

Pasco County Schools

Gulf High School



2023-24

Schoolwide Improvement Plan (SIP)

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Gulf High School

5355 SCHOOL RD, New Port Richey, FL 34652

<https://ghs.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.

Providing a world-class education for all students.

"Gulf High School's mission is to link local, state, national, and international resources to create active, lifelong learners who will promote worldwide intercultural understanding and respect."

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Morgenstein, Jeff	Principal	School Vision and Mission / Core Values English 9-12 School Leadership Team (SLT) Literacy Leadership Team (LLT) w/Martin District Literacy Committee AVID Schoolwide / Site Team w/Site Team Coordinator Building Construction Project, FFE, Move-In Plan SRO / SSG Coordination Main Office Staff w/Bowen Comprehensive Needs Assessment (CNA) School Success Plan (SuP) School Budget and Audit Title I Initiatives Planning & Budget UniSIG Initiatives Planning & Budget Parent & Family Involvement / Parent University w/Knox Public Information & Media Relations / Communications Community / District / State Relations Staff Expectations
Macri-Grim, Cheryl	Assistant Principal	IB Diploma Programme All Grades 9-12 / Course Students IB Impact Teams AP Program All Grades 9-12 Mathematics LDC - Content Area Coaching CTE Certifications Testing (coordinate w/ Admin and Career Spec) Building Construction Project, FFE, Move-In Plan Pasco Pathways / School Choice District – Secondary Design Team Equal Opportunity Schools (EOS) New Teachers Initiatives w/LDC Testing: AP & IB Title I Initiatives Planning Title I Budget and Audit Webmaster
Mazurowski, Amy	Assistant Principal	Class of 2024 (12th Grade) Graduation Senior Celebrations Master Schedule – Finalize and Balancing S1&S2 2023-24 Science Media / RMA CTE – Health Careers Academy SSAP Team (Recovery) / SOS eSchool Lab Data Reporting – District and State SSO Athletics / Athletic Director Calendar and Use of Facilities Requests Fundraisers / Field Trips (Review w/Bookkeeper)

Name	Position Title	Job Duties and Responsibilities
		Duty Rosters Meet the Teacher / Orientation Day 2023-24 ESD / ESY *Freshman Transition Event (July 2024)
Martin, Hilda	Assistant Principal	Class of 2026 (10th Grade) Reading World Language – Spanish Student Services / Counselors / Clinic School Based Threat Management Team (SBTMT) / Mental Health Career Specialist / Naviance CTE – Early Childhood Education ESOL & Compliance / WIDA Testing ESE – VE & SF / IEP & Case Managers ESE Scheduling VE & SF ESE Reporting / BPIE Literacy Leadership Team (LLT) w/Morgenstein Testing / Assessment Coordinator (non- AP, IB, or FSAA) Testing – PSAT, School-Day SAT and ACT Testing Committee Progress Monitoring (ELA, Math, Science) Staff Events & Celebrations Course Selection and Master Schedule 2024-25 (beg. Jan 2024) Curriculum Fair / High School Success Night (Feb 2024) *Meet the Teacher Event (August 2024)
King, Thurston	Assistant Principal	Class of 2025 (11th Grade) Fine Arts Physical Education CTE – NJROTC CTE – Gaming / Business Facilities Maintenance / Cafeteria ESE - Social-Behavioral Program (SBP) / IEP & Case Managers ESE Scheduling SBP Healthy Schools Committee PBIS / Discipline Committee Placement Review Committee Professional Development: PBIS/Restorative Practices (ERDs) Safety / Safety Drills / Safety Committee Transportation / Bus Liaison PBIS / PBIS Committee *Senior Kick-Off Event (July 2024)

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.

All key elements related to Comprehensive Needs Assessment and SIP development are gathered by members of administration and presented to the School Leadership Team (SLT). The SLT analyses the data, notes connections, proposes tiered interventions, and reports back to administration. The SIP is written with their input infused. Finally, the SIP is presented to the SLT, AVID site team, faculty, and School Advisory Council. The SAC votes to approve or not. SAC has members of staff, faculty, parents, students, district liaison, and community and business partners. All provide input to mold the SIP prior to final form and voting.

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))

In order to bridge the achievement gap, PLCs meet weekly, with set PLC facilitators that meet in monthly meetings with the School Improvement Team. The School Improvement team will then review school goals in order to ensure that school initiatives are being met with fidelity through data talks, walk through teams, and committees that target specific interventions such as MTSS and PBIS. Revision of the plan would include administration, faculty, and staff coming together to revisit data in focus groups to create revision plans.

