Homosassa Elementary School

2022-23 Schoolwide Improvement Plan

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Homosassa Elementary School

10935 W YULEE DR, Homosassa, FL 34448

https://hom.citrusschools.org/

Demographics

Principal: Alice Harrell

Start Date for this Principal: 7/1/2014

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* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (64%) 2018-19: C (49%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Citrus County School Board on 10/11/2022.

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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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	13%

School Grades History

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

School Board Approval

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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.

We will provide a safe, positive, and welcoming environment where students believe they can reach their full potential, build relationships, and become successful lifelong learners.

Provide the school's vision statement.

We believe in inspiring life-long learners through a culture of engagement, rigor, relationships, and commitment to excellence.

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
Harrell, Alice	Principal	JOB GOAL To provide the leadership and vision necessary to develop and implement a comprehensive program of instructional and support services which optimize available resources to establish and maintain a safe, caring, and enriching environment conducive to learning and student success. SUPERVISES: Administrative, Instructional, Support, and Service Personnel at the assigned school. PERFORMANCE RESPONSIBILITIES: (1) Provide leadership in the continuous improvement of the total educational program in the school. * (2) Manage and administer the overall instructional program of the school. * (3) Manage and administer the overall activities of assessing and developing the instructional program of the school. * (4) Provide leadership and facilitate the accreditation program at assigned school. * (5) Involve others in the decision-making process and encourage teamwork, collaboration and partnerships. (6) Assume, as requested, a District-wide leadership role for an identified function, program, or service, such as curriculum development, instructional technology, staff development, or custodial coordination. * (7) Participate, as requested, in District-wide curriculum development and assume responsibility for the implementation of such programs when approved. * (8) Participate, as requested, in the evaluation, selection and adoption of textbooks and other instructional materials. (9) Participate, as requested, in the development of the District's student assessment program. Manage and administer the testing program for the school. * (10) Provide leadership, facilitate and oversee the wise use of personnel resources within the school. * (11) Serve as the liaison between the school and District-wide services available to assist the school in its mission. * (12) Manage the implementation and administration of negotiated employee contracts at the school level. * (13) Provide leadership and facilitate the development of long- and short-range instructional and facility needs. * (14) Manage and administer plant safety and facility inspections, including supervision of buildings and grounds. * (15) Manage and administer maintenance services for the school in such a manner that ensures safety, maximum life and use of the facility. (16) Provide leadership for student discipline and implement disciplinary procedures and policies that ensure a

Name	Position Title	Job Duties and Responsibilities
		safe and orderly environment. * (17) Facilitate, manage and supervise financial planning for the school, including the preparation of the school's budget. * (18) Manage and supervise the wise use of financial resources for the school. * (19) Manage and administer purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. * (20) Oversee financial accounting to ensure judicious management of all school funds. * (21) Manage and supervise the preparation of financial reports for the school. * (22) Manage and supervise student accounting and attendance procedures at the school. * (23) Coordinate with the Food Service Director to oversee and supervise the school food service program. * (24) Serve as a liaison between the school and community and provide leadership for positive school / community relations. (25) Serve as the liaison between the school and business community and provide leadership for the development of partnerships to benefit the school. * (26) Keep well informed about current trends in education. * (27) Keep informed of policy, procedures, instructional programs, potential problems, and resolutions of existing problems. * (28) Keep staff informed of policy, procedures, instructional programs, potential problems, and the resolution of existing problems. * (29) Keep Superintendent and appropriate District staff informed of problems and events of unusual nature. * (30) Oversee and maintain accountability for property inventory records and security of school property. * (31) Oversee the development of a master schedule for teachers. * (32) Provide leadership for and coordinate the supervision of extracurricular activities / events / programs. * (33) Approve and oversee school-sponsored activities and maintain a calendar for all school events. * (34) Provide for the articulation of the school's instructional program and services among school personnel and the community. * (35) Provide leadership for the school improvement and accountability process. * (36) Provide leadership for the development and maintenance of an environment that is conducive to teaching and learning. * (37) Assume all duties and responsibilities in Florida statutes. *

