Eastside Elementary School

2022-23 Schoolwide Improvement Plan

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Eastside Elementary School

27151 ROPER RD, Brooksville, FL 34602

https://www.hernandoschools.org/ees

Demographics

Principal: Mike Lastra

Start Date for this Principal: 7/18/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: D (36%) 2018-19: C (49%) 2017-18: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* 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 Hernando 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.

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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Eastside Elementary School

27151 ROPER RD, Brooksville, FL 34602

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Like a lunging leopard, we leap into learning. There's no slowing down when you walk through our halls. The energy is contagious. It spills into our community. It lights up the minds of our students and warms the hearts of our parents. We're in this together, turning our diverse population of students into productive citizens of tomorrow. We blend the traditions of the past with instructional strategies of the future. We take on all challenges with the speed and energy of a leopard chasing prey. Getting on board means moving fast, finding a way, and seeing success. That is our history, our method, and our future.

Provide the school's vision statement.

EES Values - Who We Are!

Students First
Relationships Matter
Be Open, Honest and Constructive
Demand EXCELLENCE
Take Intelligent Risks
Have a Growth Mindset

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Lastra, Mike	Principal	
Schwartz, Eric	Assistant Principal	
Murdza, Michelle	Instructional Coach	School Based IPC: Provide teachers with training and feedback on instructional practices. Provide teachers with coaching cycles as needed. Organize family math nights. Participate in classroom walkthroughs with admin to discuss instructional practices. Assist grade level teams in SWAP of common formatives.
Gorham, Malinda	Instructional Coach	School Based IPC: Provide teachers with training and feedback on instructional practices. Provide teachers with coaching cycles as needed. Accelerated Reader Lead. Organize AR family nights. Participate in classroom walkthroughs with admin to discuss instructional practices. Assist grade level teams in SWAP of common formatives
Kynerd, Jennifer	Other	MTSS Coordinator: Coordinating MTSS duties for entire school. Lead school wide MTSS meetings. Assist teachers in making tiered groups. Present LQ growth data to Leadership team.
Benard, Daiquiri	Other	Assessment Coordinator: Organize school wide testing schedule, ensure all testing accommodations are met. Provide Administration with FSA and progress monitoring data as needed. Present data to staff and Leadership Team.
Vivelo, J	Instructional Coach	School Based IPC: Provide teachers with training and feedback on instructional practices. Provide teachers with coaching cycles as needed. Accelerated Reader Lead. Organize AR family nights. Participate in classroom walkthroughs with admin to discuss instructional practices. Assist grade level teams in SWAP of common formatives.

Demographic Information

Principal start date
Monday 7/18/2022, Mike Lastra

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
4

Total number of teacher positions allocated to the school

59

Total number of students enrolled at the school

687

Identify the number of instructional staff who left the school during the 2021-22 school year.

11

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	116	118	99	113	95	135	0	0	0	0	0	0	0	676
Attendance below 90 percent	62	53	44	45	32	65	0	0	0	0	0	0	0	301
One or more suspensions	12	11	21	30	6	31	0	0	0	0	0	0	0	111
Course failure in ELA	21	9	5	6	7	1	0	0	0	0	0	0	0	49
Course failure in Math	21	9	5	6	7	1	0	0	0	0	0	0	0	49
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	12	55	0	0	0	0	0	0	0	86
Level 1 on 2022 statewide FSA Math assessment	0	0	0	15	28	42	0	0	0	0	0	0	0	85
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	116	114	99	113	93	134	0	0	0	0	0	0	0	669

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	4	2	4	0	1	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	1	1	4	1	0	0	0	0	0	0	0	7

