Seven Springs Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Seven Springs Elementary School

8025 MITCHELL RANCH RD, New Port Richey, FL 34655

https://sses.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.

At Seven Springs Elementary School, we believe in fostering a safe, equitable, and compassionate community where we establish life-long learners.

Provide the school's vision statement.

Seven Springs Elementary School: Inspiring lifelong learners.

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
Rodriguez, Jimmy	Principal	
Stine, Sandra	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.

Input from the School Advisory Council was used to develop SIP. Required stakeholders were present.

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))

Monitoring and continuous improvement of a School Improvement Plan (SIP) is crucial to ensure its effectiveness in increasing the achievement of students in meeting the State's academic standards, especially for those with the greatest achievement gap. Here's a detailed description of how this process can be carried out:
Data Collection and Analysis: The school will regularly collect and analyze academic data, including standardized test scores, classroom assessments, and other relevant metrics. Data will be disaggregated to identify specific areas where students, particularly those with achievement gaps, are struggling.
BOY Baseline Assessments: Baseline assessments will be conducted to determine the current state of achievement and identify the specific needs of students. This provides a starting point for evaluating the impact of the SIP.
Goal Setting: Set clear, measurable, and achievable goals for student achievement. These goals should

be aligned with state academic standards and should address closing the achievement gap.

Action Plan Implementation: Implement the SIP's action plan, which includes strategies and interventions designed to meet the established goals. These strategies may involve curriculum adjustments, professional development for teachers, additional support services, and more.

Regular Progress Monitoring: Throughout the academic year, the school will monitor the progress of both individual students and subgroups. This monitoring will occur at regular intervals such as PM2 and PM3.

Data Review during PLC Meetings: Hold regular data review PLC meetings involving teachers, administrators and Academic Tutors. These meetings will focus on analyzing the data, identifying trends, and discussing the effectiveness of the strategies and interventions being used.

Feedback and Adaptation: Seek input from School Advisory Council

Mid-Year and End-of-Year Evaluation: At mid-year and the end of the academic year, conduct comprehensive evaluations to assess whether the SIP is achieving its intended outcomes. This should involve a thorough analysis of both quantitative and qualitative data.

Revision of the Plan: Based on the evaluation results, make necessary revisions to the SIP. If certain strategies are not proving effective or new challenges arise, adjust the plan accordingly. Consider implementing additional or alternative interventions to address the achievement gap.

Communication and Transparency: Keep all stakeholders informed about the progress of the SIP and any adjustments made to the plan. This can be done through regular updates, meetings, and reports.

Continuous Professional Development: Provide ongoing professional development opportunities for teachers to enhance their ability to address the achievement gap effectively.

By following this process, a school can ensure that its SIP is regularly monitored, and adjustments are made as necessary to promote continuous improvement and maximize the impact on student achievement, especially for those with the greatest achievement gap.

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	42%
2022-23 Economically Disadvantaged (FRL) Rate	74%
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	2021-22: C

*2022-23 school grades will serve as an informational baseline.	2019-20: C
	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	22	26	24	17	15	13	0	0	0	117
One or more suspensions	0	2	1	4	1	3	0	0	0	11
Course failure in English Language Arts (ELA)	0	0	0	0	0	6	0	0	0	6
Course failure in Math	0	0	0	0	4	0	0	0	0	4
Level 1 on statewide ELA assessment	0	3	22	42	14	15	0	0	0	96
Level 1 on statewide Math assessment	0	19	11	35	23	21	0	0	0	109
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	21	34	21	42	24	27	0	0	0	169
	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	7	0	0	0	0	0	7
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	1	1	17	7	9	9	0	0	0	44
One or more suspensions	0	0	2	4	2	1	0	0	0	9
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	2	22	0	0	0	0	0	0	24
Course failure in ELA or math	0	0	4	9	16	6	0	0	0	35
Level 1 in ELA or Math	0	0	0	9	9	7	0	0	0	25

