Hernando County School District

PINE GROVE ELEMENTARY SCHOOL

leadership
Florida
analysis
college and career
students
ambitions
mission
family and community involvement
school improvement
striving
achievement
relationships
teaching
learning
success
areas of focus
instruction
growth
needs assessment
strategic planning
collaboration
vision
supportive environment

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Hernando County School Board.

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-1.099813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and 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	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 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	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. 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

Pine Grove Elementary School believes in promoting an active partnership between school, home, and community. Our goal is to increase student achievement by encouraging a positive learning environment, while creating a caring, inviting, and enriching place to learn.

We strive to: B ecome an

E mpowered and

S elf-motivated community for

T oday and tomorrow.

Provide the school's vision statement

We are changing the world, one student at a time.

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
Natasha Saavedra

Position Title
Principal

Job Duties and Responsibilities

Conduct data chats, monitor data/progress toward goals, conduct walkthroughs, and facilitate planning/PLC's.

Leadership Team Member #2

Employee's Name
Mervelle Sage Takura

Position Title
Assistant Principal

Job Duties and Responsibilities

Assist principal with conducting data chats, facilitated planning/PLC's, conducting walkthroughs, and monitoring progress toward goals.

Leadership Team Member #3

Employee's Name
Carla Cornell

Position Title
Site-Based Reading Coach

Job Duties and Responsibilities

Provide reading supports K-5 through facilitated planning, coaching cycles and assist in monitoring literacy data with administration.

Leadership Team Member #4

Employee's Name
Gale Reed

Position Title
Assessment Teacher

Job Duties and Responsibilities

Provide progress monitoring data to administration and leadership team.

Leadership Team Member #5

Employee's Name
Jennifer Myers

Position Title

ESE Specialist

Job Duties and Responsibilities

Assist administration with PLC's and monitoring of progress toward goals for our Students with Disabilities subgroup.

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.

Administration uses progress monitoring assessment data and survey results, from parents, staff, and students, to complete the School Improvement Plan. The School Advisory Council also contributes to the development of the SIP and they approve the SIP.

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))*

To ensure the effective implementation of the School Improvement Plan (SIP) and its impact on increasing student achievement, the school will revise the plan with stakeholder feedback after presented at the School Advisory Council meeting in August 2024. The School Improvement Plan will be monitored through regular data collection, analysis, and student/teacher data chats. In addition, monitoring through administrative walkthroughs and look-for with specific feedback.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	42.4%
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 (UNSIG)	
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 *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.	2023-24: C 2022-23: B* 2021-22: B 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										0
One or more suspensions										0
Course failure in English Language Arts (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-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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										0
Students retained two or more times										0

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-6.0531, 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 *	47	51	57	47	50	53	52	51	56
ELA Grade 3 Achievement **	51	55	58	46	51	53			
ELA Learning Gains	54	53	60						
ELA Learning Gains Lowest 25%	66	55	57						
Math Achievement *	47	53	62	47	54	59			50
Math Learning Gains	52	51	62						
Math Learning Gains Lowest 25%	53	46	52						
Science Achievement *	55	53	57	62	56	54	51	53	50
Social Studies Achievement *							56	56	53
Middle School Acceleration							48	52	
Graduation Rate							44	50	
College and Career Readiness									80
ELP Progress	67	64	61	49	71	59			63

*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	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	501
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
56%	59%	56%	56%		53%	56%

* 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	25%	Yes	2	2
English Language Learners	67%	No		
Black/African American Students	32%	Yes	3	
Hispanic Students	59%	No		
Multiracial Students	52%	No		
White Students	55%	No		
Economically Disadvantaged Students	53%	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	18%	Yes	1	1
English Language Learners	49%	No		
Black/African American Students	25%	Yes	2	1
Hispanic Students	64%	No		
Multiracial Students	60%	No		
White Students	48%	No		
Economically Disadvantaged Students	57%	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	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%
English Language Learners	52%	No		
Native American Students				
Asian Students				
Black/African American Students	38%	Yes	1	
Hispanic Students	64%	No		
Multiracial Students	52%	No		
Pacific Islander Students				
White Students	55%	No		
Economically Disadvantaged Students	53%	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)

