

Hernando County School District

EXPLORER K-8



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team..... 3
 - C. Stakeholder Involvement and Monitoring 7
 - D. Demographic Data..... 8
 - E. Early Warning Systems 9
- II. Needs Assessment/Data Review 12
 - A. ESSA School, District, State Comparison 13
 - B. ESSA School-Level Data Review 14
 - C. ESSA Subgroup Data Review 15
 - D. Accountability Components by Subgroup..... 18
 - E. Grade Level Data Review 21
- III. Planning for Improvement..... 22
- IV. Positive Culture and Environment 28
- V. Title I Requirements (optional) 31
- VI. ATSI, TSI and CSI Resource Review..... 39
- VII. Budget to Support Areas of Focus 40

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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.

SEA 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 parents), 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://cims2.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 h	TITLE I SCHOOLWIDE h PROGRAM h	CHARTER h SCHOOLS h
I.A: School Mission/Vision)		6A-1.099827(4)(a)(1))
I.B-C: School Leadership, Stakeholder) Involvement & SIP Monitoring)	SSA 1114(b)	
I.E: Early Warning System)	SSA 1114(b)(7)(A)(iii)(III))	6A-1.099827(4)(a)(2))
II.A-E: Data Review)		6A-1.099827(4)(a)(2))
III.A: Data Analysis/Reflection)	SSA 1114(b)(6))	6A-1.099827(4)(a)(4))
III.B, IV: Area(s) of Focus)	SSA 1114(b)(7)(A)(i-iii))	
V: Title I Requirements)	SSA 1114(b)(2, 4-5),) (7)(A)(iii)(I-V)-(B)) SSA 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 h

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. The printed version in CIMS represents the SIP as of the "Printed" date listed in) the footer.)

I. School Information

A. School Mission and Vision

Provide the school's mission statement

All stakeholders in our community will work collaboratively to promote an environment of high expectations where all of our young explorers will have the opportunity to receive a quality, interactive education in a nurturing, safe and secure environment.

Provide the school's vision statement

Explore today....Conquer tomorrow!

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Lisa Braithwaite

Position Title

Principal

Job Duties and Responsibilities

Maintaining and researching exemplary maintenance of Explorer K-8 facilities, evaluating and promoting rigorous curriculum, hiring and supporting quality personnel, examining current and historical data, establishing goals toward school and student progress, examining opportunities for increased family engagement, providing opportunities for student success, monitoring progress through observations and data, and promoting a culture that encourages growth and success for all stakeholders..

Leadership Team Member #2

Employee's Name

Katie Reynolds

Position Title

Assistant Principal

Job Duties and Responsibilities

Maintaining and researching exemplary maintenance of Explorer K-8 facilities, evaluating and promoting rigorous curriculum, hiring and supporting quality personnel, examining current and historical data, establishing goals toward school and student progress, examining opportunities for increased family engagement, providing opportunities for student success, monitoring progress through observations and data, and promoting a culture that encourages growth and success for all stakeholders.

Leadership Team Member #3**Employee's Name**

Andrew MacGregor

Position Title

Assistant Principal

Job Duties and Responsibilities

Maintaining and researching exemplary maintenance of Explorer K-8 facilities, evaluating and promoting rigorous curriculum, hiring and supporting quality personnel, examining current and historical data, establishing goals toward school and student progress, examining opportunities for increased family engagement, providing opportunities for student success, monitoring progress through observations and data, and promoting a culture that encourages growth and success for all stakeholders.

Leadership Team Member #4**Employee's Name**

Daniel O'Rourke

Position Title

Assistant Principal

Job Duties and Responsibilities

Maintaining and researching exemplary maintenance of Explorer K-8 facilities, evaluating and promoting rigorous curriculum, hiring and supporting quality personnel, examining current and historical data, establishing goals toward school and student progress, examining opportunities for increased family engagement, providing opportunities for student success, monitoring progress through observations and data, and promoting a culture that encourages growth and success for all stakeholders.