Name	Position Title	Job Duties and Responsibilities
		(38) Provide leadership to ensure that appropriate staff development activities are available to meet staff needs in carrying out the school improvement plan. * (39) Supervise and coach assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. * (40) Coordinates with the Executive Director of Support Services to supervise and oversee transportation services at the school. (41) Establish procedures to be used in the event of a school crisis or civil disobedience and provide leadership in the event of such happenings. * (42) Implement School Board policy, State statutes and federal regulations as they pertain to the school. * (43) Establish the job assignments for all school-site administrators and assess the school-site administrator's performance. * (44) Manage and supervise the school's student activity programs including selection of club sponsors. * (45) Maintain visibility and accessibility on the school campus. * (46) Participate in the development of the District strategic plan, District school calendar, District staffing plan and manpower plans. Manage and administer school functions relating to these items. (47) Assign and supervise school personnel in special projects for the enhancement of the school. (48) Attend school-related activities and events. * (49) Participate in leadership development activities. (50) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (51) Perform other incidental tasks consistent with the goals and objectives of this position.
Baize, Jaime	Assistant Principal	PERFORMANCE RESPONSIBILITIES: (1) Provide assistance and feedback to school personnel. * (2) Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. * (3) Develop the master teaching schedule and assign teachers according to identified needs. * (4) Utilize current educational trends in the planning and preparation of the school instructional program. * (5) Interpret and enforce School Board policy, state statutes and federal regulations. * (6) Implement the accreditation program for the assigned school. *

Name	Position Title	Job Duties and Responsibilities
		(7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. * (8) Manage and administer the testing program for the school. * (9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. * (10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. * (11) Provide leadership in the event of school crisis and/or civil disobedience. * (12) Provide leadership in the school improvement process. * (13) Administer and develop teacher duty rosters for the school. * (14) Provide supervision while maintaining visibility about the campus and classroom. * (15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. * (16) Interpret and enforce the District's Code for Student Conduct. * (17) Supervise all facets of the registration process. * (18) Coordinate the production of pre-planning materials. * (19) Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. * (20) Comply with provisions of collective bargaining agreements. * (21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. * (22) Develop and maintain positive school/community relations and act as a liaison between school and community. * (23) Coordinate the school food service program as it relates to the special needs of the school. * (24) Maintain adequate property inventory records, key control and security of school property. * (25) Participate in the development of long-range facility needs at the assigned school. * (26) Coordinate plant safety and facility inspection at the school. * (27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. * (28) Coordinate the transportation services at the assigned school. * (29) Participate in the function of financial planning for the school, which may include assisting in the

Name	Position Title	Job Duties and Responsibilities
		preparation of the school's budget. * (30) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. * (31) Supervise the function of student accounting at the school, as it pertains to funding and attendance. * (32) Manage and administer the attendance policy and procedures. * (33) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. * (34) Coordinate data processing activities as assigned. * (35) Provide leadership for, and supervision of, extracurricular activity programs. * (36) Participate in the administration of the school's athletic program. * (37) Assist in managing and supervising the student activity programs, including the selection of club sponsors. * (38) Approve school-sponsored activities and maintain a calendar of all school events. * (39) Assume responsibility for the school when the Principal is absent from the building. * (40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make recommendations for the appropriate employment action.* (41) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (42) Perform other incidental tasks consistent with the goals and objectives of this position.

Demographic Information

Principal start date
Tuesday 7/1/2014, Alice Harrell

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.*
3

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.*
6

Total number of teacher positions allocated to the school
22

Total number of students enrolled at the school

403

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

5

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

5

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	0	77	63	68	48	51	0	0	0	0	0	0	0	307
Attendance below 90 percent	0	26	18	13	7	11	0	0	0	0	0	0	0	75
One or more suspensions	0	3	0	4	3	3	0	0	0	0	0	0	0	13
Course failure in ELA	0	9	3	9	4	3	0	0	0	0	0	0	0	28
Course failure in Math	0	5	2	6	7	6	0	0	0	0	0	0	0	26
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	7	5	0	0	0	0	0	0	0	22
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	11	6	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	14	7	28	0	0	0	0	0	0	0	0	0	49

