Hernando Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Hernando Elementary School

2975 E TRAILBLAZER LN, Hernando, FL 34442

https://hes.citrusschools.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.

Hernando Elementary strives to ensure that all students meet grade-level proficiency through standards-based instruction with meaningful academic conversations and civic and character education to develop the whole child.

Provide the school's vision statement.

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
Jaecks, Kyle	Principal	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 environment. * (17) Facilitate, manage and supervise financial planning for the school, including the preparation of the school's budget. * (18) Manage and supervise the wise use of financial resources for the school. * (19) Manage and administer purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. * (20) Oversee financial accounting to ensure judicious management of all

Name	Position Title	Job Duties and Responsibilities
		school funds. * (21) Manage and supervise the preparation of financial reports for the school. * (22) Manage and supervise student accounting and attendance procedures at the school. * (23) Coordinate with the Food Service Director to oversee and supervise the school food service program. * (24) Serve as a liaison between the school and community and provide leadership for positive school / community relations. (25) Serve as the liaison between the school and business community and provide leadership for the development of partnerships to benefit the school. * (26) Keep well informed about current trends in education. * (27) Keep informed of policy, procedures, instructional programs, potential problems, and resolutions of existing problems. * (28) Keep staff informed of policy, procedures, instructional programs, potential problems, and the resolution of existing problems. * (29) Keep Superintendent and appropriate District staff informed of problems and events of unusual nature. * (30) Oversee and maintain accountability for property inventory records and security of school property. * (31) Oversee the development of a master schedule for teachers. * (32) Provide leadership for and coordinate the supervision of extracurricular activities / events / programs. * (33) Approve and oversee school-sponsored activities and maintain a calendar for all school events. * (34) Provide for the articulation of the school's instructional program and services among school personnel and the community. * (35) Provide leadership for the school improvement and accountability process. * (36) Provide leadership for the development and maintenance of an environment that is conducive to teaching and learning. * (37) Assume all duties and responsibilities in Florida statutes. * (38) Provide leadership to ensure that appropriate staff development activities are available to meet staff needs in carrying out the school improvement plan. * (39) Supervise and coach assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. * (40) Coordinates with the Executive Director of Support Services to supervise and oversee transportation services at the school. (41) Establish procedures to be used in the event of a school crisis or civil disobedience and provide leadership

Name	Position Title	Job Duties and Responsibilities
		in the event of such happenings. * (42) Implement School Board policy, State statutes and federal regulations as they pertain to the school. * (43) Establish the job assignments for all school-site administrators and assess the school-site administrator's performance. * (44) Manage and supervise the school's student activity programs including selection of club sponsors. * (45) Maintain visibility and accessibility on the school campus. * (46) Participate in the development of the District strategic plan, District school calendar, District staffing plan and manpower plans. Manage and administer school functions relating to these items. (47) Assign and supervise school personnel in special projects for the enhancement of the school. (48) Attend school-related activities and events. * (49) Participate in leadership development activities. (50) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (51) Perform other incidental tasks consistent with the goals and objectives of this position.
Alligood, Jerrica	Assistant Principal	(1) Provide assistance and feedback to school personnel. * (2) Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. * (3) Develop the master teaching schedule and assign teachers according to identified needs. * (4) Utilize current educational trends in the planning and preparation of the school instructional program. * (5) Interpret and enforce School Board policy, state statutes and federal regulations. * (6) Implement the accreditation program for the assigned school. * (7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. * (8) Manage and administer the testing program for the school. * (9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. * (10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. * (11) Provide leadership in the event of school crisis and/or civil disobedience. * (12) Provide leadership in the school improvement process. *

Name	Position Title	Job Duties and Responsibilities
		(13) Administer and develop teacher duty rosters for the school. * (14) Provide supervision while maintaining visibility about the campus and classroom. * (15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. * (16) Interpret and enforce the District's Code for Student Conduct. * (17) Supervise all facets of the registration process. * (18) Coordinate the production of pre-planning materials. * (19) Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. * (20) Comply with provisions of collective bargaining agreements. * (21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. * (22) Develop and maintain positive school/community relations and act as a liaison between school and community. * (23) Coordinate the school food service program as it relates to the special needs of the school. * (24) Maintain adequate property inventory records, key control and security of school property. * (25) Participate in the development of long-range facility needs at the assigned school. * (26) Coordinate plant safety and facility inspection at the school. * (27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. * (28) Coordinate the transportation services at the assigned school. * (29) Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget. * (30) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. * (31) Supervise the function of student accounting at the school, as it pertains to funding and attendance. * (32) Manage and administer the attendance policy and procedures. * (33) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. * (34) Coordinate data processing activities as assigned. * (35) Provide leadership for, and supervision of, extracurricular activity programs. * (36) Participate in the administration of the school's athletic program. * (37) Assist in managing and supervising the student activity programs, including the selection of club sponsors. *

