24</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>0</b>
<b>VI. Title I Requirements</b>	<b>25</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>27</b>

## Fivay High School

12115 CHICAGO AVE, Hudson, FL 34669

<https://fhs.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 ensure each of our students reach their highest potential, we are committed to excellence, dedicated to integrity, respectful, student-focused, promoting positive attitudes, and responsible members of our community.

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

At Fivay High School, "We Inspire Learning!" Each Fivay student will be life, career, and college ready.

### 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
Hermansen, Erik	Principal	
Bell, Heather	Assistant Principal	
Greco-Ball, Jennifer	Assistant Principal	
Guiney, Katherine	Teacher, K-12	Member of School Based Leadership Team

#### 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.

During the spring and summer, stakeholders were asked to submit areas that they felt are need to improve. Also, during School Advisory Council meetings, feedback was given on school improvements.

#### 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))

There will be monthly monitoring of the SIP. During walkthroughs, administrative meetings, and SAC meetings. If there are areas that are in need of revision, the SBLT, administrative team, and SAC will meet to discuss the needed changes and make them to improve the learning environment.

**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)	High School 9-12
<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>	48%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	79%
<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)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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*	30	49	50	28	51	51	29		
ELA Learning Gains				37			40		
ELA Lowest 25th Percentile				35			42		
Math Achievement*	18	40	38	27	35	38	20		
Math Learning Gains				41			26		
Math Lowest 25th Percentile				45			30		
Science Achievement*	45	66	64	42	50	40	51		
Social Studies Achievement*	51	67	66	52	49	48	38		
Middle School Acceleration					38	44			
Graduation Rate	79	91	89	96	63	61	89		
College and Career Acceleration	48	67	65	21	68	67	23		
ELP Progress	34	46	45	37			29		

\* 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	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	305
Total Components for the Federal Index	7
Percent Tested	93
Graduation Rate	79

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	42



2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	461
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	96

**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	33	Yes	4	
ELL	29	Yes	4	3
AMI				
ASN				
BLK	38	Yes	4	
HSP	41			
MUL	51			
PAC				
WHT	48			
FRL	42			

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	33	Yes	3	
ELL	31	Yes	3	2
AMI				
ASN	60			
BLK	35	Yes	3	
HSP	38	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%
MUL	48			
PAC				
WHT	47			
FRL	39	Yes	2	

**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	30			18			45	51		79	48	34
SWD	10			13			24	37		20	6	
ELL	16			9			17	12		61	7	34
AMI												
ASN												
BLK	19			13			38	58		26	6	
HSP	29			13			41	43		47	7	36
MUL	42			35			60	38		47	6	
PAC												
WHT	32			22			47	55		49	6	
FRL	27			16			41	48		45	7	38

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	28	37	35	27	41	45	42	52		96	21	37
SWD	9	31	35	7	34	52	34	30		89	4	
ELL	6	33	23	11	30	27	15	32		100	30	37
AMI												
ASN								60				

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
BLK	21	35	35	16	33		27	38		94	16	
HSP	22	36	29	21	36	37	43	41		94	25	30
MUL	47	44		47	52		35	57		100	4	
PAC												
WHT	30	38	38	31	44	53	46	58		96	22	60
FRL	26	36	33	24	38	44	38	46		96	20	33

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	29	40	42	20	26	30	51	38		89	23	29
SWD	13	41	42	13	23	28	26	28		80	3	27
ELL	11	37	41	18	33	45	24	8		77	24	29
AMI												
ASN	18	50		40								
BLK	20	28	50	15	27	31	41	16		96	17	
HSP	26	36	33	18	21	23	41	32		87	22	23
MUL	19	22		14	31		60	40		93	15	
PAC												
WHT	32	43	43	22	28	36	57	43		89	24	46
FRL	26	37	42	18	25	31	48	36		87	22	28

**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.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	29%	51%	-22%	50%	-21%
09	2023 - Spring	30%	48%	-18%	48%	-18%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	21%	50%	-29%	50%	-29%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	17%	49%	-32%	48%	-31%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	65%	-19%	63%	-17%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	65%	-15%	63%	-13%

### III. Planning for Improvement

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

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

The lowest performing subgroup was the ELL students. These student have been in Florida for a short time and are struggling with learning English, how to read in English and respond in English. There has been an increase in the number of students that are ELL coming to Fivay High School.

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

The largest decline was the ELL students. This decline can be attributed to the ESOL IA's poor attendance and lack of pushing into the classroom. Additionally, the ESOL teacher coach missed several days as well and this had an impact on student achievement.

