

School:	Rodney B. Cox Elementary School
vision:	All our students achieving success in college, career, and life
mission:	We share responsibility with all stakeholders to provide high quality instruction for all learners to ensure each student will thrive emotionally, academically, socially, and physically in a safe environment.

1 Early Warning Systems/SB850

*Pasco Schools requires this for **all** schools. **ANY** school that serves any students in grades 6, 7, or 8 has the requirement per Sections 1001.42 and 1003.53, F.S.*

Use the following indicators to complete this section:

- * Attendance below 90%
- * One or more suspensions
- * Course failure in ELA or mathematics
- * Level 1 score on statewide, standardized assessments in ELA or mathematics

How many students exhibit 2 or more of the indicators?

54

How many students by grade level exhibit each indicator?

	Grade	Grade	Grade	Grade	Grade	Grade
	K	1	2	3	4	5
Attendance below 90%	15	5	10	8	12	4
1 or more suspensions	0	0	0	1	0	11
Course failure in ELA or mathematics	0	2	0	30	3	8
Level 1 in ELA or mathematics	0	0	0	50	16	38

Describe tiered intervention strategies employed by the school to improve the academic and behavioral performance of the students identified and to prevent others from exhibiting the indicators (for example, PBIS, Tier 1, and Tier 2 interventions).

Teacher teams will work in collaboration with student support staff to analyze data regularly during PLCs, TBIT meetings, and SBIT meetings. Interventions will be planned for students based on an area of need that may include: Teachers contacting families after 3 consecutive absences, referral to social worker, attendance tracking of tardies and early releases, Tier II or Tier III behavior supports and/or academic supports, FBA and BIP as needed, Daily check-in/check-out, accommodations through a 504/IEP.

2 Collaborative Teaching

*This section is required for **all** schools, per section 1012.98, F. S.*

Describe the specific strategies the school uses to implement PLCs and MTSS. Include the following:

- * The processes at the school for engaging in interdisciplinary planning, collaboration, and instruction
- * Strategies used at the school to align curriculum and instructional materials to state academic standards
- * Strategies the school uses to implement integrated digital instruction, project based instruction, and competency based instruction
- * How the school uses differentiated instructional strategies to engage and meet the needs of all learners

Teacher teams participate in weekly grade level PLCs for 90 minutes. PLCs are supported by administration, academic coaches, and support facilitators during this time. During PLCs, teams focus on prioritizing and studying standards, planning for common formative and summative assessments, and determining instructional strategies, resources, models, and differentiation to meet the needs of learners. PLCs focus on Humanities (ELA, Writing, and Social Studies) and Mathematics at all grade levels. Additionally, 4th and 5th grade schedules PLCs for Science as needed. Though a deeper understanding of the state standards, teacher teams align instructional practices and resources to the needs of the learners they serve. Teams utilize technology within instruction and independent practice utilizing Nearpod, Canvas, and instructional tools. Teams collaborate for project based learning tasks, rubrics, and expectations. Teams utilize the TBIT process to analyze common assessments following a protocol for data analysis. Based on the outcomes from common assessments, teams plan for differentiated supports of student groups. Intervention blocks are scheduled within the day to support student learning of essential standards.

3 Student Transition and Readiness

*Pasco Schools require this for **all** schools.*

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another (e.g., preK-K, 5th-6th, 8th-9th), **AND** describe the strategies used to welcome new students into the school.

Articulation activities for PreK are scheduled for the end-of-the-year which include eating lunch in the cafeteria and class visits to Kindergarten classrooms. Articulation meetings and visits are held with our feeder middle school to discuss 5th grade students. End-of-the-year data meetings are held to discuss students articulating up to the next grade and student data cards are completed on all students for the next year's teacher.

4 College and Career Awareness

*Pasco Schools require this for **all** schools.*

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations; integrating technical education with academic courses; and/or adding industry certification opportunities.

In partnership with the Mayor and City Manager of Dade City and myself community organizations have agreed to support our school community on and off campus. A planning meeting with community organizations will be held during the summer to collaborate and develop a plan for the school year. The plan will include activities such as RSVP visits to read with students, Dade City Employees mentoring students, and after-school or weekend activity where community members can share their trade skills or hobbies with students. The community will participate in school events when possible or will hold community events for the students of the community (ie: Movie in the Park) Meetings will be held a minimum of 2 times a year to adjust plans and to monitor the feedback of stakeholders.

