

Hernando County School District

JOHN D. FLOYD ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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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.

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

The mission of John D. Floyd Elementary School is to promote a partnership with students, parents, and the community by providing a supportive educational environment enhanced by technology that encourages problem-solving and responsible choices, thus preparing all to meet tomorrow's challenges.

Provide the school's vision statement

Attitude Determines Altitude....

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

Scott Piesik

Position Title

Principal

Job Duties and Responsibilities

As Principal, provide agendas for meetings (Core, SBLT, Faculty Meetings) with items listed for the data being tracked for specific areas as they pertain to student achievement, student needs, subject areas. Lead these meetings and delegate to appropriate team members who will track and present their data.

Leadership Team Member #2

Employee's Name

Michelle Fox

Position Title

Assistant Principal

Job Duties and Responsibilities

Monitor data that relates to student progress, student areas of weakness, provide input on how teachers and teams can/will use the data.

Leadership Team Member #3

Employee's Name

Pam Sheeder

Position Title

Elementary Assistant

Job Duties and Responsibilities

No Answer Entered

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.

Stakeholders are involved in the development of our SIP through various meetings (SAC, Team Leaders, Faculty Meetings, Grade level, SBLT, and through multiple surveys. Surveys are also completed by parents and students and this information is used for developing our 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))

In order to monitor and track our student data as it pertains to our goals on our SIP, we use edudata@FLDOE.org to track those students with the greatest achievement gap. We'll use Edu climber. PM1 to PM2 to PM3 data will be monitored to track and provide needed additional support as well as enrichment for those who need it.

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	52.7%
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:

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-6.053, 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-6.053, 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 CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	47	51	57	51	50	53	53	51	56
ELA Grade 3 Achievement **	54	55	58	55	51	53			
ELA Learning Gains	46	53	60				53		
ELA Learning Gains Lowest 25%	50	55	57				54		
Math Achievement *	47	53	62	50	54	59	52	52	50
Math Learning Gains	41	51	62				54		
Math Learning Gains Lowest 25%	52	46	52				44		
Science Achievement *	52	53	57	46	56	54	32	53	59
Social Studies Achievement *								56	64
Graduation Rate								44	50
Middle School Acceleration								48	52
College and Career Readiness									
ELP Progress	67	64	61	39	71	59	67		

*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	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	456
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
51%	52%	51%	42%		53%	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	30%	Yes	5	2
English Language Learners	44%	No		
Black/African American Students	41%	No		
Hispanic Students	49%	No		
Multiracial Students	42%	No		
White Students	52%	No		
Economically Disadvantaged Students	48%	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	24%	Yes	4	1
English Language Learners	39%	Yes	1	
Black/African American Students	42%	No		
Hispanic Students	47%	No		
Multiracial Students	63%	No		
White Students	56%	No		
Economically Disadvantaged Students	48%	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	35%	Yes	3	

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	46%	No		
Native American Students				
Asian Students				
Black/African American Students	58%	No		
Hispanic Students	46%	No		
Multiracial Students	54%	No		
Pacific Islander Students				
White Students	52%	No		
Economically Disadvantaged Students	48%	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%	54%	46%	50%	47%	41%	52%	52%					67%
Students With Disabilities	12%	17%	38%	50%	16%	38%	50%	17%					
English Language Learners	30%		47%	27%	35%	42%	60%						67%
Black/African American Students	46%		50%		35%	31%							
Hispanic Students	43%	54%	43%	55%	43%	38%	44%	48%					70%
Multiracial Students	34%	21%	40%		41%	50%		67%					
White Students	51%	57%	48%	52%	51%	42%	60%	55%					
Economically Disadvantaged Students	42%	47%	45%	48%	44%	43%	52%	45%					67%

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	51%	55%			50%			46%					39%
Students With Disabilities	29%	30%			22%			14%					
English Language Learners	38%				33%			27%					59%
Black/African American Students	35%				48%								
Hispanic Students	47%	47%			43%			40%					56%
Multiracial Students	63%				63%								
White Students	55%	64%			54%			51%					
Economically Disadvantaged Students	46%	49%			43%			39%					64%

