

Pasco County Schools

Quail Hollow Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Quail Hollow Elementary School

7050 QUAIL HOLLOW BLVD, Zephyrhills, FL 33544

<https://qhes.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.

Our purpose comes from the school's belief that it takes us all working together to positively impact ALL students both academically and social emotionally.

Provide the school's vision statement.

If you visit our school building you would see the letter J at various places, that's because we believe in "J- curve" not the "bell curve". We understand that it is our duty to ensure All students are making positive gains each year in our School Family. We prepare students to be contributors to themselves, their community and globally through taking ownership over their learning, being critical thinkers and effective communicators.

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
Smucker, Kara	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.

The School Advisory Council reviewed parent survey data at the end of the 2022- 2023 school year. The SAC used the parent survey data to make recommendations for the upcoming school year regarding curriculum nights and additional student progress information for families. The School Leadership Team reviewed the 2022- 2023 BEST data to review for patterns and trends.

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))

The School Leadership Team will review student data related to the SIP after state and district-wide common assessments throughout the school year: September, December, and March. The plan will be revised based on the outcome of the data.

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	Yes
2022-23 Minority Rate	49%
2022-23 Economically Disadvantaged (FRL) Rate	61%
Charter School	No
RAISE School	Yes
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) 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: B 2018-19: B 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	30	11	16	21	15	20	0	0	0	113	
One or more suspensions	3	2	2	6	7	3	0	0	0	23	
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	26	33	0	0	0	0	59	
Level 1 on statewide Math assessment	0	0	0	37	29	0	0	0	0	66	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	9	0	0	0	0	0	9	

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	11	0	0	0	21

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	4	0	1	3	11	0	0	0	0	19
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	1	4	9	14	11	10	0	0	0	49	
One or more suspensions	0	0	3	0	3	1	0	0	0	7	
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	1	8	0	0	0	0	0	0	9	
Level 1 in ELA or math	0	0	0	13	8	2	0	0	0	23	
Course Failures in ELA or math	0	1	10	2	3	3	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	1	7	5	5	3	0	0	0	21

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	0	1	3	11	0	0	0	0	18
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	1	4	9	14	11	10	0	0	0	49	
One or more suspensions	0	0	3	0	3	1	0	0	0	7	
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	1	8	0	0	0	0	0	0	9	
Level 1 in ELA or math	0	0	0	13	8	2	0	0	0	23	
Course Failures in ELA or math	0	1	10	2	3	3	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	1	7	5	5	3	0	0	0	21

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	0	1	3	11	0	0	0	0	18
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*	44	47	53	52	52	56	49		
ELA Learning Gains				60			48		
ELA Lowest 25th Percentile				59			35		
Math Achievement*	43	48	59	51	46	50	45		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				56			39		
Math Lowest 25th Percentile				38			31		
Science Achievement*	63	50	54	64	50	59	31		
Social Studies Achievement*					54	64			
Middle School Acceleration					38	52			
Graduation Rate					44	50			
College and Career Acceleration						80			
ELP Progress	79	61	59	82			56		

** 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	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	277
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	462
Total Components for the Federal Index	8

2021-22 ESSA Federal Index

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	7	Yes	2	2
ELL	46			
AMI				
ASN				
BLK	28	Yes	1	1
HSP	58			
MUL	36	Yes	1	
PAC				
WHT	51			
FRL	47			

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	31	Yes	1	1
ELL	45			
AMI				
ASN				
BLK	51			
HSP	54			
MUL	48			
PAC				
WHT	55			
FRL	46			

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	44			43			63					79
SWD	10			3							2	
ELL	27			33							3	79
AMI												
ASN												
BLK	24			32							2	
HSP	49			40			59				5	79
MUL	39			33							2	
PAC												
WHT	47			47			68				4	
FRL	36			35			49				5	75

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	60	59	51	56	38	64					82
SWD	0	46	63	21	38	33	15					
ELL	27			27								82
AMI												
ASN												
BLK	37	61		42	65							
HSP	54	61		47	52		58					
MUL	54			42								
PAC												
WHT	55	59	50	56	56	38	70					
FRL	40	47	58	41	45	37	57					

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	49	48	35	45	39	31	31					56
SWD	14			25								
ELL	33			25								56
AMI												
ASN												
BLK	21	25		18	33		8					
HSP	47	52		45	56		36					55
MUL												
PAC												
WHT	57	54		52	28		35					
FRL	39	35	33	34	35	18	23					42

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	51%	51%	0%	54%	-3%
04	2023 - Spring	42%	55%	-13%	58%	-16%
03	2023 - Spring	47%	48%	-1%	50%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	90%	54%	36%	54%	36%
03	2023 - Spring	36%	50%	-14%	59%	-23%
04	2023 - Spring	42%	54%	-12%	61%	-19%
05	2023 - Spring	43%	52%	-9%	55%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	60%	49%	11%	51%	9%

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.

