

Pasco County Schools

Sand Pine Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Sand Pine Elementary School

29040 COUNTY LINE RD, Wesley Chapel, FL 33543

<https://spes.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.

Sand Pine Elementary school will create a safe, respectful, standards-driven environment where all actions are designed to have an impact on learning.

Provide the school's vision statement.

All our students achieve success in college, career and life.

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
Shauger, Angie	Principal	
Grimsley, Lisa	Assistant Principal	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

SIP Developed with School Leadership Team and School Advisory Council input based on the needs determined through our Comprehensive Needs Assessment.

SLT Members: Angie Shauger, Lisa Grimsley, Tammy Simmons, Kristen Alleger, Chrissy Jones, Heather Forsman, Beverly Philipsen, Melody Welt, Alexandra Toth, Julie Vohra, Julie Fischer, Jessica Chmurzynski

SAC Members: Angie Shauger, Eric Strickland, Vanessa Blaszczyk, Andrew Formsman, Gina Miller, Joy Salerno, Tammy Simmons, Lorraine Tracey, Alicia Willis, Dyan Chitty

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))

Each month at our School Leadership Team meeting, data is analyzed and SIP goals are reviewed. The team cites evidence for each goal on how we are progressing towards each goal and action plans are created. Adjustments to the goals are made as deemed necessary.

Each month our School Intervention Team will monitor Tier 3 and subgroup data. Our SIT will problem solve with grade level teams on a cyclical basis and adjust interventions as needed.

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)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	55%
2022-23 Economically Disadvantaged (FRL) Rate	43%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 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	14	11	7	7	8	5	0	0	0	52
One or more suspensions	3	0	2	0	3	4	0	0	0	12
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	2	9	11	0	0	0	22
Level 1 on statewide Math assessment	0	0	0	1	14	8	0	0	0	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	12	0	0	0	0	0	12

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	1	0	1	1	7	5	0	0	0	15

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	2	3	2	4	4	1	0	0	0	16
One or more suspensions	0	0	0	0	3	0	0	0	0	3
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	8	0	0	0	0	0	0	8
level 1 ELA or math	0	0	0	8	5	2	0	0	0	15
course failure ELA or math	0	0	0	4	6	9	0	0	0	19

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	2	5	3	2	0	0	0	12

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	2	3	2	4	4	1	0	0	0	16
One or more suspensions	0	0	0	0	3	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	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	8	0	0	0	0	0	0	8
level 1 ELA or math	0	0	0	8	5	2	0	0	0	15
course failure ELA or math	0	0	0	4	6	9	0	0	0	19

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	2	5	3	2	0	0	0	12

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

II. Needs Assessment/Data Review

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	59	47	53	67	52	56	68		
ELA Learning Gains				60			60		
ELA Lowest 25th Percentile				38			60		
Math Achievement*	67	48	59	74	46	50	67		
Math Learning Gains				79			65		
Math Lowest 25th Percentile				64			33		
Science Achievement*	68	50	54	60	50	59	72		
Social Studies Achievement*					54	64			
Middle School Acceleration					38	52			
Graduation Rate					44	50			
College and Career Acceleration						80			
ELP Progress	80	61	59	75			87		

** 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	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	325
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	517
Total Components for the Federal Index	8
Percent Tested	100
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	17	Yes	2	1
ELL	62			
AMI				
ASN	84			
BLK	38	Yes	1	
HSP	53			
MUL				
PAC				
WHT	68			
FRL	52			

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	1	
ELL	78			
AMI				
ASN	89			
BLK	56			
HSP	57			
MUL				
PAC				
WHT	66			
FRL	61			

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	59			67			68					80
SWD	15			24							3	
ELL	53			59			55				4	80
AMI												
ASN	74			86			92				3	
BLK	29			47							2	
HSP	53			57			60				4	
MUL												
PAC												
WHT	63			73			73				4	
FRL	42			55			43				5	82

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	67	60	38	74	79	64	60					75
SWD	16	11	12	39	53	57	40					
ELL	74	78		78	83							75
AMI												
ASN	87	79		96	93							
BLK	52	62		48	69		50					
HSP	62	57	33	68	70	53	57					
MUL												
PAC												
WHT	69	58	35	82	86	74	61					
FRL	57	58	43	61	76	73	37					83

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	68	60	60	67	65	33	72					87
SWD	19	40		33	50							
ELL	58			54								87
AMI												
ASN	94			100								
BLK	67			48								
HSP	58	48	50	49	39	40	43					80
MUL												
PAC												
WHT	72	63		76	76		83					
FRL	54	48	45	57	45	30	55					82

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
05	2023 - Spring	69%	51%	18%	54%	15%
04	2023 - Spring	61%	55%	6%	58%	3%
03	2023 - Spring	49%	48%	1%	50%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	57%	50%	7%	59%	-2%
04	2023 - Spring	70%	54%	16%	61%	9%
05	2023 - Spring	75%	52%	23%	55%	20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	65%	49%	16%	51%	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.

