

Martin County School District

# Hobe Sound Elementary School



## 2019-20 Schoolwide Improvement Plan

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# Hobe Sound Elementary School

11555 SE GOMEZ AVE, Hobe Sound, FL 33455

martinschools.org/o/hses

## Demographics

Principal: Diane Memmer Novak

Start Date for this Principal: 9/9/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	68%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (52%) 2017-18: C (50%) 2016-17: B (59%) 2015-16: C (52%) 2014-15: B (59%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Martin County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Hobe Sound Elementary School

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martinschools.org/o/hses

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	64%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	B	C

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<https://www.floridacims.org>.

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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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Hobe Sound Elementary's mission is to Educate all students for success, while encouraging positive behavior patterns in our school community by teaching and reinforcing school-wide expectations.

#### **Provide the school's vision statement.**

Hobe Sound Elementary's vision is to provide a dynamic educational system of excellence. The HSE eagle community soars to greater heights by continuously striving to promote academic, social, and emotional growth. We are a team of students, teachers, parents, and community members working cooperatively to create a positive, safe, and successful environment.

### School Leadership Team

#### **Membership**

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Memmer Novak, Dianne	Principal	To manage the school and culture. The principal also is responsible for the implementation of the School Improvement Plan.
Gore, Willie	Assistant Principal	Members have expertise in academic or support services within the school. Members offer their expertise in their area as it pertains to the whole student both academic and social-emotional. Team members use their synergy to problem-solve and provide recommendations to classroom teachers to garner strategies for improvement in student performance.
Slavin, Mary	Instructional Coach	Members have expertise in academic or support services within the school. Members offer their expertise in their area as it pertains to the whole student both academic and social-emotional. Team members use their synergy to problem-solve and provide recommendations to classroom teachers to garner strategies for improvement in student performance.
Altman, Julia	Teacher, ESE	Members have expertise in academic or support services within the school. Members offer their expertise in their area as it pertains to the whole student both academic and social-emotional. Team members use their synergy to problem-solve and provide recommendations to classroom teachers to garner strategies for improvement in student performance.
Elliott, Jan	Instructional Coach	Members have expertise in academic or support services within the school. Members offer their expertise in their area as it pertains to the whole student both academic and social-emotional. Team members use their synergy to problem-solve and provide recommendations to classroom teachers to garner strategies for improvement in student performance.
Patel, Kara	Instructional Coach	Her role is to assist teachers and students as well as ensure the implementation of the School Improvement. Members have expertise in academic or support services within the school. Members offer their expertise in their area as it pertains to the whole student both academic and social-emotional. Team members use their synergy to problem-solve and provide recommendations to classroom teachers to garner strategies for improvement in student performance.
Casady, Ruth	School Counselor	Members have expertise in academic or support services within the school. Members offer their expertise in their area as it pertains to the whole student both academic and social-emotional. Team members use their synergy to problem-solve and provide recommendations to classroom teachers to garner strategies for improvement in student performance.
Stellman, Julie	Other	Members have expertise in academic or support services within the school. Members offer their expertise in their area as it pertains to the whole student both academic and social-emotional. Team members use their synergy to problem-solve and provide recommendations to classroom teachers to garner strategies for improvement in student performance.



Name	Title	Job Duties and Responsibilities
Devoe, Stephanie	Teacher, K-12	Members have expertise in academic or support services within the school. Members offer their expertise in their area as it pertains to the whole student both academic and social-emotional. Team members use their synergy to problem-solve and provide recommendations to classroom teachers to garner strategies for improvement in student performance.

## Early Warning Systems

### Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	91	94	90	0	0	0	0	0	0	0	275
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	9	0	0	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	23	0	0	0	0	0	0	0	0	0	23

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	9	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	4	0	0	0	0	0	0	0	0	4

FTE units allocated to school (total number of teacher units)

41

Date this data was collected or last updated

Saturday 9/28/2019

### Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	2	1	2	3	0	0	0	0	0	0	0	8
One or more suspensions	0	0	0	1	2	2	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	11	0	0	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	18	27	25	0	0	0	0	0	0	0	70

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**Prior Year - Updated**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	2	1	2	3	0	0	0	0	0	0	0	8
One or more suspensions	0	0	0	1	2	2	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	11	0	0	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	18	27	25	0	0	0	0	0	0	0	70