Leadership Team Member #5

Employee's Name

Jocelyn Fischer

Position Title

Curriculum Resource Teacher

Job Duties and Responsibilities

Respond to data by pushing in to classrooms, pulling students for small group remediation, modeling lessons, planning for lesson delivery with grade level teams, and supporting school initiatives toward rigorous and targeted instruction.

Leadership Team Member #6

Employee's Name

Toni Cuevas

Position Title

Middle School Reading Coach

Job Duties and Responsibilities

Respond to data by pushing in to classrooms, pulling students for small group remediation, modeling lessons, planning for lesson delivery with grade level teams, and supporting school initiatives toward rigorous and targeted instruction.

Leadership Team Member #7

Employee's Name

Heather Schwartz

Position Title

ESE Coach

Job Duties and Responsibilities

Respond to data by pushing in to classrooms, pulling students for small group remediation, modeling lessons, planning for lesson delivery with grade level teams, and supporting school initiatives toward rigorous and targeted instruction.

Leadership Team Member #8

Employee's Name

Jillian Roman

Position Title

Assessment Teacher

Job Duties and Responsibilities

Assessment teacher, Elementary Positive Behavior Intervention Support, 5th Grade Student Council Sponsor, ELA Tutor

Leadership Team Member #9

Employee's Name

Susan Rivera

Position Title

MTSS Coordinator

Job Duties and Responsibilities

Multi tiered system of supports for all students grades K-8, establishing levels of support and providing materials and opportunities for teachers to respond to intervention needs.

Leadership Team Member #10

Employee's Name

Terri Washington

Position Title

Dean of Students

Job Duties and Responsibilities

Middle School Positive Behavior Support, Academic Behavior Support, Title I support

Leadership Team Member #11

Employee's Name

Donny Weed

Position Title

Dean of Students

Job Duties and Responsibilities

Middle School Positive Behavior Support, Academic Behavior Support, Title I support, Athletic Director

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

The school based leadership team, teachers, school staff, parents, students, families and business partners are invited to actively participate in the School Advisory Council which meets once a month throughout the school year. These meetings are advertised on social media and through a school wide phone call each month. This Council receives monthly reports in regard to school data as it relates to the school's improvement plan, makes recommendations and may approve funding for programs or trainings that support the schoolwide goals for improvement.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The SIP will be monitored monthly for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards. Each monthly SAC agenda will include a detailed report of the school's steps to close achievement gaps, and the corresponding data since the last meeting. The data will include the number of walkthroughs for the month, a highlight of positives and rooms for improvement, the Professional Development opportunities given to the teachers and staff, and the results from any student progress monitoring per grade level. The SAC can make recommendations for SIP revision and call for follow up at the next SAC meeting.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	53.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	8	43	72	65	54	71	95	83	96	587
One or more suspensions	0	10	12	17	26	33	59	18	40	215
Course failure in English Language Arts (ELA)	0	9	14	2	0	0	7	1	6	39
Course failure in Math	0	3	5	2	0	0	17	2	7	36
Level 1 on statewide ELA assessment	0	0	0	7	31	50	59	39	59	245
Level 1 on statewide Math assessment	0	0	0	4	19	57	65	37	40	222
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	26	32	43	46						147
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	15	22	30	38	69					174

Current Year 2024-25

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	9	17	10	40	101	95	60	79	411

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	7	8	10	4	0	0	17	3	14	63
Students retained two or more times	0	0	0	0	2	3	3	4	4	16

Prior Year (2023-24) As Last 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 school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	41	56	58	38	53	53	41	57	55
ELA Grade 3 Achievement **	40	57	59	39	56	56			
ELA Learning Gains	52	55	59				49		
ELA Learning Gains Lowest 25%	62	56	54				47		
Math Achievement *	46	59	59	41	56	55	41	48	42
Math Learning Gains	52	60	61				51		
Math Learning Gains Lowest 25%	61	61	56				51		
Science Achievement *	37	54	54	42	57	52	44	60	54
Social Studies Achievement *	66	72	72	52	72	68	63	59	59
Graduation Rate		71	71		65	74		56	50
Middle School Acceleration	67	73	71	65	75	70	64	52	51
College and Career Readiness		36	54		30	53		77	70
ELP Progress	68	67	59	39	51	55	80	74	70