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)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	46%
2022-23 Economically Disadvantaged (FRL) Rate	77%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL)

	White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: I 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

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*	35	49	50	32	51	51	35		
ELA Learning Gains				35			36		
ELA Lowest 25th Percentile				27			33		
Math Achievement*	31	40	38	33	35	38	33		
Math Learning Gains				45			29		
Math Lowest 25th Percentile				45			32		
Science Achievement*	52	66	64	42	50	40	39		
Social Studies Achievement*	42	67	66	40	49	48	58		
Middle School Acceleration					38	44			
Graduation Rate	91	91	89	86	63	61	84		
College and Career Acceleration	51	67	65	29	68	67	28		
ELP Progress	14	46	45	28			49		

** 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)	CSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	316
Total Components for the Federal Index	7
Percent Tested	94
Graduation Rate	91

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	11
Percent Tested	93
Graduation Rate	86

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	36	Yes	4	
ELL	31	Yes	4	1
AMI				
ASN	69			
BLK	37	Yes	4	
HSP	41			
MUL	54			
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	53			
FRL	43			

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	3	1
ELL	35	Yes	3	
AMI				
ASN	71			
BLK	30	Yes	3	1
HSP	37	Yes	2	
MUL	46			
PAC				
WHT	44			
FRL	38	Yes	1	

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	35			31			52	42		91	51	14
SWD	24			27			44	14		14	6	
ELL	14			16			39	17		29	7	14
AMI												
ASN	73			47			92	62			4	
BLK	19			15			44	21		32	6	
HSP	30			27			51	30		45	7	13

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	39			39			39	75		42	6	
PAC												
WHT	38			35			51	47		57	6	
FRL	34			29			51	37		47	7	11

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	32	35	27	33	45	45	42	40		86	29	28
SWD	25	30	22	17	39	36	21	30		80	11	
ELL	13	34	36	26	50	50	22	35		91	5	28
AMI												
ASN	61	59		69	69					100	67	
BLK	17	21	20	11	32	36	23	29		88	19	
HSP	25	31	33	29	42	44	31	35		88	21	24
MUL	40	30		25	36		58	60		90	32	
PAC												
WHT	34	38	25	41	49	44	48	49		83	30	
FRL	28	34	27	31	44	46	36	44		83	24	26

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	35	36	33	33	29	32	39	58		84	28	49
SWD	22	29	20	31	35	29	11	53		88	7	
ELL	15	29	28	26	46	53	22	26		100	12	49
AMI												
ASN	68	58		62	38		79			100	82	
BLK	25	23	9	17	18	20	25	65		69	17	
HSP	27	28	21	27	30	33	31	45		90	17	49
MUL	44	50		41	22		44	69		84	25	
PAC												
WHT	37	38	45	36	31	31	41	62		82	30	

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	29	34	32	29	29	33	34	53		81	23	48

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
10	2023 - Spring	36%	51%	-15%	50%	-14%
09	2023 - Spring	32%	48%	-16%	48%	-16%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	26%	50%	-24%	50%	-24%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	49%	-17%	48%	-16%

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	65%	-18%	63%	-16%

HISTORY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	43%	65%	-22%	63%	-20%

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.

Geometry showed our lowest performance at 32%. This is attributed to inability to provide an intermediary year of Algebra instruction to enhance student achievement prior to going on to Geometry.

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

Trends for Geometry have gone down by 11%. Some contributing factors include the realignment of the mathematics course sequencing whereby students who are weaker in Algebra would have had a year of Liberal Arts Math or other Algebra reinforcement curriculum and not being able to offer until the following year Foundations of Mathematics. Our bottom quartile students and subgroup data shows the need to increase differentiated instruction. Professional development will include intervention strategies for implementing differentiated instruction utilizing mathematics manipulatives. Support for new teachers will be put in place in order to increase engagement and intervention with our students. Supplemental resources are being purchased to support learner engagement with standards based curriculum.

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.

The greatest gap compared to stage average for first time test takers was Geometry, 32% compared to 76%. This is attributed to inability to provide an intermediary year of Algebra instruction to enhance student achievement prior to going on to Geometry.

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

ELA showed a 4% growth for 9th and 10th grade students who took FSA in 2021-2022 and FAST in 2022-2023. As well, for cohorts, student growth was also 4% when comparing student performance from prior year to current. New actions included professional development for implementation of newly adopted instructional materials, adding in push-in support positions for literacy development, and students with disabilities, and training in utilizing Lexia PowerUp (tiered interventions and analysis of data reports).