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	58%	57%	55%	59%	55%
ELA Learning Gains	55%	59%	58%	59%	61%	57%
ELA Lowest 25th Percentile	48%	56%	53%	53%	54%	52%
Math Achievement	62%	65%	63%	67%	67%	61%
Math Learning Gains	57%	65%	62%	67%	67%	61%
Math Lowest 25th Percentile	42%	53%	51%	57%	55%	51%
Science Achievement	54%	58%	53%	57%	55%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	0 (0)	0 (0)	91 (0)	94 (0)	90 (0)	275 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (2)	0 (1)	0 (2)	0 (3)	0 (8)
One or more suspensions	0 (0)	0 (0)	1 (0)	0 (1)	1 (2)	0 (2)	2 (5)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	9 (11)	0 (0)	0 (0)	9 (11)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	23 (18)	0 (27)	0 (25)	23 (70)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	44%	54%	-10%	58%	-14%
	2018	55%	57%	-2%	57%	-2%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2019	50%	57%	-7%	58%	-8%
	2018	44%	55%	-11%	56%	-12%
Same Grade Comparison		6%				
Cohort Comparison		-5%				
05	2019	48%	55%	-7%	56%	-8%
	2018	54%	58%	-4%	55%	-1%
Same Grade Comparison		-6%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	61%	58%	3%	62%	-1%
	2018	66%	63%	3%	62%	4%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	61%	67%	-6%	64%	-3%
	2018	62%	64%	-2%	62%	0%
Same Grade Comparison		-1%				
Cohort Comparison		-5%				
05	2019	60%	64%	-4%	60%	0%
	2018	62%	64%	-2%	61%	1%
Same Grade Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	54%	53%	1%	53%	1%
	2018	61%	54%	7%	55%	6%
Same Grade Comparison		-7%				
Cohort Comparison						

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	48	50	38	59	43	8				
ELL	21	50	52	38	55	52	27				
BLK	32	33	27	53	42						
HSP	33	58	57	51	63	55	48				
WHT	58	60	55	69	58	27	56				
FRL	36	47	42	53	52	44	47				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	27	23	34	32	18					
ELL	24	50	54	45	54	42					
BLK	42	40		58	44		43				
HSP	30	48	62	52	61	50	54				
MUL	70										
WHT	59	42	29	71	62	40	64				
FRL	41	40	35	59	55	43	57				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	26	50	50	38	63						
ELL	24	45	46	41	61	70	33				
BLK	39	43		61	67		40				
HSP	36	44	43	57	62		35				
MUL	55			55							
WHT	64	65	65	72	69	62	70				
FRL	46	50	52	59	65	57	49				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	406
Total Components for the Federal Index	8
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data shows that 44% of 3rd grade students scored at proficiency level or above on the ELA assessment. This is the area with the lowest performance when compared to other grade levels and other subject areas. Factors that contributed to this data include low reading comprehension levels, low fluency levels, and low vocabulary skills within this grade level.

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

The data shows that the greatest decline was in 5th grade Science. In 2018, 60% of students scored at proficiency level or higher compared to 54% of students in 2019. This is a 6% decrease in students

scoring at proficiency level. A factor that contributed to this decline includes students difficulty with reading comprehension.

**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.**

3rd grade ELA had the greatest gap when compared to the State Average. HSE 3rd grade ELA proficiency level for 2019 was 44% and the state average was 58% making there a difference in students proficiency 14%. Factors that contributed to this include low student fluency and low student reading comprehension. Students need explicit instruction on how to utilize test taking strategies to build their comprehension of the text.

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

HSE Students with Disabilities had the 2nd highest learning gains in the school district. In ELA, 48% of Students with Disabilities had learning gains and of that subgroup, 23% of the students scored at proficiency level. In Math 50% of SWD had learning gains and 38% scored at proficiency level. In 2019 additional support was given to these students by providing small group instruction, building their test taking strategies, and scaffolding their reading skills through the utilization of SPIRE.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

After analyzing the EWS data a potential area of concern is 3rd grade ELA proficiency levels. Twenty three students scored a level 1 on the state assessment. A second area of concern is while our subgroups are making learning gains they are still not scoring a level 3 or more on their state ELA assessment.