Date this data was collected or last updated

Monday 8/1/2022

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	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	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	33%	51%	56%				42%	54%	57%
ELA Learning Gains	48%						46%	53%	58%
ELA Lowest 25th Percentile	40%						50%	52%	53%
Math Achievement	29%	52%	50%				51%	58%	63%
Math Learning Gains	35%						52%	57%	62%
Math Lowest 25th Percentile	37%						50%	48%	51%
Science Achievement	31%	53%	59%				53%	54%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	38%	57%	-19%	58%	-20%
Cohort Comparison		0%				
04	2022					
	2019	44%	59%	-15%	58%	-14%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-38%				
05	2022					
	2019	44%	52%	-8%	56%	-12%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	50%	62%	-12%	62%	-12%
Cohort Comparison		0%				
04	2022					
	2019	58%	62%	-4%	64%	-6%
Cohort Comparison		-50%				
05	2022					
	2019	43%	54%	-11%	60%	-17%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	54%	55%	-1%	53%	1%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	10	20	26	9	15	17					
ELL	35	62		25	38						
BLK	15	41		11	38	31	15				
HSP	30	48	36	30	26	36	22				
MUL	31	40		31							
WHT	39	50	50	32	38	43	37				
FRL	30	46	41	26	33	35	30				

2021 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 2019-20	C & C Accel 2019-20
SWD	7	23		5	9		11				
ELL	31			31							
BLK	12	31		14	13		8				
HSP	32	57		42	57						
MUL	27			50							
WHT	37	38	60	40	47	46	50				
FRL	30	30	53	34	38	40	28				
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	18	39	44	25	47	63	17				
ELL	29	36		41	53						
BLK	14	38	64	39	54	70	40				
HSP	39	47		50	51		48				
WHT	48	48	47	52	50	45	56				
FRL	36	48	52	45	51	50	46				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	320
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	14
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	45

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	34
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	41
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELA was slightly stronger in both gains and proficiency. All other components decreased with the largest declines in Math proficiency and gains, Science proficiency, and ELA gains of the bottom quartile.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Proficiency in ELA has declined 22% since 2018 and 36% in Math since 2018 so this is the area that demonstrates the greatest need to improve.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Based on district walkthroughs, instruction was not standards-aligned for a large percentage of classrooms.
Professional development, facilitated planning, and specific feedback would address these needs.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA learning gains increased by 9%. This brings the school back to pre-Covid levels.

What were the contributing factors to this improvement? What new actions did your school take in this area?

In the 3rd nine weeks, district involvement greatly increased including facilitated lesson planning support by district coaches and targeted walkthroughs during MTSS time.

What strategies will need to be implemented in order to accelerate learning?

Teachers will need to plan and deliver benchmark aligned instruction in an orderly environment where all stakeholders are aware of the expectations and supported by coaches and administration.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

PD will be provided on the BEST standards for ELA and Math and the new curriculum for Reading and Math. Strategies for acceleration including scaffolding, differentiation, and formatives will be addressed during common facilitated planning sessions.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

PBIS will be implemented including clear schoolwide expectations and a consistent behavior plan.
Creating a positive culture and environment will be provided with a focus on involving all stakeholders.
Administrative walkthroughs with feedback will be critical in building capacity in teachers.
PLCs that build collective efficacy in teachers so that they are empowered to make data informed decisions.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on 2022 FSA data, math proficiency decreased 8% percentage points from 37% to 29%. Science proficiency decreased from 41% to 31%. ELA proficiency is only 33%. Our rationale is to focus on Tier 1 standards aligned instruction that will increase student proficiency and mastery of benchmark expectations.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	In ELA proficiency, our objective is to increase 9%, from 33% to 42%. This will bring us back to 2019 pre-Covid results. In Math proficiency, our objective is to increase 22%, from 29% to 51%. This, again is based on our 2019 results.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Leadership team will perform monthly walk-throughs with template for look-fors that focus on standards-alignment. Administration will use Danielson walk-through tool to measure alignment. iReady diagnostic results will be reviewed by leadership team for on-level proficiency and projected proficiency. Monthly SBLT meetings will be held to analyze grade level common assessment data from curriculum.
Person responsible for monitoring outcome:	Mike Lastra (lastra_m@hcsb.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Site-based and district instructional coaches and administration will assist in facilitated planning with grade level teams for the 2022-23 school year.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the**	Based on meetings with teachers, little facilitated planning occurred in the 2021-2022 school year. Materials that are not part of the district curriculum were often seen on district walkthroughs. The BEST standards are also somewhat new with little PD provided. Consistent standards based planning facilitated by instructional coaches and administration will strengthen standards based teaching that will bring forth an increase in student achievement for both ELA and Math. Resources include district instructional support and planning tools provide from DOE BEST trainings.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Three site based instructional coaches have been hired; 1 K-2 ELA, 1 3-5 ELA, 1 K-5 Math. Coaches will be responsible for overseeing planning, PLCs, lesson delivery, modeling, etc. District instructional coaches will be providing intensive support on delivery of instruction.