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	592
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
54%	48%	53%	46%		54%	53%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	35%	Yes	5	
English Language Learners	44%	No		
Black/African American Students	47%	No		
Hispanic Students	51%	No		
Multiracial Students	51%	No		
White Students	56%	No		
Economically Disadvantaged Students	52%	No		

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%
Students With Disabilities	22%	Yes	4	2
English Language Learners	39%	Yes	1	
Asian Students	42%	No		
Black/African American Students	27%	Yes	2	1
Hispanic Students	43%	No		
Multiracial Students	45%	No		
White Students	52%	No		
Economically Disadvantaged Students	44%	No		

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%
Students With Disabilities	30%	Yes	3	1
English Language Learners	47%	No		
Native American Students				
Asian Students	64%	No		
Black/African American Students	38%	Yes	1	
Hispanic Students	53%	No		
Multiracial Students	50%	No		
Pacific Islander Students				
White Students	52%	No		
Economically Disadvantaged Students	49%	No		

D. 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)

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	41%	40%	52%	62%	46%	52%	61%	37%	66%	67%			68%
Students With Disabilities	19%	19%	49%	53%	23%	51%	58%	15%	29%				
English Language Learners	27%		46%	56%	35%	53%	48%	16%	50%				68%
Black/African American Students	35%	42%	53%	63%	31%	46%	63%	21%	65%				
Hispanic Students	36%	45%	49%	61%	41%	50%	60%	33%	60%	55%			69%
Multiracial Students	41%		55%	63%	52%	53%	57%	25%	62%				
White Students	45%	35%	54%	62%	52%	55%	62%	45%	72%	73%			
Economically Disadvantaged Students	37%	38%	50%	62%	44%	52%	62%	36%	58%	64%			69%

	2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
	ELA ACH.	GRADE 3 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	38%	39%			41%			42%	52%	65%			39%
Students With Disabilities	10%	7%			15%			21%	17%				60%
English Language Learners	33%	50%			33%			47%	13%				56%
Asian Students	46%				38%								
Black/African American Students	21%	31%			29%			26%	29%				
Hispanic Students	35%	38%			36%			39%	48%	53%			53%
Multiracial Students	36%	62%			50%			33%					
White Students	44%	36%			46%			51%	62%	73%			
Economically Disadvantaged Students	33%	36%			37%			38%	47%	59%			55%

	2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
	ELA ACH.	GRADE 3 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	41%		49%	47%	41%	51%	51%	44%	63%	64%			80%
Students With Disabilities	15%		40%	39%	16%	38%	42%	14%	32%				
English Language Learners	22%		40%	54%	29%	49%	57%	27%	69%				80%
Native American Students													
Asian Students	43%		58%		64%	92%							
Black/African American Students	30%		39%	23%	26%	41%	32%	37%	50%	63%			
Hispanic Students	36%		48%	54%	38%	54%	56%	35%	64%	63%			80%
Multiracial Students	42%		51%	56%	39%	48%	54%	43%	64%				
Pacific Islander Students													
White Students	46%		52%	48%	46%	49%	51%	50%	64%	64%			
Economically Disadvantaged Students	36%		48%	47%	36%	47%	48%	35%	55%	56%			82%

