

Citrus County Schools

Homosassa Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Homosassa Elementary School

10935 W YULEE DR, Homosassa, FL 34448

<https://hom.citruschools.org/>

School Board Approval

This plan was approved by the Citrus County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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 improving the quality of students' lives through engagement, rigor, relationships, and opportunity for learning.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Harrell, Alice	Principal	<p>PERFORMANCE RESPONSIBILITIES: 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.</p> <p>SUPERVISES: Administrative, Instructional, Support, and Service Personnel at the assigned school.</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <ol style="list-style-type: none"> (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 safe and orderly

Name	Position Title	Job Duties and Responsibilities
		<p>environment. *</p> <p>(17) Facilitate, manage and supervise financial planning for the school, including the preparation of the school's budget. *</p> <p>(18) Manage and supervise the wise use of financial resources for the school. *</p> <p>(19) Manage and administer purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. *</p> <p>(20) Oversee financial accounting to ensure judicious management of all school funds. *</p> <p>(21) Manage and supervise the preparation of financial reports for the school. *</p> <p>(22) Manage and supervise student accounting and attendance procedures at the school. *</p> <p>(23) Coordinate with the Food Service Director to oversee and supervise the school food service program. *</p> <p>(24) Serve as a liaison between the school and community and provide leadership for positive school / community relations.</p> <p>(25) Serve as the liaison between the school and business community and provide leadership for the development of partnerships to benefit the school. *</p> <p>(26) Keep well informed about current trends in education. *</p> <p>(27) Keep informed of policy, procedures, instructional programs, potential problems, and resolutions of existing problems. *</p> <p>(28) Keep staff informed of policy, procedures, instructional programs, potential problems, and the resolution of existing problems. *</p> <p>(29) Keep Superintendent and appropriate District staff informed of problems and events of unusual nature. *</p> <p>(30) Oversee and maintain accountability for property inventory records and security of school property. *</p> <p>(31) Oversee the development of a master schedule for teachers. *</p> <p>(32) Provide leadership for and coordinate the supervision of extracurricular activities / events / programs. *</p> <p>(33) Approve and oversee school-sponsored activities and maintain a calendar for all school events. *</p> <p>(34) Provide for the articulation of the school's instructional program and services among school personnel and the community. *</p> <p>(35) Provide leadership for the school improvement and accountability process. *</p> <p>(36) Provide leadership for the development and maintenance of an environment that is conducive to teaching and learning. *</p> <p>(37) Assume all duties and responsibilities in Florida statutes. *</p> <p>(38) Provide leadership to ensure that appropriate staff</p>

Name	Position Title	Job Duties and Responsibilities
		<p>development activities are available to meet staff needs in carrying out the school improvement plan. *</p> <p>(39) Supervise and coach assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. *</p> <p>(40) Coordinates with the Executive Director of Support Services to supervise and oversee transportation services at the school.</p> <p>(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. *</p> <p>(42) Implement School Board policy, State statutes and federal regulations as they pertain to the school. *</p> <p>(43) Establish the job assignments for all school-site administrators and assess the school-site administrator's performance. *</p> <p>(44) Manage and supervise the school's student activity programs including selection of club sponsors. *</p> <p>(45) Maintain visibility and accessibility on the school campus. *</p> <p>(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.</p> <p>(47) Assign and supervise school personnel in special projects for the enhancement of the school.</p> <p>(48) Attend school-related activities and events. *</p> <p>(49) Participate in leadership development activities.</p> <p>(50) Perform job responsibilities with sustained focus and attention to detail for extended periods of time. *</p> <p>(51) Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Baize, Jaime	Assistant Principal	<p>PERFORMANCE RESPONSIBILITIES:</p> <p>(1) Provide assistance and feedback to school personnel. *</p> <p>(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. *</p> <p>(3) Develop the master teaching schedule and assign teachers according to identified needs. *</p> <p>(4) Utilize current educational trends in the planning and preparation of the school instructional program. *</p> <p>(5) Interpret and enforce School Board policy, state statutes and federal regulations. *</p> <p>(6) Implement the accreditation program for the assigned school. *</p> <p>(7) Coordinate in the selection of textbooks, material and</p>