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	0	11	6	18	10	5	0	0	0	0	0	0	0	50

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	5	0	0	0	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	3	0	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Monday 7/18/2022

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	68	68	53	67	60	59	0	0	0	0	0	0	0	375
Attendance below 90 percent	4	16	7	13	11	13	0	0	0	0	0	0	0	64
One or more suspensions	1	5	4	4	4	6	0	0	0	0	0	0	0	24
Course failure in ELA	0	1	2	10	4	10	0	0	0	0	0	0	0	27
Course failure in Math	0	2	3	22	10	20	0	0	0	0	0	0	0	57
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	11	8	14	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	13	14	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	3	13	15	36	0	0	0	0	0	0	0	0	0	67

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	8	7	28	8	21	0	0	0	0	0	0	0	72

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	4	4	1	10	0	0	0	0	0	0	0	0	0	19
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	68	68	53	67	60	59	0	0	0	0	0	0	0	375
Attendance below 90 percent	4	16	7	13	11	13	0	0	0	0	0	0	0	64
One or more suspensions	1	5	4	4	4	6	0	0	0	0	0	0	0	24
Course failure in ELA	0	1	2	10	4	10	0	0	0	0	0	0	0	27
Course failure in Math	0	2	3	22	10	20	0	0	0	0	0	0	0	57
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	11	8	14	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	13	14	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	3	13	15	36	0	0	0	0	0	0	0	0	0	67

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	8	7	28	8	21	0	0	0	0	0	0	0	72

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	4	4	1	10	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	3	0	0	0	0	0	0	0	0	0	3

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	54%	53%	56%				47%	59%	57%
ELA Learning Gains	59%						55%	56%	58%
ELA Lowest 25th Percentile	63%						44%	48%	53%
Math Achievement	59%	52%	50%				45%	60%	63%
Math Learning Gains	76%						50%	54%	62%
Math Lowest 25th Percentile	83%						39%	39%	51%
Science Achievement	55%	53%	59%				63%	60%	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	41%	61%	-20%	58%	-17%
Cohort Comparison		0%				
04	2022					
	2019	35%	55%	-20%	58%	-23%
Cohort Comparison		-41%				
05	2022					
	2019	57%	58%	-1%	56%	1%
Cohort Comparison		-35%				

				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	36%	58%	-22%	62%	-26%
Cohort Comparison		0%				
04	2022					
	2019	30%	59%	-29%	64%	-34%
Cohort Comparison		-36%				
05	2022					
	2019	66%	60%	6%	60%	6%
Cohort Comparison		-30%				

				SCIENCE			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	60%	58%	2%	53%	7%
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	26	50	50	26	63	70					
MUL	67			73							
WHT	50	56	53	56	74	78	51				
FRL	50	55	61	58	74	80	50				

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	13			27							
HSP	67			75							
MUL	58			64							
WHT	49	51	45	61	80	70	68				
FRL	47	55	45	61	78	60	63				

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	12	38	36	17	36	38	25				
WHT	48	56	50	44	49	35	63				
FRL	43	49	39	41	49	41	64				

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)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	449
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	60
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	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

There is a significant increase in proficiency levels when looking at the FSA ELA and math scores from the 2021-2022 cohort. The 4th grade cohort of students improved from 50% to 75% in ELA and 57% to 82% in Math. The 5th grade cohort of students improved from 41% to 47% in ELA.
Overall proficiency increased from 50% (2021) to 54% (2022) in ELA.
Learning gains improved from 57% to 59%.
The Bottom quartile improved in ELA from 45% to 63% and in Math from 64% to 83%.

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

3rd grade ELA proficiency (below district and state averages)
5th grade ELA proficiency (below district and state averages)
3rd grade Math proficiency (below district and state averages)
5th grade Science proficiency dropped 10% from last year.