**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.**

ELL There was an increase in the number of ELL students who were new to the state. They arrived with little to no understanding of English and the ESOL IA was not effective. To correct this, FHS has a new

ESOL IA and is working with the ESOL Teacher coach to implement more ESOL strategies in the classroom.

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

SWD showed the greatest improvement. There was a focus on Literacy Across all Contents and close reading strategies were implemented in all classes. Additionally, these students were encouraged to attend the ASLO program.

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

NA

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

Literacy across all content areas- this will allow for literacy skills to be taught in all classes and provide a focus on the importance of literacy.

Fundamentals in math

Increase in PBIS with students and staff to continue the improvement of the school culture.

Professional Learning Teams will focus on literacy across the contents, unpacking the standards, stacking the benchmarks, and vocabulary development, understanding, and application. Additionally, PLTs will be utilizing CFAs to monitor student progress and plan for remediation or extension. CFA data will be analyzed within forty-eight hours to ensure proper planning.

**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 Other****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.

FHS will implement a system that collects data to monitor student progress towards achieving proficiency of the standards and continue to use structures to support collective responsibility

- Common planning periods for PLTs within the master schedule will allow for more collaboration within the school day.
- PLT Facilitators and administrators will establish norms and support the work of the PLTs.
- SBLT will meet monthly to monitor progress towards SMART goals and discuss school-wide issues.
- School Intervention team, grade level triads, and Lowest 35% coordinator will identify, support, and monitor the lowest 35% of students in ELA and Math
- Increase implementation of PBIS to recognize students and staff Data.
- Host quarterly Falcon Discussions with students and staff

**Measurable Outcome:**

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

Overall student engagement will increase by 10% on the Gallup Survey (18% current)  
The grand mean for Employee Engagement will increase to 3.8 (current 3.53)  
There will be a decrease in then number of ODRs by 10%

**Monitoring:**

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

This will be monitored through weekly walkthroughs, monthly discussions, points assigned in PBIS, and PLT meeting notes.

**Person responsible for monitoring outcome:**

Erik Hermansen (ehermans@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.)

Positive Behavior Intervention System- this will monitor the frequency of use of positive interactions with teachers and students. This should decrease the number of ODRs and teachers leaving the profession.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

We believe that discipline issues are a barrier to student success and as a result, PBIS will reduce negative behaviors and increase positive behaviors and increase both student and teacher engagement.

**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.

Training teachers and students on the use of PBIS.

**Person Responsible:** Erik Hermansen (ehermans@pasco.k12.fl.us)

**By When:** September 1, 2023

## #2. Instructional Practice specifically relating to Professional Learning Communities

### 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.

All teachers will participate in purposeful planning to develop and implement high impact instructional strategies to engage students in classroom activities that match the rigor of the grade level standards. Additionally, there will be a focus on literacy across all content areas.

- PLTs will continue to work collaboratively and develop collective responsibility.
- PLT facilitators will ensure the Curriculum, instruction, and assessment cycle are followed.
- Tier 2 Invention plans, and student lists will be created by all PLTs.
- Continued focus on Literacy across all contents.
- Focus on vocabulary development, understanding and application.

### Measurable Outcome:

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

- Target 1- Increase ELA proficiency by 5%
- Target 2- Increase Math proficiency by 5%
- Target 3- Increase Biology proficiency by 7%
- Target 4- Increase US History proficiency by 7%
- Target 5- Increase Learning Gains in ELA by 10%
- Target 6- Increase Learning Gains in Math by 10%

### Monitoring:

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

This area will be monitored through weekly walkthroughs, monthly Falcon meeting with teachers, PLT minutes, and weekly grade level triad team meetings.

### Person responsible for monitoring outcome:

Erik Hermansen (ehermans@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.)

AVID strategies which include WICOR and time management.  
Literacy Across All Contents with a focus on Vocabulary development and understanding

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The reasons for these strategies are that we are an AVID school and the students are only performing at proficient levels.

### 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.



Training of the staff on AVID strategies as well as FHS Close Reading Strategies.

**Person Responsible:** Erik Hermansen (ehermans@pasco.k12.fl.us)

**By When:** Throughout the year.

### #3. Graduation specifically relating to Graduation

#### 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.

FHS will support student learning and hold teachers accountable for using data and the CIA cycle to plan and implement instructional and remediation strategies to meet the needs of all students.

