

Citrus County Schools

Homosassa Elementary School



2020-21 Schoolwide Improvement Plan

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Homosassa Elementary School

10935 W YULEE DR, Homosassa, FL 34448

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

Demographics

Principal: Alice Harrell

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students Students With Disabilities White Students
School Grades History	2018-19: C (49%) 2017-18: C (50%) 2016-17: A (63%) 2015-16: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

We endeavor to incorporate the best teaching methods as we address the needs of each child, and we believe that hard work, innovative ideas, and mutual respect allow us to rise to the challenge of providing our best for our students.

Provide the school's vision statement

We endeavor to incorporate the best teaching methods as we address the needs of each child, and we believe that hard work, innovative ideas, and mutual respect allow us to rise to the challenge of providing our best for our students.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

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

Name	Title	Job Duties and Responsibilities
		<p>(16) Provide leadership for student discipline and implement disciplinary procedures and policies that ensure a safe and orderly environment. *</p> <p>(17) Facilitate, manage and supervise financial planning for the school, including the preparation of the school's budget. *</p> <p>(18) Manage and supervise the wise use of financial resources for the school. *</p> <p>(19) Manage and administer purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. *</p> <p>(20) Oversee financial accounting to ensure judicious management of all school funds. *</p> <p>(21) Manage and supervise the preparation of financial reports for the school. *</p> <p>(22) Manage and supervise student accounting and attendance procedures at the school. *</p> <p>(23) Coordinate with the Food Service Director to oversee and supervise the school food service program. *</p> <p>(24) Serve as a liaison between the school and community and provide leadership for positive school / community relations.</p> <p>(25) Serve as the liaison between the school and business community and provide leadership for the development of partnerships to benefit the school. *</p> <p>(26) Keep well informed about current trends in education. *</p> <p>(27) Keep informed of policy, procedures, instructional programs, potential problems, and resolutions of existing problems. *</p> <p>(28) Keep staff informed of policy, procedures, instructional programs, potential problems, and the resolution of existing problems. *</p> <p>(29) Keep Superintendent and appropriate District staff informed of problems and events of unusual nature. *</p> <p>(30) Oversee and maintain accountability for property inventory records and security of school property. *</p> <p>(31) Oversee the development of a master schedule for teachers. *</p> <p>(32) Provide leadership for and coordinate the supervision of extracurricular activities / events / programs. *</p> <p>(33) Approve and oversee school-sponsored activities and maintain a calendar for all school events. *</p> <p>(34) Provide for the articulation of the school's instructional program and services among school personnel and the community. *</p> <p>(35) Provide leadership for the school improvement and accountability process. *</p> <p>(36) Provide leadership for the development and maintenance of an environment that is conducive to teaching and learning. *</p> <p>(37) Assume all duties and responsibilities in Florida statutes. *</p>

Name	Title	Job Duties and Responsibilities
		<p>(38) Provide leadership to ensure that appropriate staff development activities are available to meet staff needs in carrying out the school improvement plan. *</p> <p>(39) Supervise and coach assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. *</p> <p>(40) Coordinates with the Executive Director of Support Services to supervise and oversee transportation services at the school.</p> <p>(41) Establish procedures to be used in the event of a school crisis or civil disobedience and provide leadership in the event of such happenings. *</p> <p>(42) Implement School Board policy, State statutes and federal regulations as they pertain to the school. *</p> <p>(43) Establish the job assignments for all school-site administrators and assess the school-site administrator's performance. *</p> <p>(44) Manage and supervise the school's student activity programs including selection of club sponsors. *</p> <p>(45) Maintain visibility and accessibility on the school campus. *</p> <p>(46) Participate in the development of the District strategic plan, District school calendar, District staffing plan and manpower plans. Manage and administer school functions relating to these items.</p> <p>(47) Assign and supervise school personnel in special projects for the enhancement of the school.</p> <p>(48) Attend school-related activities and events. *</p> <p>(49) Participate in leadership development activities.</p> <p>(50) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p> <p>(51) Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Chandler, Mollie	Assistant Principal	<p>PERFORMANCE RESPONSIBILITIES:</p> <p>(1) Provide assistance and feedback to school personnel. *</p> <p>(2) Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. *</p> <p>(3) Develop the master teaching schedule and assign teachers according to identified needs. *</p> <p>(4) Utilize current educational trends in the planning and preparation of the school instructional program. *</p> <p>(5) Interpret and enforce School Board policy, state statutes and federal regulations. *</p> <p>(6) Implement the accreditation program for the assigned school. *</p> <p>(7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. *</p>

