Martin County School District

Hobe Sound Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Hobe Sound Elementary School

11555 SE GOMEZ AVE, Hobe Sound, FL 33455

martinschools.org/o/hses

School Board Approval

This plan was approved by the Martin County School Board on 9/19/2023.

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.

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

Provide the school's vision statement.

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

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

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 sought from all areas of the school community. The School Advisory Council is made up of teachers, staff, parents, and community members. Stakeholders review the data and collectively help to set the goals for each area 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))

During the year, the results from the Progress Monitoring tests will be reviewed, the administration regularly holds data team meetings with teachers and Leadership members to discuss data and trends. This information is disseminated to the SAC committee on a regular basis. Students who are found to need additional interventions through MTSS will have a parent meeting to inform them of their progress. In addition to data team meetings, HSE holds regularly scheduled curriculum walks to monitor the of the strategies within the SIP. Based on the above information, any changes necessary will be made to the SIP.

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	44%
2022-23 Economically Disadvantaged (FRL) Rate	68%
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)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C

*2022-23 school grades will serve as an informational baseline.	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	17	16	11	15	13	11	0	0	0	83
One or more suspensions	0	0	6	3	7	10	0	0	0	26
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	6	13	26	0	0	0	45
Level 1 on statewide Math assessment	0	0	0	5	7	24	0	0	0	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	6	34	7	7	0	0	0	54

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	3	6	7	12	0	0	0	28

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	2	6	4	0	0	0	0	12
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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	18	25	23	23	14	16	0	0	0	119
One or more suspensions	0	0	0	0	0	3	0	0	0	3
Course failure in 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	8	13	26	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	5	10	24	0	0	0	39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	36	0	0	0	0	0	36

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	0	0	13	4	6	0	0	0	23

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

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	18	25	23	23	14	16	0	0	0	119
One or more suspensions	0	0	0	0	0	3	0	0	0	3
Course failure in 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	8	13	26	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	5	10	24	0	0	0	39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	36	0	0	0	0	0	36

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	0	0	3	6	7	12	0	0	28

The number of students identified retained:

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

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*	50	55	53	50	53	56	48		
ELA Learning Gains				54			48		
ELA Lowest 25th Percentile				48			35		
Math Achievement*	54	62	59	54	43	50	52		
Math Learning Gains				64			49		
Math Lowest 25th Percentile				54			24		
Science Achievement*	51	55	54	47	54	59	63		
Social Studies Achievement*					58	64			
Middle School Acceleration					38	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	56	53	59	50			57		

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	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	258
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	421
Total Components for the Federal Index	8
Percent Tested	98
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	30	Yes	4	2
ELL	31	Yes	1	1
AMI				
ASN				
BLK	17	Yes	3	1
HSP	37	Yes	1	
MUL				
PAC				
WHT	68			

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%
FRL	43			

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	29	Yes	3	1
ELL	41			
AMI				
ASN				
BLK	35	Yes	2	
HSP	45			
MUL				
PAC				
WHT	68			
FRL	46			

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	50			54			51					56
SWD	26			37			12				5	43
ELL	26			33			21				5	56
AMI												
ASN												
BLK	19			26			7				3	
HSP	34			39			32				5	57
MUL												

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
PAC												
WHT	64			68			74				4	
FRL	41			47			35				5	55

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	50	54	48	54	64	54	47					50
SWD	22	28	26	30	35	29	11					47
ELL	22	57	59	28	50	31	27					50
AMI												
ASN												
BLK	16	35	33	23	50	53						
HSP	36	49	53	36	50	47	38					49
MUL												
PAC												
WHT	66	63		72	77		61					
FRL	36	49	44	43	60	50	33					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	48	48	35	52	49	24	63					57
SWD	18	32	25	23	16	8	20					42
ELL	25	37		37	44		25					57
AMI												
ASN												
BLK	9	17		23	10							
HSP	31	45	50	40	47		41					53
MUL												
PAC												
WHT	68	57		66	59		82					
FRL	35	48	38	38	43	26	44					54