E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	40%	54%	-14%	55%	-15%
Ela	4	31%	48%	-17%	53%	-22%
Ela	5	33%	48%	-15%	55%	-22%
Ela	6	52%	55%	-3%	54%	-2%
Ela	7	46%	45%	1%	50%	-4%
Ela	8	21%	33%	-12%	51%	-30%
Ela	9	85%	54%	31%	53%	32%
Math	3	52%	59%	-7%	60%	-8%
Math	4	27%	50%	-23%	58%	-31%
Math	5	23%	44%	-21%	56%	-33%
Math	6	50%	50%	0%	56%	-6%
Math	7	44%	42%	2%	47%	-3%
Math	8	56%	51%	5%	54%	2%
Science	5	42%	53%	-11%	53%	-11%
Science	8	31%	41%	-10%	45%	-14%
Civics		66%	62%	4%	67%	-1%
Algebra		75%	44%	31%	50%	25%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Explorer 6th grade students made the most gains in both ELA and Math, with 13% more ELA students and 8% more Math students on grade level or above from the prior year. Explorer implemented facilitated weekly planning with the Middle School ELA coach. The Math teachers were also supported by the District Math Coach.

Lowest Performance

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

Explorer's lowest performing data component was 8th Grade ELA, at 21% on grade level. This is typically one of our highest performing grade levels, however, a long term substitute teacher was needed for 4 out of 8 months of instruction.

Greatest Decline

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

Explorer's greatest decline was Grade 4 Math. There was a 13% decline in students on-grade level or above. There was a lack of accountability through facilitated lesson planning and monitoring, as well as inadequate responses to progress monitoring data.

Greatest Gap

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 when compared to the state average was Grade 4 Math, with 27% demonstrating on grade level or above performance compared to the state's percent of 58%. There was a lack of facilitated lesson planning, data analysis, and response to progress monitoring.

EWS Areas of Concern

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

Attendance:

48% of students in Grades K-5 have 15 or more absences for the year.

57% of students in Grade 6-8 have 15 or more absences for the year.

Highest Priorities

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

Increase efficacy of teachers in the following areas of concern:

1. 3rd Grade ELA
2. 4th grade MATH and ELA
3. 5th grade ELA
4. 8th grade ELA
5. Attendance

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Explorer K-8 will focus on benchmark aligned instruction and support teachers with facilitated lesson planning that includes monitoring the delivery of lessons to determine benchmark and achievement level alignment. The largest gap between Explorer K-8 and the state is in ELA achievement showing a difference of 18% demonstrating grade level performance or above.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Explorer's 2023-2024 ELA combined data demonstrated 40% on or above grade level. Explorer will set a two part goal with 46% achieving at or above grade level by PM3 of 2025, then increasing achievement an additional 6% making our final goal 52% by 2026.

STAR Grade K 2023: 46%

STAR Grade 1 2023: 45%

STAR Grade 2 2023: 47%

Grades 3-5 2022: 45% 2023: 35%

Grades 6-8 2022: 37% 2023: 40%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Explorer K-8 will use collaborative planning, data analysis, and instructional adjustments based on data, to develop benchmark aligned common formatives and lessons influenced by ALD's. The efficacy of the plans will be monitored for implementation with a look-for tool. With quality and rigorous instruction, students will close the gap toward proficiency.

Person responsible for monitoring outcome

Coaches, resource teachers and administrators.

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Grade level teams will meet weekly to plan collaboratively using achievement level descriptors to check for benchmark alignment. The team will develop a common formative. The delivery of lessons will be monitored by coaches, resource teachers and administrators using a look-for tool.

Rationale:

If teachers are supported by a structure for collaborative planning, then students will have an opportunity to engage in rigorous learning.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

1. Set a schedule for each grade level's collaborative planning session

Person Monitoring:

Administrator

By When/Frequency:

August 31, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators will request that each team leader set a date/time for weekly facilitated collaborative planning.

Action Step #2

2. Grade level teams will meet weekly per the schedule.

Person Monitoring:

Coaches, resource teachers, administrators

By When/Frequency:

September/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Grade level teams will meet at scheduled time with facilitator to review benchmarks, ALD's, and create aligned formatives. Teams will also discuss prior look-for data.

Action Step #3

3. Develop and implement look-for tools.

Person Monitoring:

Coaches, resource teachers and administrators

By When/Frequency:

September/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The look-for tool will be developed specifically for grade level expectations: Grades K-2 Foundational Skills Benchmark alignment and Grade 3-5 Reading Comprehension Benchmark alignment.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on prior year data, phonics was identified as a crucial need. When considering Gogh and Turner's simple View of Reading, if word recognition skills (phonological awareness, phonics, fluency) are lacking, overall reading comprehension will be negatively impacted. When students are equipped with strong foundational skills, reading comprehension will increase.