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	9	9	7	0	0	0	0	26

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	4	2	0	0	0	0	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	1	1	17	7	9	9	0	0	0	44
One or more suspensions	0	0	2	4	2	1	0	0	0	9
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	2	22	0	0	0	0	0	0	24
Course failure in ELA or math	0	0	4	9	16	6	0	0	0	35
Level 1 in ELA or Math	0	0	0	9	9	7	0	0	0	25

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	9	9	7	0	0	0	0	26

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	1	0	4	2	0	0	0	0	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*	47	47	53	48	52	56	45		
ELA Learning Gains				55			30		
ELA Lowest 25th Percentile				45			32		
Math Achievement*	38	48	59	41	46	50	35		
Math Learning Gains				49			21		
Math Lowest 25th Percentile				40			32		
Science Achievement*	55	50	54	40	50	59	39		
Social Studies Achievement*					54	64			
Middle School Acceleration					38	52			
Graduation Rate					44	50			
College and Career Acceleration						80			
ELP Progress	78	61	59	57			40		

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	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	267
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	375
Total Components for the Federal Index	8
Percent Tested	98
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	11	Yes	4	1
ELL	45			
AMI				
ASN				
BLK	20	Yes	2	2
HSP	40	Yes	2	
MUL				
PAC				

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%
WHT	56			
FRL	49			

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	32	Yes	3	
ELL	36	Yes	1	
AMI				
ASN				
BLK	22	Yes	1	1
HSP	37	Yes	1	
MUL	45			
PAC				
WHT	53			
FRL	41			

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	47			38			55					78
SWD	14			8			8				4	
ELL	29			43			30				4	78
AMI												
ASN												
BLK	20			20							2	
HSP	33			25			38				5	77

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
MUL												
PAC												
WHT	53			46			69				4	
FRL	42			29			49				5	79

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	48	55	45	41	49	40	40					57
SWD	17	46	39	20	43	41	17					
ELL	16	43		26	38							57
AMI												
ASN												
BLK	29			15								
HSP	37	46	36	27	42	27	29					53
MUL	29	54		43	54							
PAC												
WHT	57	62	46	49	52	50	54					
FRL	39	49	41	34	43	32	28					60

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	45	30	32	35	21	32	39					40
SWD	22	13	17	14	20	33	22					
ELL	38			13								40
AMI												
ASN												
BLK	13			21								
HSP	42	38		21	13		44					38
MUL	40			20								
PAC												
WHT	51	30		45	22	27	42					

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
FRL	43	25	27	34	27	43	40					44

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	44%	51%	-7%	54%	-10%
04	2023 - Spring	48%	55%	-7%	58%	-10%
03	2023 - Spring	44%	48%	-4%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	36%	50%	-14%	59%	-23%
04	2023 - Spring	41%	54%	-13%	61%	-20%
05	2023 - Spring	42%	52%	-10%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	52%	49%	3%	51%	1%

III. Planning for Improvement

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

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

The data component that showed the lowest performance was third grade math. Only 36% of students scored at a level 3 or above. That's 23% worse than the state. The contributing factor is that one of the two math teachers in 3rd grade began after the start of the year as a long term substitute. This group of third graders experienced great transitions as they went from having 3 different teachers to 2 and then to 2 others.

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

The data component that showed the greatest decline was 3rd grade ELA. The prior year, 3rd grade bested the state score by 3%. This meant that when our third graders this year struggled as much as they did with not having consistent teachers and finished 6 points worse than the district, it constituted a 9 point swing in the wrong direction when comparing to the state average.

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.

Third grade math had the greatest gap at 23%. The contributing factor is that one of the two math teachers in 3rd grade began after the start of the year as a long term substitute. This group of third graders experienced great transitions as they went from having 3 different teachers to 2 and then to 2 others.

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

The data component that showed the most improvement was 5th grade ELA. This data marker went from being 15 points behind the state in 2022 to being 10 points behind the state in 2023. That 5 point swing is largely attributed to moving a successful and experienced teacher from 1st grade to 5th grade and presenting her with a new challenge. She rose to the occasion and provided great consistency and a wonderful role model for the students.

