

Martin County School District

Hobe Sound Elementary School



2022-23 Schoolwide Improvement Plan

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Hobe Sound Elementary School

11555 SE GOMEZ AVE, Hobe Sound, FL 33455

martinschools.org/o/hses

Demographics

Principal: Diane Memmer Novak

Start Date for this Principal: 7/1/2015

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)	68%
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* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (53%) 2018-19: C (52%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

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

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>68%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>44%</p>

School Grades History

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

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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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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
Memmer Novak, Dianne	Principal	To manage the school operations and culture. The principal also is responsible for the implementation of the School Improvement Plan.
Axton, David	Assistant Principal	To assist the Principal in all aspects of managing the school while building a positive culture with a rich academic experience.
Martter, Nancy	School Counselor	The counselor has expertise in academic and support services within the school. She offers her expertise in this area as it pertains to the whole student, both academically and socially. Team members use their synergy to problem-solve and provide recommendations to classroom teachers to garner strategies for improvement in student performance. She also address emotional and behavioral needs of students.
Patel, Kara	Instructional Coach	Her role is to assist teachers and students as well as ensure the implementation of the School Improvement Members have expertise in academic or support services within the school. Members offer their expertise in their area as it pertains to the whole student, both academically and socially. Team members use their synergy to problem-solve and provide recommendations to classroom teachers to garner strategies for improvement in student performance.
Elliott, Jan	Instructional Coach	The interventionist has expertise in academic or support services within the school. She offers her expertise in areas as they pertains to the whole student, both academically and socially. Team members use their synergy to problem-solve and provide recommendations to classroom teachers to garner strategies for improvement in student performance.
Devoe, Stephanie	Instructional Coach	She has expertise in academic or support services within the school. She offers her expertise in their area as it pertains to the whole student, both academically and socially. Team members use their synergy to problem-solve.
Pecci, Rengin	Psychologist	Assess students and oversee psych evaluations. Members also have expertise in academic or support services within the school. Members offer their expertise in their area as it pertains to the whole student both academic and social-emotional. Team members use their synergy to problem-solve and provide recommendations to classroom teachers to garner strategies for improvement in student performance.
Layden, Leanne	Instructional Coach	The coach has expertise in academic and support services within the school. She offers her expertise in the areas as it pertains to the whole student, both academically and socially. She collaborates with other team members and uses their synergy to problem-solve and provide recommendations to classroom teachers to garner strategies for improvement in student performance.

Demographic Information

Principal start date

Wednesday 7/1/2015, Diane Memmer Novak

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.*

1

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.*

13

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

494

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	62	76	68	92	73	84	0	0	0	0	0	0	0	455
Attendance below 90 percent	18	25	23	23	14	16	0	0	0	0	0	0	0	119
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
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 2022 statewide FSA ELA assessment	0	0	0	8	13	26	0	0	0	0	0	0	0	47
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	10	24	0	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	0	0	0	36	0	0	0	0	0	0	0	0	0	36

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	0	0	13	4	6	0	0	0	0	0	0	0	23

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	0	0	1	8	1	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Friday 9/23/2022

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	69	86	93	118	101	92	0	0	0	0	0	0	0	559
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	1	0	0	0	0	0	0	0	1
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	1	0	0	1	0	0	0	0	0	0	0	0	2
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	69	86	93	118	101	92	0	0	0	0	0	0	0	559
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	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	0
Number of students with a substantial reading deficiency	0	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	1	0	0	1	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	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	50%	53%	56%				48%	58%	57%
ELA Learning Gains	54%						55%	59%	58%
ELA Lowest 25th Percentile	48%						48%	56%	53%
Math Achievement	54%	43%	50%				62%	65%	63%
Math Learning Gains	64%						57%	65%	62%
Math Lowest 25th Percentile	54%						42%	53%	51%
Science Achievement	47%	54%	59%				54%	58%	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	44%	54%	-10%	58%	-14%
Cohort Comparison		0%				
04	2022					
	2019	50%	57%	-7%	58%	-8%
Cohort Comparison		-44%				
05	2022					
	2019	48%	55%	-7%	56%	-8%
Cohort Comparison		-50%				