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

1. Increase reading comprehension through all grade levels.
2. Increase vocabulary in ELA, Math, and Science.
3. Continue promoting learning gains in the subgroups, while helping them reach proficiency level on ELA.
4. Increase students ability to utilize test taking strategies.
5. Increase student retention of Science content.

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	An area of focus is to increase student proficiency in the area of English Language Arts. In addition, Increase the percentage of students making a learning gain on the 2020 Florida Standards Assessment Test.
<b>Rationale</b>	Students have shown a decrease in English Language Arts performance from 2019-2020 Thus, the goal is to improve student achievement by raising the proficiency rate on the ELA assessment. An additional goal is to increase student learning gains.
<b>State the measurable outcome the school plans to achieve</b>	The ELA measurable outcome for HSE is to increase grades 3-5 student proficiency from 48% to 53%. We will also increase SWD proficiency from 23% to 28%, and increase Black student's proficiency from 32% to 37% on the 2020 Florida Standards Assessment Test.
<b>Person responsible for monitoring outcome</b>	Dianne Memmer Novak (memmerd@martin.k12.fl.us)
<b>Evidence-based Strategy</b>	Follow proof of concept curriculum. Utilize elements from Luck Calkins to guide instruction and monitor curriculum achievement. Continue the use of SPIRE for the subgroup SWD. Continue small group instruction. iready ELA and Simple Solutions will be used to bolster instruction.
<b>Rationale for Evidence-based Strategy</b>	Students have shown a decrease in English Language Arts performance from 2018-2019. Thus, it is the goal to improve student achievement by raising the proficiency rate through the utilization of the proof of concept curriculum. This curriculum provides structured reading instruction for students. It also allows students to build reading skills through the use of explicit reading activities. Lucy Calkins elements will be infused into the proof of concept curriculum making it a cohesive Reading Instruction tool. SPIRE is a researched based reading intervention program that data has shown improves our SWD reading skills. Additional small group instruction will assist struggling readers with scaffolding reading skills throughout the year.
Action Step	
<b>Description</b>	1. Increase the expertise of teachers by providing Professional Development and support with interventionist , grade level pace setters, content supervisors and PD in differentiated small group instruction based on data (guided reading, strategy lessons, shared reading, concepts of print, phonics, phonemic awareness, oral language, literacy beginnings, Continuum of Literacy Learning) 2. K-5. Learning Walks with teachers to establish expectations and Look Fors. Focus on a transference of skills into text. Interventionist will work with teams on standards based instruction that infuses item spec question stems, and formative assessments based on item specs into the reading block. 3. PD on engagement strategies. Continue data chats K-5. Create digital data wall for lowest 25%. Schoolwide walk throughs District coach to facilitate PLTs with grade 3-5 on using item specs to create formative assessments. Reading Interventionist to work in classrooms to set up small groups based on data and provide strategies to teachers. Increase use of visuals and graphic organizers for ESE/ELL/BQ 4. Incorporate strategies from Academic Vocabulary Strategies Book within lesson plans. Implement school-wide schedule to place additional supports for identified students. The bottom 25% has been identified and is in MTSS interventions. MTSS interventions are focused on using strategies within text rather than isolation 5. Data chats/goal setting with students. Create mentoring program for at risk students. Implement school-wide schedule to ensure additional supports to this subgroup.



Interventionist to work with teachers who need the most support according to data. Label classrooms in phrases in English and Spanish/Portuguese for students. Provide SPIRE for selected ESE students. Tutoring in ELA to increase achievement.