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

Explorer K-8 Grades Kdg-2nd Instructional Practice focus: explicitly and systematically delivering benchmark aligned phonics instruction in grades K-2 through Magnetic Reading Foundations.

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

Explorer K-8 Grades 3-5 Instructional Practice focus: Explicitly and systematically delivering benchmark aligned comprehension instruction in grades 3-5 through Magnetic Reading Instruction.

Grades K-2: Measurable Outcome(s)

Phonics domain data from iReady diagnostics will be used to set and measure outcomes in grades

Kdg: from 78% at grade level or above to 88%

Grade 1: from 54% at grade level or higher to 64%

Grade 2: from 54% at grade level or higher to 64%

each grade level with an increase of 10% performing at grade level or above.

Grades 3-5: Measurable Outcome(s)

ELA Comprehension data from FAST will be used to set and measure outcomes in grades

Grade 3: from 40% at grade level or above to 50% (State average = 55%)

Grade 4: from 31% at grade level or above to 41% (State average = 53%)

Grade 5: from 33% at grade level or above to 43% (State average = 55%)

each grade level with an increase of 10% performing at grade level or above.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Facilitated lesson plans will be developed and submitted to grade level administrators. An informal walkthrough instrument will be utilized to monitor fidelity of implementation of phonics instruction using Magnetic Reading Foundations in Grades K-2, and fidelity of comprehension instruction using Magnetic Reading lessons in Grades 3-5. Additionally, progress toward positive student outcomes and the overall school goal of 46% proficient will be monitored formally 3 times a year when students take their diagnostic assessment. This ongoing data monitoring will allow for data-based decision making allowing for teachers to adjust instruction.

Person responsible for monitoring outcome

Instructional coaches, resource teachers, assessment teacher and administrators.

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

iReady Magnetic Foundational Reading lessons will be used during K-2 whole group instruction 30 minutes a day as an intervention to systematically and explicitly instruct students in phonics. iReady Magnetic Reading lessons will be used during Gds 3-5 whole group instruction 60 minutes a day biweekly as an intervention to systematically and explicitly instruct students in comprehension skills.

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

1. Train teachers in the implementation of iReady Magnetic Reading implementation

Person Monitoring:

Lisa Braithewaite, Katie Reynolds, Andrew

By When/Frequency:

August, 2024

MacGregor

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Grade level teachers will receive training from Curriculum Associates in using the research based Magnetic Reading materials during post school training days.

Action Step #2

2. Grade level teachers will engage in facilitated lesson planning with Title I resource teachers or District coaches to effectively plan for instruction of the materials to

Person Monitoring:

Katie Reynolds, Andrew MacGregor

By When/Frequency:

Weekly throughout the year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Grade level teachers will use a pre-planning tool to guide explicit and systematic lesson plans and formative assessments that include i-Ready Magnetic Reading materials to close gaps and increase the % of students achieving grade level or above performance. Grade level teachers will submit the tool and lesson plans to administrators who will walkthrough classrooms, monitoring for fidelity to lesson plans.

Action Step #3

3. Grade level teachers will use formative assessment to monitor student comprehension

Person Monitoring:

Katie Reynolds, Andrew MacGregor

By When/Frequency:

Weekly throughout the year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Grade level teachers will develop and administer formative assessments to monitor comprehension and phonics mastery between Progress Monitoring checks, adjusting instruction to close gaps. Administrators will monitor formative data to drive conversations during facilitated lesson planning sessions.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

EK8 will encourage students and their families to strive toward excellent school attendance by educating stakeholders that regular school attendance will increase time for quality Tier 1, 2, and 3 instructions. As a school, we will encourage students to strive for more time to engage with teachers, peers, and benchmark focused instruction, and will reward students who meet their attendance goals.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Explorer K-8 will decrease the % of students receiving 21 or more absences from 25.3% to 15%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Grade level attendance data will be reported to guidance counselors weekly who will report out on morning announcements to promote competitions for highest percentage of attendance.