2023-24 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 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	47%	51%	54%	66%	47%	52%	53%	55%					67%
Students With Disabilities	11%	5%	38%	50%	12%	33%	32%	21%					
English Language Learners	47%	55%	83%	83%	58%	83%	83%						76%
Black/African American Students	31%		35%	40%	24%	30%		31%					
Hispanic Students	46%	42%	52%	82%	51%	56%	61%	63%					77%
Multiracial Students	50%	40%	59%	63%		47%							
White Students	49%	57%	56%	63%	45%	53%	62%	53%					
Economically Disadvantaged Students	46%	49%	56%	69%	43%	52%	53%	50%					60%

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	47%	46%			47%			62%					49%
Students With Disabilities	12%	13%			17%			30%					
English Language Learners	18%				35%								93%
Black/African American Students	27%	30%		18%									
Hispanic Students	54%	61%			50%		61%	61%					92%
Multiracial Students	65%	53%			61%								
White Students	44%	40%			47%			62%					
Economically Disadvantaged Students	44%	46%			44%			59%					91%

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	52%		58%	64%	53%	52%	56%	51%					63%
Students With Disabilities	23%		47%	58%	29%	53%	65%	32%					
English Language Learners	39%		58%		44%	58%							63%
Native American Students													
Asian Students													
Black/African American Students	30%		56%		28%	38%							
Hispanic Students	52%		63%	69%	57%	59%	70%	76%					62%
Multiracial Students	63%		40%		61%	45%							
Pacific Islander Students													
White Students	53%		58%	64%	54%	51%	55%	47%					
Economically Disadvantaged Students	50%		58%	61%	51%	48%	51%	49%					

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	51%	54%	-3%	55%	-4%
Ela	4	38%	48%	-10%	53%	-15%
Ela	5	48%	48%	0%	55%	-7%
Math	3	57%	59%	-2%	60%	-3%
Math	4	38%	50%	-12%	58%	-20%
Math	5	41%	44%	-3%	56%	-15%
Science	5	53%	53%	0%	53%	0%

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?

Although ELA proficiency showed 0% increase, our 3rd grade ELA proficiency increased 10% from 2022-2023 FAST Data. An action that the school took was implementing facilitated-planning, bi-weekly.

Lowest Performance

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

The data component with the lowest performance in 4th grade math proficiency 38%. We contribute this to 3/4 of our students being taught by a long-term substitute for the second semester. Another factor we believe impacted our fourth grade math data is the level of tasks that students are being exposed to during instruction.

Greatest Decline

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

The area that showed the greatest decline was 5th grade Math proficiency. The grade level decreased from 54% to 41% in the 2023 school year. The factors that contributed to the decline was having 2/3 of the grade level taught by 1 teacher. In addition, the students coming to 5th grade had learning gaps due to long term subs the year prior.

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 data component with the greatest gap when compared to the state average is fourth grade math. Pine Grove is 20 percentage points below the state average. We contribute this to 1/3 of our students being taught by a long term substitute for the 3/4 of the school year. Another factor we believe impacted our fourth grade math data is the level of tasks that students are being exposed to during instruction.

EWS Areas of Concern

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

The most concerning area in our Early Warning Systems data is attendance, specifically the number of students in all grade levels missing 10% or more of school.

Highest Priorities

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

1. 4th Grade ELA Proficiency
2. 4th Grade Math Proficiency
3. 5th Grade Math Proficiency
4. 5th Grade ELA Proficiency
5. SWD Subgroup

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 Collaborative Planning

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.

Collaborative Planning will be used to support Collective Teacher Efficacy. Teacher preparation and planning for instruction, along with their belief in their ability to positively affect students will impact student learning.

According to the 2024 FAST, this area of focus has been identified due to no growth in ELA data from 47% to 47%. This decrease is the largest in our 5th grade which dropped 11% and 4th grade with a 5% decrease. Math proficiency did not show any gains from the 2023 to 2024 school year, maintaining 47% proficiency. Fifth grade showed the largest decrease by 13% and 4th grade with a 5% decrease. The focus will be on grade level instruction which will increase overall proficiency.

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.

The goal for ELA is to increase the percent of students earning a 3 or above from 47% to 52%. The increase will bring our school back to our 2022 ELA results and put us on track for increasing our overall school grade to a B.

The goal for Math is to increase from 47% to 50%, which will exceed the 2023 Math results. This data will be achievable based on teacher capacity and staffing.

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.

• Planning Sign In Sheets
• Planning Sheets/Forms
• FAST Progress Monitoring Data
• i-Ready Diagnostic
• Look For Forms/Trend Data

Sign in sheets, planning forms, and look for trend data will allow us to monitor the fidelity of the intervention and instruction. Data will allow up to monitor student progress toward goals.