Name	Title	Job Duties and Responsibilities
		<p>(8) Manage and administer the testing program for the school. *</p> <p>(9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. *</p> <p>(10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. *</p> <p>(11) Provide leadership in the event of school crisis and/or civil disobedience. *</p> <p>(12) Provide leadership in the school improvement process. *</p> <p>(13) Administer and develop teacher duty rosters for the school. *</p> <p>(14) Provide supervision while maintaining visibility about the campus and classroom. *</p> <p>(15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. *</p> <p>(16) Interpret and enforce the District's Code for Student Conduct. *</p> <p>(17) Supervise all facets of the registration process. *</p> <p>(18) Coordinate the production of pre-planning materials. *</p> <p>(19) Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. *</p> <p>(20) Comply with provisions of collective bargaining agreements. *</p> <p>(21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. *</p> <p>(22) Develop and maintain positive school/community relations and act as a liaison between school and community. *</p> <p>(23) Coordinate the school food service program as it relates to the special needs of the school. *</p> <p>(24) Maintain adequate property inventory records, key control and security of school property. *</p> <p>(25) Participate in the development of long-range facility needs at the assigned school. *</p> <p>(26) Coordinate plant safety and facility inspection at the school. *</p> <p>(27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. *</p> <p>(28) Coordinate the transportation services at the assigned school. *</p> <p>(29) Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget. *</p> <p>(30) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. *</p> <p>(31) Supervise the function of student accounting at the school, as it pertains to funding and attendance. *</p> <p>(32) Manage and administer the attendance policy and procedures.</p>

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

Demographic Information

Principal start date

Wednesday 7/1/2015, Alice Harrell

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

21

Demographic Data

<p>2020-21 Status (per MSID File)</p>	<p>Active</p>
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School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students Students With Disabilities White Students
School Grades History	2018-19: C (49%) 2017-18: C (50%) 2016-17: A (63%) 2015-16: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	39	55	53	57	54	47	0	0	0	0	0	0	0	305
Attendance below 90 percent	0	4	14	6	8	5	0	0	0	0	0	0	0	37
One or more suspensions	0	2	4	0	3	2	0	0	0	0	0	0	0	11
Course failure in ELA	0	5	4	2	6	3	0	0	0	0	0	0	0	20
Course failure in Math	0	5	8	2	2	6	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	6	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	7	3	2	6	0	0	0	0	0	0	0	23

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	4	1	0	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 7/20/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	61	72	63	55	47	53	0	0	0	0	0	0	0	351
Attendance below 90 percent	1	9	9	7	7	10	0	0	0	0	0	0	0	43
One or more suspensions	1	3	1	2	1	2	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	2	3	2	4	4	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	7	10	0	0	0	0	0	0	0	17

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	6	7	3	9	11	0	0	0	0	0	0	0	37

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	2	0	6	5	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	61	72	63	55	47	53	0	0	0	0	0	0	0	351
Attendance below 90 percent	1	9	9	7	7	10	0	0	0	0	0	0	0	43
One or more suspensions	1	3	1	2	1	2	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	2	3	2	4	4	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	7	10	0	0	0	0	0	0	0	17

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	6	7	3	9	11	0	0	0	0	0	0	0	37