Name	Position Title	Job Duties and Responsibilities
		(38) Approve school-sponsored activities and maintain a calendar of all school events. * (39) Assume responsibility of the school when the Principal is absent from the building. * (40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.* (41) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (42) Perform other incidental tasks consistent with the goals and objectives of this position.
Christiansen, Caroline	Instructional Coach	(1) Assist with the coordination and conducting of staff development activities.* (2) Assist classroom teachers with developing and/or presenting teaching strategies and instructional units and recommending materials and activities.* (3) Assist with the process of previewing, selecting, and developing materials related to the program and its effectiveness.* (4) Assist with the development, presentation, and implementation of the curriculum instructional activities related to the program. * (5) Provide supportive services to parents, teachers, students, and administration.* (6) Promote community understanding of curriculum goals, objectives, and programs, and encourage community involvement wherever appropriate.* (7) Assist with planning, coordination, and implementation of special projects, programs, and events.* (8) Collect, submit, and maintain accurate financial and/or informational reports or applications as requested.* (9) Keep professional skills and knowledge updated.* (10) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (11) Perform other incidental tasks consistent with the goals and objectives of this position.
Gonzalez, Michelle	School Counselor	(1) Remain readily available to students so as to provide counseling that will lead each student to increased personal growth, self-understanding, and maturity. * (2) Assist students in evaluating their aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data, and works with students in developing education and

Name	Position Title	Job Duties and Responsibilities
		occupation plans in terms of such evaluation. * (3) Take an active role in interpreting the role of the counselor and the guidance program objectives to students, teachers, parents, and the community at large. * (4) Work with teachers and other staff members to familiarize them with the general range of services offered by the Student Services Department, and to improve the educational prospects of individual students. * (5) Supervise the preparation and processing of college, scholarship and employment applications. * (6) Help to plan the guidance program and the curriculum in relation to the needs of pupils. This would include assisting in the development of the schools master schedule of course offerings. * (7) Oversee registration of, or registers students new to the school and orients them to school procedures and the school's varied opportunities for learning. * (8) Advise students in course and subject selection. * (9) Supervise maintenance of student records and protects their confidentiality. * (10) Maintain all other records necessary for the performance of his/her duties. * (11) Work to resolve students' educational needs and to help students get the most out of their educational experiences. * (12) Work to discover and develop special abilities of students. * (13) Work to prevent students from dropping out of school. * (14) Assist in obtaining and disseminating occupational and vocational information to students. * (15) Work with students on an individual basis in the solution of personal problems related to such problems as home and family relations, health, and emotional adjustment. * (16) Consult with parents and school staff whenever necessary. * (17) Provide in-service training in guidance for teachers and student teachers. * (18) Work to discover students' special needs that indicate referral to other school personnel or other outside agencies. * (19) Work to stay informed regarding legislative changes that affect students' academic progress. * (20) Work to communicate with students and their parents regarding academic progress and graduation status. * (21) Work as a member of school's Crisis Intervention Team to prevent and deal with crisis situations. * (22) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*

Name	Position Title	Job Duties and Responsibilities
Swartz, Cathy	Staffing Specialist	1) Serve as the designee for the Director of Exceptional Student Education for conferences, eligibility, IEP revision and placement meetings.* (2) Maintain current knowledge and interpretation of Citrus County Special Programs and procedures, best practices, and other local, state, and national rules, regulations, policies and procedures.* (3) Serve as case manager for conferences, staffings, IEP meetings, and other placement meetings; and maintains accurate legal records for compliance audits.* (4) Assist with coordinating the curriculum of Exceptional Student Education in the schools and interpreting students' needs for educational planning and placement.* (5) Maintain knowledge about strategies and interventions and make appropriate pre-referral recommendations.* (6) Provides in-service training for teachers and staff regarding ESE issues.* (7) Serve as a resource to administrators, counselors, and teachers regarding ESE issues.* (8) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (9) Perform other incidental tasks consistent with the goals and objectives of this position.*

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.