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

Last year, teachers were teaching from 2 sets of ELA standards in order to bridge required standards and testing standards.
This school year, we will implement new Math Standards and curriculum, focus on ELA BEST Standards, and embed professional learning such as weekly iReady Reading and Math to support the transition. New walk-through tools will be utilized by school-based and district administration to provide feedback to teachers.

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

4th grade ELA and 4th grade Math.
Bottom quartile ELA and Math.

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

The commitment to school-wide Power Hour and inclusion model contributed to the improvement. With support, ESE students received the same instruction as their non-disabled peers.

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

Additional staff will push-in to the ELA and Math blocks to provide support to students.
Data Meetings, collaborative planning, and ongoing professional learning.
Weekly iReady planning with Curriculum Associates.

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.

Weekly iReady planning with Curriculum Associates.
District-wide professional development.
School-based professional development.
Master schedule provides common planning for team collaboration.

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

Master schedule is created with an intervention Power Hour.
Support will push-in to classrooms during ELA and Math blocks.
On-going embedded professional learning.
Administrative walk-throughs, observations, and feedback will be provided.

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

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#1. Instructional Practice specifically relating to ELA	
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 our data review, increasing student proficiency levels and learning gains in ELA has been identified as a critical area of focus for Homosassa Elementary School. While our students have shown growth this year according to diagnostic data and state testing, ELA continues to be an area of in need of growth and focus. According to the data, we are still performing at a lower proficiency average than the state in 3rd and 5th grade state testing. K-5 iReady ELA Spring Diagnostic showed Homosassa at 62% on or above grade level compared to the district at 61% and Homosassa with 13% scoring 2 or more years below grade level compared to the district at 10%. iReady ELA showed first grade scoring 45% below grade level and second grade at 47% below grade level.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Homosassa will increase student Language Arts growth levels by a minimum of 10% on the 2022-2023 state wide assessment. 3-5 ELA gains will increase from 59% to 69% or above. Bottom quartile gains will increase from 63% to 73% or above.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Statewide assessment data will be reviewed with all stakeholders, shared at the School Improvement Planning Meeting, shared at SAC meetings, and reviewed with specific grade levels. Diagnostic testing throughout the school year will be monitored, data meetings will be scheduled, lesson planning will be adjusted based on data, and iReady representatives will assist staff in disaggregating the data. The Literacy Committee will be comprised of all classroom instructional staff members.
Person responsible for monitoring outcome:	Jaime Baize (baizej@citrusschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Daily instruction will be delivered in a structured ELA Framework which includes designated times for whole group instruction using rigorous, evidence-based BEST Standards aligned with McGraw Hill curriculum, and differentiated small group instruction. A school-wide intervention block will be implemented to include reading interventions utilizing evidence-based Lexia and iReady resources to address student deficit areas. Additionally, students will complete a minimum of 45 minutes of iReady Reading sessions weekly. McGraw-Hill-Wonders: Promising Evidence (Source-Evidence for ESSA) Curriculum Associates-iReady: Promising Evidence (Source-Evidence for ESSA) Lexia Core5: Promising Evidence (Source-Evidence for ESSA)

Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	This strategy was selected because the instructional materials and structures have proven effective in many districts throughout the state including demographically comparable districts. The use of a structured ELA Framework and rigorous, evidence based instructional materials will help to increase student performance.

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.

Continuation of Clear Instructional Expectations for ELA - Daily instruction will consist of: Implementation of BEST Standards, Implementation of McGraw Hill ELA curriculum, Daily Small Group Instruction using iReady Diagnostic results and iReady resources, and students will engage in iReady Reading for a minimum of 45 minutes per week.

Person Responsible	Alice Harrell (harrella22@citrusschools.org)

Teachers will engage in weekly grade-level collaborative planning and PD sessions with a leadership team member and Curriculum Associates' support. During these times data will be discussed to make instructional decisions. There will be a focus on the pacing for whole group instruction and the mastery of skills, differentiated small group instruction to address deficit areas using results from iReady, and standards-based, grade-appropriate instructional center activities.