**Person Responsible** Dianne Memmer Novak (memmerd@martin.k12.fl.us)

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#2	
<b>Title</b>	An area of focus is to increase student proficiency in the area of Mathematics. In addition, Increase the percentage of students making a learning gain on the 2020 Florida Standards Assessment Test.
<b>Rationale</b>	Students have shown a decrease in Mathematics performance from 2018-2019. Thus, it is the goal to improve student achievement by raising the proficiency rate. Also, a goal is to increase the number of students making learning gains.
<b>State the measurable outcome the school plans to achieve</b>	Students will in grades 3-5 will increase proficiency in the area of Mathematics from 62% to 67%. In addition, HSE will increase the percentage of ELL students meeting proficiency from 38% to 43%, Increase proficiency of Students with Disabilities from 38% to 43% on the 2020 Florida Standards Assessment Test.
<b>Person responsible for monitoring outcome</b>	Willie Gore (gorew@martin.k12.fl.us)
<b>Evidence-based Strategy</b>	<p>The utilization of:</p> <ul style="list-style-type: none"> <li>Go Math curriculum</li> <li>Number Talks</li> <li>Hands on Equations</li> <li>Touch Math</li> <li>Simple Solutions</li> <li>Differentiated instruction</li> <li>Small group work</li> <li>Data driven lessons</li> <li>iReady Math</li> </ul>
<b>Rationale for Evidence-based Strategy</b>	The rationale for utilizing these evidence-based strategies is to increase student achievement in numbers and operations, algebra, algebraic thinking, measurement, and geometry. The following process will be used to monitor the goal: Ongoing Data meetings with LLT and MTSS as well as a review of diagnostic data from iReady and formative assessments. Admin and academic coaches observe Individual data chats with students by the classroom teacher.
<b>Action Step</b>	
<b>Description</b>	<p>1. Increase the expertise of teachers by providing Professional Development and support with academic coaches, content supervisors and teacher leaders. 2. Continue work with Math workshop and small group differentiated math instruction based on data (remediate, reteach, enrich) K-5. Learning Walks with teachers to establish expectations and Look Fors. 3. Continue work with Number Talks. Provide PD on Hands On Equations 3-5. 4. Math Interventionist will work with teams on standards based instruction that infuses item spec question stems, Continue data chats K-5. Create digital data wall for lowest 25%. School-wide walk-through. Math coach to facilitate PLTs with grade 3-5 on using item specs to create formative assessments. 5. Math Interventionist to work in classrooms to set up small groups based on data and provide strategies to teachers. Use of Touch Math. Spiral standards throughout the year within lesson plans. Data chats/goal setting with students. 6. Create mentoring program for at risk students. Implement school-wide schedule to ensure additional supports to this subgroup. 7. Math Interventionist to work with teachers who need the most support according to data. 8. Label classrooms in phrases in English and Spanish/Portuguese for students and formative assessments based</p>

on item specs into the math block. Continue PD on engagement strategies. 9. Tutoring in Math to increase achievement.

**Person Responsible** Willie Gore (gorew@martin.k12.fl.us)

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#3	
<b>Title</b>	An area of focus is to increase student proficiency in the area of Science. In addition, increase student proficiency of targeted subgroups on the 2020 Florida Statewide Science Standards Assessment Test.
<b>Rationale</b>	Students showed a decrease in the number of students proficient in Science 2018-2019. The goal is to increase the proficiency rate overall. In addition HSE will increase the proficiency of students in the subgroup of ELL and Students with Disabilities.
<b>State the measurable outcome the school plans to achieve</b>	Students will increase proficiency on the 2020 Statewide Science Assessment Test from 54% to 63%. In addition, we will see an increase in the proficiency of Students with Disabilities from 8% to 31%. HSE plans to increase the proficiency of ELL students from 27% to 32% on the Statewide Science Assessment Test.
<b>Person responsible for monitoring outcome</b>	Willie Gore (gorew@martin.k12.fl.us)
<b>Evidence-based Strategy</b>	Monitor student performance on Common Assessments and District Assessments. The Science Lead teacher will meet with each 5th grade class twice a week to conduct a lab. The first day the class meets with the lab teacher the lab will be centered around a review of 3rd and 4th grade Science standards. The second days lab will be centered around 5th grade standards. The Science Lead teacher will also push into the classroom to provide additional support (build vocabulary and build retention of standards). The computer lab teacher will support Science by having students complete District recommended Science Tutorials.
<b>Rationale for Evidence-based Strategy</b>	These strategies will increase student proficiency on the State Science Assessment. Data analysis via PLT groups will further assess the strength and weaknesses of students in the area of science. Teachers will use this data to reteach and reassess students. Teachers will observe hands on labs taught by the Science Lead teacher and will complete hands on labs in the classroom.
Action Step	
<b>Description</b>	1. Provide lead teacher support/coaching on incorporating labs and higher order thinking into lessons Continue Inquiry Based Lessons. 2. Grade level pace setters will work with teams on standards based instruction that infuses item spec question stems, and formative assessments based on item specs into the science block. 3. Interventionist will work with small groups of students to utilize science readers for small group instruction to increase ability to read like a scientist and increase academic vocabulary. 4. PD on engagement strategies. 5. Utilize Science available assessments to measure growth and target specific standards.
<b>Person Responsible</b>	Willie Gore (gorew@martin.k12.fl.us)

#### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

90% of Hobe Sound Elementary School families will participate in at least one Parent Involvement event during the 2018-2019 school year. Please see our detailed Parent Involvement Plan which describes family literacy nights, conferencing, training and various other methods to support each school family.

### PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Positive Behavior Intervention Supports provide a school culture and climate that allows students to develop socially while feeling safe, supported, and valued. Character education such as Character Counts is also implemented to further enhance a feeling of well-being and safety. Group counseling is provided as well as counseling agencies that work with the school to assist students. Teachers and Staff also mentor students and provide extra academic support where needed.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

Our kindergarten teachers coordinate kindergarten screenings and school tours in May and August of each year. Translators are available to support families in completing necessary paperwork. Our parent liaison works in collaboration with neighboring preschools to ensure communication of our kindergarten program. We host a VPK program on our campus which enables a smooth transition for these 18 students to our school culture and campus. All families receive a welcome letter from the Principal and quarterly newsletters to support the transition of preschool students to our school. Guidance counselors at the feeder middle school for HSE hold meetings with teachers to transition outgoing 5th grade students and place them in appropriate courses. Orientation sessions are conducted to further aid in the transition to middle school. This and the half day field trip are a huge help to the transition process.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

Our Core Team consists of these members:  
Mary Slavin, Problem Solving Intervention Coach  
Ruth Casady, Guidance Counselor

Jan Elliott, Reading Interventionist  
 Kara Patel, Math Interventionist  
 Julie Stellman, Speech and Language Therapist  
 Julia Altman, ESE Facilitator  
 Rengin Pecci, School Psychologist  
 Stephanie DeVoe, Science Lead Teacher  
 Willie Gore, Assistant Principal  
 Dr. Dianne Memmer-Novak, Principal

Other teacher members will join, in-school and after-school meetings based upon student academic or behavioral, grade level needs.

Title I funds three staff positions at the school. The literacy coach (reading and writing) offers instructional support and professional development to teachers. An interventionist is on staff to support at risk students. A home-school parent liaison offers support to our parent involvement strategies. Two "Family Learning Nights" will take place this year. Topics for these events are: Literacy, Math/Science, Parenting and Learning about assessments. Our Parent Library, housed in our front office reception area is for parents to use when visiting the school and will be enhanced with additional resources. Professional development programs will offer instructional staff members training in strategies and best practices for science, math, reading and technology. Funds will be used for consultants in these subject areas not supported by an instructional coach. Funds will also be used in these subject areas for supplementary school assembly style programs for students and parents. Home/School Communication notebooks will be used daily to facilitate timely information sharing. Technology for math and reading instruction, writing workshop materials such as journals, post-it notes, and folders will supplement the instructional focus of our teachers.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Parents and community members are invited to share vocations and expertise with students as they study various subjects in content areas. The school has established a partnership with Americorp and community businesses and or agencies.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: An area of focus is to increase student proficiency in the area of English Language Arts. In addition, Increase the percentage of students making a learning gain on the 2020 Florida Standards Assessment Test.</b>				<b>\$2,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0111 - Hobe Sound Elementary School	School Improvement Funds		\$2,000.00
<i>Notes: Tutoring, Materials/Supplies</i>						
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: An area of focus is to increase student proficiency in the area of Mathematics. In addition, Increase the percentage of students making a learning gain on the 2020 Florida Standards Assessment Test.</b>				<b>\$2,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			0111 - Hobe Sound Elementary School	School Improvement Funds		\$2,000.00
			<i>Notes: Materials/Supplies</i>			
			0111 - Hobe Sound Elementary School			\$0.00
			0111 - Hobe Sound Elementary School			\$0.00
			0111 - Hobe Sound Elementary School			\$0.00
3	III.A.	<b>Areas of Focus: An area of focus is to increase student proficiency in the area of Science. In addition, increase student proficiency of targeted subgroups on the 2020 Florida Statewide Science Standards Assessment Test.</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0111 - Hobe Sound Elementary School			\$1,500.00
			<i>Notes: Material/Supplies</i>			
<b>Total:</b>						<b>\$5,500.00</b>