Strategic planning for the 2023-2024 school year was held on June 29th. Included in this meeting were members of the school leadership team, teachers, school staff, and parents. During the meeting, last year's School Improvement Plan was reviewed and discussed. Then data was shared to begin the conversation of what our greatest strengths were during the school year and what areas stood out as areas of need. During this time, we discussed possible action steps that could increase these areas of need.

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))

- SAC meetings
- Staff Meetings
- Bi-Monthly School Leadership Team Review?

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	23%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
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)* Black/African American Students (BLK)* Hispanic Students (HSP) 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: C 2019-20: B 2018-19: B 2017-18: B
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	36	29	30	24	38	0	0	0	157
One or more suspensions	2	6	5	5	16	20	0	0	0	54
Course failure in English Language Arts (ELA)	0	10	10	29	21	10	0	0	0	80
Course failure in Math	0	1	8	4	15	10	0	0	0	38
Level 1 on statewide ELA assessment	0	0	0	7	19	24	0	0	0	50
Level 1 on statewide Math assessment	0	0	0	4	14	28	0	0	0	46
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	0	0	0	0	0	0	0	0	0	
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	19	41	28	29	23	28	0	0	0	168
One or more suspensions	3	12	13	13	10	11	0	0	0	62
Course failure in ELA	0	10	18	26	16	11	0	0	0	81
Course failure in Math	0	2	7	23	11	24	0	0	0	67
Level 1 on statewide ELA assessment	0	0	0	19	24	26	0	0	0	69
Level 1 on statewide Math assessment	0	0	0	17	37	27	0	0	0	81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	11	29	33	43	0	0	0	0	0	116

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	7	24	26	44	31	31	0	0	0	163

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	15	12	7	20	0	0	0	0	0	54
Students retained two or more times	0	0	0	2	2	1	0	0	0	5

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	19	41	28	29	23	28	0	0	0	168
One or more suspensions	3	12	13	13	10	11	0	0	0	62
Course failure in ELA	0	10	18	26	16	11	0	0	0	81
Course failure in Math	0	2	7	23	11	24	0	0	0	67
Level 1 on statewide ELA assessment	0	0	0	19	24	26	0	0	0	69
Level 1 on statewide Math assessment	0	0	0	17	37	27	0	0	0	81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	11	29	33	43	0	0	0	0	0	116

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	7	24	26	44	31	31	0	0	0	163

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	15	12	7	20	0	0	0	0	0	54
Students retained two or more times	0	0	0	2	2	1	0	0	0	5

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*	57	51	53	49	53	56	51		
ELA Learning Gains				60			47		
ELA Lowest 25th Percentile				54			39		
Math Achievement*	57	55	59	46	52	50	46		
Math Learning Gains				53			46		
Math Lowest 25th Percentile				35			26		
Science Achievement*	49	49	54	54	53	59	44		
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)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	217
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	351
Total Components for the Federal Index	7
Percent Tested	100
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	29	Yes	4	2
ELL				
AMI				
ASN				
BLK	35	Yes	2	
HSP	64			
MUL	44			
PAC				
WHT	55			
FRL	49			

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	21	Yes	3	1
ELL				
AMI				
ASN				
BLK	10	Yes	1	1
HSP	62			

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	52			
PAC				
WHT	50			
FRL	50			

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	57			57			49					
SWD	27			36			25				4	
ELL												
AMI												
ASN												
BLK	30			40							2	
HSP	71			57			64				3	
MUL	42			46							2	
PAC												
WHT	57			57			48				4	
FRL	51			52			44				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	49	60	54	46	53	35	54					
SWD	14	33	27	19	22	12	17					
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	10											
HSP	65	67		50	64							
MUL	48	63		44	53							
PAC												
WHT	49	58	50	47	54	34	58					
FRL	45	60	56	44	56	39	52					

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	51	47	39	46	46	26	44					
SWD	16	31	30	12	8		20					
ELL												
AMI												
ASN												
BLK	19			19								
HSP	38			31								
MUL	56			32								
PAC												
WHT	53	51	47	49	51	28	47					
FRL	46	47	42	40	39	16	39					

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	64%	56%	8%	58%	6%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	50%	46%	4%	50%	0%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	68%	62%	6%	59%	9%
04	2023 - Spring	59%	58%	1%	61%	-2%
05	2023 - Spring	55%	54%	1%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	52%	49%	3%	51%	1%

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.