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

The areas most concerning for me are the number of students with a substantial reading deficiency, nearly 33% of the school, and the number of students at a level 1 in either reading or math, about 20% of the school.

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

3rd grade ELA, 3rd grade Math, 4th grade ELA, level 1 readers, level 1 math students

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

#1. Instructional Practice specifically relating to ELA

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.

High Impact Instruction: At SSES we will increase student proficiency for all students including our lowest performing subgroups: Blk, Hispanic, SWD, and ELL and academic growth by focusing on instructional best practices, deep engagement, and grade level work.

We will continue to build knowledge around the Science of Reading and how it relates to intentional planning of instruction.

Foundational skills instruction will be explicit, systematic, and multi-sensory and monitored closely with student data.

PLC work will focus on the four essential questions.

Kagan student engagement strategies will be utilized and embedded in content area lessons daily.

Students will be provided grade level work and held to high expectations to demonstrate mastery.

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

54% of our students will score at a level 3 or higher on their specific grade level ELA end of year assessment.

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

Monitoring/Evidence: IPG Walkthroughs, PLC Work Action Plans, Lesson Plans, Student work, and Assessment data (HMH, DIBELS, FAST, Equip, Eureka modules, MAP, Science units)

Person responsible for monitoring outcome:

Jimmy Rodriguez (jirodrig@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 will have two academic tutors that will be added to the schedule for Tier 3 interventions.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This will allow our teachers to focus on smaller group sizes during focused intervention time.

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.

Kagan student engagement strategies will be utilized and embedded in content area lessons daily.
Build knowledge around the Science of Reading and how it relates to intentional planning of instruction.

Person Responsible: Jimmy Rodriguez (jirodrig@pasco.k12.fl.us)

By When: daily for Kagan implementation ongoing coaching cycles and PD

#2. 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.

We will teach students, including our lowest performing subgroups: Blk, Hispanic, SWD, and ELL self-awareness, self-control, and interpersonal skills by nurturing our SHARK culture. Students will be Safe, Helpful, Accountable, Respectful, and Kind. Our staff will transition to PBIS as a Multi-Tiered Approach to increasing positive behavior outcomes

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

Our lowest subgroups, students who meet the criteria of: Blk, Hispanic, SWD, and/or ELL will see an increase in proficiency on their end of year ELA assessment to at least 50% proficiency.

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

Monitoring/Evidence: Referral Data, Classroom walkthroughs, Gallup Engagement, visible PBIS structures

Person responsible for monitoring outcome:

[no one identified]

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

PBIS is an evidence-based three-tiered framework that focuses on improving and integrating all of the data, systems, and practices affecting student outcomes every day. Tier 1 is designed to support important outcomes through the implementation of these 10 critical elements:
1. Lesson Plans for Behavior 6. Reward/Recognition Program
2. Faculty commitment 7. PBIS Team
3. Effective discipline procedures 8. Implementation Plan
4. Data Entry and Analysis 9. Classroom Systems
5. Expectations and rules 10. Evaluation

Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the core curriculum. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:
There is a clear connection between the skills taught in the interventions and the school-wide expectations.
Tier 2 interventions require little time of classroom teachers and are easy to sustain.
The interventions are matched to the student's need.

Tier 3 systems build upon Tiers 1 and 2 and become an additional layer of support for students in both general and special education who need more individualized interventions to achieve positive outcomes. This may involve conducting Functional Behavior Assessments and developing Behavior Intervention Plans (FBA/BIP). FBA/BIP is a formalized process that ensures interventions are centered on why a student behaves the way they do. Some of the characteristics of Tier 3 systems include:
Teams collaborating to identify what is needed for students to be successful.
Utilizing data to identify student need and monitor progress.

Supports that exist along a continuum
Many students can benefit from a simple (or brief) FBA
Others may require an comprehensive FBA, which means an increase in persons involved, the types of data collected, increased behavioral expertise/coaching for plan implementation, and monitoring of progress.
Some students will require more supports through a wraparound plan that may include personnel from outside agencies and rigorous problem-solving procedures.