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	61%	58%	3%	62%	-1%
Cohort Comparison		0%				
04	2022					
	2019	61%	67%	-6%	64%	-3%
Cohort Comparison		-61%				
05	2022					
	2019	60%	64%	-4%	60%	0%
Cohort Comparison		-61%				

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	22	28	26	30	35	29	11				
ELL	22	57	59	28	50	31	27				
BLK	16	35	33	23	50	53					
HSP	36	49	53	36	50	47	38				
WHT	66	63		72	77		61				
FRL	36	49	44	43	60	50	33				
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	18	32	25	23	16	8	20				
ELL	25	37		37	44		25				
BLK	9	17		23	10						
HSP	31	45	50	40	47		41				
WHT	68	57		66	59		82				
FRL	35	48	38	38	43	26	44				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	48	50	38	59	43	8				
ELL	21	50	52	38	55	52	27				
BLK	32	33	27	53	42						
HSP	33	58	57	51	63	55	48				
WHT	58	60	55	69	58	27	56				
FRL	36	47	42	53	52	44	47				

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)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	421
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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	41
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	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	68
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	46
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?

The areas of focus for the 2022-2023 School Improvement plan includes raising the overall proficiency of all students in Reading, Math and Science. It is the goal of Hobe Sound Elementary to raise the proficiency level of Students with Disabilities, English Language Learners, Hispanic students and Black students. Another goal is to increase the Learning Gains made by all subgroups as well as the lowest 25%. By raising the achievement of all students, the gains made by students in the various subgroups will also increase. ESE, ELL, Hispanic and Black students did not perform as well on the 2022 FSA assessment. In ELA, Reading Comprehension, Vocabulary, Fluency and Phonics components play a great role in achievement and the path to proficiency. In Mathematics, Analyzing Word Problems, Multiplication/Division and Algebraic concepts also play a great role in achievement and assist students in reaching proficiency.

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

Based on the 2022 FSA data, there are several areas and subgroups that we need to focus on. Several subgroups had drops in proficiency levels in Reading, Math, and Science compared to 2021 to 2022.

This year, the goal is to recoup those losses and raise each subgroup's proficiency level. These subgroups include ELL, Hispanic, SWD, Black and White students.

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

Over the past couple years, students have been less eager to be a participant in their learning. The overall decline in the education process has contributed to less engagement, increased absenteeism, which has resulted in lower academic performance. Utilizing our Intervention teachers, the afterschool programs, and strengthening the Core Instruction are proven paths to improvement. Increased vigilance with impact on school attendance will help all subgroups.

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

In 2022, HSE had some areas that showed improvement. SWDs had an increase in both Reading and Math proficiency, 4% and 7% respectively. Black students had a 7% increase in Reading proficiency, and White students had a 6% increase in Math proficiency.

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

The District adopted a new Reading Curriculum and the teachers were using it with fidelity as it was planned. Adding in the use of SPIRE for SWD students and increased focus in PLTs to target standards and instructional practices helped to make the above improvements.

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

To accelerate learning, a new focus in PLTs to highlight instruction at topic level and plan for differentiation will be needed during the 2022-2023 school year. .

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.

There is a new math curriculum this year. Teachers are receiving ongoing professional development on the tools available and are implementing the curriculum with fidelity. Grade-levels are working in their PLTs to plan more effectively and work through the new materials so that students can be afforded every opportunity for learning and growth.

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

The utilization of District personnel to support continuing professional development that ensures improvement and fidelity within the new math series.

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 ELA

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Differentiation in small-group practice. Ensuring the use and accessibility for lowest 25% of the learners to access high quality text and vocabulary.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increasing the performance lower 25% subgroup by 10% growth.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Using FAST progress monitoring data.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

The focused use of Benchmark curriculum to guide instruction within the small group structure. Formative assessments will drive instructional decision-making.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

HSE will follow the District adopted curriculum and Reading Plan while evaluating on-going data from Benchmark unit assessments and the FAST PM.

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.

Review current data, establish groupings, and plan implementation.

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

Monitor implementation through scheduled data chat/ PLT and admin walkthroughs.

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

#2. Positive Culture and Environment specifically relating to Attendance

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 previous years attendance data 119 students had an attendace rate of less than 90%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

HSE will decrease the number of students with subpar attendance by 10%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Early Warning Systems Report, Attendance Reports, increased parent communication.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

PBIS and MTSS are being utilized to encourage optimal attendance schoolwide.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Lack of attendance impedes learning and learning gains can be made when students are present.