3rd grade ELA- 50% proficient on FAST
5th grade Science- 52% proficient on FAST
5th grade Math- 55% proficient on FAST
1st grade ELA- 59% proficient on STAR Reading
While small groups were implemented during ELA and Math, small groups were not at the rigorous level needed. Overall, our academic trends grew this school year.

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

5th grade Science- 54% proficient in 2022 and 52% in 2023
4th grade Math- 60% proficient in 2022 and 59% in 2023
Although these scores decreased from the previous year, the science scores remained above the district and state averages and the fourth grade math scores were above the district average. It was noted that the cohort scored 32% proficient on their third grade math assessment, which was a 27% increase.

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.

4th grade Math- 59% proficient and State is 61% proficient
Although fourth grade students scored below the state average, they showed a 27% increase from their math scores the previous years. A factor that contributed to this gap is that math small groups was newly implemented and may not have been at the level of rigor needed. A focus for the school year will be to continue to strengthen small groups instruction.

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

3rd grade Math- 32% proficient in 2022 and 68% proficient in 2023
Mathematics overall- 46% proficient in 2022 and 61% proficient in 2023
1. Weekly planning period meetings to plan collaboratively and analyze grade level standards.
2. Small group instruction
3. Consistent use of iReady and the toolbox resources to supplement math instruction.
4. Implementation of a school-wide mathematics framework and math interventions 1-2 times per week during Growth for All.

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

The two areas of concern that Hernando Elementary School identified were:
1. The number of students absent 10% or more days (157 students).
2. The number of students who fail an ELA class during the school year (80 students).

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

1. Increase achievement in Math
2. Increase achievement in Science
3. Increase achievement in ELA
4. Increase learning gains/proficiency for the following subgroups: Students with Disabilities and African American students.
5. Decrease student referrals that result in a removal from class and loss of instructional minutes.

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.

In each grade level, on the FAST Reading (PM3), HES scored higher than the state and district averages (3rd grade tied with state average). ELA scores were 10% higher when compared to the previous years for grades 3-5. Although these are excellent gains, 41% of HES students are not scoring proficient as measured by FAST Reading.

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

During the 23-24 school year, we will increase achievement levels in FAST ELA in 3rd grade-5th grade from 59% to 65%.

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

Through walkthroughs and observations, collaborative planning with the leadership team, weekly collaborative planning for K-5 teachers and classroom data tracking sheets, and weekly Hernando Highlights monitoring students data in online instructional programs.

Person responsible for monitoring outcome:

Kyle Jaecks (jaecksk@citrusschools.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.)

Utilize research-based curriculum to provide instruction to all students. Provide inclusive practices. Utilize iReady with all students. Use iReady resources including Phonics for Reading and Magnetic Reading to intervene with identified students. Instructional Coaching to model ELA strategies. Consistent use of the ELA framework with guidelines for Growth for All.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The use of instructional coaches is research-based in supporting instruction effectively. The use of a research-based curriculum consistently will impact student achievement. Students who are included in core instruction out-perform those who are removed from the general education classroom.

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.

Utilize iReady with all students. Students will track their lesson passed in i-Ready and we will celebrate students' successes in iReady.

Person Responsible: Kyle Jaecks (jaecksk@citrusschools.org)

By When:

Utilize Wonders in the ELA block with fidelity.

Person Responsible: Kyle Jaecks (jaecksk@citrusschools.org)

By When:

Maintain a Growth for all model to provide needs based daily intervention for all students. Students who are at risk and are identified as T2, T3, or ESE will utilize the iReady including Phonics for Reading and Magnetic Reading and Sonday resources during the intervention block.

Person Responsible: Kyle Jaecks (jaecksk@citrusschools.org)

By When:

Professional Development focused on the Science of Reading.

Person Responsible: Kyle Jaecks (jaecksk@citrusschools.org)

By When:

Daily small group instruction following the literacy framework.

Person Responsible: Kyle Jaecks (jaecksk@citrusschools.org)

By When:

Utilizing UFLI phonics program in Tier 1 for K-2 and 3-5 students as needed.

Person Responsible: Kyle Jaecks (jaecksk@citrusschools.org)

By When:

Following the administration of the each iReady diagnostic assessment, meet with grade level teams to monitor student progress. Include students in goal setting with each diagnostic.

Person Responsible: Kyle Jaecks (jaecksk@citrusschools.org)

By When:

ELA support coach on campus to work with teachers once a week.