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	2	0	6	5	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	59%	57%	52%	59%	56%
ELA Learning Gains	55%	56%	58%	48%	50%	55%
ELA Lowest 25th Percentile	44%	48%	53%	33%	41%	48%
Math Achievement	45%	60%	63%	59%	66%	62%
Math Learning Gains	50%	54%	62%	54%	56%	59%
Math Lowest 25th Percentile	39%	39%	51%	35%	39%	47%
Science Achievement	63%	60%	53%	67%	61%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	41%	61%	-20%	58%	-17%
	2018	48%	63%	-15%	57%	-9%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	35%	55%	-20%	58%	-23%
	2018	40%	54%	-14%	56%	-16%
Same Grade Comparison		-5%				
Cohort Comparison		-13%				
05	2019	57%	58%	-1%	56%	1%
	2018	59%	55%	4%	55%	4%
Same Grade Comparison		-2%				
Cohort Comparison		17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	36%	58%	-22%	62%	-26%
	2018	59%	67%	-8%	62%	-3%
Same Grade Comparison		-23%				
Cohort Comparison						
04	2019	30%	59%	-29%	64%	-34%
	2018	46%	66%	-20%	62%	-16%
Same Grade Comparison		-16%				
Cohort Comparison		-29%				
05	2019	66%	60%	6%	60%	6%
	2018	66%	61%	5%	61%	5%
Same Grade Comparison		0%				
Cohort Comparison		20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	60%	58%	2%	53%	7%
	2018	64%	59%	5%	55%	9%
Same Grade Comparison		-4%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	38	36	17	36	38	25				
WHT	48	56	50	44	49	35	63				
FRL	43	49	39	41	49	41	64				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	33	10	20	16	9					
WHT	50	45	32	58	53	35	64				
FRL	49	48	35	57	50	29	62				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	343
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The Homosassa Elementary data component that showed the lowest performance was Math achievement, with the 2027 (Grade 4) and 2028 (Grade 3) cohorts both performing significantly below the district and state averages**. Further analysis of the math data revealed a steady decline in performance over the past 3 years moving from a statewide ranking of 49% with 72% of students performing proficiently in 2017 to a statewide ranking of 14% with 45% of students performing proficiently in 2019. 50% of students demonstrated learning gains while only 39% of our lowest quartile students demonstrated learning gains. Drilling down even further revealed that only 17% of our SWD are performing proficiently in math with 35% of them demonstrating learning gains (38% BQ).

** (GR4-Math:HOM 30%,-29%District,-34%State/GR3-Math:HOM 36%,-22%District,-26%State)

Although performance in Math is our lowest, performance in ELA is only 2% points stronger at 47% proficient with the 2027 (Grade 4) and 2028 (Grade 3) cohorts both performing significantly below the district and state averages***. Over the past 3 years, the decline in performance has been less drastic than math shifting from a statewide ranking of 49% with 54% proficient in 2017 to a statewide ranking of 31% with 47% of students performing proficiently. In the past year there has been an increase in learning gains 55% (+7), and BQ learning gains 44 (+11). However our SWD subgroup continue to under perform at 12% proficient with 38% demonstrating learning gains (BQ 36%).

*** (GR4-ELA:HOM 35%,-20%District,-23%State/GR3-Math:HOM 41%,-20%District,-17%State)

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

The data component that showed the greatest decline in performance was Math. The same Same Grade Comparison for 3rd grade decreased by 23% from 59% proficient to

36%. A more alarming decline was that of the 2027 cohort with a decrease of 29% points from the 2017-18 to the 2018-19 school year.

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 data component that had the greatest gap when compared to the state was 4th grade math with a difference of 34%. The cluster that the students demonstrated the most difficulty with was fractions with 15% of students performing at 60% or above.