Person Responsible	Alice Harrell (harrella22@citrusschools.org)

The administrative team members will monitor daily ELA instruction through the use of formal and informal walk-thru, and observation data. Additionally, teachers and the leadership team will monitor student performance through analysis of iReady, BEST Standards, FAST/STAR Data, and/or ESGI.

Person Responsible	Alice Harrell (harrella22@citrusschools.org)

Teachers will closely monitor their students' ELA performance through analysis of BEST Standards, iReady, FAST/STAR, and/or ESGI data. They will participate in monthly data chats with the school's leadership team.

Person Responsible	Alice Harrell (harrella22@citrusschools.org)

The school-wide intervention block will continue and is reflected in the school's master schedule. Students will participate in targeted and differentiated instruction, SDI minutes, T2 interventions, and T3 interventions. All available staff members will push into classrooms to offer instructional support.

Person Responsible	Alice Harrell (harrella22@citrusschools.org)

Each kindergarten classroom will be provided with a paraprofessional. This staff member will assist teachers
in providing small group differentiated instruction and support. Due to the increase in paraprofessionals available, all grade levels will be provided support during portions of the ELA block.

Person Responsible	Alice Harrell (harrella22@citrusschools.org)

Each kindergarten classroom will be provided with a paraprofessional. This staff member will assist teachers
in providing small group differentiated instruction and support. Due to the increase in paraprofessionals available, all grade levels will be provided support during portions of the ELA block.

Person Responsible	Alice Harrell (harrella22@citrusschools.org)

#2. Instructional Practice specifically relating to Math	
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 our data review, increasing student proficiency levels and learning gains in math has been identified as a critical area of focus for Homosassa Elementary School. While our students have shown growth this year according to diagnostic data and state testing, math is an area needing growth and focus. According to the data, we are still performing at a lower proficiency average than the state in 3rd and 5th-grade state testing. K-5 iReady ELA Spring Diagnostic showed Homosassa at 59% on or above grade level compared to the district at 57% and Homosassa with 5% scoring 2 or more years below grade level compared to the district at 7%. iReady math showed first grade scoring 49% below grade level and second grade at 47% below grade level.

Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Homosassa will increase student Math growth levels by a minimum of 10% on the 2022-2023 state-wide assessment. 3-5 math gains will increase from 76% to 86% or above. Bottom quartile gains will increase from 83% to 93% or above.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Statewide assessment data will be reviewed with all stakeholders, shared at the School Improvement Planning Meeting, shared at SAC meetings, and reviewed with specific grade levels. Diagnostic testing throughout the school year will be monitored, data meetings will be scheduled, lesson planning will be adjusted based on data, and iReady representatives will assist staff in disaggregating the data.
Person responsible for monitoring outcome:	Alice Harrell (harrella22@citrusschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Daily instruction will be delivered in a structured mathematics Framework which includes designated times for whole group instruction using rigorous, evidence-based BEST Standards aligned with Savvas curriculum, and differentiated small group instruction. A school-wide intervention block will be implemented to include math interventions utilizing evidence-based Savvas and iReady resources to address student deficit areas. Additionally, students will complete a minimum of 45 minutes of iReady math sessions weekly.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	This strategy was selected because the instructional materials and structures have proven effective in many districts throughout the state including demographically comparable districts. The use of a structured math framework and rigorous, evidence-based instructional materials will help to increase student performance.

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.

Introduction of Clear Instructional Expectations for Math using the BEST standards - Daily instruction will consist of: Minimum 30 minutes of Whole Group Instruction using enVision, Daily Small Group Instruction using iReady Diagnostic result and iReady resource, Students will engage in iReady Math for a minimum of 45 minutes per week.

Person Responsible   Alice Harrell (harrella22@citrusschools.org)

Professional Development Sessions- iReady overview presented by iReady Consultants to provide teachers with the WHY and HOW. Weekly PD provided and collaborative planning attended by a leadership team member and supported by Curriculum Associates. There will be a focus on the pacing for whole group instruction and the mastery of skills, differentiated small group instruction to address deficit areas using results from iReady, and standards-based, grade-appropriate instructional center activities. Additionally, there will be SAVVAS Training for all teachers based on the new math curriculum.