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

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

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders are involved in the development of our School Improvement Plan in different ways. We share data and survey feedback during staff meetings, SAC, and PTO meetings. In the summer, we invite staff, community, and school board members to our Strategic Planning Meeting. With their input, we are able to determine trends, identify best practices, and develop areas of focus.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP and areas of focus will be shared and reviewed regularly at leadership meetings, staff meetings, and SAC meetings. Teacher feedback and monthly data chats will be utilized to monitor progress and make changes as necessary. Any revisions would be communicated at SAC meetings and staff meetings.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	13%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	29	17	13	12	14	0	0	0	85	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	7	13	7	0	0	0	27	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	4	0	6	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	26	18	13	7	11	0	0	0	75	
One or more suspensions	0	3	0	4	3	3	0	0	0	13	
Course failure in ELA	0	9	3	9	4	3	0	0	0	28	
Course failure in Math	0	5	2	6	7	6	0	0	0	26	
Level 1 on statewide ELA assessment	0	0	0	10	7	5	0	0	0	22	
Level 1 on statewide Math assessment	0	0	0	7	11	6	0	0	0	24	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	14	7	28	0	0	0	0	0	49	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	11	6	18	10	5	0	0	0	50

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	26	18	13	7	11	0	0	0	75	
One or more suspensions	0	3	0	4	3	3	0	0	0	13	
Course failure in ELA	0	9	3	9	4	3	0	0	0	28	
Course failure in Math	0	5	2	6	7	6	0	0	0	26	
Level 1 on statewide ELA assessment	0	0	0	10	7	5	0	0	0	22	
Level 1 on statewide Math assessment	0	0	0	7	11	6	0	0	0	24	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	14	7	28	0	0	0	0	0	49	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	11	6	18	10	5	0	0	0	50

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	54	51	53	54	53	56	50		
ELA Learning Gains				59			57		
ELA Lowest 25th Percentile				63			45		
Math Achievement*	67	55	59	59	52	50	63		
Math Learning Gains				76			80		
Math Lowest 25th Percentile				83			64		
Science Achievement*	77	49	54	55	53	59	65		
Social Studies Achievement*					55	64			
Middle School Acceleration					48	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		60	59						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	242
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	64

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	449
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	1	
ELL				
AMI				
ASN				
BLK				
HSP	78			
MUL				
PAC				
WHT	58			
FRL	59			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	48			
ELL				
AMI				
ASN				
BLK				
HSP				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	70			
PAC				
WHT	60			
FRL	61			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	54			67			77					
SWD	38			50							3	
ELL												
AMI												
ASN												
BLK												
HSP	73			82							2	
MUL												
PAC												
WHT	53			64			77				4	
FRL	50			63			76				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	54	59	63	59	76	83	55					
SWD	26	50	50	26	63	70						
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK												
HSP												
MUL	67			73								
PAC												
WHT	50	56	53	56	74	78	51					
FRL	50	55	61	58	74	80	50					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	50	57	45	63	80	64	65					
SWD	13			27								
ELL												
AMI												
ASN												
BLK												
HSP	67			75								
MUL	58			64								
PAC												
WHT	49	51	45	61	80	70	68					
FRL	47	55	45	61	78	60	63					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	63%	57%	6%	54%	9%
04	2023 - Spring	67%	56%	11%	58%	9%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	43%	46%	-3%	50%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	44%	62%	-18%	59%	-15%
04	2023 - Spring	65%	58%	7%	61%	4%
05	2023 - Spring	84%	54%	30%	55%	29%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	77%	49%	28%	51%	26%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Reading in 3rd grade and 1st grade showed the lowest performance throughout the year. Both grade levels were large and had repeated behavior interruptions. As in previous years, 3rd grade students struggled with reading proficiency.