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

1. Increasing gains within ELA and Mathematics. 2. Making supports available schoolwide in order to continue to make gains and create sustainable growth.

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

1. To increase sustained growth in English: ELA by 4% or higher in 9th grade from 32% to 40% and 10th grade from 36% to 44%.
2. To increase sustained growth in Geometry: Geometry from 32% to 45% in order to regain ground lost in prior year.
3. Focused interventions to support learning gains among English Learners and Students With Disabilities in order to achieve parity with peers.

4. Increasing graduation rate and course acceleration through with SAT/ACT bootcamps, training, and professional development.

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.

Area of Focus ELA: 2. High Impact Instruction - Provide literacy/reading support daily in ELA classes for L35 and Level 1 readers. Review of incoming 9th grade students' ELA/Reading achievement levels from FAST PM3 in Spring 2023 (8th grade) indicate that 40% of students require Tier 2 and 3 intervention to reach proficiency on FAST PM3 (in 9th as well as an indicator for 10th grades). By providing a supplemental instructor as the IA for Reading, additional support is given in the classroom alongside the ELA teacher, Reading Teacher, ESE-VE Support Facilitator. Focus shall include AA, low-SES, SWD and ELL subgroups to determine parity with peers.

Measurable Outcome:

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

By May 2024: The percentage of 9th and 10th grade students at proficiency level 3 or higher on FAST PM3 will be 75% or higher.

By May 2024: The percentage of 11th and 12th grade students at proficiency demonstrated through concordant measures will be 75% or higher.

Monitoring:

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

-Mr. Morgenstein, Mrs. Martin, and LLT chair with monitor twice each quarter – any retakes or concordant tests.

-Mr. Morgenstein, Mrs. Martin, and LLT chair with monitor twice each quarter for FAST PM1, PM2, and CFA data from the PLC.

-Data will be disaggregated by subgroup.

Person responsible for monitoring outcome:

Jeff Morgenstein (jmorgens@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.)

Lexia PowerUp Literacy Program

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

District adopted scientifically based researched intervention resource for Tier 3 literacy development. The program provides rich data and guides students to continued growth and goal setting.

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 2 - Moderate 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.

Organize and inservice Reading teachers, IA Reading, ELA classroom teacher to use Lexia PowerUp

Person Responsible: Hilda Martin (hmartin@pasco.k12.fl.us)

By When: August and September 2023 sessions.

Train staff in Lexia PowerUp use and generation of data reporting.

Person Responsible: Hilda Martin (hmartin@pasco.k12.fl.us)

By When: August 31, 2023

Implement weekly use of Lexia PowerUp by reading instructor and reading IA in 9th and 10th grade classrooms.

Person Responsible: Hilda Martin (hmartin@pasco.k12.fl.us)

By When: Weekly starting August 10, 2023.

Conduct FAST PM1 testing.

Person Responsible: Hilda Martin (hmartin@pasco.k12.fl.us)

By When: August 24, 2023 window - extending to first week in September 2023

Assign and support Intensive Reading Teacher in working directly with students in the co-teach classroom to address the comprehension of complex text.

Person Responsible: Hilda Martin (hmartin@pasco.k12.fl.us)

By When: Weekly starting August 10, 2023 through PLC meetings and in class visits.

Assign and support Instructional Assistant for Reading in working directly with students in the co-teach classroom to address the comprehension of complex text.

Person Responsible: Hilda Martin (hmartin@pasco.k12.fl.us)

By When: Weekly starting August 10, 2023 through PLC meetings and in class visits.

Coordinate leaders given leadership supplements to oversee and implement the school's Literacy Leadership Team, Language Arts instructional teams, and Reading Data Analysis Team.

Person Responsible: Jeff Morgenstein (jmorgens@pasco.k12.fl.us)

By When: Beginning August 12, 2023 and continuing each month at individual team sessions and with the overall School Leadership Team.

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**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 our district priorities is the creation and maintaining of a Collaborative Culture. Our efforts in this area lead to teachers and staff being collegial and organically organizing themselves into productive work teams. We have found that staff-identified professional development enhances this structure. Therefore, the addition of a reading teacher and reading IA will increase the team's efficacy and ability to share collaborative responsibilities in serving students for tiered interventions. We note the positive affect among the team having identified traits needed to foster teacher fulfillment and thus, retention.

Measurable Outcome:

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

100% of the staff members serving students in literacy will complete the full year of service for school year 2023-24 and express the desire to continue as a collaborative team.