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

The data component that showed the most improvement was the 2026 cohort (5th Grade) in the area of Math. This cohort increased their proficiency level by 20%. Standards based and data driven, differentiated, small group instruction; an increase in participation in after school SuccessMaker session (transportation provided); acceleration provided for higher performing students; and a more consistent provision of intervention are all were factors that aided in this growth.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Our greatest area of concern when analyzing our EWS data is attendance. Over 10 % of our student population was identified in the EWS with attendance being a concern. 31 of our 43 students indicated as attendance concerns have missed more than 20 days of school.

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

1. Math Performance and Learning Gains
2. ELA Performance and Learning Gains
3. Performance and Learning Gains for Students With Disabilities
4. Behavior
5. Attendance

Part III: Planning for Improvement

Areas of Focus:

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

Math was identified as a critical area of focus due to the drastic decrease in student performance. Over the past 3 years, Homosassa has dropped from 72% of students performing at or above the proficient level to 45%. This is significantly below the district and state performance averages. 50% of students demonstrated learning gains while only 39% of our lowest quartile students demonstrated learning gains. Drilling down even further revealed that only 17% of our SWD are performing proficiently in math with 35% of them demonstrating learning gains (38% BQ).

Measureable Outcome: Homosassa will increase student mathematics proficiency levels by a minimum of 10% on the 2020-2021 state assessment.

Person responsible for monitoring outcome:

Alice Harrell (harrella22@citruschools.org)

Evidence-based Strategy:

Daily instruction will be delivered in a structured math blocks which includes designated times for whole group instruction using rigorous, research based Ready MAFS curriculum (minimum 30 minutes daily), and differentiated small group instruction and math interventions to address student deficit areas. Additionally, student will complete a minimum of 40 minutes of math iReady sessions weekly.

Rationale for Evidence-based Strategy:

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

Action Steps to Implement

1. Introduction of Clear Instructional Expectations for Math - Daily instruction will consist of: Minimum 30 Whole Group Instruction using Ready MAFS, Daily Small Group Instruction using iReady Diagnostic result and iReady resource, Students will engage in iReady Math for a minimum of 40 minutes per week.

Person Responsible

Alice Harrell (harrella22@citruschools.org)

2. Professional Development Sessions- iReady overview, and Ready MAFS overview presented by iReady Consultants to provide teachers with the WHY and HOW.

Person Responsible

Alice Harrell (harrella22@citruschools.org)

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

Person Responsible

Alice Harrell (harrella22@citruschools.org)

4. The school and district leadership team members will monitor daily math instruction through the use of formal and informal walk-thru, and observation data. Additionally,

teachers and the leadership team will monitor student performance through analysis of iReady, MAFS and Citrus Assessment Data

Person Responsible Alice Harrell (harrella22@citrusschools.org)

5. Teachers will closely monitor their students' math performance through analysis of MAFS, iReady and Citrus Assessment or ESGI data. They will participate in monthly data chats with the school's administrator(s).

Person Responsible Alice Harrell (harrella22@citrusschools.org)

6. Ongoing Professional Development- Through the analysis of walk-thru observations and data, the leadership team will identify professional development needs. With the use of the school's leadership team and district TOSAs, differentiated professional development sessions will be designed and delivered.

Person Responsible Alice Harrell (harrella22@citrusschools.org)

7. A school-wide intervention block will be implemented and reflected in the school's master schedule. Students will participate in targeted and differentiated instruction. All available staff members will push in to classrooms to offer instructional support.

Person Responsible Alice Harrell (harrella22@citrusschools.org)

#2. Instructional Practice specifically relating to ELA

Based on our data review, increasing student proficiency levels and learning gains in ELA has been identified as a critical area of focus for Homosassa Elementary School.

Area of Focus Description and Rationale:

Over the past 3 years there has been a decline in ELA performance with less than half of Homosassa students are performing proficiently on the 2019 ELA Florida State Assessment with the 2027 (Grade 4) and 2028 (Grade 3) cohorts both performing significantly below the district and state averages. Additionally, our SWD subgroup continue to under perform at 12% proficient with 38% demonstrating learning gains (BQ 36%).
 ***(GR4-ELA:HOM 35%,-20%District,-23%State/GR3-Math:HOM 41%,-20%District,-17%State)

Measureable Outcome:

Homosassa will increase student Language Arts proficiency levels by a minimum of 10% on the 2020 state wide assessment.