Person Responsible   Alice Harrell (harrella22@citrusschools.org)

The administrative team will monitor daily math instruction through the use of formal and informal walk-thru, and observation data. Additionally, teachers and the leadership team will monitor student performance through analysis of iReady, STAR/FAST assessments, and/or ESGI.

Person Responsible   Alice Harrell (harrella22@citrusschools.org)

Teachers will closely monitor their students' math performance through analysis of enVision, iReady and STAR/FAST, and/or ESGI data. They will participate in monthly data chats with the school's leadership team.

Person Responsible   Alice Harrell (harrella22@citrusschools.org)

Each kindergarten classroom will be provided with a paraprofessional. This staff member will assist teachers
in providing small group differentiated instruction and support. Due to the increase in paraprofessionals available, all grade levels will be provided support during portions of the math block.

Person Responsible   Alice Harrell (harrella22@citrusschools.org)

The school-wide intervention block will continue and is reflected in the school's master schedule. Students will participate in targeted and differentiated instruction, SDI minutes, T2 interventions, and T3 interventions. All available staff members will push into classrooms to offer instructional support.

Person Responsible   Alice Harrell (harrella22@citrusschools.org)

#3. Instructional Practice specifically relating to Science	
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 our data review, increasing student proficiency levels in Science has been identified as a critical area of focus for Homosassa Elementary School. While our students' proficiency is higher than the state and the district according to diagnostic data and state testing, Science continues to be an area in need of improvement and focus. According to the data, we decreased from 65% proficient in 2021 to 55% proficient in 2022.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Homosassa will increase science proficiency by a minimum of 10% on the 2022-2023 state-wide assessment. 5th-grade science proficiency will increase from 55% to 65% or above.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Statewide assessment data will be reviewed with all stakeholders, shared at the School Improvement Planning Meeting, shared at SAC meetings, and reviewed with specific grade levels. Diagnostic testing throughout the school year will be monitored, data meetings will be scheduled, lesson planning will be adjusted based on data, and iReady representatives will assist staff in disaggregating the data. The Literacy Committee will be comprised of all classroom instructional staff members.
Person responsible for monitoring outcome:	Alice Harrell (harrella22@citrusschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Daily instruction will be delivered in using rigorous, evidence-based NGSSS Standards aligned with the school curriculum, and differentiated small group instruction. Additionally, 5th-grade students will utilize Study Island Science to supplement the core curriculum.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	This strategy was selected because the instructional materials and support have proven effective in many districts throughout the state including demographically comparable districts.

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.

Teachers will engage in weekly grade-level planning sessions with a leadership team member. During this time data will be discussed to make instructional decisions. There will be a focus on the pacing for whole group instruction and the mastery of skills, differentiated small group instruction to address deficit areas using results from classroom assessments and Citrus Assessment, grade-appropriate instructional center activities.

Person Responsible   Alice Harrell (harrella22@citrusschools.org)

The school administrators will monitor Science instruction through the use of formal and informal walk-thru, and observation data. Additionally, teachers and the leadership team will monitor student performance through analysis of Classroom Assessments, Study Island, NGSSS Standards, and Citrus Assessment Data.

Person Responsible   Alice Harrell (harrella22@citrusschools.org)

Each kindergarten classroom will be provided with a paraprofessional. This staff member will assist teachers
in providing small group differentiated instruction and support.

Person Responsible   Alice Harrell (harrella22@citrusschools.org)

#4. Positive Culture and Environment specifically relating to Respect	
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 our data review, behavior and discipline have been identified as an area of focus for Homosassa Elementary School.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Homosassa Elementary would like to continue with the strategies implemented last year due to the noticeable positive impact they provided.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students without a major discipline referral will increase to 90%. The Homosassa Elementary Safety/Discipline committee will meet to review the data. After the 2021-2022 school year, we will meet to review data and determine outcomes.
Person responsible for monitoring outcome:	Jaime Baize (baizej@citrusschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Homosassa Elementary will continue the implementation of a school-wide positive behavior plan. School-wide expectations will be taught, practiced, and celebrated pervasively. All students will participate in Character Education lessons and strategies to build a positive classroom climate and culture. A consistent discipline system will be implemented to decrease unwanted behaviors.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Evidence indicates that schools that effectively implement a positive behavior plan with clearly defined expectations and supports have a decrease in negative behaviors and referrals. With the use of Character Education lessons, building classroom communities and positive relationships, along with a systematic and well-defined behavior plan, negative behaviors and interactions will decrease and the number of students without a discipline referral will increase.