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.

1. Pull EWS/Attendance Report
2. Evaluate trends
3. Plan intervention for frequent absentees
4. Monitor once a month for progress (Leadership meeting)

Person Responsible

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

#3. 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.

Comparing the data from 2021 to 2022, the ELL and Hispanic subgroups had a drop in Math proficiency. The other groups either maintained or improved their proficiency levels. This year, HSE is focusing on the ELL and Hispanic population in various ways to work to improve proficiency.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In Math, ELL students will improve their proficiency from 28% to 40% and Hispanic students from 36% to 42% proficiency.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will be conducting scheduled assessments using the new math Savvas Curriculum, classroom/grade level assessments, and Star/Fast data to monitor student progress. HSE will also conduct frequent walkthroughs and data chats to monitor the implementation.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The Savvas Curriculum is the newly adopted text for the District. In addition to this strategy, teachers are implementing Kagan strategies, Number Talks, Differentiated Instruction, Imagine Learning for new ELL students in addition to utilizing the ELL Paraprofessional services. Using PBIS as an incentive, attendance will be monitored and rewarded based on using PBIS principles.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Kagan Strategies, Number Talks and Differentiated Instruction have been proven to increase student engagement and allow for student opportunities to learn and increase their understanding of the concepts being taught. PBIS is a Nationally recognized student behavioral incentive program, and has been adopted by the District and proven to be impactful.

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.

1. Provide Professional Development for teachers on Kagan Strategies and the proper use of Differentiated Instructional practices.
2. Use PLT time for teachers to discuss and plan for improving lesson planning and the use of strategies.
3. Continually monitor student progress monthly based on assessment and observations.
4. Frequent walkthroughs to monitor implementation of the strategies.

Person Responsible

Dianne Memmer Novak (memmerd@martin.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

Teachers are using Foundations, Heggerty, and Benchmarks to support The Science of Reading areas of phonological awareness, decoding, and sight recognition.

There will be continuing PD to include Orthographic Mapping, Intervention, Benchmark, and Geodes.

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

Teachers are using Benchmark and Phonics for Reading to develop skill reading.

There will be continuing PD to include Orthographic Mapping, Intervention and Benchmark.

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)

Students will increase by 20% on the STAR Early Literacy/Literacy assessments from the results of PM1 to PM3.

Grades 3-5: Measureable Outcome(s)

Students will increase achievement levels by 20% on the FAST Reading assessment from PM 1 to PM 3.

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.

Student progress will be monitored through the use of STAR progress monitoring, and STAR/FAST PM2 data.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Memmer Novak, Dianne, memmerd@martin.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?

At HSE, teachers are currently using Benchmark, Foundations, Heggerty, Geodes, Phonics for Reading, Leveled-Literacy Intervention. All of these programs align with the district's K-12 Comprehensive Evidence-based Reading Plan and the B.E.S.T. ELA Standards.

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?

These programs were selected per the Decision tree created by the District based on their record of effectiveness for the target population. These practices are aligned with the needs of the student population.

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
Literacy Leadership - HSE holds monthly Literacy Leadership meetings to monitor and identify the needs of students at risk.	
Literacy Coaching - directly supports identified needs of students and support staff to address those specific needs.	
Assessment - HSE uses data from assessments to drive instruction and progress monitors students for growth.	Memmer Novak, Dianne, memmerd@martin.k12.fl.us
Professional Learning - HSE identifies profession need and offers continuing professional development.	

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.

At HSE, we use the Positive Behavior Intervention and Support (PBIS) program. Students earn Eagle Bucks by having good behavior and following established school-wide expectations. With these Eagle Bucks, students earn incentives. Also, there is a Parent Teacher Association on the campus. The HSE parent liaison has established an effective outreach program to Latino parents. These involved parents support several programs that involve students and their families. In order to create interest and excitement at HSE, we hold the following events:

- *Haunted Hallway
- *Winter Wonderland Walk
- *Earth Day
- *Science Night
- *Math Night
- *Literacy Night
- *Hispanic Heritage Night

*Monthly PBIS-sponsored Spirit Days

*Periodic PTA-sponsored events for the parents and students

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

The stakeholders for Hobe Sound Elementary include the students, staff, parents, community members.