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	53%		53%	54%	52%	54%	44%	32%					67%
Students With Disabilities	23%		45%	41%	25%	51%	41%	19%					
English Language Learners	44%		46%		44%	59%		17%					67%
Native American Students													
Asian Students													
Black/African American Students	52%		53%		65%	60%							
Hispanic Students	47%		49%	41%	42%	51%	45%	27%					68%
Multiracial Students	70%		54%		61%	50%		36%					
Pacific Islander Students													
White Students	54%		55%	64%	55%	56%	46%	35%					
Economically Disadvantaged Students	48%		50%	48%	48%	54%	40%	29%					64%

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	53%	54%	-1%	55%	-2%
ELA	4	39%	48%	-9%	53%	-14%
ELA	5	43%	48%	-5%	55%	-12%
Math	3	54%	59%	-5%	60%	-6%
Math	4	36%	50%	-14%	58%	-22%
Math	5	42%	44%	-2%	56%	-14%
Science	5	49%	53%	-4%	53%	-4%

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?

In grades Kindergarten, 1, 2,3 Early Literacy showed the most improvement. This action was due to putting stronger reading teachers in this area in order to help prepare our student for higher levels of instruction.

Lowest Performance

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

Our fourth-grade math proficiency showed the lowest performance. This contributing factor was due to having a long-term sub.

Greatest Decline

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

Both fourth grade reading and math showed the greatest decline from the prior year. This factor is contributed to having a long-term sub.

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.

Both fourth grade reading and math showed the greatest gap compared to the state average. This was due to having a long-term sub.

EWS Areas of Concern

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

Attendance with more than 20% of our population was absent 10% more of the days.

Level 1 on the Statewide Math Assessment in grade 3-5.

Highest Priorities

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

1. Proficiency rates in reading fourth and fifth grade.
2. Proficiency rates in math for all grade levels.
3. Student 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 Math

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.

Benchmark- aligned instruction has been identified as our area of focus in order to support teachers with aligning instruction to the depth of the benchmark. This area of focus has been identified due to a decrease in math data in grades 3, 4, and 5. The decrease is the largest in fourth grade which drop 19 percentage points. This area is the largest gap between the school and the district as well. This focus should increase the amount of time students in on-grade level instruction which should result in an increase in 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 math is to increase 7% in grade 3, 4 and 5. Although, it will not return us to the 2023 results. It is an achievable goal based upon not having a long term sub in fourth grade. This is also achievable due to having our second grades coming in at 82% proficiency.

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.

An informal walkthrough instrument will be utilized to monitor fidelity of implementation of math program. Additionally, progress towards positive student outcomes and the overall school goal of 50% 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

Scott Piesik

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 the benchmark-alignment. Administrator will monitor by evidence of lesson planning. The focus will be using the Big-M guide for math and creating a common formative.

Rationale:

This strategy will support teachers with knowledge of the benchmarks and common misconceptions so that tasks and assessments are aligned. This will ensure that pacing is adequate. Facilitated planning will also provide a platform for job-embedded Professional Learning and identify coaching supports as needed.

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

Structure for Common Planning

Person Monitoring:

Scott Piesik

By When/Frequency:

Monthly

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

Provide a common planning during the master schedule. Extended planning sessions on early release days and data chats. Work with having a district math coach come to the school for additional learning opportunities. In addition, through weekly formatives and assessment data. We will be able to monitor and see direct impact of this action step.

Action Step #2

Training

Person Monitoring:

Michelle Fox

By When/Frequency:

Monthly

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

Have the district math coach come to the school for additional learning opportunities and work with our teachers during facilitated lesson planning. Identifying common misconceptions, developing common formative and using the Big M Guide.

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.

Benchmark- aligned instruction has been identified as our area of focus in order to support teachers with aligning instruction to the depth of the benchmark. This area of focus has been identified due to a decrease in math data in grades 3, 4, and 5. The decrease is the largest in fourth grade which drop 19 percentage points. This area is the largest gap between the school and the district as well. This focus should increase the amount of time students in on-grade level instruction which should result in an increase in proficiency.

in ELA the decrease is the largest in fourth grade which drop 13 percentage points. This area is the largest gap between the school and the district as well. This focus should increase the amount of time students in on-grade level instruction which should result in an increase in 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 math is to increase 11% in grade 3, 4 and 5. This will get us to an acceptable federal index rate. It is an achievable goal based upon not having a long-term sub in fourth grade. In addition, this is achievable with our teacher having common planning. Also, more staff available to work with students.