- PLTs will keep data on CSAs to track progress and plan for remediation and extension. CFA data will be analyzed within 48 hours to ensure proper planning.
- SIT team will meet weekly to identify, support, and monitor progress of students identified as needing support
- Grade level triads (administrator, counselor, and GEP) will meet a minimum of monthly to monitor the progress of their cohort and plan interventions PD will be provided around Differentiated instruction to support SWDs and ELL students

#### Measurable Outcome:

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

The graduation rate will increase by 5% (Currently 79.3%).

Implementation of Tiered supports will be used with fidelity in all content areas.

PLT meeting will document discussions and develop tracking tool.

There will be a decrease in the number of student failures by 10%.

#### Monitoring:

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

Grade level triads (administrator, counselor, and GEP) will meet a minimum of monthly to monitor the progress of their cohort and plan interventions PD will be provided around Differentiated instruction to support SWDs and ELL students

#### Person responsible for monitoring outcome:

Erik Hermansen (ehermans@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.)

Through the use of myEWS and myGradSuccess, the teams will monitor student progress towards graduation. The monthly meeting will focus on student achievement data. Administrators will work with the PLTs to ensure the CIA cycle is completed with fidelity.

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This will ensure teachers, administrators, and students know the importance of being on track for graduation.

#### 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.

Triad meeting scheduled on the calendar for protected time to meet.

Triad data is reported to the SBLT, SIT, and admin on a monthly basis.

**Person Responsible:** Erik Hermansen (ehermans@pasco.k12.fl.us)

**By When:** On-going

**#4. ESSA Subgroup specifically relating to English Language Learners****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.

ELL students are performing below expectations. They are scoring at 31% proficiency.

**Measurable Outcome:**

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

The ELL student will show a 5% increase in proficiency on the FAST assessment.

**Monitoring:**

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

The ESOL IA and coach will be working with teachers and students to identify means to improve student performance. This will be monitored through walkthroughs, teacher lesson plans and IA schedule of classrooms that they are working in.

**Person responsible for monitoring outcome:**

Erik Hermansen (ehermans@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.)

**PATHWAY-**

Pathway is a professional development program used primarily with mainstreamed Latino English learners able to participate in regular English classes. The program is primarily focused on writing, but it seeks to improve reading comprehension as well. Over a period of 46 hours, participating teachers learn to teach cognitive strategies, such as preparing students to read, make inferences, and interpret complex texts. Teachers also learn how to support process writing, to develop students' interpretive skills and analytical writing abilities. Experienced Pathway teachers help their peers learn and use the approach. Fivay Close Reading and Literacy Across all Contents with a focus on vocabulary and writing. AVID strategies which include WICOR and time management.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The reasons for these strategies are that we are an AVID school and the students are only performing at proficient levels.

**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.

Training of the staff on AVID strategies as well as FHS Close Reading Strategies.  
Training of the Pathways program for staff.

**Person Responsible:** Erik Hermansen (ehermans@pasco.k12.fl.us)

**By When:** December 2023.

### #5. ESSA Subgroup specifically relating to Black/African-American

#### 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.

The black/African-American students are performing below expectations. They are scoring 35% proficiency.

#### Measurable Outcome:

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

Increase in the number of Black/African-American students by 5% on both the ELA and Math state assessments.

#### Monitoring:

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

Students will be monitored through the PM 1-3 for FAST (ELA) and BEST (Math) performance. This will occur three times during the year.

#### Person responsible for monitoring outcome:

Erik Hermansen (ehermans@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.)

AVID strategies which include WICOR and time management.  
Literacy Across All Contents with a focus on Vocabulary development and understanding

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The reasons for these strategies are that we are an AVID school and the students are only performing at proficient levels.

#### 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.

Training of the staff on AVID strategies as well as FHS Close Reading Strategies.

**Person Responsible:** Erik Hermansen (ehermans@pasco.k12.fl.us)

**By When:** On-going

**#6. ESSA Subgroup specifically relating to Hispanic****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.

The Hispanic students are performing below expectations. They are scoring at 38% proficiency.

**Measurable Outcome:**

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

**Monitoring:**

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

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**

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

**PATHWAY-**

Pathway is a professional development program used primarily with mainstreamed Latino English learners able to participate in regular English classes. The program is primarily focused on writing, but it seeks to improve reading comprehension as well. Over a period of 46 hours, participating teachers learn to teach cognitive strategies, such as preparing students to read, make inferences, and interpret complex texts. Teachers also learn how to support process writing, to develop students' interpretive skills and analytical writing abilities. Experienced Pathway teachers help their peers learn and use the approach. Fivay Close Reading and Literacy Across all Contents with a focus on vocabulary and writing. AVID strategies which include WICOR and time management.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The reasons for these strategies are that we are an AVID school and the students are only performing at proficient levels.