Person Responsible: Kyle Jaecks (jaecksk@citrusschools.org)

By When:

#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.

In each grade level, on the FAST math (PM3), HES scored higher than the district averages, higher than the state average in 3rd grade, and tied with the state average in 5th grade. Math scores were 15% higher when compared to the previous years for grades 3-5. Although these are excellent gains, 39% of HES students are not scoring proficient as measured by FAST Math.

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

During the 23-24 school year, we will increase achievement levels in FAST Math in 3rd grade-5th grade from 61% to 70%.

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

Through walkthroughs and observations, collaborative planning with the leadership team, weekly collaborative planning for K-5 teachers and classroom data tracking sheets.

Person responsible for monitoring outcome:

Kyle Jaecks (jaecksk@citrusschools.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.)

Utilize research-based curriculum to provide instruction to all students. Provide inclusive practices. Utilize iReady with all students. Use iReady resources to intervene with identified students. Instructional Coaching to model Math strategies.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The use of instructional coaches is research-based in supporting instruction effectively. The use of a research-based curriculum consistently will impact student achievement. Students who are included in core instruction outperform those who are removed from the general education classroom.

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.

Utilize Savvas in the Math block with fidelity.

Person Responsible: Kyle Jaecks (jaecksk@citrusschools.org)

By When:

Utilize Imagine Learning as an option for families to help with math work at home.

Person Responsible: Kyle Jaecks (jaecksk@citrusschools.org)

By When:

Teachers will utilize the B1G-M during collaborative planning for math.

Person Responsible: Kyle Jaecks (jaecksk@citrusschools.org)

By When:

Daily small group instruction following the mathematics framework.

Person Responsible: Kyle Jaecks (jaecksk@citrusschools.org)

By When:

Students will track their lesson passed in i-Ready.

Person Responsible: Kyle Jaecks (jaecksk@citrusschools.org)

By When:

Math support coach on campus to work with teachers twice a week.

Person Responsible: Kyle Jaecks (jaecksk@citrusschools.org)

By When:

#3. Positive Culture and Environment specifically relating to Other

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.

Referrals increased by 17% this school year. We continue to see a high number of discipline referrals when compared to previous school years.

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

During the 22-23 school year, we will reduce the amount of discipline referrals by 5%.

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

Continuous monitoring of PBIS data, weekly behavior leadership team meetings focused on students in need of additional support as evidenced by PBIS behavior observations and Skyward data.

Person responsible for monitoring outcome:

Jerrica Alligood (alligoodj@citrusschools.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.)

PBIS Rewards

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By reducing disturbances in classrooms, we can enhance the quality of instruction to impact student achievement. When students are removed from classrooms through in-school suspension and out of school suspension they are not able to access classroom instruction and therefore do not achieve to their potential.

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.

Teaching and re-teaching school-wide expectations and procedures for all campus environments. Including discussions of actions, consequences, and expectations on the morning show.

Person Responsible: Jerrica Alligood (alligoodj@citrusschools.org)

By When:

Provide ongoing professional development for all staff.

Person Responsible: Jerrica Alligood (alligoodj@citrusschools.org)

By When:

Weekly behavior meetings to include staff members' input and with meeting notes tracked through Skyward. Weekly data is pulled and analyzed. The data includes: PBIS rewards behavioral observation data, calls for assistance log, discipline data through Skyward including positive referrals, and check in/ check out data.

Person Responsible: Jerrica Alligood (alligoodj@citrusschools.org)

By When:

Share referral, suspension data, bus referrals, positive referrals, and positive points from PBIS Rewards on the weekly staff newsletter.

Person Responsible: Jerrica Alligood (alligoodj@citrusschools.org)

By When:

Utilize the NEST (Nurturing Every Student Together) system focused on building school community across grade levels.

Person Responsible: Jerrica Alligood (alligoodj@citrusschools.org)

By When:

Continue the use of the HERO pledge "Have respect, Exhibit responsibility, Remember kindness, and Obey safety rules". Strategic placement of visual PBIS reminders throughout the campus.

Person Responsible: Jerrica Alligood (alligoodj@citrusschools.org)

By When:

#4. ESSA Subgroup specifically relating to Students with Disabilities

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.

As we do not have the 2023 subgroup data yet, we are creating a goal using the 2022 data in which our Students with Disabilities had a Federal Index score of 21%.