Person Responsible	Mike Lastra (lastra_m@hcsb.k12.fl.us)

Master schedule was created to ensure consistent planning periods so that staff can facilitate PD on new BEST standards.
District: Deliver PD to content teachers around new benchmarks to include benchmark studies with follow up support. Provide support to administration, school-based coaches and teachers.
Admin: Provide for "protected" time for PD to occur. Set expectations for professional learning. Collaborate and communicate.
Coach: Prepare for the PD session and create an agenda of what teachers will need to bring to the PD session. Set PD norms. Value the time of the teachers, using the time productively.
Teacher: Actively participate in PD. Work collaboratively with colleagues and coaches. Grade level planning sessions will happen during school every Tuesday. After school PLCs (after school, paid through UNISIG Grant) will happen every Wednesday.

Person Responsible	Mike Lastra (lastra_m@hcsb.k12.fl.us)

Facilitate benchmark-aligned planning during PLC sessions. District: Provide coaching support and benchmark alignment. Provide support to administrators, school based coaches, and teachers. Admin: Define roles and responsibilities of team members. Develop planning protocols that clearly outline expectations. Clearly communicate expectations for planning with coaches and teachers. Hold teachers accountable for the planning. Collaborate with coaches before/after each planning. Coach: Prepare for planning process and send teachers agenda, items, tasks, and other resources in advance for them to complete pre-work. (PLC-after school) During planning, focus on teacher clarity, instructional model, strategies, questioning and assessments that align to benchmark(s) and will support intended learning. (Planning) Teacher: Prior to planning, teachers will review benchmarks and curriculum resources to complete pre-work by:
Previewing texts, items, and tasks to identify their purpose, determining key vocabulary, scaffolds, and strategies. Completing benchmark-aligned items and tasks provided by coach. Prepare aligned lessons and student materials for instruction.

Person Responsible	Malinda Gorham (gorham_m@hcsb.k12.fl.us)

Delivery of Instruction with benchmark-aligned lessons. District: District coaches will work with identified teachers and their delivery of instruction when on campus. Admin: Meet weekly with Core Team (site based coaches) to discuss walkthrough look for data and teachers in need of support. Along with site based coaches will identify teachers that need support from district coaches. Coach: Site and district based coaches will support the delivery of instruction by providing coaching cycles with teachers, ie: modeling, team teaching, observations, conferencing with teachers, and developing action steps. Teacher: Instruction based on planning session utilizing appropriate strategies. Scaffolds are embedded when

appropriate through differentiation/acceleration. Frequently monitoring student performance through formative checks and adjusting instruction as needed. Engagement strategies are in use. Students are collaborating. Students produced a product or outcome that aligns to rigor of benchmark.

Person Responsible	Malinda Gorham (gorham_m@hcsb.k12.fl.us)

Evidence of increased student learning at monthly SBLT's while analyzing diagnostics/benchmark assessments.

Person Responsible	Eric Schwartz (schwartz_e@hcsb.k12.fl.us)

Lesson plans will be uploaded to TEAMS weekly.

Person Responsible	Eric Schwartz (schwartz_e@hcsb.k12.fl.us)

Non evaluative digital walkthrough form will be created to collect evidence of observed practices in highlighted focus areas.

