

Pasco County Schools

Thomas E. Weightman Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	19
V. Reading Achievement Initiative for Scholastic Excellence	19
VI. Title I Requirements	21
VII. Budget to Support Areas of Focus	23

Thomas E. Weightman Middle School

30649 WELLS RD, Wesley Chapel, FL 33545

<https://tewms.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.

Be the ROAR (Respectful, Open minded, Achievers, Rising Together)

Provide the school's vision statement.

Through collaboration with our community, we empower our students to be their personal best:
Respectful, Open minded Achievers, Rising together!

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
Abercrombie, Freda	Teacher, K-12	Facilitates PLC, guides data talks, leads PD and implements a model classroom.
Eads, Heather	Teacher, K-12	Facilitates PLC, guides data talks, leads PD and implements a model classroom.
Stocks, Heather	Instructional Coach	Supports PLCs, guides data talks, develops/delivers PD and models best practices.
Williams, Chris	Teacher, K-12	Facilitates PLC, guides data talks, leads PD and implements a model classroom.
McHale, Heather	Teacher, K-12	Facilitates PLC, guides data talks, leads PD and implements a model classroom.
Britton, Frank	Teacher, K-12	Facilitates PLC, guides data talks, leads PD and implements a model classroom.
Jones, Dianna	Teacher, K-12	Facilitates PLC, guides data talks, leads PD and implements a model classroom.
Foti, Mary Beth	School Counselor	Facilitates PLC, student/behavior intervention, academic/behavior counseling
Gioitia, Kristine	Teacher, ESE	Facilitates PLC, student intervention/support, IEPs
Anderson, Stephanie	Teacher, K-12	Facilitates PLC, guides data talks, leads PD and implements a model classroom.
Shank, Devon	Teacher, K-12	Facilitates PLC, guides data talks, leads PD and implements a model classroom.
Broad, Michelle	Teacher, K-12	Facilitates PLC, guides data talks, leads PD and implements a model classroom.
Stewart, Tiffany	Teacher, K-12	Facilitates PLC, guides data talks, leads PD and implements a model classroom.
Asher, Allison	Teacher, K-12	Facilitates PLC, guides data talks, leads PD and implements a model classroom.

Name	Position Title	Job Duties and Responsibilities
Young, Renee	Teacher, Career/ Technical	Facilitates PLC, guides data talks, leads PD and implements a model classroom.
Gricoski, Donna	Principal	Oversee school operations
Mira, Andressa	Assistant Principal	Support school instructional practices
Ware, Heather	Assistant Principal	Support school instructional practices

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.

Plan was shared with SAC, leadership team and at the staff retreat during respective meetings. The SIP is also located on our website.

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))

PLCs will examine grade level data to collaboratively determine appropriate placement to tiers of support for both academic and behavioral needs. In addition, we will implement IPG walkthroughs once a quarter and FAST PLC Data Dives after each assessment. Continuous data analysis will drive all multi tiered systems of supports. The Intervention/enrichment period during the 1st block will provide equitable opportunities to meet the needs of the learner.

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	No
2022-23 Minority Rate	60%
2022-23 Economically Disadvantaged (FRL) Rate	42%
Charter School	No
RAISE School	No
ESSA Identification	ATSI

*updated as of 3/11/2024	
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: B 2019-20: A 2018-19: A 2017-18: A
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	64	63	69	196	
One or more suspensions	0	0	0	0	0	0	55	62	37	154	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	76	68	95	239	
Level 1 on statewide Math assessment	0	0	0	0	0	0	121	70	94	285	
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		
Two or More Indicator	0	0	0	0	0	0	54	50	40	144	
Retained	0	0	0	0	0	0	0	0	0		

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

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

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	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0		
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		
course failures ELA or Math	0	0	0	0	0	0	33	70	128	231	
Level 1 on 2019 statewide ELA or Math	0	0	0	0	0	0	36	42	92	170	

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	28	25	49	102	

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	7	7
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	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
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	
course failures ELA or Math	0	0	0	0	0	0	33	70	128	231
Level 1 on 2019 statewide ELA or Math	0	0	0	0	0	0	36	42	92	170

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	28	25	49	102

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	7	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	54	48	49	52	46	50	54		
ELA Learning Gains				45			49		
ELA Lowest 25th Percentile				32			34		
Math Achievement*	57	58	56	55	34	36	48		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				60			40		
Math Lowest 25th Percentile				54			35		
Science Achievement*	40	46	49	53	54	53	55		
Social Studies Achievement*	81	70	68	76	59	58	64		
Middle School Acceleration	58	60	73	72	50	49	52		
Graduation Rate					47	49			
College and Career Acceleration					72	70			
ELP Progress	53	35	40	50	65	76	74		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	343
Total Components for the Federal Index	6
Percent Tested	95
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	549
Total Components for the Federal Index	10

2021-22 ESSA Federal Index

Percent Tested	99
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	31	Yes	3	2
ELL	43			
AMI				
ASN	68			
BLK	50			
HSP	54			
MUL	64			
PAC				
WHT	61			
FRL	46			