Person responsible for monitoring outcome

Laura Mendoza, Tanisha Joseph, Vanessa Mojica-Mercado

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Students will be made aware of their attendance data and will set goals to increase attendance percentage rates.

Rationale:

If student are made aware of their attendance data, and acknowledge the benefits of excellent attendance, they can encourage their parents and peer to be focused on attendance as a beneficial facet of education.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

1. Plan the attendance monitoring and incentive program with guidance counselors.

Person Monitoring:

Lisa Braithwaite

By When/Frequency:

August 31

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Guidance Counselors and Administration will meet to plan how to monitor and document grade level attendance rates, and the reward for grade levels for attendance rates.

Action Step #2

2. Guidance Counselors will monitor monthly attendance with weekly announcements

Person Monitoring:

Guidance Counselors

By When/Frequency:

Weekly throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Guidance Counselors will announce weekly attendance rates and announce the grade level who is in the lead with attendance percentages. Each 9 weeks, an attendance award ceremony will occur to celebrate the grade level who won the attendance percentage award.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

All Title I schools share their SIP, UniSIG budget, and SWP with stakeholders during SAC and Title I Committee Meetings. Initial achievement data and findings are shared, and then goals, strategies, and metrics are discussed for input and feedback. In the Title I Annual Meeting packets, information on participating in

SAC and Title I Committee Meetings is shared, and details on where to find copies of the SIP are included. For families unable to attend the Annual Meeting, packets get sent home. Administrators share updates on SIP progress in various forums throughout the school year. Parents are encouraged to seek support from

site-based personnel and members from the Federal Programs Department as needed for clarification regarding any district SIPs, UniSIG budgets, and SWPs.

List the school's webpage* where the SIP is made publicly available.

The schools will need to put their SIP on their webpages and the post the link here. Schools should also advertise SIP review when posting their early SAC/Title I Committee meeting dates and times.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Teachers and administrators use multiple strategies to contact families, and other community stakeholders including but not limited to, (1) contacting families prior to the start of school to welcome

the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff, to engage with community agencies and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through Skyward Family Access Portal, (4) inviting families, and other community stakeholders to participate in SAC and PTA Boards, (5) inviting families, and other community stakeholders to attend PTA meetings and participate in school related events, (6) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (7) advertising events on school marquees, actively participating and inviting families, and other stakeholder to the Family and Community Engagement Teams quarterly meetings, (9) and numerous other out-reach strategies developed by school staff.

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)(ii))

Explorer K-8 plans to strengthen the academic program in the school through facilitated lesson planning, increased support from District and site-based coaches, implementation of pre-planning tools, along with team developed formative assessments, use of evidence based iReady Magnetic Reading Resources, and administrative walkthrough tools to monitor fidelity of lessons. General Education students, along with all subgroups, including students with disabilities will benefit from the additional focus on building the efficacy of teachers.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Using a collaborative approach, each school-based leadership team builds its SIP with the district's Curriculum, Instruction, and Assessment team, comprised of representatives from the Assessment and Accountability, College and Career Programs, Curriculum, Exceptional Student Education, Federal Programs, Student Services, Instructional Technology, Technology, and Information Services, and Professional Development Departments. Work sessions include time for information share-outs, question and answer sessions, and plan building. This collaboration allows for cross-coordination between federal grants, departments, and access to support agencies and programs.