**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.

Training of the staff on AVID strategies as well as FHS Close Reading Strategies.  
Training of staff for the Pathways program.

**Person Responsible:** Erik Hermansen (ehermans@pasco.k12.fl.us)

**By When:** December 2023.

**#7. ESSA Subgroup specifically relating to Economically Disadvantaged****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.

The economically disadvantaged students are performing below expectations. They are at 39% proficiency.

**Measurable Outcome:**

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

Economically disadvantaged students will increase proficiency by 5% on the ELA assessment.

**Monitoring:**

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

Students will be monitored throughout the year in PM 1-3 on the FAST (ELA) assessment.

**Person responsible for monitoring outcome:**

Erik Hermansen (ehermans@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.)

AVID strategies which include WICOR and time management.

Literacy Across All Contents with a focus on Vocabulary development and understanding

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The reasons for these strategies are that we are an AVID school and the students are only performing at proficient levels.

**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.

Training of the staff on AVID strategies as well as FHS Close Reading Strategies.

**Person Responsible:** Erik Hermansen (ehermans@pasco.k12.fl.us)

**By When:** On-going

**#8. ESSA Subgroup specifically relating to Students with Disabilities**

**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.

The students with disabilities are performing below expectations. They are scoring at 33% proficiency.

**Measurable Outcome:**

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

Students with disabilities will increase proficiency by 7% in ELA.

**Monitoring:**

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

Student progress will be monitored throughout the year based on PM 1-3 of the FAST (ELA) assessment.

**Person responsible for monitoring outcome:**

Erik Hermansen (ehermans@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.)

AVID strategies which include WICOR and time management.

Literacy Across All Contents with a focus on Vocabulary development and understanding

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The reasons for these strategies are that we are an AVID school and the students are only performing at proficient levels.

**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.

Training of the staff on AVID strategies as well as FHS Close Reading Strategies.

**Person Responsible:** Erik Hermansen (ehermans@pasco.k12.fl.us)

**By When:** On-going.

**CSI, TSI and ATSI Resource Review**

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



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

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

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

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

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

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

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

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

The SIP is shared on-line at [fhs.pasco.k12.fl.us](https://fhs.pasco.k12.fl.us). Additionally, it is reviewed at the Title 1 parent meeting, SAC meetings. We also discuss the plan at curriculum nights.

**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))

This information can be found on the website- fhs.pasco.k12.fl.us. Additionally, this information was sent home through the Parent and Family engagement plan as well as the monthly parent newsletter. On-going communication throughout the year on social media, email, and recorded calls. Parent meetings are held throughout the year on a variety of subjects.

**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 offer the students ASLO (Afterschool Learning Opportunities), this is our extend school day. This program goes from September to May and is staffed by teachers to help students recover and remediate their learning. Additionally, we offer students opportunities to recover standards within the school day. Academic lunch is also afforded to the students to show mastery of material. There is also Extended School Year where students are afforded the opportunity to recover classes that they have failed.

**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))**

FHS has two social workers that monitor and interact with students on a daily basis to ensure their mental well being. Social workers and school counselors participate in on-going training to prepare for student crisis. They also conduct group sessions for students to improve mental health and coping skills.

**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))**

FHS currently has multiple career focused CTEA programs that prepare students for postsecondary life. The career specialist works with students to explore postsecondary options. We also have the Early College counselor working with students to earn DE credit and AP credit.

**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).**

FHS utilizes PBIS to encourage positive behavior for all students. We currently have two behavior specialists that work with students to decrease negative behaviors in the classrooms and develop behavior intervention plans.

**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 learning takes place during our early release days with a focus on "Literacy Across all Contents." The PLTs are monitored and guided to include lesson plans that include information from the PD. Additionally, the academic coaches work closely with the ELA and Math teams to analyze and monitor academic data.

**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))**

NA

**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: Positive Culture and Environment: Other	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities	\$0.00
3	III.B.	Area of Focus: Graduation: Graduation	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
5	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	\$0.00
6	III.B.	Area of Focus: ESSA Subgroup: Hispanic	\$0.00
7	III.B.	Area of Focus: ESSA Subgroup: Economically Disadvantaged	\$0.00
8	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$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.**

Yes