

Liberty County School District

Hosford Elementary Junior High School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	19
Positive Culture & Environment	23
Budget to Support Goals	24

Hosford Elementary Junior High School

16864 NE SR 65, Hosford, FL 32334

hosfordschool.com

Demographics

Principal: Stephanie Davis

Start Date for this Principal: 6/14/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
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)	<i>[Data Not Available]</i>
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: B (58%) 2017-18: C (52%) 2016-17: C (52%) 2015-16: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]
* 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 Liberty 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.

To develop in every student a sense of PRIDE.
 Performance through preparation
 Respect
 Integrity
 Determination
 Excellence through effort

Provide the school's vision statement.

Embracing the Past, Empowering the Future.

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
Davis, Stephanie	Principal	
White, Jason	Assistant Principal	
Black, Beckie	Guidance Counselor	
Fowler, Mandie	Guidance Counselor	
Evans, Jennifer	Teacher, K-12	
O'Bryan, Lisa	Teacher, K-12	
Peddie, Jessica	Teacher, K-12	
Phinney, Kayla	Teacher, ESE	
Waldorff, Ashlie	Teacher, K-12	
Vickers, Cassie	Teacher, K-12	

Demographic Information

Principal start date

Monday 6/14/2021, Stephanie Davis

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.*

1

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.*

6

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

367

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	43	30	40	40	32	40	42	44	56	0	0	0	0	367
Attendance below 90 percent	3	11	16	13	13	14	12	19	29	0	0	0	0	130
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	0	1	2	2	0	0	0	1	0	0	0	0	6
Course failure in Math	0	0	0	0	1	2	5	0	1	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	3	8	5	9	0	0	0	0	28
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	10	11	16	8	5	0	0	0	0	50
Number of students with a substantial reading deficiency	0	0	0	0	3	3	8	5	9	0	0	0	0	28

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	3	1	0	2	2	5	9	4	8	0	0	0	0	34

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	9	1	2	4	1	1	1	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	1	1	1	1	0	2	0	0	0	0	6

Date this data was collected or last updated

Saturday 8/14/2021

2020-21 - 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	37	37	32	31	37	39	42	48	30	0	0	0	0	333
Attendance below 90 percent	4	14	5	6	8	2	1	11	5	0	0	0	0	56
One or more suspensions	0	0	0	0	1	1	0	2	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	1	1	0	3	0	0	0	0	0	5
Course failure in Math	0	0	0	0	0	2	0	3	1	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	6	4	17	6	0	0	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	10	5	14	6	0	0	0	0	35

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	3	0	0	0	2	0	1	8	2	0	0	0	0	16

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	5	2	1	5	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	1	1	0	2	1	0	0	0	0	6

2020-21 - 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	37	37	32	31	37	39	42	48	30	0	0	0	0	333
Attendance below 90 percent	4	14	5	6	8	2	1	11	5	0	0	0	0	56
One or more suspensions	0	0	0	0	1	1	0	2	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	1	1	0	3	0	0	0	0	0	5
Course failure in Math	0	0	0	0	0	2	0	3	1	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	6	4	17	6	0	0	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	10	5	14	6	0	0	0	0	35

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	3	0	0	0	2	0	1	8	2	0	0	0	0	16

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	5	2	1	5	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	1	1	0	2	1	0	0	0	0	6

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	57%			60%	62%	61%	56%	56%	60%
ELA Learning Gains	58%			58%	58%	59%	49%	54%	57%
ELA Lowest 25th Percentile	42%			49%	51%	54%	38%	47%	52%
Math Achievement	59%			58%	57%	62%	52%	54%	61%
Math Learning Gains	71%			59%	54%	59%	40%	49%	58%
Math Lowest 25th Percentile	50%			48%	43%	52%	28%	43%	52%
Science Achievement	48%			46%	51%	56%	54%	52%	57%
Social Studies Achievement	74%			72%	75%	78%	82%	81%	77%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	71%	66%	5%	58%	13%
Cohort Comparison						
04	2021					
	2019	77%	64%	13%	58%	19%
Cohort Comparison						
05	2021					
	2019	40%	51%	-11%	56%	-16%
Cohort Comparison						
06	2021					
	2019	58%	52%	6%	54%	4%
Cohort Comparison						
		-40%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	53%	57%	-4%	52%	1%
Cohort Comparison		-58%				
08	2021					
	2019	67%	68%	-1%	56%	11%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	55%	65%	-10%	62%	-7%
Cohort Comparison						
04	2021					
	2019	55%	48%	7%	64%	-9%
Cohort Comparison		-55%				
05	2021					
	2019	42%	39%	3%	60%	-18%
Cohort Comparison		-55%				
06	2021					
	2019	64%	60%	4%	55%	9%
Cohort Comparison		-42%				
07	2021					
	2019	78%	65%	13%	54%	24%
Cohort Comparison		-64%				
08	2021					
	2019	0%	11%	-11%	46%	-46%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	40%	45%	-5%	53%	-13%
Cohort Comparison						
08	2021					
	2019	52%	56%	-4%	48%	4%
Cohort Comparison		-40%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	73%	74%	-1%	71%	2%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	62%	2%	61%	3%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