5 Safe and Inclusive Schools

*Pasco Schools require this for **all** schools.*

Describe the actions planned to create a safe and inclusive environment in the school including bullying prevention strategies, if not already included in the goal sections. If actions are already included in the goal sections, list the goal in which actions are included. (Consider Together We Stand discussions and planning, student leadership team input, and communication with staff and students).

Rodney B. Cox Elementary uses the Positive Behavior System program which was initiated by the University of South Florida. Students are motivated to respond to difficult situations with a positive and proactive response due to outside positive incentives. Through this program, students receive positive recognition for respectful and responsible behavior in all areas of the school. Students who still may need additional intervention with behavior are identified and supported with a specific behavior plan implemented by the teacher and school counselor. A more detailed plan is available.

6 Best Practices for Inclusive Education (BPIE)

*Pasco Schools require this for **all** schools.*

Describe the actions planned that address priority needs identified as a result of the Best Practices for Inclusive Education (BPIE) Assessment, if the actions are not already included in a goal section. If included in a goal section, list the goal in which the actions are included.

Our identified priority need from our BPIE is indicator 20: A multi-tiered system of student supports and problem solving process is used for all students with and without disabilities. The action steps are within goal number two.

7 Dropout Prevention and Academic Intervention

*This section is required for **any school with a dropout prevention and academic intervention program**, per Section 1003.53, F.S.*

Does the school have a program (for example: SSAP)? If yes, describe the program.

NA

8 Academic Enriched, Innovative Programs

*This section is required for **any school with academic enriched, innovative programs.***

Does the school have any academic enriched, innovative programs? (for example: AVID, Cambridge, IB, AP, etc) If yes, describe the program.

NA



Pasco County Schools Success Plan

Excellence in Student Achievement--Employee Success--Tax Payer Value--Connecting to the Community

School: **Rodney B. Cox Elementary School**

Initial Plan Development Date: 6/21/2017

Review Date:

Review Date:

Goal 1: RBCES families, community and staff will work together to create a safe and supportive learning environment that fosters high expectations to increase student achievement.

District Priority Support of Goal:

Data Driven Decisions

Collaborative Culture

High Impact Instruction

What outcomes does the goal support?

Targets for goal: 1) Employee engagement grandmean will increase two tenths or more from 3.8. Student engagement grandmean will increase by three tenths or more from 4.3.

2) Parent end-of-year comprehensive needs assessment will show a decrease in the number of parent concerns related to student behavior, bullying, and availability of parent trainings.

Goal Monitoring

What evidence will be used to measure progress toward targets which lead to goal attainment?

Evidence of progress monitoring	Person who leads progress monitoring	Tools/data for progress monitoring	Timeframe, frequency of progress monitoring
Wildcat Chat parent survey; Gallup Staff and student data	Parent Involvement Committee; Administration	Parent Involvement Spreadsheet; Informal staff surveys	Monthly; Quarterly

Strategy/Strategies to be implemented

Strategy Implementation (Strategy 1 Goal 1)

What strategy will be used to overcome/reduce barriers to goal attainment?

School-wide expectations and supports for behavior and academic success will be regularly revisited to ensure a collective understanding by all stakeholders.

	Evidence of action step occurring	Person who leads action step	What will be done in action step	Timeframe for action step
Action Step 1	Behavior standards are established and taught. Students are monitored, provided feedback, and coaching. Identified students are provided additional support based on data.	Dan Bowman, Student leadership coach and Maribeth Davis, Teacher	Beginning of the year staff meeting will be held to discuss and establish the collective commitment to this goal.	August, 2017
Action Step 2	Embedded PD around "student of poverty" will be a part of staff meetings and PLCs.	Dan Bowman, Student leadership coach and Maribeth Davis, Teacher	Revisit and strengthen established collective commitment goals and expectations.	8/2017-5/2018

Strategy Implementation Monitoring (Fidelity and Effectiveness)

	Evidence of strategy monitoring	Person who ensures strategy monitoring occurs	Method by which strategy is monitored	Timeframe for monitoring strategy implementation and effectiveness
Action Step 1	Staff sign in sheets, ticket out the door reflections	Claudia Steinacker, principal	Collection of sign-in sheets	August, 2017
Action Step 2	Staff sign in sheets, ticket out the door reflections	Claudia Steinacker, principal	Collection of sign-in sheets	8/2017-5/2018

Strategy Implementation (Strategy 2 Goal 1)