Monitoring:

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

Through the Gallup Q12 survey, staff engagement will be measured near the start of the school year (October 2023). Through bi-monthly meetings of the Literacy Leadership Team, we will gauge staff satisfaction at mid-year and end of year.

Person responsible for monitoring outcome:

Hilda Martin (hmartin@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.)

Gallup Q12 staff survey October 2023. An objective data set gathered by a disinterested outside party.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Gallup Q12 provides correlative data on staff satisfaction and engagement. This is an objective study and has been conducted for several years. Thus, a longitudinal sense of effect on collaborative culture and its correlative impact on teacher retention may be understood.

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 3 - Promising 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.

Hire additional personnel for Reading

Person Responsible: Jeff Morgenstein (jmorgens@pasco.k12.fl.us)

By When: August 3, 2023

Train new and existing staff in Lexia PowerUp features.

Person Responsible: Hilda Martin (hmartin@pasco.k12.fl.us)

By When: Together We Learn sessions and planning week seminars. July 24-27, 2023; August 5, 2023.

Create collaborative team grouping and establish Literacy Leadership Team.

Person Responsible: Hilda Martin (hmartin@pasco.k12.fl.us)

By When: August 18, 2023

Meeting design using district One-Note for Literacy Leadership Team.

Person Responsible: Hilda Martin (hmartin@pasco.k12.fl.us)

By When: August 18, 2023 start; continue subsequent months.

Survey for team satisfaction and engagement

Person Responsible: Jeff Morgenstein (jmorgens@pasco.k12.fl.us)

By When: December 2023; April 2024

CSI, TSI and ATSI Resource Review

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

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

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

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

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

The conclusion of the CNA results in the identification of the root causes of barriers, the development of a school improvement plan to overcome/reduce barriers to improvement, the allocation of supports needed to

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

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.

Gulf High School holds a series of on-campus meetings to present the nature of SIP, UniSIG, SWP to families. As well, the principal presents to local community organizations each year (i.e., Rotary) to explain school programs, initiatives, and funding sources. Stakeholder input meetings are conducted annually to gain input towards best use of funding and resources and to reflect on the efficacy of prior expenditures for student / school use. Annually, the School Advisory Council (SAC) receives a presentation on the SIP, UniSIG, SWP and schoolwide goals for review, input, and voting to accept or not.

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))

<https://ghs.pasco.k12.fl.us> -- see "button" for Family Engagement Plan.

Quarterly, Gulf High School holds parent/family nights focused on general academics, household development (finances, banking, community resources), safety in the community and online, and supports for newly arrived families who do not speak English. Further, workshops are in place for ELL students and parents targeting needs expressed by the community and the sharing of learning resources, books, and bilingual materials.

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)

Gulf High School has realigned the school day to allow for expanded learning time one period per day which cycles through the week. This time is specifically and fully a part of that period. Teachers developed and shared a set of learning experiences that would maximize student growth and

achievement for enrichment and acceleration (e.g., focused literacy development to support Reading as and Area of Focus; tiered group intervention to support Area of Focus in Mathematics; project based learning; debate / critical inquiry after viewing or reading; etc.).

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))

As a means of providing timely and practical information to families and other stakeholders, Gulf High School coordinates its Title I and UniSIG funds to host informational/instructional workshops that bring in community resources including, but not limited to: housing, banking, rental, mortgage; nutrition and healthy lifestyle; safety in the community and online.

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))

Gulf High School school counselors conduct "academic lunch" during which they counsel students on mental health issues and then provide opportunities for academic remediation.

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))

Gulf High School's Career Resource Specialist conducts workshops with students for career education. In partnership with school counselors, students develop a full plan in Naviance.

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).

Professional Development focus for the year on restorative practices. Additionally, funding for professional development on interventions appropriate for students with disabilities will be facilitated through learning modules to teachers and paraprofessionals.