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	28	Yes	2	1
ELL	42			
AMI				
ASN	71			
BLK	48			
HSP	54			
MUL	57			
PAC				
WHT	59			
FRL	48			

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	54			57			40	81	58			53
SWD	21			26			22	48	38		5	
ELL	33			38			21	68			5	53
AMI												
ASN	72			84			53	69	63		5	
BLK	50			44			28	80	50		5	
HSP	48			52			38	79	53		6	55
MUL	63			67			41	86	62		5	
PAC												
WHT	56			62			46	82	60		5	
FRL	42			43			36	73	37		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	52	45	32	55	60	54	53	76	72			50
SWD	15	27	19	16	38	38	16	56				
ELL	29	35	26	37	49	40	27	43	80			50
AMI												
ASN	58	46		68	70		67	85	100			
BLK	41	44	35	38	54	51	35	68	70			
HSP	48	41	32	53	60	51	50	73	64			67
MUL	58	48	44	61	60	40	55	88	61			
PAC												
WHT	57	49	28	60	61	61	61	80	77			
FRL	40	40	29	45	57	52	41	64	59			50

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	54	49	34	48	40	35	55	64	52			74
SWD	20	31	32	17	30	22	24	30				
ELL	32	47	44	29	34	26	28	40	18			74
AMI												
ASN	75	64		71	38		70	83	50			
BLK	49	42	28	37	31	35	59	60	58			
HSP	49	46	32	42	38	27	43	59	49			71
MUL	48	54	40	41	41	54	62	56	50			
PAC												
WHT	57	51	39	55	46	43	61	68	52			
FRL	39	42	33	35	34	30	41	52	45			79

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	55%	48%	7%	47%	8%
08	2023 - Spring	46%	46%	0%	47%	-1%
06	2023 - Spring	50%	46%	4%	47%	3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	52%	54%	-2%	54%	-2%
07	2023 - Spring	47%	48%	-1%	48%	-1%
08	2023 - Spring	65%	67%	-2%	55%	10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	39%	46%	-7%	44%	-5%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	50%	46%	50%	46%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	49%	47%	48%	48%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	70%	10%	66%	14%

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.

Subgroups below 41% include SWD, with 16% proficiency in Math and 15% in ELA. SWD learning gains for Math at 38% and lowest quartile learning gains at 38%; SWD learning gains for ELA at 27% and lowest quartile learning gains at 19%. Based on subgroup data, changes need to be made to address academic growth and achievement with students with disabilities.

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

ELA has steadily declined over the past 3 years for students who are SWD & ELL. The decline can be attributed to not teaching to the rigor of the standards, change in the textbook and state standards and recovering from the implications of COVID/distance learning.

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.

ELA learning gains and lowest 25% are less than 5% below the state average. We had multiple classrooms with guest teachers due to teacher turnover in the ELA department.

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

Civics was at 74% proficient the state was average was 66% proficient. Structured PLC and curriculum.

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

ELA and Math.

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

ELA
Math
Science
SWD

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.

Student hope was 37% on the Gallup. Hope drives attendance, achievement scores and retention. Staff will zone in on goal setting for students through PBIS and our semester grade level meetings will help our SWD set goals and have conversations with adults on campus that will help them to problem solve and chunk their goals into digestible, achievable bites.

Measurable Outcome:

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

2023-2024 school year, the grand mean for TEWMS student hope will increase from 37% to 50%. Employee engagement will increase from 46% to 70%.

Monitoring:

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

Students- amount of discipline referrals, PBIS points reports, semester goal setting, BOY/EOY Gallup
Staff- PBIS teacher rewards, staff attendance, BOY/EOY Gallup

Person responsible for monitoring outcome:

Donna Gricoski (dgricosk@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.)

PBIS- positive behavior intervention and support

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The use of the school wide PBIS program will encourage goal setting and student/staff belonging.

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.

Semester 1 and semester 2 grade level goal setting meeting facilitated by grade level admin and school counselor.

Person Responsible: Heather Ware (hware@pasco.k12.fl.us)

By When: November 7th (6th grade), November 8th (7th), November 9th (8th). Semester 2, Quarter 3 goal setting meetings will focus on targeting students

CSI, TSI and ATSI Resource Review

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

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

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

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

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

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

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA**Grades 3-5: Instructional Practice specifically related to Reading/ELA****Measurable Outcomes**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes**Grades 3-5 Measurable Outcomes****Monitoring****Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring****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.

Not identified as a school who needs to complete the SWP plan.

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))

Not identified as a school who needs to complete the SWP plan.

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)

Not identified as a school who needs to complete the SWP plan.

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))

Not identified as a school who needs to complete the SWP plan.

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))

Not identified as a school who needs to complete the SWP plan.

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))

Not identified as a school who needs to complete the SWP plan.

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).

Not identified as a school who needs to complete the SWP plan.

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))

Not identified as a school who needs to complete the SWP plan.

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

Not identified as a school who needs to complete the SWP plan.

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
Total:			\$0.00

Budget Approval

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

Yes