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

For the 2023-2024 school year, Hernando Elementary School's goal is to improve by at least 15% to 36% or above.

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

Weekly planning period meetings with a focus on the data of Students with Disabilities. Weekly data analysis of online programs.

Person responsible for monitoring outcome:

Cathy Swartz (swartzc1@citrusschools.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.)

1. The Sonday System will be utilized as an evidence-based intervention.
2. Magnetic Reading supplemental program.
3. Teacher Toolbox resources from Curriculum Associates.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Supplemental programs and strategies used to meet the needs of struggling learners are all evidence based and provide data that allows for differentiation.

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.

Restructure of the Growth for All block in include 2-3 ESE teachers for each grade level with an emphasis on small group instruction/remediation.

Person Responsible: Cathy Swartz (swartzc1@citrusschools.org)

By When:

Weekly review of ESE student data at Leadership Team meetings.

Person Responsible: Kyle Jaecks (jaecksk@citrusschools.org)

By When:

Monitor student progress monthly through ESE data analysis meetings looking at iReady and other formative assessments.

Person Responsible: Cathy Swartz (swartzc1@citrusschools.org)

By When:

#5. ESSA Subgroup specifically relating to Black/African-American

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.

As we do not have the 2023 subgroup data yet, we are creating a goal using the 2022 data in which our African American students had a Federal Index score of 10%.

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

During the 23-24 school year, we will increase achievement levels of African American students from 10% scoring level 3 or above in ELA to 25% or more.

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

Through walkthroughs and observations, collaborative planning with the leadership team, and weekly data analysis.

Person responsible for monitoring outcome:

Kyle Jaecks (jaecksk@citrusschools.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.)

Utilize research-based curriculum including: iReady, Savvas, Wonders, Magnetic Reading, and Teacher Toolbox from Curriculum Associates. Instructional coaching to model ELA strategies.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Supplemental programs used to meet the needs of struggling learners are all evidence based and provide assessment data that allows for data analysis and instructional next steps.

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.

Weekly data analysis of African American students at Leadership Team meetings.

Person Responsible: Kyle Jaecks (jaecksk@citrusschools.org)

By When:

Instructional coaching in math and ELA.

Person Responsible: Kyle Jaecks (jaecksk@citrusschools.org)

By When:

Professional development on the Science of Reading.

Person Responsible: Caroline Christiansen (christiansenc@citrusschools.org)

By When:

After the creation of the School Improvement Plan, the administrative team connects school purchases to the School Improvement Goals and all money spent must be used to increase student achievement related to one of the goals. If mini grants are available, instructional staff must present a proposal with a connection to the SIP goals.

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

During the 22-23 school year, 72% of students scored early on grade level or above on iReady ELA, which was above our goal of 67%. As a result, we will continue utilizing Growth for All, small group instruction as outlined in the Literacy Framework. We will implement the use of UFLI to support foundational reading skills in grades K-2. Additionally, a monthly professional development will focus on the Science of Reading.

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

During the 22-23 school year, 59% of students scored a level 3 on PM3 ELA, which was an increase of 10% schoolwide. 50% of students in 3rd grade scored a level 3 or higher, which was an increase of 11% from the 22-23 school year. As a result, we will continue utilizing Growth for All, small group instruction as outlined in the Literacy Framework. We will implement the use of UFLI to support foundational reading skills during small groups and Growth for All. Additionally, a monthly professional development will focus on the Science of Reading.

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

During the 23-24 school year, we will increase the percentage of K-2 students scoring early on grade level or above on iReady ELA from 72% to 82%.

Grades 3-5 Measurable Outcomes

During the 23-24 school year, we will increase the percentage of students achieving a level 3 or higher in ELA from 59% to 69%. Students in grade 3 will increase from 50% to 55%.

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.

HES will monitor the focus areas through walkthroughs and observations, weekly collaborative planning with a focus on grade level standards and student data review, analysis of iReady Diagnostic data, PM1 and PM2 data review, and classroom data tracking sheets.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Jaecks, Kyle, jaecksk@citrusschools.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?

Utilize iReady with all students
Students will track their lesson passed in i-Ready.
Utilize Wonders in the ELA block with fidelity.
Teachers will utilize the ELA expectations from the new B.E.S.T. standards in their lessons consistently.
Utilize UFLI in small group K-2
Following the administration of the each iReady diagnostic assessment, meet with grade level teams to monitor student progress.
Maintain a Growth for all model to provide needs based daily intervention for all students. Students who are at risk and are identified as T2, T3, or ESE will utilize the iReady and Sonday resources during the intervention block.
Monthly professional development focused on the Science of Reading.
Daily small group instruction following the literacy framework.