4th Grade grade math scores showed the lowest performance. 29 students scored a level 1 and 37% of students were proficient. One contributing factor is that the highest performing students in the grade level participate in 4th grade advanced math and take the 5th grade FAST assessment. In the past, 4th grade math scores have trended better.

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

Intermediate math scores decline the greatest from the prior year. 51% of students scores proficient during the 21-22 school year compared 40% during the 22-23 school year.

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.

3rd grade and 4th grade math had the greatest gap when compared to the state average with a 10 point scale score average.

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

No area showed improvement over the prior year.

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

Students with disabilities and ELA for 4th

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

Math 3rd - 5th

ELA 3rd - 5th

School-Wide Attendance

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 Early Warning System**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.

Staff members serve on the Conscious Discipline Action Team (CDAT) and our School's Social Climate Committee to develop our compassionate school. Each team has a representative on the CDAT. Both of these work groups meet once a month for planning and reflecting on our goal.

Measurable Outcome:

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

We will reduce the number of referral from last year.

Monitoring:

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

The CDAT committee and SOARS Meeting meet (Tier 2/Tier 3) data will review behavior call data, and tier 2 and tier 3 data to determine the impact on students.

Person responsible for monitoring outcome:

Kara Smucker (kmccomes@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.)

We create a compassionate school by creating a school family. The School Family builds connections between families and schools, teachers and teachers, teachers and students, and students and students to ensure the success of all. Its foundation is building these seven skills in both the adults and students: composure, assertiveness, choices, encouragement, empathy, consequences and positive intent. We see conflict as an opportunity to teach and we see children who are exhibiting behaviors as having missing skills. We utilize the following must do structures to help build the school family; Brain Smart Starts, Mapping of Routines, Use of Daily Visual Schedule, Wish Well Routine, and Safe Keeper Commitment with School-wide Behavior Agreements,

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy focus on helping teachers self regulate some that they can better interact with students. It also focuses on being connections with students.

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.

No action steps were entered for this area of focus

#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.

One of the major concerns with our data is the lack of growth of our students with disabilities. In response to this data we have reworked our model for servicing students in 2nd-5th grades. The support facilitators work with either primary or intermediate students. This specializing of grade level bands will help teacher better understand the range of the standards in their grade level band. This will allow this teacher to deeply know their standards on a vertical level. We will also view ESE student data quarterly with teachers and support facilitators.

Measurable Outcome:

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

Our goal is for at least 75 percent of our students with disabilities in the fourth and fifth grades will make learning gains.

Monitoring:

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

The team of ESE teachers are now in a PLC that will meet with administration every Monday to analyze the data of this group of students. We will meet four times a month, each time we will be focused on a certain content area (math, reading, writing and executive functioning). We will utilize our district's MTSS Coach to hold us accountable by engaging in walkthroughs where we are focused on our service model and its effectiveness.

Person responsible for monitoring outcome:

Kara Smucker (kmccomes@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.)

Math-The support facilitator in math will be assisting the classroom teacher in providing the acceleration instruction after analyzing the Equip Pre Math Assessment Data.

Writing-The support facilitator in writing will analyze writing samples to provide instruction in evidence based writing either in one on one or in small group. The students will be involved in progress monitoring their writing growth and will reflect on their writing samples using a writing criteria (checklist).

Reading-The support facilitator in reading will be building knowledge for topics students are engaging in while reading individually with students. The core text to our HMH curriculum will be used to provide the necessary scaffolds. The focus of this service will be on comprehension. The students that she serves will be receiving phonics and fluency instruction if needed by other instructional staff.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Acceleration versus remediation in math is causing more growth.

Verbal feedback in writing with the use of checklists and time for student reflection causes students to work to improve their pieces.

Being coached in how to consume grade level text and building knowledge results in reading growth versus a skills-based approach. (Natalie Wexler)

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.

No action steps were entered for this area of focus

#3. Positive Culture and Environment specifically relating to Early Warning System**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.

Staff members serve on the Conscious Discipline Action Team (CDAT) and our School's Social Climate Committee to develop our compassionate school. Each team has a representative on the CDAT. Both of these work groups meet once a month for planning and reflecting on our goal.

Measurable Outcome:

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

We will reduce the number of referral from last year.

Monitoring:

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

The CDAT committee and SOARS Meeting meet (Tier 2/Tier 3) data will review behavior call data, and tier 2 and tier 3 data to determine the impact on students.