This cross-coordination includes but is not limited to Title I, II, III, IV, IX, McKinney-Vento, IDEA, MTSS, Carl Perkins, the Early Learning Coalition, BayCare, the Dawn Center, and Wilton-Technical College to meet the needs of students. Once plans are built, school leaders share details with their stakeholders.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

School based mental health staff are identified as school psychologists, school counselors, school social workers and nurses. Hernando County follows the MTSS Tiered process - Tier 1- all Hernando County Schools are Positive Behavior Support Schools. In addition, Hernando County Schools has a fulltime masters level school social worker at each school site. Each school MTSS team monitors the early warning indicators (academic, behavior, attendance) Each school site has a referral process that is documented and sent to the social worker to assess the student to determine if they would benefit from additional services and support with parental consent. In addition, our MTSS process refers students for additional support that may include mentoring, tier 2 behavioral/emotional intervention, referrals to community agencies and data is collected on these referrals.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

Hernando Schools recognizes the importance in preparation for, and awareness of postsecondary opportunities and the workforce as a crucial aspect of secondary education that aims to equip students with the skills, knowledge, and resources necessary to succeed in their chosen career paths after high school. All five of our high schools, four middle schools, three K-8 schools and four elementary schools offer courses that provide students with the opportunity to engage in career and technical education (CTE) program activities.

Our CTE programs combine academic instruction with hands-on training and experience. They can range from fields such as healthcare, manufacturing, technology, and trades to business, agriculture, and more. Students who participate in our CTE programs gain practical skills that can lead to direct entry into the workforce or provide a strong foundation for further education. Through these programs, students are offered the opportunity to develop specific skills and knowledge relevant to a particular industry or profession.

Work-based learning experiences through our cooperative education programs (OJT), offer students the opportunity to gain practical work experience while still in high school. These experiences provide valuable insights into specific industries, help students apply classroom learning to real-world situations, and allow them to develop essential workplace skills. Work-based learning can also help students build professional networks and enhance their resumes.

To broaden students' access to postsecondary opportunities, HCSD offers advanced coursework that allows students to earn college or postsecondary credit while still in high school. Through dual enrollment our students can enroll in five six postsecondary institutions, enabling them to take college-level courses alongside their regular high school curriculum. These courses are taught by qualified high school teachers who meet college standards. By successfully completing these courses, students can earn both high school and college credit, thereby accelerating their progress toward a postsecondary degree.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

All schools use a tiered system to support the various needs of students. Tier 1 includes the core instruction and system that is provided to all students. Tier 2, or supplemental instruction and intervention, is provided to some students not meeting expectations and is often delivered to small groups of students who will likely benefit from instruction focused on the same target skill(s). Tier 3, or intensive intervention, is intended for a few students experiencing significant barriers to learning or behavior. Tier 2 and 3 interventions are evidence-based, aligned with Tier 1, and include additional instructional time focused on critical skills. Schools utilize the PBIS framework.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

The LEA will implement professional learning activities that are focused on areas that will lead to greater student achievement through Standards based professional development. These learning activities will include LEA-wide initiatives that will provide consistency and understanding in instructional methodology, high impact instructional strategies in ELA, math, science and writing, web-based learning tools, instruction that is driven by student performance outcomes from progress monitoring and state assessments. The LEA- initiatives will include addressing the learning needs of

our diverse population, particularly ELL students, students with disabilities, and students that are not meeting performance expectations on state standards. In addition, learning activities that focus on the learning needs of students that are unique to each school will be provided. These areas of focus are determined through an analysis of student performance data reported through a comprehensive needs assessment completed by each school, surveys conducted across the district with instructional staff to determine the needs of each school and specific learning needs and interests of personnel.

Induction and Mentoring Support - The LEA will implement the use of TOSAs to increase the effectiveness of beginning teachers as well as teachers that are new to the district. The TOSA will provide embedded professional learning to beginning teachers, as well as, those teachers that are new to the district and/or identified as struggling. The school-based administrators and TOSA will work closely together with the beginning teachers and new teachers through the new teacher induction program to identify the indicators in the performance appraisal instrument (Danielson) that need strengthening and then assign specific domains for the beginning teacher / new teacher to complete. This strategy gives the administrator, TOSA, and teacher the freedom to provide purposeful and meaningful professional learning that is individualized to the need of the teacher. The TOSA will additionally be actively involved in the mentoring program for new teachers: to include induction content trainings, mentor trainings, clinical education, site visits to support mentors/mentees, etc. In addition, the TOSA will assist with recruitment and retention efforts during the year. The TOSA will be actively engaged in these professional learning activities daily throughout the school year.