Person responsible for monitoring outcome
Principal/Assistant Principal will pull look-for data for leadership and data chats. School-based coach will share data/feedback with teachers during PLCs.

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:
Facilitated lesson planning is the chosen strategy to increase benchmark-alignment. Administrator over the grade level will attend the lesson planning session. The focus will be using Achievement Level Descriptors and BIG-M guide for math and ELA benchmarks. The preplanning sheet will be completed prior to the planning to ensure tasks and questions are aligned to benchmarks.

Rationale:
This strategy will support teachers with knowledge of the benchmarks and common misconceptions so that tasks and assessments are aligned. This will benefit the large number of new teachers and ensure teachers are teaching to depth of the benchmark and utilizing proper resources. Facilitated planning will also provide professional learning and coaching support needs.

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
Establish Planning Expectations

Person Monitoring:	**By When/Frequency:**
Natasha Saavedra	bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will meet with third through fifth teachers to establish planning expectations and norms (Preread text/tasks and review benchmark/ALDs).

Action Step #2
Planning Sessions

Person Monitoring:	**By When/Frequency:**
Administration and School-Based Coach	Bi-Weekly

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

At planning session, administration and site-based coaches will look for alignment of text/tasks to benchmark. In addition, Achievement Level Descriptors, iReady Standards Mastery, teacher assigned lessons (acceleration) will be embedded into planning.

Action Step #3
Data Chats

Person Monitoring:
Natasha Saavedra

By When/Frequency:
3-times per year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will monitor progress through data chats, look-for tools, and progress monitoring data after assessment periods.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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 years data, the SWD subgroup was identified as a crucial need. This was identified using ESSA subgroup data from 2022 and 2023.

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.

Based on the 2024 FAST, Student with Disabilities were 25% of Federal Index Points. Although the percentage increased by 7 points, the goal for the 2025 FAST would be 41% of Federal Index Points. This will be achieved through scaffolding (0.82 Hattie) and creating appropriately challenging goals for students (0.59 Hattie).

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.

Monitoring of goals and growth will happen through FAST Progress Monitoring and iReady Diagnostic Data and Lesson Reports.

Person responsible for monitoring outcome
Natasha Saavedra

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:

The evidence-based intervention is Appropriately Challenging Goals. Teachers of Students with Disabilities will conduct monthly data chats with students to set/monitor progress monitoring goals, review progress with attendance, i-Ready lessons, grades, discipline, etc., and encourage students to advocate for their learning needs.

Rationale:

When considering Hattie's Influences and Effect Sizes Related to Student Achievement, Appropriately Challenging Goals has an effect size of 0.59.

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
Data Chats with Inclusion Teachers

Person Monitoring:	**By When/Frequency:**
Natasha Saavedra	3 times per year

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

Administration meeting with Inclusion/General Education Teachers to review data and areas of focus. This will happen after every assessment period, followed-up by action plan for areas of focus and adjustments to instructional practices.

Action Step #2
Student Data Chats

Person Monitoring:	**By When/Frequency:**
Natasha Saavedra	Quarterly

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

Inclusion/General Education teacher will conduct quarterly data chats with Students with Disabilities to monitor progress toward goals.

Area of Focus #3

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

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 years data, the Black subgroup was identified as a crucial need. This was identified using ESSA subgroup data from 2021, 2022, 2023.

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.

ESSA Subgroup Data for Black students:

2021 - 38%

2022 - 25%

2023 - 32%

Measurable Outcome for 2025 - 41%

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.

• i-Ready Diagnostic Results

• i-Ready Lesson Reports

• FAST Monitoring Results

Ongoing monitoring of student progress will allow for identification of student needs and the opportunity to adjust instruction or interventions, as needed.

Person responsible for monitoring outcome

Natasha Saavedra

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:

The evidence-based intervention is Appropriately Challenging Goals. Teachers will conduct data chats with students to set/monitor progress monitoring goals, review progress with attendance, i-Ready lessons, grades, discipline, etc., and encourage students to advocate for their learning needs.

Rationale:

When considering Hattie's Influences and Effect Sizes Related to Student Achievement, Appropriately Challenging Goals has an effect size of 0.59.