Person responsible for monitoring outcome:

Kara Smucker (kmccomes@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.)

We create a compassionate school by creating a school family. The School Family builds connections between families and schools, teachers and teachers, teachers and students, and students and students to ensure the success of all. Its foundation is building these seven skills in both the adults and students: composure, assertiveness, choices, encouragement, empathy, consequences and positive intent. We see conflict as an opportunity to teach and we see children who are exhibiting behaviors as having missing skills. We utilize the following must do structures to help build the school family; Brain Smart Starts, Mapping of Routines, Use of Daily Visual Schedule, Wish Well Routine, and Safe Keeper Commitment with School-wide Behavior Agreements,

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy focus on helping teachers self regulate some that they can better interact with students. It also focuses on being connections with students.

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.

No action steps were entered for this area of focus

#4. 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.

One of the major concerns with our data is the lack of growth of our students with disabilities. In response to this data we have reworked our model for servicing students in 2nd-5th grades. The support facilitators work with either primary or intermediate students. This specializing of grade level bands will help teacher better understand the range of the standards in their grade level band. This will allow this teacher to deeply know their standards on a vertical level. We will also view ESE student data quarterly with teachers and support facilitators.

Measurable Outcome:

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

Our goal is for at least 75 percent of our students with disabilities in the fourth and fifth grades will make learning gains.

Monitoring:

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

The team of ESE teachers are now in a PLC that will meet with administration every Monday to analyze the data of this group of students. We will meet four times a month, each time we will be focused on a certain content area (math, reading, writing and executive functioning). We will utilize our district's MTSS Coach to hold us accountable by engaging in walkthroughs where we are focused on our service model and its effectiveness.

Person responsible for monitoring outcome:

Kara Smucker (kmccomes@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.)

Math-The support facilitator in math will be assisting the classroom teacher in providing the acceleration instruction after analyzing the Equip Pre Math Assessment Data.

Writing-The support facilitator in writing will analyze writing samples to provide instruction in evidence based writing either in one on one or in small group. The students will be involved in progress monitoring their writing growth and will reflect on their writing samples using a writing criteria (checklist).

Reading-The support facilitator in reading will be building knowledge for topics students are engaging in while reading individually with students. The core text to our HMH curriculum will be used to provide the necessary scaffolds. The focus of this service will be on comprehension. The students that she serves will be receiving phonics and fluency instruction if needed by other instructional staff.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Acceleration versus remediation in math is causing more growth.

Verbal feedback in writing with the use of checklists and time for student reflection causes students to work to improve their pieces.

Being coached in how to consume grade level text and building knowledge results in reading growth versus a skills-based approach. (Natalie Wexler)

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.

No action steps were entered for this area of focus

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).

During the year we collect data to make data driven decision. We uses this information to work through the Comprehensive Needs Assessment (CNA) process. 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. The CNA analysis drives the district planning process for the School Improvement Plan.

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.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

The percentage of students score a level 3 or high for the current 4th grade cohort is 47% and the current 5th Grade cohort is 44%.

Measurable Outcomes

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

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

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

Our goal is to increase proficiency to 55% for both the 4th and 5th cohort of students and have 60% of 3rd graders score a level 3 or higher.

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.

Using the State Reading Walkthrough Tool, both fourth grade ELA teachers will work through coaching cycles to reflect on the effectiveness of their instruction.

HMH Module Assessments will be analyzed monthly during PLC Meetings and action plans will be created.

Analyze DIBEL and FAST assessment data in order to determine intervention to specific students and the core

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Smucker, Kara , kmccomes@pasco.k12.fl.us

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?

3rd - 5th grade students will use the Lexia core 5 program reading program. The students will be monitored using by unit growth in the Lexia core 5 program, Progress Monitoring PM 2 and PM 3, and Dibels in December and May.

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?

The Lexia Core 5 program levels students at their individual levels and targets foundation skills as well as comprehension skill. The program also has script lessons to provide explicit instruction for targeted lesson with deficiencies.

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
Create a master schedule that allows the additional support staff to push into the classroom to assist the classroom teacher in meeting the needs of all students.	Smucker, Kara , kmcccomes@pasco.k12.fl.us
Provide time for both classroom teachers and support staff to analyze the qualitative features of the reading passages to anticipate what students will struggle with, select a sequence of questions aligned to the BEST Standards to ask all students and plan tasks to cause students to think deeply	Smucker, Kara , kmcccomes@pasco.k12.fl.us
During instruction conduct literacy walkthroughs in order to provide feedback and time for reflection for those providing this strategy.	Smucker, Kara , kmcccomes@pasco.k12.fl.us
Utilize time monthly as a teacher team to work through the 4 Guiding Questions from DuFour and DuFour while analyzing the HMH Module Assessments to celebrate, problem solve and create action plans around the core instruction.	Smucker, Kara , kmcccomes@pasco.k12.fl.us
Progress Monitor student tier 1,2,3 data and created action plans to increase student achievement.	Smucker, Kara , kmcccomes@pasco.k12.fl.us

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.