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.

Teachers will teach Character Education lessons.

Person Responsible   Debra Harmon (harmond@citrusschools.org)

Continue mentorship/check-in check out the program for students needing behavior support (bottom quartile behavior students). Students will be matched with a FIN Buddy to check in and out with each day. Students will earn points according to behavior plans and goals set with his/her FIN Buddy. The leadership team will meet monthly to monitor FIN Buddy progress.

Person Responsible   Debra Harmon (harmond@citrusschools.org)

Behavior Specialist will proactively help our students re-orient to school and school-appropriate behaviors. She will pull small groups and teach targeted evidence-based replacement behavior strategies

Person Responsible   Jaime Baize (baizej@citrusschools.org)

Homosassa will continue with the implementation of a clearly defined and consistent behavior plan. Major and minor infractions will be communicated to students and staff along with consequences and rewards.

Person Responsible   Jaime Baize (baizej@citrusschools.org)

Discipline data will be reviewed and analyzed monthly by the leadership team and shared with the school. School leaders will monitor the data and determine which students need strategies and services. Areas of concern will be addressed by the administration, behavior specialist, school psychologist, school counselor, or social worker.

Person Responsible   Alice Harrell (harrella22@citrusschools.org)

School-wide expectations will be reviewed regularly in classrooms, on the bus, in the hallways, on the playground, and at lunch. Expectations will be visible to students in corresponding areas.

Person Responsible   Debra Harmon (harmond@citrusschools.org)

Respect Campaign- students will participate in a daily respect pledge, watch respect videos, skits, and scenarios on the morning show, and be provided with models of respect on the bus, at recess, in the cafeteria, in the hallways, and during class.

Person Responsible   Alice Harrell (harrella22@citrusschools.org)

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

Increasing student proficiency levels and learning gains in ELA for grades K-2 have been identified as a critical area of focus for Homosassa Elementary School. According to the data, we are still performing at a lower proficiency average than the state. When comparing our K-2 students' data from the Fall 21-22 iReady Diagnostic to the Spring 21-22 iReady Diagnostic, we showed an increase in students on or above grade level.
Kindergarten- Fall 17% on or above grade level/ Spring 90% on or above grade level
1st grade- Fall 12% on or above grade level/ Spring 55% on or above grade level
2nd grade- Fall 10% on or above grade level/ Spring 53% on or above grade level
Despite the growth, we would like to see our proficiency levels and learning gains in grades K-2 increase through the implementation of the evidence-based strategies below.

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

Increasing student proficiency levels and learning gains in ELA have been identified as a critical area of focus for Homosassa Elementary School. While our students have shown growth this year according to diagnostic data, ELA continues to be an area in need of growth and focus. According to the data, the 3rd-grade cohort scored 42% proficient, below the district and the state, our 4th-grade cohort scored 75% proficient, above the district and the state, and our 5th-grade cohort scored 47% proficient, below the district and the state. 59% of our 3-5 grade students showed learning gains, and 63% of our bottom quartile showed learning gains. Schoolwide, the need to continue with an ELA focus in grades 3-5 is evident.

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)

K-2 student ELA proficiency will increase by at least 10% as measured by the FAST progress monitoring tool.

Grades 3-5: Measureable Outcome(s)

3-5 student ELA proficiency will increase by at least 10% as measured by the FAST progress monitoring tool.

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.

FAST Progress Monitoring Tool
Lexia
iReady

Teacher lesson plans
Walkthrough data

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

Harrell, Alice, harrella22@citrusschools.org

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?