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

Our 5th grade cohort dropped from 75% in 4th grade to 63% proficient in 5th grade ELA. The contributing factors include multiple changes to their instructional leaders. Two out of the three units were departmentalized and experienced multiple changes in teachers.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our 3rd grade ELA data showed the greatest gap compared to the state average. Our students scored 288 compared to 297. This cohort had repeated behavior interruptions throughout all three units which required administrative intervention and instructional coaching support throughout the year.

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

Science scores increased from 55% to 77% proficient. In addition, instructional materials, supplemental resources, and data were used to drive instruction. All previous years' standards were reviewed for mastery.

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

Attendance

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

Reading proficiency

Math instruction (including acceleration)

Behavior

Attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on our data review, increasing student proficiency in reading has been identified as a crucial need. While students showed growth from PM1 to PM3 in state testing, 55% of 3rd grade students are still not proficient. End of the year iReady Diagnostic data reinforced 3rd grade with low performance/high growth. The data also showed low performance and low growth in 1st and 2nd grade ELA.

Measurable Outcome:

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

Homosassa will increase student ELA growth levels by a minimum of 10%. 3rd-5th grade overall scored 56% proficient in ELA. The goal is to increase achievement to a minimum of 66% reading proficiency.

Monitoring:

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

This Area of Focus will be monitored through collaborative planning, data chats, review of F.A.S.T. Progress Monitoring, and iReady Diagnostic data. Administration will conduct weekly walk throughs and provide instructional feedback.

Person responsible for monitoring outcome:

Jaime Baize (baizej@citruschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will continue to utilize the Literacy Framework, teaching the standards using the Wonders core curriculum, and following the MTSS framework. In addition, we will be focusing on the Science of Reading and providing professional learning opportunities throughout the year. Also, other supplemental materials for Tier 1 and intervention will be used such as iReady, FCRR, UFLI, and Magnetic Reading.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We will continue to utilize the Literacy Framework, teaching the standards using the Wonders core curriculum, and following the MTSS framework. In addition, we will be focusing on the Science of Reading and providing professional learning opportunities throughout the year. Also, other supplemental materials for Tier 1 and intervention will be used such as iReady, FCRR, UFLI, and Magnetic Reading.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Implementation of the Science of Reading. Professional development for all instructional personnel as well as administration and leadership team.

Person Responsible: Jaime Baize (baizej@citruschools.org)

By When: On-going

Standards-based instruction using BEST Standards and approved curriculum, supplemental, and instructional materials.

Person Responsible: Jaime Baize (baizej@citruschools.org)

By When: On-going

Daily ELA instruction will follow the Literacy Framework to include whole group, small group, and grade-appropriate centers. Small group differentiated instruction is based on data and teacher formative assessment.

Person Responsible: Jaime Baize (baizej@citruschools.org)

By When: on-Going

At the beginning of the year, each student K-5 will be given a Quick Phonics Screener. The data will be used for placement, differentiation, and intervention.

Person Responsible: Jaime Baize (baizej@citruschools.org)

By When: Anticipated completion date for all QPS's is Aug. 31st.

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Math was identified as a crucial need. 3rd graders had the lowest proficiency at 45% on state Progress Monitoring testing. Other data throughout the year, such as iReady, showed low proficiency and low growth. Next year, this cohort of 3rd graders will need continued support in 4th grade.

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 23-24 state-wide assessment. For 3rd grade, the goal is to increase achievement to a minimum of 54% proficiency. For 3rd-5th grade who overall scored 64% proficient in Math, the goal is to increase achievement to a minimum of 74% proficiency in math.

Monitoring:

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

Standards-based instruction and use of the B1GM is a non-negotiable. Weekly walk-throughs will be conducted by administration to ensure instructional strategies support the standards and MTR's. Plans and pacing will be monitoring during collaborative planning, and data will be discussed regularly during grade level meetings as well as data chats.

Person responsible for monitoring outcome:

Jaime Baize (baizej@citruschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Before and/or after school tutoring with Imagine Math.

Person Responsible: Alice Harrell (harrella22@citrussschools.org)

By When: September through December and January through April.

Support from Instructional coach to support the standards and the B1GM.