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

Administration team with meet with the teachers to set the expectation that they will meet with students to conduct data chats. Teachers will be provided with a specific data chat form that will be used. Monitoring: Data Chat Form

Person Monitoring:	By When/Frequency:
Natasha Saavedra	Quarterly

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

Administration will meet with the teachers quarterly to review their data chat forms and student progress toward goals. Monitoring: Data Chat Schedule and Forms

Area of Focus #4

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.

Collaborative Planning will be used to support Collective Teacher Efficacy.
- Grade 4 FAST ELA Proficiency dropped from 43% in 2023 to 38% in 2024
- Grade 5 FAST ELA Proficiency dropped from 59% in 2023 to 48% in 2024
- Grade 1st Grade STAR ELA Proficiency dropped from 58% in 2023 to 46% in 2024.

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

Collaborative Planning will be used to support Collective Teacher Efficacy. Teacher preparation and planning for instruction, along with their belief in their ability to positively affect students will impact student learning.

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

Collaborative Planning will be used to support Collective Teacher Efficacy. Teacher preparation and planning for instruction, along with their belief in their ability to positively affect students will impact student learning.

Grades K-2: Measurable Outcome(s)

Measurable Outcome Goal:
2024-2025 1st Grade STAR ELA Proficiency 51%

Grades 3-5: Measurable Outcome(s)

Measurable Outcome Goal:
2024-2025 5th Grade FAST ELA Proficiency 54%
2024-2025 4th Grade FAST ELA Proficiency 51%

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.

• Planning Sign In Sheets
• Planning Sheets/Forms
• FAST Progress Monitoring Data
• i-Ready Diagnostic
• Look For Trend Data

Sign in sheets, planning forms, and look for trend data will allow us to monitor the fidelity of the intervention and instruction. Data will allow up to monitor student progress toward goals.

Person responsible for monitoring outcome

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:

The evidence-based intervention is Collective Teacher Efficacy. Kindergarten-5th Grade teachers will participate in collaborative planning in ELA. The focus of planning will be the alignment of texts with the benchmarks.

Rationale:

When considering Hattie's Influences and Effect Sizes Related to Student Achievement, Collective Teacher Efficacy has an effect size of 1.57.

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
Administration sets planning expectations

Person Monitoring:	**By When/Frequency:**
Natasha Saavedra	By 9/4/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will meet with teachers in grades KG-5 to set the expectation for PLC planning sessions. Teachers will be expected to pre-read texts and the benchmarks/Achievement Level Descriptors prior to planning.

Action Step #2
PLC Planning Sessions

Person Monitoring:	**By When/Frequency:**
Natasha Saavedra	Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
At planning sessions, teachers will come with texts pre-read and alignment to benchmarks. PLC facilitators will discuss the alignment to the text and go over additional resources to support instruction.

Action Step #3
Review Progress Monitoring and Look For Data

Person Monitoring:	**By When/Frequency:**
Natasha Saavedra	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will monitor progress monitoring data after each assessment period. Administration will also track trends using look for forms. This data will be used to guide planning sessions.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

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.

When schools retain experienced teachers, students benefit from consistent instruction, which leads to better academic performance, improved attendance, greater engagement and over all student achievement. Teacher celebrations were identified as a crucial area based on the 2024 staff survey.

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.

In the 2024 Staff Survey, 25% of staff stated that they "strongly agree" that they are recognized for their work and accomplishments. The goal is to increase to 40% "strongly agree".

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.

Monitoring for Teacher Retention and Recruitment will happen through staff interviews and surveys. Stay Interviews will provide information to administration on what is going well and what could be done to improve culture and support teachers in their goals of increasing student achievement.

Person responsible for monitoring outcome
Natasha Saavedra, Principal

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:
Recognizing staff: - At Faculty Meetings, administration will announce and recognize staff members for their contributions to the school. - Staff are able to nominate other staff members to be recognized by administration (staff will get to choose from a prize cart). - Administration will provide appreciation treats to teachers throughout the school year, not just during teacher appreciation week. – Morning staff check-in with administration.

Rationale:
According to John Hattie, School Climate has an effect size of 0.32.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Recognition

Person Monitoring:	By When/Frequency:
Natasha Saavedra	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
At faculty meetings, administration will recognize staff for their accomplishments and contributions.

Action Step #2

Teacher Cart

Person Monitoring:
Natasha Saavedra

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Staff can recognize other staff members (nomination cards). Administration will go around with Teacher Cart to celebrate in their classrooms.

Action Step #3
Staff Check-In

Person Monitoring:
Administration

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Morning check-in by administration.

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.

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))

No Answer Entered

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.

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

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