What <u>strategy</u> will be used to overcome/reduce barriers to goal attainment?	A revision of the school's mission and vision will be completed and shared. Staff will develop "looks like/doesn't look like" lists related to the core values which will represent the collective responsibilities everyone has to ensuring that every student learns at high levels daily.
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	Evidence of action step occurring	Person who leads action step	What will be done in action step	Timeframe for action step
Action Step 1	School documents and social media sites will be updated with new mission and vision	Administrative team and selected staff members	Staff meeting will be held during 2017/2018 Planning week to complete work started in May, 2017	August 7-11, 2017

Strategy Implementation Monitoring (Fidelity and Effectiveness)

	Evidence of strategy monitoring	Person who ensures strategy monitoring occurs	Method by which strategy is monitored	Timeframe for monitoring strategy implementation and effectiveness
Action Step 1	Staff sign-in sheets	administrative team and selected staff members	Collections of sign-in sheets	Aug-17

Strategy Implementation (Strategy 3 Goal 1)

What <u>strategy</u> will be used to overcome/reduce barriers to goal attainment?	Parent & Community Calendar will be developed for the year which will include monthly parent trainings.
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	Evidence of action step occurring	Person who leads action step	What will be done in action step	Timeframe for action step
Action Step 1	Parent & Community Calendar is published and shared.	Parent Involvement Committee	Calendar is created and events out in the community are scheduled	8/2017-5/2018

Strategy Implementation Monitoring (Fidelity and Effectiveness)

	Evidence of strategy monitoring	Person who ensures strategy monitoring occurs	Method by which strategy is monitored	Timeframe for monitoring strategy implementation and effectiveness
Action Step 1	Parent survey and sign-in sheets	Parent Involvement Chairperson	District Parent Involvement records will reflect completed events and survey data	8/2017-5/2018

Mid Year Reflection

This section is to be completed after mid-year assessment data is available.

Goal 1: RBCES families, community and staff will work together to create a safe and supportive learning environment that fosters high expectations to increase student achievement.

Has the goal been achieved?

If the goal has been achieved, describe the evidence that indicates this: (This completes the narrative for the goal.)

If the goal has not been achieved, is desired progress being made to accomplish the goal by the end of the year?

If desired progress is being made, describe the evidence that indicates this: (This completes the narrative for the goal.)

If desired progress is not being made, have the barriers been reduced/eliminated?

If the barriers have been reduced/eliminated, describe the evidence that indicates this: (This completes the narrative for the goal.)

If the barriers have not been eliminated/reduced, are the strategies being implemented with fidelity as designed?

If the strategy is being implemented with fidelity as designed, what evidence indicates this? Engage in a problem solving process to determine if changes need to be made to the strategy. Describe the changes made:

If the strategy is not being implemented with fidelity as designed, engage in a problem solving process to determine if changes need to be made to the strategy or strategy implementation. Describe the changes made:



Pasco County Schools Success Plan

Excellence in Student Achievement--Employee Success--Tax Payer Value--Connecting to the Community

School: **Rodney B. Cox Elementary School**

Initial Plan Development Date: 6/21/2017

Review Date: 0

Review Date: 0

Goal 2: RBCES will implement a multi-tiered system of supports.

District Priority Support of Goal: Data Driven Decisions Collaborative Culture High Impact Instruction

What outcomes does the goal support?

Targets for goal: 1) PLCs will use the Seven Stages of Teacher Collaborations Reflection Tool monthly to monitor themselves and their movement through the 4 Guiding PLC questions.

2) 100% of teams will regularly use data to consistently monitor effectiveness of planned instruction and to have monthly TBIT discussions around student performance.

3) Lowest 35% of students in each grade level will be identified and receive regular targeted supports. Supports will be planned and progress monitored through the use of Student Intervention Logs (Tier 2).

4) Lowest 35% of students in primary (K-2) and intermediate (3-5) will be identified, receive regular targeted supports, and monitored regular by the SIT Team (Tier 3).

Goal Monitoring

What evidence will be used to measure progress toward targets which lead to goal attainment?

Evidence of progress monitoring	Person who leads progress monitoring	Tools/data for progress monitoring	Timeframe, frequency of progress monitoring
PLC Meeting notes; Student data sheets; Intervention/ Enrichment logs; Common Formative Assessments	Administrative team, School Leadership Team, Student Intervention Team	Assessment data	Monthly

Strategy/Strategies to be implemented

Strategy Implementation (Strategy 1 Goal 2)

What strategy will be used to overcome/reduce barriers to goal attainment? School-wide meeting structures, schedules, and protocol will maintain consistent understanding by stakeholders of the roles and responsibilities of all members.