Person Responsible: Jaime Baize (baizej@citrussschools.org)

By When: On-going

Introduction of Clear Instructional Expectations for Math using the BEST standards - Daily instruction will consist of: Minimum of 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@citrussschools.org)

By When: On-going

Professional Development Sessions- iReady overview presented by iReady Consultants to provide teachers with the WHY and HOW. Weekly collaborative planning attended by the leadership team 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, power planning days will be provided for all K-5 teachers to plan for 9 weeks. Curriculum Associate representative will attend the 2nd and 3rd rotations to provide support and help teachers determine assigned lessons as well as training them to have individual student data chats.

Person Responsible: Alice Harrell (harrella22@citrussschools.org)

By When: On-going

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: Jaime Baize (baizej@citrussschools.org)

By When: On-going

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 all/portions of the math block.

Person Responsible: Alice Harrell (harrella22@citrussschools.org)

By When: On-going

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@citrussschools.org)

By When: On-going

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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. Additionally, we will implement a new Kindness Campaign.

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 2022-2023 school year, we will meet to review data and determine outcomes.

Person responsible for monitoring outcome:

Jaime Baize (baizej@citruschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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, and incorporating a Kindness Campaign 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken 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@citruschools.org)

By When: On-going

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)

By When: On-going

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)

By When: On-going

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)

By When: On-going

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: Jaime Baize (baizej@citrusschools.org)

By When: On-going

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)

By When: On-going

Kindness Campaign- students will participate in a daily Dolphin pledge and be provided with models of kindness on the bus, at recess, in the cafeteria, in the hallways, and during class.

Person Responsible: Jaime Baize (baizej@citrusschools.org)

By When: On-going

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 22-23 iReady Diagnostic to the Spring 22-23 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 evidence-based strategies.

Grades 3-5: Instructional Practice specifically related 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 43% proficient, below the district and the state, our 4th-grade cohort scored 67% proficient, above the district and the state, and our 5th-grade cohort scored 63% proficient, above the district and the state. 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 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 Measurable Outcomes

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

Grades 3-5 Measurable Outcomes

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

Monitoring

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 impact student achievement outcomes.

This Area of Focus will be monitored through collaborative planning, data chats, review of F.A.S.T. Progress Monitoring, Lesson Plans, and iReady Diagnostic data. Administration will conduct weekly walk-throughs and provide instructional feedback.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Baize, Jaime, baizej@citruschools.org

Evidence-based Practices/Programs

Description:

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. §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 2023 iReady spring diagnostic, UFLI, 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)

Rationale:

Explain the rationale for selecting 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 evidence-based 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
Implementation of the Science of Reading. Professional learning for all instructional personnel as well as administration and leadership team.	Baize, Jaime, baizej@citruschools.org
Standards-based instruction using BEST Standards and approved curriculum, supplemental, and instructional materials.	Baize, Jaime, baizej@citruschools.org
Daily ELA instruction will follow the Literacy Framework to include whole group, small group, and grade-appropriate centers. Small group differentiated instruction is based on data and teacher formative assessment.	Baize, Jaime, baizej@citruschools.org
At the beginning of the year, each student will be given a Quick Phonics Screener. The data will be used for placement, differentiation, and intervention.	Baize, Jaime, baizej@citruschools.org

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

<https://hom.citrusschools.org> is our school website and a link for the SIP is available on this page. Additionally, information about SIP is shared at our SAC meetings and in our school-wide parent newsletter.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

<https://hom.citrusschools.org> is our school website and a link for the Family Engagement Plan is available on this page. Additionally, information about the Family Engagement Plan is shared at our SAC meetings and in our school-wide parent newsletter.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

We will continue to utilize the Literacy Framework, teaching the standards using the Wonders core curriculum, and following the MTSS framework. In addition, we will be focusing on the Science of Reading and providing professional learning opportunities throughout the year. Also, other supplemental materials for Tier 1 and intervention will be used such as iReady, FCRR, UFLI, and Magnetic Reading.

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.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan is developed by input from all stakeholders including teachers, parents, community members, school board members, and students. Other Federal Programs are utilized as needed to provide identified students with the resources they need that go above and beyond academic support.