Daily instruction will be delivered in an ELA block that is aligned with the district Literacy Framework, which includes designated times for whole group instruction using rigorous, evidence-based BEST Standards-aligned, Wonders curriculum, and differentiated small group instruction.

Increase focus on foundational reading skills in grades K-2, specifically Phonics instruction, to help prevent gaps in learning. There will be an increased focus on comprehension, specifically the Key Ideas and Details cluster of standards.

Reading interventions will be delivered in a structured intervention "Power Hour" utilizing evidence-based Lexia and iReady resources to address student deficit areas will be implemented for students showing a need based on the 2022 iReady spring diagnostic, Lexia, FLKRS, and FAST progress monitoring data. Students will complete a minimum of 45 minutes of iReady Reading sessions weekly.

McGraw-Hill-Wonders: Promising Evidence (Source-Evidence for ESSA)
Curriculum Associates-iReady: Promising Evidence (Source-Evidence for ESSA)
Lexia Core5: Promising Evidence (Source-Evidence for ESSA)

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?

This strategy was selected because the instructional materials and structures have proven effective in many districts throughout the state including demographically comparable districts. The use of a structured ELA block and rigorous, evidence-based instructional materials will help to increase student performance.

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
Prioritize and balance the new curriculum to increase student achievement Collaboration with and across grade levels (observe other schools) Collaboration between grade levels to determine mastery of phonics skills needed at each grade level Continue to implement Wonders curriculum K-5 and provide PD sessions for support Continue to utilize Lexia for students needing Tier 2 and Tier 3 interventions Continue to utilize iReady resources for Tier 1, Tier 2, and Tier 3 interventions Utilize district Literacy Framework Implementation of a consistent evidence-based phonics curriculum	Harrell, Alice, harrella22@citrusschools.org
Analyze data monthly during collaboration sessions and quarterly with the Assistant Principal iReady Lexia FAST progress monitoring Classroom grades Walkthrough data	Harrell, Alice, harrella22@citrusschools.org
Implement iReady Extended Support iReady will send a representative to Homosassa Elementary for instructional support approximately four times a month.	Harrell, Alice, harrella22@citrusschools.org

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 believe in building a positive school culture.
For students, we will utilize PBIS/PBIS Rewards, focus on respect by highlighting positive student behaviors, character lessons, character lunch, F.I.N. Buddy Program, Golden Dolphin, Positive Referrals, and build relationships.
For staff, we will continue monthly staff breakfasts, recognize through PBIS Rewards, collaboration, encouraging notes, positive feedback after walk-throughs.
For community, we will grow PTO, SAC membership, build and maintain positive relationships with community.
In order to communicate with families and stakeholders, Homosassa Elementary uses weekly classroom newsletters, monthly school-wide newsletters, regular callouts, planners, emails, phone calls, and conferences.

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

We're all in this together!
Administrators, teachers, support staff, custodians, food service, bus drivers, community, parents and families, and students.
CCSB Board Members- participate in quarterly SAC Meetings and visit Homosassa Elementary throughout the year offering support and guidance.

CCSB District Staff- participate in quarterly SAC Meetings and visit Homosassa Elementary regularly throughout the year offering support and guidance.

Homosassa Elementary Administration- sets the foundation for a positive school culture. Listens to stakeholders, makes decisions with the schools best interest at heart, and communicates regularly to promote a positive school culture and environment.

Homosassa Elementary Teachers/Support Staff- carries out school plans and procedures. Welcomes students daily into the school and classrooms to help students start the day on a positive notes. Provides interventions and support to students that are struggling. Go above and beyond to provide an emotionally and physically positive and safe learning environment.

Homosassa Elementary Students- practice the positive behavior plan pledge and core values of respect, responsibility, and safety.

Homosassa Elementary Families- provide support to Homosassa Elementary school by communicating with staff regularly about concerns or positive comments. Ensure students are coming to school on time and ready for the day.

Community Members- participate in quarterly SAC Meetings and visit Homosassa Elementary throughout the year offering support and guidance. Many community members provide school supplies, rewards, incentives, and other various donations to ensure our school has the things it needs to be successful.