	Evidence of action step occurring	Person who leads action step	What will be done in action step	Timeframe for action step
Action Step 1	Meeting schedules and expectations	Administrative team	Meeting schedule and descriptors will be created, shared, and referenced regularly.	8/2017-5/2017
Action Step 2	MTSS training	Iravonia Abiola MTSS coach, MTSS team	Teachers and staff will attend a training to engage in work around the MTSS protocol	Aug-17

Strategy Implementation Monitoring (Fidelity and Effectiveness)

	Evidence of strategy monitoring	Person who ensures strategy monitoring occurs	Method by which strategy is monitored	Timeframe for monitoring strategy implementation and effectiveness
Action Step 1	Meeting notes	Administrative Team	Reviewing of notes	8/2017-5/2017
Action Step 2	Staff sign-in sheets	Administrative team	Collect sign in sheets	8/2017-5/2017

Strategy Implementation (Strategy 2 Goal 2)

What strategy will be used to overcome/reduce barriers to goal attainment?	During weekly PLCs, teams will consistently report, monitor, and use data to drive instructional decisions including the development of intervention/ enrichment for students related to prioritized standards.
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	Evidence of action step occurring	Person who leads action step	What will be done in action step	Timeframe for action step
Action Step 1	PLC agendas and notes	PLC Facilitators	Teams will work through the PLC guiding questions and use meeting notes document to record their thinking/ actions.	8/2017-5/2017
Action Step 2	Teachers will use intervention logs and lesson plans to document enrichment.	Classroom teachers	Teams will use data to identify students in need of intervention. They will document the instructional support students are getting through the intervention.	8/2017-5/2017
Action Step 3	Instructional staff will be trained on the administration and report uses for MAP Assessment.	Administrative team and Coaches	K-5 students will take the MAP assessment for Reading, Language Arts, Math and Science at the BOY, MOY, and EOY. Data reports will be studied and referenced for instructional decisions.	8/2017-5/2017

Strategy Implementation Monitoring (Fidelity and Effectiveness)

	Evidence of strategy monitoring	Person who ensures strategy monitoring occurs	Method by which strategy is monitored	Timeframe for monitoring strategy implementation and effectiveness
Action Step 1	PLC agendas and notes	Administrative team	Review notes and attending PLCs	8/2017-5/2017
Action Step 2	Intervention logs and lesson plans	Administrative team	Review intervention logs and Lesson plans	8/2017-5/2017
Action Step 3	Training sign-in sheets, data meeting notes	Administrative team	Data Reports will be reviewed and monitored for student growth in all content areas.	8/2017-5/2017

Strategy Implementation (Strategy 3 Goal 2)				
What strategy will be used to overcome/reduce barriers to goal attainment?			School intervention team will use data to identify the students in the lowest quartile. Team members will provide interventions and monitor progress of the students needing Tier 3 supports.	
	Evidence of action step occurring	Person who leads action step	What will be done in action step	Timeframe for action step
Action Step 1	SIT meeting agendas and notes	Administrative Team and School Intervention Team	Team will work through identifying the lowest quartile based off multiple data sources.	8/2017-9/2017
Action Step 2	Intervention logs and lesson plans	School Intervention Team	They will use data to determine interventions related to classroom instruction and regular communication with classroom teacher to support monitoring of student progress.	8/2017-5/2017
Strategy Implementation Monitoring (Fidelity and Effectiveness)				
	Evidence of strategy monitoring	Person who ensures strategy monitoring occurs	Method by which strategy is monitored	Timeframe for monitoring strategy implementation and effectiveness
Action Step 1	Meeting notes	Administrative Team	Review meeting notes	8/2017-5/2017
Action Step 2	Intervention logs and lesson plans	Administrative Team	Review intervention logs and lesson plans	8/2017-5/2017

Mid Year Reflection

This section is to be completed after mid-year assessment data is available.

Goal 2: RBCES will implement a multi-tiered system of supports.

Has the goal been achieved?

If the goal has been achieved, describe the evidence that indicates this: (This completes the narrative for the goal.)

If the goal has not been achieved, is desired progress being made to accomplish the goal by the end of the year?

If desired progress is being made, describe the evidence that indicates this: (This completes the narrative for the goal.)

If desired progress is not being made, have the barriers been reduced/eliminated?