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	51%	53%	-2%	54%	-3%
04	2023 - Spring	63%	66%	-3%	58%	5%
03	2023 - Spring	47%	51%	-4%	50%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	57%	62%	-5%	59%	-2%
04	2023 - Spring	65%	71%	-6%	61%	4%
05	2023 - Spring	49%	56%	-7%	55%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	51%	50%	1%	51%	0%

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 Reading showed that 53% of students were not proficient on the 2023 FAST Assessment. Contributing factors include a high number of previously retained students, increased enrollment of ELL students, and several transient students. Students in 3rd Grade last year were part of the cohort that in Kindergarten were in school during the Covid shutdown and hybrid learning in 1st Grade. This lack of in-person instruction affected some of the necessary skills to be proficient on the FAST Assessment.

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

3rd Grade Reading showed a 2% decline in proficiency from 2022 to 2023.
This decline, based on the sample size, is not statistically significant. Both 3rd Grade and 5th Grade Math showed a 1% decrease, which again, is not statistically significant. Students in 3rd Grade last year were part of the cohort that in Kindergarten were in school during the Covid shutdown and hybrid learning in 1st Grade. This lack of in-person instruction affected some of the necessary skills to be proficient on the FAST Assessment.

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.

The 5th Grade Reading scores are showing the biggest gap from the State. HSE was at 51% proficient in Reading with a Scale Score of 316, where as the State had a proficiency level of 55% with a Scale Score of 320. A new Reading curriculum was implemented in 2021. This particular group of students struggled more with the rigor of the series. This particular group of students were "online learners" during the pandemic, which resulted in several gaps in their learning, as they were not always participating in the virtual instruction. This combination caused them to struggle more than the other grades.

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

4th Grade Math showed a 9% increase in proficiency. A newly adopted Math Curriculum that was quite rigorous was implemented this year. All teachers were expected to use the materials with fidelity and to include the productive struggle questioning in the lesson. The teachers did backward mapping of the math curriculum and utilized the PLC process to look at data and adjust lesson plans and pacing calendars as needed. 4th Grade also showed an 8% increase for Reading. The teachers did backward mapping of the reading curriculum and utilized the PLC process to look at data and adjust lesson plans and pacing calendars as needed. Additionally, Social Studies time was used to build background knowledge that aligned with the Benchmark Reading curriculum.

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

Student absences of 10% or more decreased from 119 in SY22 to 76 in SY 23. This is a 36.2% improvement from one year to another. As a school, we will continue to work to improve the student attendance for all grade levels through the PBIS incentives.

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

1. Increase Reading achievement for all subgroups.
2. Increase Math achievement for all subgroups.
3. Increase Science achievement for all subgroups.
4. Increase the percentage of students that are in attendance 90% or more.

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.

At HSE, our ESSA subgroups have been identified as SWD and Black students. Raising the proficiency rate of SWD and Black students is our greatest need for improvement. Raising the Learning Gains of these groups is also a top priority.

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

In 2022, SWD Students scored at 18% proficiency and in 2023 they increased to 23% proficient. in 2022, Black students scored 9% proficient in 2023 they increased to 36% proficient. In FY 2024, SWD students at HSE will score 30% proficient and Black students will score 43% proficient as evidenced on the FAST.

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

Students will be assessed and monitored for progress using Benchmark data and FAST PM data. Low performing students will receive reading intervention to supplement their instruction. Additionally, teachers will use formative assessments, Benchmark weekly and Unit tests, as well as classroom walkthrough data.

Person responsible for monitoring outcome:
Dianne Memmer Novak (memmerd@martin.k12.fl.us)

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.)

Benchmark and Benchmark Steps to Advance will be used for Reading intervention. SWD will have SPIRE for intervention and Black students will receive Quick Reads and Steps to Advance as interventions. HSE will follow the District adopted curriculum and Reading Plan while continually monitoring student progress via Benchmark Unit Assessment data and progress monitoring tools.

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

These interventions are approved on the School District Decision Tree and are part of our Reading Plan. The interventions have also been shown to have a positive effect according to the What Works Clearing House.

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.

Review student placement in classes with teachers, Unit Assessment and PMT Data results.