In an effort to recruit and support our new teachers, the LEA will provide a new teacher induction program for all new teachers to our district. The program will consist of four (4) face to face training days and ongoing mentoring and collegial work in like groups. This program is designed to meet the professional needs of new teachers through professional collaboration with trained mentors. We recognize that new teachers will need different levels of support, according to their experience and certification status. Mentors are required to have yearly training, meet with their mentees monthly and complete the observation cycle once per semester at an average of 30+ hours per year. To target high needs schools, we will be utilizing classroom supplements that will enable a mentor at a designated high needs site to mentor for one period daily for the year.

Capacity building for Administrators - The LEA will support all school leaders with participation in professional development opportunities that will lead to strengthening their skills as an instructional leader in ELA, math, science and writing, as well as, high impact instructional strategies, high student engagement that is meaningful and rigorous. School-based leaders will also receive professional learning opportunities to further their skills in how to use observation data, honing their skills with inter-rater reliability, giving quality feedback to personnel, how to optimize the strengths of

school-based personnel, how to analyze student data and how to use the analysis to make informed decisions to drive curriculum and instruction. Professional Learning activities for School-Based Leaders, district leaders and aspiring leaders will be supported through a variety of conferences, the Superintendent's Leadership Academy, Principal and Assistant Principal Cadre's, the Aspiring Leaders Academy, learning walk, book studies and through one-on-one guidance from the supervising district administrators. HCSD provides professional development for current and prospective school leaders through the Gulf Coast Partnership through USF for the Level II Principal certification program.

Endorsement Course Offerings- The LEA will implement a program for teachers who are flagged as out of field. The retention of effective teachers is essential to the district and this should increase the percentage of teachers that are retained.

The use of instructional coaches - The LEA will implement the use of Instructional Coaches to increase the effectiveness of all teachers through effective evaluation and high quality, personalized professional development. The Instructional Coaches at each school will provide job embedded professional learning to all teachers regardless of where each teacher's skill level resides on the mastery spectrum. Additionally, the instructional coaches will lead LEA wide initiatives that will provide consistency and understanding of instructional methodology, high impact instructional strategies, data analysis of student performance assessment outcomes and other professional learning activities that are focused on the learning needs of students that is unique to each school. For teachers that are struggling, the school based administrators and Instructional Coaches will work closely together with those teachers to identify the indicators in the performance appraisal instrument (Danielson) that need strengthening and then assign specific domains for the teacher to complete. This strategy will give the administrator and Instructional Coach the freedom to provide purposeful and meaningful professional learning that is individualized to the need of each teacher to strengthen their instructional practices and increase student performance outcomes. Instructional Coaches will use a variety of professional learning strategies (one on one, job embedded, group PD) to deliver PD to teachers at each school including the intensive coaching cycle, modeling, and mentoring.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

The school district's Early Learning Specialist collaborates with the Early Learning Coalition to welcome district kindergartners into district schools through various means; this includes a transition fair, information videos, social media posts on registration requirements, school open house schedules, and appropriate supplies. Schools also host separate Kindergarten open house events for

students and families in support of gaining access to campus in a less crowded manner with more individualized attention.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Administrators, coaches and resource teachers will walk through classrooms to monitor Tier 1 instruction as indicated through facilitated lesson planning and professional learning. Walkthrough tools will be developed and utilized to monitor fidelity to professional learning initiatives as well as collaborative lesson plans and formative assessments.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Data collection tools will be used during classroom walkthroughs to monitor fidelity to collaborative lesson plans and formative assessment delivery and data collection, in order to ensure grade levels are delivering highly effective Tier 1 instruction, side by side with Tier 2 and Tier 3 interventions as determined by diagnostic data from FAST and iReady. After walkthrough data is collected, administrative leaders will meet to evaluate and discuss fidelity to collaborative lesson plans and formatives with grade level teams.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00