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.

An informal walkthrough instrument will be utilized to monitor fidelity of implementation of programs. Additionally, progress towards positive student outcomes and the overall school goal of 41% 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 to meet the needs of all our student learners.

Person responsible for monitoring outcome

Scott Piesik

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 the benchmark-alignment. Administrator will monitor by evidence of lesson planning. The focus will be using the Big-M guide for math and ALD for ELA. In additions a common formative will be created for both subject areas.

Rationale:

This strategy will support teachers with knowledge of the benchmarks and common misconceptions so that tasks and assessments are aligned. This will ensure that pacing is adequate. Facilitated planning will also provide a platform for job-embedded Professional Learning and identify coaching supports as needed.

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

Training

Person Monitoring:

Michelle Fox

By When/Frequency:

Monthly

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

Have the district math and ELA coach come to the school for additional learning opportunities and work with our teachers during facilitated lesson planning. Identifying common misconceptions, developing common formative and using the Big M Guide and ALD's to guide instruction.

Area of Focus #3

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

Instructional Practice specifically relating to ELA

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.

Benchmark- aligned instruction has been identified as our area of focus in order to support teachers with aligning instruction to the depth of the benchmark. This area of focus has been identified due to a decrease in ELA data in grades 4, and 5. The decrease is the largest in fourth grade which drop 13 percentage points. This area is the largest gap between the school and the district as well. This focus should increase the amount of time students in on-grade level instruction which should result in an increase in 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 5% in grade 4 and 5. Although, it will not return us to the 2023 results. This is achievable due to identification of students early in school year and provide necessary supports across disciplines. This is also achievable due to having our third graders coming in at 53% proficiency.

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.

An informal walkthrough instrument will be utilized to monitor fidelity of implementation of the ELA program. Additionally, progress towards positive student outcomes and the overall school goal of 50% 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

Scott Piesik

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 the benchmark-alignment. Administrator will monitor by evidence of lesson planning. The focus will be using the ALD's as a guide for ELA and creating a common formative.

Rationale:

This strategy will support teachers with knowledge of the benchmarks and common misconceptions so that tasks and assessments are aligned. This will ensure that pacing is adequate. Facilitated planning will also provide a platform for job-embedded Professional Learning and identify coaching supports as needed.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:**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

Facilitated Lesson Planning

Person Monitoring:

Michelle Fox

By When/Frequency:

Monthly

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

Provide a common planning during the master schedule. Extended planning sessions on early release days and data chats. Work with having a district math coach come to the school for additional learning opportunities. In addition, through weekly formatives and assessment data. We will be able to monitor and see direct impact of this action step.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Our area of focus will be PBIS Based upon our student engagement survey only 59 % of students feel supported by their peers. By increasing these percentages, we will improve our school culture and create an environment that allows students to take risks and actively participate in their education. Also, at our school we had 10% of students earn more than 1 discipline in the 2023 school year. Decreasing disciplines will increase the amount of instruction that the student receives and contribute to a more positive culture.

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.

For the 24-25 school year the goal is to increase the percentage of students who feel supported by their peers from 59% to 65%. Our other goal is to decrease disciplines so that 95% of students have 0-1 disciplines.

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.

Discipline data shared monthly at PBIS Committee meeting.

Discipline data shared monthly at SBLT with action plan.

Person responsible for monitoring outcome

Pam Sheeder

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:

Positive Behavior Interventions and Support is an evidence -based framework for supporting students' behavioral, academic, social, emotional, and mental health. For the 24-25 school year, we will continue to build on last year's progress with focus on teaching and modeling classroom expectations and incentivizing students who meet expectations.

Rationale:

When implemented with fidelity, PBIS improves social emotional competence, academic success and school climate. Disciplines in the classroom were occurring 168 times. This setting will be the focus for the upcoming year.

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**

Select teachers for PBIS

Person Monitoring:

Scott Piesik

By When/Frequency:

Monthly

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

Select teachers to be chosen to serve on the PBIS committee to include one from each grade level.

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))

Through facilitated lesson planning and collaborating with our district content coaches will strengthen our academic program for all students. This focus will help develop and improve our tier 1 instruction.

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