Grade 3 ELA

Possible contributing factors: Change in coaching and instructional staff; lack of knowledge in planning using data and curricular resources. Inconsistent implementation of Tier 2 & 3 time and resources.

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

Grade 3 ELA

Possible contributing factors: Change in coaching and instructional staff; lack of knowledge in planning using data and curricular resources. Inconsistent implementation of Tier 2 & 3 time and resources.

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.

Grade 3 ELA

Possible contributing factors: Change in coaching and instructional staff; lack of knowledge in planning using data and curricular resources. Inconsistent implementation of Tier 2 & 3 time and resources.

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

Grade 5 science.

Monthly instructional PD with district personnel around grade level standards, use of student facing courses and ongoing review of how students are responding to class and assessment data.

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

Grades 3 & 4 students scoring a Level 1 on ELA and Mathematics.

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

1. Increase proficiency in grade 3 ELA.
2. Increase proficiency in grade 4 ELA.
3. Increase proficiency in lowest 35% of students.
4. Increase proficiency in our SWD subgroup.
5. Increase number of students showing a learning gain in ELA.

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.

Master schedule will reflect routine structured time for staff to implement Community Circles focused on resiliency standards. Continue systems of positive recognition for staff that allow all stakeholders to provide recognition to staff. Implement schoolwide systems for recognizing students in the areas of academics and positive behavior. Continue inclusive opportunities for our students with disabilities being served in a self-contained setting.

Measurable Outcome:

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

We will see a 10% decrease of Incident Reports and Office Discipline Reports from May 2023 to May 2024.

We will see in increased percentage of our students from our self-contained setting being served in a basic education classroom.

Monitoring:

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

Our PBIS committee will monitor discipline data monthly.

Administration will monitor lesson plans to ensure resiliency standards are reflected.

Our data entry operator will share scheduling data with administration to show percentage of students with a disability being served in a basic education classroom.

Person responsible for monitoring outcome:

Lisa Grimsley (lgrimsle@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.)

Second Step in Kindergarten

Medal of Honor in grades 1-5.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

District recommended and shown to improve students understanding of social interactions and problem solving.

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.

Teachers will plan and implement Community Circles, positive peer recognition and collaborate with ESE staff in order to provide inclusive practices.

Person Responsible: Lisa Grimsley (lgrimsle@pasco.k12.fl.us)

By When: Ongoing through May 2024.

Administration will plan for schoolwide student recognition for social and academic behaviors, recognition of staff, collaborate with PTA for family events, create master schedule that allows for maximum inclusion opportunities and communicate with stakeholders through social media, myStudent and monthly newsletters.

Person Responsible: Angie Shauger (ashauger@pasco.k12.fl.us)

By When: Ongoing through May 2024.

#2. 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.

ELA FAST results show a need for increased proficiency and learning gains for students with disabilities.

Measurable Outcome:

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

The lowest 35% of students, as well as SWD, will show an increase of at least 10% from PM1 to PM3 in ELA.

Monitoring:

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

FAST testing PM data will be reviewed by School Leadership Team and School Intervention Team. Module assessments and common formative assessment data will be disaggregated for SWD and lowest 35%.

Person responsible for monitoring outcome:

Angie Shauger (ashauger@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.)

Use of SIPPS, UFLI, Heggerty, Lexia Core with fidelity and monitoring for growth and increased proficiency.

Using the PLC guiding questions with all grade levels in order to problem-solve around academic strengths and needs based on assessment data. Then create intensive, systematic instructional plans based on the data.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Use of research-based materials consistently will increase the probability of increasing achievement. PLCs that engage in focused, collaborative planning and data analysis of spotlight benchmarks leverage highest 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.

Data reviews at biweekly extended PLC times and monthly School Leadership Team meetings, focusing on lowest 35% and SWD, as well as Tier 1 and Tier 2.

Person Responsible: Lisa Grimsley (lgrimsle@pasco.k12.fl.us)

By When: Ongoing through May 2024.

Grade level data chats with School Intervention Team focusing on Tier 3 outcomes.

Person Responsible: Angie Shauger (ashauger@pasco.k12.fl.us)

By When: Ongoing through May 2024.

Use of research-based resources for Tier 3 instruction in reading. Ensure that the resources are being implemented with fidelity.

Person Responsible: Lisa Grimsley (lgrimsle@pasco.k12.fl.us)

By When: Ongoing through 2024.

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.