If the barriers have been reduced/eliminated, describe the evidence that indicates this: (This completes the narrative for the goal.)

If the barriers have not been eliminated/reduced, are the strategies being implemented with fidelity as designed?

If the strategy is being implemented with fidelity as designed, what evidence indicates this? Engage in a problem solving process to determine if changes need to be made to the strategy. Describe the changes made:

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Pasco County Schools Success Plan

Excellence in Student Achievement--Employee Success--Tax Payer Value--Connecting to the Community

School: **Rodney B. Cox Elementary School**

Initial Plan Development Date: 6/21/2017

Review Date: 0

Review Date: 0

Goal 3: RBCES will provide rigorous standards-based learning experiences and will monitor for understanding.

District Priority Support of Goal:

Data Driven Decisions

Collaborative Culture

High Impact Instruction

What outcomes does the goal support?

Targets for goal: 1) A 10% increase of student performance in all 7 FSA reporting categories.

2) 40% of students will be on-target for reading based on performance in IRLA by the end of the year. This will be achieved by 80% of students making .10 or more growth a month.

Goal Monitoring

What evidence will be used to measure progress toward targets which lead to goal attainment?

Evidence of progress monitoring	Person who leads progress monitoring	Tools/data for progress monitoring	Timeframe, frequency of progress monitoring
IRLA Success Essentials; IRLA Accuracy checks; Lesson Plans; Any Assessments; Weekly Walkthroughs	Administrative Team, School Leadership Team	Assessment Data	Varies from weekly (Lesson plans and walkthroughs) to monthly (IRLA Success Essentials) to quarterly (IRLA Accuracy Checks)

Strategy/Strategies to be implemented

Strategy Implementation (Strategy 1 Goal 3)

What strategy will be used to overcome/reduce barriers to goal attainment?

Through PLCs, teachers will collaborate on developing and maintaining an assessment calendar for ELA and Math, which will include the learning target for the prioritized standards and a schedule of all assessments.

	Evidence of action step occurring	Person who leads action step	What will be done in action step	Timeframe for action step
Action Step 1	PD on Prioritized Standards and Intentional Planning	Coaching Team	Coaches will support instructional staff through understanding how to prioritize the standard and intentional planning.	8/1/2017-8/3/2017
Action Step 2	Teams will prioritize standards for ELA and Math and create learning targets.	PLC Facilitator	The team will complete the essential standards chart to identify what we expect students to learn.	8/2017-5/2018
Action Step 3	Assessment calendar is created and maintained.	PLC Facilitator	The team will create an assessment calendar and learning targets.	8/2017-5/2018

Strategy Implementation Monitoring (Fidelity and Effectiveness)

	Evidence of strategy monitoring	Person who ensures strategy monitoring occurs	Method by which strategy is monitored	Timeframe for monitoring strategy implementation and effectiveness

Action Step 1	Staff sign in sheets	Administrative Team	Collection of sign in sheets	8/1/2017-8/3/2017
Action Step 2	Completed essential standards chart	Coaching Team	Review published chart	8/2017-5/2018- quarterly
Action Step 3	Completed Assessment Calendar	Coaching Team	Review and maintain assessment calendar	8/2017-5/2018- quarterly

Strategy Implementation (Strategy 2 Goal 3)

What strategy will be used to overcome/reduce barriers to goal attainment?		Instructional routines will be developed and monitored regularly for Humanities and Mathematics.		
	Evidence of action step occurring	Person who leads action step	What will be done in action step	Timeframe for action step
Action Step 1	PD on Prioritized Standards and Intentional Planning	Coaching Team	Coaches will support instructional staff through understanding how to prioritize the standard and intentional planning.	8/1/2017-8/3/2017
Action Step 2	Detailed daily schedule	PLC Facilitators	Teams will develop a daily schedule which reflects the detailed routines for ELA and Math.	8/1/2017- 8/3/2017

Strategy Implementation Monitoring (Fidelity and Effectiveness)

	Evidence of strategy monitoring	Person who ensures strategy monitoring occurs	Method by which strategy is monitored	Timeframe for monitoring strategy implementation and effectiveness
Action Step 1	Staff sign in sheets	Administrative Team	Collection of sign in sheets	8/1/2017-8/3/2017
Action Step 2	Lesson Plans	Administrative Team	Teacher will submit weekly lesson plans which will reflect the instructional routine and intentional planning.	8/2017-5/2017

Strategy Implementation (Strategy 3 Goal 3)