A successful PBIS plan promotes consistent responses to behaviors across all staff members and settings. This consistency helps individuals understand the expected behaviors and the consequences of their actions, leading to more predictability and stability in the environment.

Successful PBIS plans involve the collaboration of all stakeholders, including students, parents, teachers, staff, and administrators. Engaging everyone in the process fosters a shared commitment to creating a positive and inclusive environment.

PBIS is an ongoing process that adapts to the changing needs of the community. Regular evaluation and refinement of the plan ensure its effectiveness and sustainability.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

At SSES, we strive to create a culture of positivity, respect, and support, enhancing the overall climate of the school and community. By focusing on prevention and promoting positive behaviors, PBIS fosters a conducive environment for learning, growth, and personal development.

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).

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

At SSES we will increase student proficiency and academic growth by focusing on instructional best practices, deep engagement, and grade level work.
• We will continue to build knowledge around the Science of Reading and how it relates to intentional planning of instruction.
• Foundational skills instruction will be explicit, systematic, and multi-sensory and monitored closely with student data.
• PLC work will focus on the four essential questions.
• Kagan student engagement strategies will be utilized and embedded in content area lessons daily.
• Students will be provided grade level work and held to high expectations to demonstrate mastery.

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

At SSES we will increase student proficiency and academic growth by focusing on instructional best practices, deep engagement, and grade level work.
• We will continue to build knowledge around the Science of Reading and how it relates to intentional planning of instruction.
• Foundational skills instruction will be explicit, systematic, and multi-sensory and monitored closely with student data.
• PLC work will focus on the four essential questions.
• Kagan student engagement strategies will be utilized and embedded in content area lessons daily.
• Students will be provided grade level work and held to high expectations to demonstrate mastery.

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

54% of students will achieve a level 3 or higher on the end of year ELA assessment

Grades 3-5 Measurable Outcomes

54% of students will achieve a level 3 or higher on the end of year ELA assessment

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.

Monitoring/Evidence: IPG Walkthroughs, PLC Work Action Plans, Lesson Plans, Student work, and Assessment data (HMH, DIBELS, FAST, Equip, Eureka modules, MAPS, Science units)

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Rodriguez, Jimmy, jirodrig@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?

• We will continue to build knowledge around the Science of Reading and how it relates to intentional planning of instruction.
• Foundational skills instruction will be explicit, systematic, and multi-sensory and

monitored closely with student data.
• PLC work will focus on the four essential questions.
• Kagan student engagement strategies will be utilized and embedded in content area lessons daily.
• Students will be provided grade level work and held to high expectations to demonstrate mastery.

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?

Our emphasis on the Science of Reading reflects a commitment to using research-backed methods in literacy instruction. Understanding the science behind reading helps our educators make informed decisions about instructional strategies.

Explicit, systematic, and multi-sensory foundational skills instruction provides a structured and comprehensive approach to teaching fundamental reading skills.

Our PLCs focusing on essential questions promotes collaborative discussions and shared vision among teachers, enhancing their ability to address key components of an MTSS approach.

Kagan strategies are known for promoting active student engagement and cooperative learning, enhancing the overall learning experience.

Providing grade-level work and setting high expectations is grounded in the belief that students can achieve at elevated levels when challenged.