Families and local businesses and organizations learned about our School Improvement Plan in the spring of 2023 when they were giving input to the revisions of it based upon data that was shared at the School Advisory Council Meeting. Also, at our first School Advisory Council for the 2023-2024 school this plan will be shared.

School staff led by the School Based Leadership Team analyzed the 2022-2023 School Improvement Plan as well as the STAR/FAST Data from the school year in order to make revisions to the plan for this upcoming year. During planning week of 2023 the instructional staff participated in an activity where they were looking at school's four focus areas based off the School Improvement Plan. Walkthroughs and professional development will be focused on these four areas where information will be displayed, shared and celebrated throughout the year.

School's website <https://qhes.pasco.k12.fl.us/>

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 year our Parent Involvement Committee, which represents both instructional and non-instructional are planning four Showcase Events (two during the day, two during the night). The purpose of the showcase is for parents to view their students' work samples and learn how their child is progressing in relationship to the state benchmarks. In our feedback from our Parent Involvement Survey that was conducted in the spring of 2023 the parents do want to know more about how their child is progressing.

We also utilize our Title One Dollars to provide a Parent Conference Night during the first quarter of school where are most struggling students' families (Tier 3) attend. The purpose of this time is for our teachers to share their concerns, describe what we are doing to help their children and give strategies on how they can help their child at home.

We also build positive relationships with our parents, families and community stakeholders through our school's social media, welcoming volunteers and inviting families to have lunch with their children. The principal also calls and writes a weekly newsletter for all families.

Our Family Engagement Plan can be found on our School's website at <https://qhes.pasco.k12.fl.us/>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

All third, fourth and fifth graders whose data shows the need for acceleration participates in our Accelerated Math Program.

During our weekly time with our teacher teams (PLC) we are ensuring that our teachers are looking at their data in order to plan instruction to meet the needs of students who are already demonstrating the

benchmarks. Example: our kindergarteners who already know how to read, will not be engaging in letter and sound instruction.

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 the efficiency of federal funds.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

We engage our teacher teams in a PLC approximately monthly where they meet with selected student service team members to discuss supports for our disconnected students (Tier 2 and Tier 3).

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))

By offering the accelerated Math Program for some of our third, fourth and fifth graders, it allows them to take sixth grade math at the elementary level which will benefit them moving forward.

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).

We utilize the state's curriculum as well as implement the seven skills of Conscious Discipline in order to build resiliency in our students. Our focus at a Tier 1 level is teach children to be kind, safe and helpful. We do offer a Tier 2 Program that focuses on teaching missing social skills and self-regulation skills; it is called Students on the Road to Success (SOARS). These students also serve additional school jobs in order for them to build self-worth and connect to the School Family. Our students with the most behavior deficits have individual behavior plans developed by a team of staff who have analyzed the function of their behaviors. These students receive individual instruction from a teacher we hire with our Title One Funds.

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))

To retain effective teachers, we utilize structures within Conscious Discipline with our adults that are also used with the students. (Morning message board with a positive quote, wish well staff members on our daily announcements, post staff celebrations in our copy room, at our monthly staff meetings we write how someone within our School Family has been kind and helpful to us). We also provide coaching supports to all staff.

Professional development is differentiated based upon data that is collected in walkthroughs. We have four focus areas for this school year that were determined based upon last year's walkthroughs and data from the state assessments. This will be delivered during our Early Release Days throughout the school year.

We also have vertical team time each month (ELA, Math and Science) where K-5 teachers meet within their content to work on learning the depth of the benchmarks both at the grade level and vertically.

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))

We have three different pre-school programs at Quail Hollow. We have two federally funded Headstart classrooms, one Pre-K VE Inclusion Program classroom and one Pre-K VE classroom. The teachers of these programs consult with our kindergarten teachers particularly in the second semester of the school year. They schedule visits to the kindergarten classrooms. We also host each year a four-day Kindergarten Camp in the summer prior to the school year starting. The Pre-K Teachers also attend a weekly PLC where they analyze data to determine the effectiveness of their program. This year we are also ensuring that the Pre-K Teachers are part of our walkthroughs and coached either by our coaching staff or administration.

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: Early Warning System	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$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.

No