Person responsible for monitoring outcome:

Mollie Chandler (chandlerm@citruschools.org)

Evidence-based Strategy:

Daily instruction will be delivered in a structured ELA blocks which includes designated times for whole group instruction using rigorous, research based Ready LAFS curriculum (minimum 30 minutes daily), and differentiated small group instruction and reading interventions to address student deficit areas. Additionally, student will complete a minimum of 40 minutes of iReady Reading sessions weekly

Rationale for Evidence-based Strategy:

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

Action Steps to Implement

1. Introduction of Clear Instructional Expectations for ELA - Daily instruction will consist of: Minimum 30 Whole Group Instruction using Ready LAFS, Daily Small Group Instruction using iReady Diagnostic result and iReady resource, Students will engage in iReady Reading for a minimum of 40 minutes per week.

Person Responsible

Mollie Chandler (chandlerm@citruschools.org)

2. Professional Development Sessions- iReady overview, and Ready LAFS overview presented by iReady Consultants and Instructional Coach to provide teachers with the WHY and HOW.

Person Responsible

Mollie Chandler (chandlerm@citruschools.org)

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

Person Responsible Mollie Chandler (chandlern@citrusschools.org)

4. The school and district leadership team members will monitor daily ELA instruction through the use of formal and informal walk-thru, and observation data. Additionally, teachers and the leadership team will monitor student performance through analysis of iReady, LAFS and Citrus Assessment Data or ESGI.

Person Responsible Mollie Chandler (chandlern@citrusschools.org)

5. Teachers will closely monitor their students' ELA performance through analysis of LAFS, iReady and Citrus Assessment or ESGI data. They will participate in monthly data chats with the school's administrator(s).

Person Responsible Mollie Chandler (chandlern@citrusschools.org)

6. Ongoing Professional Development- Through the analysis of walk-thru observations and data, the leadership team will identify professional development needs. With the use of the school's Instructional Coach and district TOSA differentiated professional development sessions will be designed and delivered.

Person Responsible Mollie Chandler (chandlern@citrusschools.org)

7. A school-wide intervention block will be implemented and reflected in the school's master schedule. Students will participate in targeted and differentiated instruction. All available staff members will push in to classrooms to offer instructional support.

Person Responsible Mollie Chandler (chandlern@citrusschools.org)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus	Based on our data review, increasing student proficiency levels and learning gains of Students With Disabilities has been identified as a critical area of focus for Homosassa Elementary School.
Description and Rationale:	Homosassa's Students With Disabilities (SWD) population have been under performing. During the 2019 Florida State Assessment, 17% of our SWD performed proficiently in math with 35% of them demonstrating learning gains. In the area of ELA 12% of SWD performed proficiently with 38% demonstrating learning gains.
Measureable Outcome:	Proficiency performance levels for SWD subgroup will increase by a minimum of 10% points on 2020, FSA ELA and FSA Math.
Person responsible for monitoring outcome:	Alice Harrell (harrella22@citruschools.org)
Evidence-based Strategy:	Homosassa Elementary will increase the amount of time SWD spend with non disabled peers by expanding inclusive practice in all grades, Pre-K through fifth. For all students in which the placement is deemed appropriate, specially designed, differentiated instruction will be provided in the students least restrictive environment.
Rationale for Evidence-based Strategy:	Research, including that from the Florida Inclusion Network and the BPIE Guidelines indicate that increased inclusion correlates with an increase in student performance.

Action Steps to Implement

1. Provide selected Co-Teaching Teams with the district Co-Teacher Professional Development to help each partner clearly understand their roles and responsibilities.