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

By When: By September 15, 2023 students will be identified and placed into groups for the appropriate Tier 2 and 3 interventions.

*Meet with PLCs to identify Power Standards for units and plan by backward mapping.
* Frontload vocabulary and build background knowledge prior to the Reading unit during the Social Studies / Science block.
*Create editing tasks to embed within Reading units to align with unit tests
*Use Steps to Advance in the core week 1, Days 2 & 3 as a scaffold for underperforming students. Week 2, days 3 & 4, teachers will bring in science and social studies text that aligns with Benchmark so that students are also reading in the content areas.
*Increase the use of visuals and graphic organizers for all students.
*Require whole and small group instruction during the reading block
*Weekly walkthroughs to ensure the fidelity of use of materials and rigorous teaching of the standards.
*Provide PD to teachers new to HSE on the above strategies
*Review achievement level descriptors with teachers and staff

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

By When: On-going

#2. 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.

At HSE, we take pride in having an inclusive school community. We will be hosting various student/ parents evening events (Hispanic Culture Night, Literacy Night, Math Night, Science Night, Parent Workshops) and SWD and Black students and their families will be highly encouraged to participate. These Families might not have had positive school experiences previously and by hosting these events, we will build confidence and a better sense of community. which will transfer to a better understanding of the importance of schooling in their children's lives. According to Hattie's "Visible Learning" (2009), parental involvement in learning has a much higher effect ... when parents take a more active approach in learning".

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

By tracking the attendance and participation of students at these events, we can compare their intervention data to check for a correlation between the events and improved proficiency and behavior. In FY 2023, we hosted Hispanic Culture, Literacy, Math, and Science nights with a cumulative attendance of 227 students (not including parents and other family members). By the end of FY 2024, HSE will increase the percentage of students attending with their families by 20%.

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

Attendance records will be kept for each event by the Parent Liaison. Attendance sheets for the events will be charted and reviewed. At the end of the year, Staff, Student, and Parent 5 E Survey data will also be used to monitor student and parent interest in the scheduled events to get input for future events.

Person responsible for monitoring outcome:

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

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.)

For the students whose parents attend the instructional evening events, Benchmark's Steps to Advance will be used as the reading intervention and Savvas will be used for the math intervention to see if the family events have a positive impact on student achievement.

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

It is approved research-based and supports the curriculum and the BEST Standards.

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.

1. Place dates on school calendar for evening events.
2. Work with Coaches, Interventionists, and Grade-Level chairs to design standards-based activities that have a high-impact for parents to use at home with their students.
3. Parent Liaison will make flyers and advertise the events on all social media platforms.
4. Secure volunteers to work the stations at the events.
5. Parent Liaison will make and maintain the sign-in sheets for the events.
6. School Administration will welcome families to the events and give directions to families.

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

By When: On-going throughout the FY 2024 school year.

#3. 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.

The focus will be to increase the proficiency and learning gains in math for all students with an emphasis on our SWD and Black subgroups.

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

In 2022, SWD students scored at the 30% proficient level and in 2023 scored 53% proficient. In 2022, Black Students scored at 23% in Math and in 2023 scored at 50% proficient. By the end of the FY 2024 school year, Hobe Sound Elementary will increase the percentage of proficient SWD students to 60% and the Black students to 57% proficient as evidenced on the 2024 FAST Math test.

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

Students in both categories of SWD and Black that are not proficient will be monitored and placed in intervention programs to supplement their instruction. Monitoring will occur through PMT, STAR and classroom assessment data.

Person responsible for monitoring outcome:

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

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.)

At HSE, teachers will use the Savvas curriculum with fidelity, Hands-On equations for grades 4 & 5, differentiated instruction, small group with with data-driven lessons, and the use of Fraction tiles.

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

These programs are approved by the District and are evidence-based strategies to increase student achievement in numbers and operations, algebraic concepts, measurement and geometry.

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.

*Meet as PLC groups to analyze data and unpack standards
*Provide PD on Hands On Equations and Number Tiles and the Productive Struggle question
*Increase the use of visuals and graphic organizers
*Classroom walkthroughs to ensure the fidelity of the use of materials
*Review achievement level descriptors with teachers and support staff

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

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).