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))

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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))

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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: Instructional Practice: ELA				\$91,615.47
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	0331 - Gulf High School	UniSIG	0.4	\$8,973.00
			Notes: Pre-approved – Emma Davis 6/14/2023 GHS will hire an Instructional Assistant with the secondary literacy micro-credential to support the students in intensive reading. This 0.4 FTE will be matched with 0.6 FTE to Title 1 to create a whole position. This person will work directly with the reading endorsed intensive reading teacher. This position will run August 8, 2023 - May 28, 2024. The position is a 7.5-hour day and will make approximately \$15 per hour.			
	5100	210	0331 - Gulf High School	UniSIG		\$1,218.00
			Notes: Instructional Assistant - Retirement 13.57%			
	5100	220	0331 - Gulf High School	UniSIG		\$687.00
			Notes: Instructional Assistant - FICA 7.65%			
	5100	230	0331 - Gulf High School	UniSIG		\$3,250.00
			Notes: Instructional Assistant - Group Insurance			
	5100	240	0331 - Gulf High School	UniSIG		\$113.00
			Notes: Instructional Assistant - Worker's Compensation 1.25%			
	5100	250	0331 - Gulf High School	UniSIG		\$9.00
			Notes: Instructional Assistant - Unemployment Compensation 0.10%			
	5100	120	0331 - Gulf High School	UniSIG	1.0	\$51,255.00
			Notes: Pre-approved – Emma Davis 6/14/2023 Spring data shows the need for an additional intensive reading teacher at GHS to meet the needs of our level one students. This position will allow for the intensive reading classes to have a reduced class size, allowing for more focused attention to these students. This position will run August 3, 2023 - May 29, 2024. The position is a 7.5-hour day and will make approximately \$35 per hour.			
	5100	210	0331 - Gulf High School	UniSIG		\$6,956.00
			Notes: Reading Teacher - Retirement 13.57%			
	5100	220	0331 - Gulf High School	UniSIG		\$3,922.00
			Notes: Reading Teacher - FICA 7.65%			
	5100	230	0331 - Gulf High School	UniSIG		\$8,125.00
			Notes: Reading Teacher - Group Insurance			
	5100	240	0331 - Gulf High School	UniSIG		\$641.00
			Notes: Reading Teacher - Worker's Compensation 1.25%			
	5100	250	0331 - Gulf High School	UniSIG		\$52.00
			Notes: Reading Teacher - Unemployment Compensation 0.10%			
	5100	310	0331 - Gulf High School	UniSIG		\$1,070.00

			<i>Notes: Reading Teacher - The classroom teacher earns 10 days of paid sick leave each year. These funds will cover this leave if used. It does not represent planned time out of the classroom.</i>			
	5100	510	0331 - Gulf High School	UniSIG		\$300.00
			<i>Notes: Reading Teacher - Classroom supply funds</i>			
	5100	120	0331 - Gulf High School	UniSIG	0.05	\$2,500.00
			<i>Notes: GHS will fund 2 leadership supplements for teacher leaders as part of the school leadership team. The leadership team will provide regular professional development to support continuous improvement. They will then support and facilitate bi-weekly meetings and monthly professional development with teacher teams.</i>			
	5100	210	0331 - Gulf High School	UniSIG		\$339.00
			<i>Notes: Leadership Supplements - Retirement 13.57%</i>			
	5100	220	0331 - Gulf High School	UniSIG		\$191.00
			<i>Notes: Leadership Supplements - FICA 7.65%</i>			
	5100	240	0331 - Gulf High School	UniSIG		\$31.00
			<i>Notes: Leadership Supplements - Worker's Compensation 1.25%</i>			
	5100	250	0331 - Gulf High School	UniSIG		\$3.00
			<i>Notes: Leadership Supplements - Unemployment Compensation 0.10%</i>			
	5100	510	0331 - Gulf High School	UniSIG		\$1,120.47
			<i>Notes: GHS will align funds for student consumable supplies to support students with their learning. The school will purchase materials such as notebook paper, pens, pencils, notebooks, file folders, two pocket folders, dividers, colored pencils, highlighters, chart paper, composition notebooks, and markers.</i>			
	5100	644	0331 - Gulf High School	UniSIG		\$770.00
			<i>Notes: Pre-approved – BSI 7/27/2023 Teacher Computer - GHS will purchase a computer for the intensive reading teacher funded out of UniSIG funds. Since this employee's salary is grant funded the computer assigned to them will also be purchased with grant funds. Computers are budgeted at \$770 per device with a \$90 technician fee. The technician fee will be used to support set-up and continued maintenance of the devices.</i>			
	6500	399	0331 - Gulf High School	UniSIG		\$90.00
			<i>Notes: Pre-approved – BSI 7/27/2023 Technician Fees - GHS will purchase a computer for the intensive reading teacher funded out of UniSIG funds. Since this employee's salary is grant funded the computer assigned to them will also be purchased with grant funds. Computers are budgeted at \$770 per device with a \$90 technician fee. The technician fee will be used to support set-up and continued maintenance of the devices.</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$0.00
Total:						\$91,615.47

Budget Approval

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

No