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
We will commit to focus on the Core Actions of the Instructional Practice Guides created by Achieve the Core. This commitment will be fostered through regular learning walks being scheduled and conducted by all teachers. Literacy Leadership: We will have a dedicated team comprising administrators, literacy specialists, and key teachers to lead the literacy initiative. This team will be responsible for overseeing the implementation of literacy strategies, ensuring alignment with the school's goals, and providing ongoing support to teachers. Literacy Coaching: Introduce literacy coaches who will work closely with teachers to model effective instructional practices, provide feedback, and offer personalized support. Coaches should have expertise in the Science of Reading and evidence-based literacy strategies. Assessment: Develop a comprehensive literacy assessment plan that includes both formative assessments to guide daily instruction and summative assessments to measure overall student progress. Ensure that assessments align with the Science of Reading principles. Professional Learning: Provide targeted professional development sessions focused on the Science of Reading for all staff members. Engage district staff members if needed, and ensure that the training is ongoing to deepen understanding and application of evidence-based literacy practices.	Rodriguez, Jimmy, jirodrig@pasco.k12.fl.us
We will increase student proficiency and growth academically and behaviorally by strengthening our systems for collecting and analyzing data. PLC, SLT, Behavior, and SIT teams will focus on their data areas to make connections between instruction and student support. • Data and action plans will be housed and accessed in SharePoint by all stakeholders. • SIT team will continue to tighten systems around MTSS utilizing the MTSS Guidebook to drive their work. • PLCs will utilize student data to strengthen Tier 1 & 2 instruction. • Teachers will use CFAs, Equip, Lexia, and Zearn to determine differentiated needs of students and intervene	Rodriguez, Jimmy, jirodrig@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.

Along with electronic notification, the SIP and progress will be disseminated at our quarterly SAC meetings.

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))

sses.pasco.k12.fl.us

Building positive relationships with parents, families, and community stakeholders is crucial for the success of a school and the well-being of its students. Here's how the school plans to achieve this.

Open Communication:
The school will establish clear and open communication channels to facilitate regular interaction with parents. This includes newsletters, emails, a dedicated school website, and social media platforms where important updates, announcements, and information about school activities will be shared.

Parent-Teacher Conferences:
Regular parent-teacher conferences will be scheduled to provide opportunities for face-to-face communication. These conferences will allow parents to discuss their child's progress, address any concerns, and collaborate with teachers to support the student's learning journey.

Workshops and Information Sessions:
The school will organize workshops and information sessions for parents on various topics such as the curriculum, school policies, and strategies for supporting their child's education at home. These sessions will also address the importance of literacy, the Science of Reading, and ways parents can reinforce learning.

Parent Involvement in School Activities:
Actively encouraging and involving parents in school activities, events, and committees will be a priority. This participation not only fosters a sense of community but also allows parents to contribute to the school's mission and understand the educational environment better.

Technology Platforms for Progress Monitoring:
Using myStudent provides parents with real-time access to their child's academic progress, assignments, and attendance records. This transparency helps keep parents informed and engaged in their child's educational journey.

Community Events and Partnerships:
Hosting community events, such as family fun nights, open houses, and community fairs, to bring parents, families, and other stakeholders together. The school will also seek partnerships with local businesses and organizations to enhance the educational experience for students.

Parent Volunteer Program:
Establishing a parent volunteer program, our PTO, to encourage active involvement in school activities and events. This not only provides valuable support for school initiatives but also strengthens the sense of community and shared responsibility for student success.

School Advisory Council:
Creating a School Advisory Council that serves as a forum for parents to express their opinions, provide input on school policies, and collaborate with the school administration in decision-making processes.

By implementing these strategies, the school aims to create a collaborative and supportive partnership between educators, parents, and the community, ultimately contributing to the fulfillment of the school's mission and meeting the diverse needs of its students.

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))

To strengthen our academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum, the school will commit to the following:
1. Implementation of the Core Actions within the Instructional Practice Guides created by Achieve the Core.
2. Implement extended learning opportunities through Extended School Day.
3. Integrate technology into the curriculum to facilitate personalized learning experiences. Utilize educational software, online resources, and adaptive learning platforms to tailor instruction to individual student needs. This will be specifically used for Tier 2 and Differentiation.
4. Establish enrichment programs for students who excel in specific subjects, allowing them to explore advanced topics or participate in projects that extend beyond the standard curriculum.
5. Provide ongoing professional development opportunities for teachers to enhance their instructional practices. Focus on training in the Science of Reading, differentiated instruction, and strategies for effectively engaging students in the learning process.
6. Implement a systematic approach to progress monitoring, using formative and summative assessments. Regularly analyze data to identify areas of improvement and provide timely interventions for students who may be struggling or ready for more advanced work.

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))

n/a