Person Responsible	Eric Schwartz (schwartz_e@hcsb.k12.fl.us)

#2. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	District walkthrough data shows that instruction was not aligned the majority of the time and formal walkthroughs with specific feedback was not at the level needed to see changes. Putting systems in place to increase the amount of administrative walkthroughs will allow administration to provide timely and meaningful feedback to teachers on their instruction. Administration will also put systems in place to provide teachers feedback on focus "look fors" including standards alignment.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Administrative grade level walkthroughs will be conducted by 3 times a week, including feedback. Coaches will, also, perform weekly walkthroughs for "look-fors", including feedback to teachers and administrators. Trends over time showing increase in: By end of 1st quarter, 70% of lessons will be benchmark aligned. By end of 2nd quarter, 80% of lessons will be benchmark aligned. By end of 3rd quarter, 90% of lessons will be benchmark aligned. By end of 4th quarter, 95% of lessons will be benchmark aligned.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administrative walkthroughs, coaches "look-for" walkthroughs will be reviewed weekly with leadership team. "Look-for" data will be shared out at monthly SBLT meetings. Core team will meet every Monday to review walkthroughs.
Person responsible for monitoring outcome:	Mike Lastra (lastra_m@hcsb.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Specific teacher feedback on the Danielson framework.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Effective feedback is concrete, specific and useful. It provides actionable information for teachers.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration will create a nonevaluative walkthrough tool measuring focus area look fors and benchmark aligned instruction.

Person Responsible	Eric Schwartz (schwartz_e@hcsb.k12.fl.us)

Coaches will have breakout sessions during preschool week to describe the Look For process of the year. They will continue with teachers weekly during PLC/Planning sessions with feedback and next steps.

Person Responsible	Michelle Murdza (murdza_m@hcsb.k12.fl.us)

Leadership team will create Norms for the feedback procedures. They will also create a informal feedback form to provide teachers with immediate feedback.

Person Responsible	Eric Schwartz (schwartz_e@hcsb.k12.fl.us)

Feedback will be provided on all formal walkthroughs through Frontline. Probationary teachers will receive feedback meetings after observations. Mid year/end of year feedback session with all teachers.

Person Responsible   Mike Lastra (lastra_m@hcsb.k12.fl.us)

Coaches will provide feedback to teachers before, during, and after coaching cycles with conferencing and proper documentation. Coaches will also share with administration weekly on progress with tiered teachers, as well as concerns with individuals or trends seen schoolwide.

Person Responsible   Malinda Gorham (gorham_m@hcsb.k12.fl.us)

Administration will complete Interrated Reliability Training. Calibrating walkthroughs for the fist month of school to ensure alignment and cohesiveness and provide the appropriate feedback.

Person Responsible   Mike Lastra (lastra_m@hcsb.k12.fl.us)

Administration and Core Team will have a walkthrough meeting every Monday. Core instructional team will
discuss walkthroughs from the week, look for data, and action plan based off of feedback. Administrative Confidential Secretary will schedule weekly meetings. Principal will be responsible for meeting agenda. Coaches will
be responsible for action planning.

Person Responsible   Mike Lastra (lastra_m@hcsb.k12.fl.us)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

The area of focus for Grades K-2 will be increasing benchmark aligned instruction. This is a critical need based on 2021-2022 Spring i-Ready data. Breaking the data down by grade level, we analyzed the percent of students that were not on grade level: K-52%, 1st-79%, and 2nd-76%.
In addition, we used the typical growth measure in i-Ready to see that 52% of K, 30% of 1st graders, and

64% of 2nd graders made typical growth. 1st grade was the weakest grade level and those students will need targeted support now that they are in 2nd grade.

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

The area of focus for Grades 3-5 will also be increasing benchmark aligned instruction. This was identified as a critical need based on 2022 FSA ELA data that showed that 72% of 3rd graders, 61% of 4th graders, and 67% of 5th graders scored a Level 1 or 2.
In looking at typical growth in i-Ready, 62% of 3rd graders, 42% of 4th graders, and 48% of 5th graders made typical growth. Although the growth was not enough to get to proficiency in most cases, 3rd grade did make good growth. 4th and 5th grade students did not make adequate growth which may be due to instructional that was not aligned to standards.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Since we do not have baseline FAST PM1 data at this time, we have used i-Ready AP3 to develop these goals.
K students will move from 48% to 75% on grade level which will capture the students that were early on grade level.
1st grade was at 21% on grade level in 2022. The goal is to move to 32 percent in 2023 which will capture the students that were on early on-grade level.
2nd grade students were at 24% on grade level in 2022. The goal for 2023 is 39% which would capture the early on grade level students.