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?

iReady, UFLI, and Sonday are evidence-based programs that address the specific needs of our students in ELA.
The use of instructional coaches is research-based in supporting instruction effectively. The use of a research-based curriculum consistently will impact student achievement. Students who are included in core instruction outperform those who are removed from the general education classroom.

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
Utilize iReady with all students. Students will track their lesson passed in i-Ready. Literacy Leadership: Weekly positive praise for students completing total minutes and units in iReady Literacy Coaching: Instructional Coaching relating to utilizing iReady and small group instruction Assessment: Utilizing iReady ELA diagnostics Professional Learning: Utilizing weekly collaborative planning	Jaecks, Kyle, jaecksk@citrusschools.org
Utilize Wonders in the ELA block with fidelity. Teachers will utilize the ELA expectations from the B.E.S.T. standards in their lessons consistently. Monthly professional development on the Science of Reading. Literacy Leadership: Daily classroom monitoring for Wonders in the ELA block Literacy Coaching: Instructional Coach modeling ELA lessons utilizing ELA BEST Standards and Wonders Assessment: Use Wonders standards-based assessments Professional Learning: Monthly professional development on the Science of Reading	Jaecks, Kyle, jaecksk@citrusschools.org
Maintain a Growth for all model to provide needs based daily intervention for all students. Students who are at risk and are identified as T2, T3, or SE will utilize the iReady and Sonday resources during the intervention block. Literacy Leadership: Monitoring daily Growth for All Model Literacy Coaching: Instructional Coaching relating to utilizing iReady and small group instruction Assessment: Utilizing iReady ELA diagnostics Professional Learning: Utilizing weekly iReady collaborative planning.	Jaecks, Kyle, jaecksk@citrusschools.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.

1. Monthly review of SIP and progress toward goals at staff meetings with an opportunity for reflection and feedback.
2. Review of SIP and progress towards goals with parents and community members at our scheduled SAC meetings.
3. Our SIP will be made available on our school's website: https://hes.citrusschools.org/

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))

1. The HES Family Engagement plan will be made available on our school's website: https://hes.citrusschools.org/
2. Title 1 STREAM night sharing Science Fair projects.
3. Title 1 Literacy Night
4. 3rd Grade Parent Night
5. District Parent Conference Day
6. Open House
7. PTO family events

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)

Data from Spring assessments was analyzed and a plan for further improvement was developed to meet the needs of all students including support for our subgroups below the Federal Index. Evidence based supplemental materials were purchased to support students during Tier 1 and Growth for All. ELA and math frameworks were revised to include a layout of instructional blocks and designated interventions for students during Growth for All. Instructional strategies with high effect sizes (small group instruction, Science of Reading, Essential Questions) are being utilized with a focus on differentiation.

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))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

HES has a counselor, part time Social Worker, and part time School Psychologist who are available for students throughout the day. These aforementioned individuals and our Behavior Specialist have a schedule of students that are seen throughout the week in small group or one-on-one for targeted skill/ behavior modification instruction. HES works with outside agencies that have contracted with the Citrus County School District who provide individual and group counseling to students during the school day.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

HES is a PBIS school and uses all areas of the program to teach appropriate behavior and provides students with replacement behaviors, opportunities for self-reflection, daily review of school-wide expectations, and specific positive praise and incentives. The administration of HES read positive referrals each week on the morning show and call the parent/guardian of all students who receive a positive referral. PBIS Rewards is utilized in conjunction with a school store, quarterly PBIS celebrations, and random PBIS pop ups to celebrate positive choices. The school Behavior Specialist monitors behavior plans and check in/out plans focused on a targeted behavior goal.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

1. Weekly grade level planning to review data and plan for upcoming lessons with the BEST standards at the forefront.
2. Monthly Science of Reading professional development.
3. Professional Development on the Universal Design for Learning.
4. Teacher Induction Program meetings two times per month.
5. Our district and HES participate in job fairs. Once employed, new teachers receive a mentor teacher.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

PreK classrooms with a focus on academics and positive behavior. HES also has a Young 5 option, which is a kindergarten classroom that focuses on the transition to school and allows for the development of the whole child.