Administration will meet with the SAC committee to get additional input on the School Improvement Plan. As our main funding source will be our SAC dollars, if any materials or funding are needed throughout the year to support the SIP, it will be discussed as a SAC committee and voted on, if we have a quorum.

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

Teachers consistently use a variety of programs to support the ELA instruction. These include Fundations, Heggerty, and Benchmark to support The Science of Reading areas of Phonological awareness, decoding and sight recognition. There will be continuing PD to include orthographic mapping, interverntion materials, Benchmark, and Geodes.

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

Teachers are using Benchmark, Phonics for Reading, and Quick Reads to develop skills in reading. There will be continuing PD to include orthographic mapping, intervention materials and Benchmark.

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

- Each grade K -3, using the 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

Student proficiency will increase by 20% on the STAR Early Literacy assessments, comparing the results from PM1 to PM3.

Grades 3-5 Measurable Outcomes

Student proficiency will increase by 20% on t5he FAST Reading assessment from PM1 to PM3.

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.

Student progress will be monitored by using the PM data. Underperforming students are identified and placed into Tier 2 or Tier 3 interventions for MTSS. They will be monitored bi-weekly (T3) or every 4-6 weeks (T2) utilizing EASY CBM, Classroom data, assessment data, and student work samples. This will occur during Data Team and MTSS meetings.

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

Memmer Novak, Dianne, memmerd@martin.k12.fl.us

Evidence-based Practices/Programs

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?

Teachers are using Benchmark, Fundations, Heggerty, Geodes, Quick Reads, and Phonics for Reading. All of these programs align with the District's K-12 Reading Plan and the B.E.S.T. ELA Standards.

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?

These programs have been vetted and approved by The District for use as core reading instruction and intervention and are part of the Decision Tree and Reading plan.

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
*Hold monthly HSE Literacy Leadership meetings *Employ a Literacy Coach to support teachers and students *Use data from assessments to identify and support areas of need *Provide PD for teachers to support the use of strategies and materials used in the classroom.	Memmer Novak, Dianne, memmerd@martin.k12.fl.us

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.

The SIP is shared with the School Advisory Council and is printed for anyone that asks for it. It is also published to our school website once it is approved.
https://www.martinschools.org/o/hses

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))

Flyers, ThrillShare announcements (email and text messages), marquee postings, as well as putting events on the school website will be utilized to inform families about the events on campus. Encouraging parents to use the FOCUS Parent Portal, attending Curriculum nights and Conference Nights, and open communication with the student's teacher will keep families informed.
https://www.martinschools.org/o/hses

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))

The teachers and PLCs will work to provide students exposure and opportunities to learn through the Benchmark series, while finding times when they can include additional opportunities for reteaching and assessing students. Utilizing cross-curricular lessons whenever appropriate to increase instructional exposure to the essential/power standards.

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))

The Comprehensive Needs Assessment through Title 1 is used to help drive the goals for the SIP and the school site.

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))

HSE has numerous outside agencies, as well as a full-time School Counselor on staff to attend to the needs of students. A District School Social Services Worker has been assigned to HSE and will be available to assist, as needed.

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))

As an Elementary School, we expose students to career opportunities through the PLAYS program for Kindergarten students and through a new Career program that will be offered to 4th and 5th grade students.

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).

The Martin County School District uses the PBIS program to address school needs regarding behavior and supports. The MTSS committee looks at EWS data to also help support students.

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))

At the school site, professional development is tailored to what teachers need and request. Trainers are brought to campus to teach AVID strategies, Kagan Strategies, Differentiated Instructional strategies, and in PLCs teams work to improve their instructional delivery of the core. Intervention strategies are also included in trainings for teachers so they can become experts in providing them to their students.

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))

Our Kindergarten Outreach Team Leader works with the community pre-schools to inform parents about our school and program. We hold a Kindergarten Round-Up in the Spring so those families can come to see the school, meet the teachers, as well as learn about being a Kindergartner at HSE.