Person Responsible Paula Carty (cartyp@citruschools.org)

2. Ensure Co-Teaching Teams have adequate planning time and instructional materials.

Person Responsible Paula Carty (cartyp@citruschools.org)

3. Leadership Team Members will frequently monitor inclusion instructional practices to identify strength/success and areas of concerns that need to be addressed.

Person Responsible Paula Carty (cartyp@citruschools.org)

4. ESE Co-Teaching Teams will participate in monthly data chats with school administration to analyze and discuss SWD performance and growth.

Person Responsible Paula Carty (cartyp@citruschools.org)

5. Ongoing Professional Development- Through the analysis of walk-thru observations and data, the leadership team will identify professional development needs. With the use of the school's Instructional Coach and district TOSA differentiated professional development sessions will be designed and delivered.

Person Responsible Paula Carty (cartyp@citruschools.org)

7. A school-wide intervention block will be implemented and reflected in the school's master schedule. Students will participate in targeted and differentiated instruction. All available staff members will push in to classrooms to offer instructional support.

Person Responsible Paula Carty (cartyp@citruschools.org)

#4. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: Based on our data review, behavior and discipline has been identified as an area of focus for Homosassa Elementary School.
Homosassa has seen in increase in undesired, inappropriate behavior.

Measureable Outcome: Students without a major discipline referral will increase to 90%.

Person responsible for monitoring outcome: Mollie Chandler (chandlerm@citruschools.org)

Evidence-based Strategy: Homosassa Elementary will continue implementation of school-wide Positive Behavior Intervention Support. School wide expectations will be taught, practice, and celebrated pervasively. All students will participate in Sanford Harmony social emotional learning lessons and strategies to build positive classroom climate and culture. A consistent discipline system will be implemented to decrease unwanted behaviors.

Rationale for Evidence-based Strategy: Evidence indicates that schools that effectively implement Positive Behavior Intervention Systems with clearly defined expectations and supports have a decrease in negative behaviors and referrals. With the use of Sanford Harmony, building classroom communities and positive relationships, along with a systematic and well defined behavior plan, negative behaviors and interactions will decrease and the number of students without a discipline referral will increase.

Action Steps to Implement

1. Teachers will implement weekly Sanford Harmony lessons to teach social skills. Professional Development will be provided.

Person Responsible Mollie Chandler (chandlerm@citruschools.org)

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

Person Responsible Mollie Chandler (chandlerm@citruschools.org)

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

Person Responsible Mollie Chandler (chandlerm@citruschools.org)

4. Homosassa will implement a clearly defined and consistent behavior plan. Major and minor infractions will be communicated to students and staff along with consequences and rewards.

Person Responsible Mollie Chandler (chandlerm@citruschools.org)

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

Person Responsible Mollie Chandler (chandlerm@citruschools.org)

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

Person Responsible Mollie Chandler (chandlerm@citruschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Homosassa elementary uses the Sanford Harmony social emotional curriculum to teach social skills and building relationships. Because Homosassa Elementary is a small school, staff members are able to build positive, personal relationships with our students. This year, we are taking the relationships a step further through the implementation the of FIN Buddy (check in check out program). Together, our PBIS initiative, Sanford Harmony curriculum implementation, and FIN Buddy program, will work to build a strong school community that fosters respect and positivity.

In order to communicate with families and stakeholders, Homosassa Elementary uses weekly classroom newsletters, monthly school-wide newsletters, regular callouts, planners, emails, phone calls, and conferences. This year, parent involvement activities will be held virtually (due to COVID-19) along with other events to boost community and family partnerships.

This year, due to the uncertainties of COVID-19, we are going to include a health and hygiene awareness campaign. We plan to post signs throughout the school reminding students to maintain safe distance, wash hands frequently, cover coughs, and other healthy tips. These healthy behaviors will be highlighted on the morning show daily and in conversations with students in classrooms, on the bus ramp, in the cafeteria, and hallways. Reminders of healthy strategies will be posted on our social media pages, parent newsletters, and classroom newsletters.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.