Grades 3-5: Measureable Outcome(s)

In Grades 3-5, FAST ELA data from PM3 will be used as the data point.
In 3rd grade, the goal is to increase proficiency from 28% to 43%. This is based on students that are close to proficiency on AP3 i-Ready.
In 4th grade the goal is to increase from 39% to 52% scoring level 3 or above.
In 5th grade the goal is to increase from 33% to 40% scoring 3 or above.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Aligned instruction will be monitored by weekly ELA coach and administrator walk-throughs using a look-for tool. Data will be tracked to see effectiveness of plan.
Progress Monitoring data from i-Ready and FAST will be used to track student growth by grade level, teacher, and student during SBLT meetings.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Gorham, Malinda, gorham_m@hcsb.k12.fl.us

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Facilitated lesson planning is an evidence-based strategy which has an effect size of .76 according to Hattie's Visible Learning. During planning, the focus will be on teaching to the depth of the standard. Scaffolding, which has an effect size of .82 according to Hattie, will be a crucial component of planning to ensure that students with gaps are able to access grade level instruction.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Teacher preparedness will be critical in both classroom management and delivery of instruction that is aligned to the BEST benchmarks. Previous data shows that lack of planning led to behavior problems and instruction that was below grade level expectations. By reviewing data in the planning sessions, instruction can be designed that meets the needs of all learners. Ensuring that the student tasks are aligned will allow teachers to be aware of the level of rigor that is needed to be successful on these tasks. Coaches will provide PD on scaffolds and differentiation so that students experience success even if they have skill gaps.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
The master calendar was developed to ensure common planning. Two ELA coaches were hired to support teachers by providing PD, planning, modeling, and co-teaching.	Lastra, Mike, lastra_m@hcsb.k12.fl.us
A planning schedule was developed that includes weekly and after school planning and PLC times. Admin and coaches will be present during these times to facilitate.	Schwartz, Eric, schwartz_e@hcsb.k12.fl.us
Assessment data including diagnostics, progress monitoring data, classroom benchmarks, and formatives will be reviewed and analyzed during monthly SBLT meetings. An action plan will be created that includes administration walkthroughs with specific feedback, coaching support, and planning focus.	Lastra, Mike, lastra_m@hcsb.k12.fl.us
Embedded Professional Learning will be delivered based on feedback and data from weekly leadership team meetings and SBLT data.	Gorham, Malinda, gorham_m@hcsb.k12.fl.us
Literacy Leadership Committee will analyze data as well and develop areas of focus for the school. This team will also coordinate to develop family engagement events.	Gorham, Malinda, gorham_m@hcsb.k12.fl.us

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

We will be creating a family inclusive environment to address building a positive school culture and environment. During summer of 2022 we will be hosting two family events, Popsicles with the Principal and Back to School BBQ. Bothe events will be coordinated with the Hernando County Parent Academy and school administration. The events will be a kickoff to the year encouraging family involvement at school. Throughout the year we will have parent engagement events every quarter (AR nights, All Pro Dads, Family Math nights, Poetry Showcase, etc.).

We will also be revamping our PBIS plan to focus on school wide and classroom expectations with an emphasis on incentives for students that meet expectations every 9 weeks. PBIS Leads will be a part of the Leadership Team, sharing out discipline data and PBIS action plans. Students will be surveyed to determine what type of incentives are offered, creating buy in with the student body.

Administration will create a school based marketing team that will be responsible for sharing out positive things goin on around campus on school website, class dojo, and other social media accounts.

To increase stakeholder involvement we have moved our monthly SAC meetings to 5:30pm. This will allow community members to attend after they get out of work.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Hernando County Parent Academy: Coordinate all family engagement events, reach out to community partners for support.
Hillside Baptist Church: Community parent that will support school at family events, providing food and other services.
PBIS Coach: Work with PBIS team and administration to create quarterly events to incentivize students that meet school and grade level.
All Pro Dads: Program that will involve dads on campus each month the create a positive school culture with male role models on campus.