What strategy will be used to overcome/reduce barriers to goal attainment?		Using the PLC Guiding Questions, teams will collaborate to intentionally plan around grade level standards for ELA and Math instruction for Tier 1 and Tier 2.		
	Evidence of action step occurring	Person who leads action step	What will be done in action step	Timeframe for action step
Action Step 1	PD on Prioritized Standards and Intentional Planning	Coaching Team	Coaches will support instructional staff through understanding how to prioritize the standard and intentional planning.	8/1/2017-8/3/2017

Action Step 2	PLC notes and lesson plans	PLC Facilitators	Teams will work through the PLC Guiding Questions to gain a collective understanding around the standards. Individual teachers will then take that knowledge to intentionally plan for their specific classroom needs.	8/2017-5/2018
Strategy Implementation Monitoring (Fidelity and Effectiveness)				
	Evidence of strategy monitoring	Person who ensures strategy monitoring occurs	Method by which strategy is monitored	Timeframe for monitoring strategy implementation and effectiveness
Action Step 1	Staff sign in sheets	Administrative Team	Collection of sign in sheets	Aug-17
Action Step 2	Lesson plans and intervention logs	Administrative Team	Reviewing of lesson plans and intervention logs	8/2017-5/2018

Mid Year Reflection

This section is to be completed after mid-year assessment data is available.

Goal 3: RBCES will provide rigorous standards-based learning experiences and will monitor for understanding.

Has the goal been achieved?

If the goal has been achieved, describe the evidence that indicates this: (This completes the narrative for the goal.)

If the goal has not been achieved, is desired progress being made to accomplish the goal by the end of the year?

If desired progress is being made, describe the evidence that indicates this: (This completes the narrative for the goal.)

If desired progress is not being made, have the barriers been reduced/eliminated?

If the barriers have been reduced/eliminated, describe the evidence that indicates this: (This completes the narrative for the goal.)

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If the strategy is being implemented with fidelity as designed, what evidence indicates this? Engage in a problem solving process to determine if changes need to be made to the strategy. Describe the changes made:

If the strategy is not being implemented with fidelity as designed, engage in a problem solving process to determine if changes need to be made to the strategy or strategy implementation. Describe the changes made:

Assurances

Check for Yes to certify **each** of the required elements listed below are included in your Success Plan.

All Schools

- Student performance data were used in developing objectives of the school improvement plan (Pasco County Schools Success Plan). Section 1008.22, F. S. (Student assessment program for public schools)
-
- The School Advisory Council membership composition is in compliance and assisted in the preparation and evaluation of the school improvement plan (Pasco County Schools Success Plan) required pursuant to s. 1001.42(18). Section 1001.452, F. S. (District and school advisory councils)
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- The Principal provided leadership in the development, revision, and implementation of the School Improvement Plan (Pasco County Schools Success Plan). Section 1001.32, F. S.; Section 1001.54, F. S.
-
- The school improvement plan (Pasco County Schools Success Plan) was developed collaboratively and focused on
- * enhanced, differentiated, standards-based instructional strategies to engage students,
 - * increased opportunities for professional collaboration among and between teachers and all students, and
 - * increased opportunities for professional collaboration among and between teachers, guidance counselors, instructional leaders, postsecondary educators engaged in pre-service training for new teachers, and the workforce community. Section 1012.98, F. S. (School Community Professional Development Act)
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- The Best Practices for Inclusive Education (BPIE) Assessment was completed and priority needs were identified. Identified actions are included either in the goal section or the narrative section of the Success Plan.
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- School leaders generated a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan (Pasco County Schools Success Plan). Rule 6A-5.080, F.A.C. (Florida Principal Leadership Standards)
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Conditional

- If the school has any of these conditions:
- * a significant achievement gap of one or more student subgroups
 - * a lower graduation rate for a subgroup compared to state's graduation rate
 - * has not significantly decreased percentage of students scoring below satisfactory on statewide assessment
- strategies are included to address the above existing conditions. Section 1001.42, F. S. (Powers and duties of district school board)
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- Each school that establishes a dropout prevention and academic intervention program at that school site must reflect the program in its school improvement plan (Pasco County Schools Success Plan). Section 1006.53, F. S. (Dropout prevention and academic intervention)
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Electronic Signature

- Your electronic signature (The UserID you used to login to this site and your Employee ID) This certifies that
- all checked requirements are included in the School Improvement Plan (Pasco County Schools Success Plan) for your school.
-