- STAR Reading and Math
- iReady Math
- Performance Matters Science

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65	57	78
	Economically Disadvantaged	65	57	78
	Students With Disabilities	11	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	59	83	89
	Economically Disadvantaged	59	83	89
	Students With Disabilities	0	0	10
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	45	67
	Economically Disadvantaged	42	45	67
	Students With Disabilities	10	43	30
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55	72	81
	Economically Disadvantaged	55	72	81
	Students With Disabilities	0	10	20
	English Language Learners	0	0	0
	Grade 4			
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52	58	85
	Economically Disadvantaged	52	58	85
	Students With Disabilities	0	14	20
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57	80	n/a
	Economically Disadvantaged	57	80	n/a
	Students With Disabilities	20	14	14
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	71	65	71
	Economically Disadvantaged	71	65	71
	Students With Disabilities	75	40	50
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	56	72	80
	Economically Disadvantaged	56	72	80
	Students With Disabilities	25	50	75
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	32
	Economically Disadvantaged	0	0	32
	Students With Disabilities	0	0	50
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52	48	45
	Economically Disadvantaged	52	48	45
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55	80	59
	Economically Disadvantaged	55	80	59
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67	68	56
	Economically Disadvantaged	67	68	56
	Students With Disabilities	0	17	14
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	69	57	70
	Economically Disadvantaged	69	57	70
	Students With Disabilities	0	0	29
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		75	70	61
	Economically Disadvantaged		75	70	61
	Students With Disabilities		0	25	25
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		85	85	84
	Economically Disadvantaged		85	85	84
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		0	39	58
	Economically Disadvantaged		0	39	58
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	33	33	25	43	67	58					
WHT	57	55	37	61	70	47	48	74	90		
FRL	45	46	29	46	67	50	33	50			
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	37	58	50	33	57	60	21				
WHT	61	60	49	62	61	46	48	73	78		
FRL	55	56	46	54	60	50	41	69	77		

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 2016-17	C & C Accel 2016-17
SWD	26	37	22	23	19	16	20				
WHT	56	48	35	52	40	29	52	80	68		
FRL	43	43	38	41	38	36	27	75			

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	549
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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	
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	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Current 6th grade below the state average in ELA
Current 4th/5th/6th grades are significantly below state average in Math
Three of the past years disruption to learning environment (hurricane Michael and pandemic)
29% of SWDs showed proficiency in ELA
41% of SWDs showed proficiency in math

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Summative assessments, progress monitoring data indicate that grade 4th for ELA and 4th/5th/6th for math demonstrate the greatest needs for improvement.

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

Contributing Factors:

Consecutive years of disruption to the learning environment (Hurricane Michael and pandemic)
Attendance impacted by quarantines of students and teachers
Lack of student accountability by teacher
Lack of consistent intensive intervention for struggling students
Progress monitoring data not utilized to inform instruction

Actions for Improvement:

Increase communication with quarantined and chronically absent students
All 4th grade students have the same teacher for math
High impact teacher assigned to 5th grade lowest quartile for math
Targeted support for 4th grade from PAEC
Target attendance
Conference with teachers
Targeted teacher observations to document accountability for students
Schedule review of intervention data to ensure students are responding to intervention
Data chat with teachers to ensure progress monitoring data is used to inform instruction

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

7th grade had an increase in ELA proficiency
6th and 7th grades had an increase in math proficiency

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

The ELA teacher looped with this group of students for two consecutive years
High performing teacher who used data to inform instruction in math
New teacher was provided consistent support from high performing teacher in math

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

Communicate with students who are quarantined to make sure they are engaged and return to school as soon as possible
Regional reading support for targeted classrooms
Use progress monitoring data to identify students needing intensive interventions
More frequent progress monitoring for students receiving tier 2 and tier 3 interventions and be

responsive to interventions/change strategies as needed
Encourage participation in the 21st CCLC after-school program for additional instruction/support
Master schedule provides time for additional interventions for targeted students and acceleration for students at or above proficiency

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Curriculum alignment with continued focus on pacing guides
Professional development for ELA and math BEST standards provided by LSI
New core Wonders ELA curriculum
Small group instruction professional development provided by regional reading specialist
Targeted support for interpreting progress monitoring data to drive instruction
Lead teachers participated in math BEST standards provided by DOE
Rural CONNECT project
Professional development provided by Julie Weatherly - focus on being responsive to the needs
SWDs

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

Monthly literacy meetings
Data chats at district, school, teacher, student levels
Progress monitoring
Professional development

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: Current 4th grade scored 42% proficiency on state assessment. Current 5th and 6th grades are at state average. Increasing the percentage of students making learning gains helps close achievement gaps.

Measureable Outcome: 4th - 6th grade students will increase proficiency on the ELA state assessment by 10%.

Monitoring: Classroom observations
 Data chats 3 times per year
 Strategic coaching of targeted teachers to improve practice
 Monitor implementation of scope and sequence.

Person responsible for monitoring outcome: Stephanie Davis (stephanie.davis@lcsb.org)

Evidence-based Strategy: ELA teachers will participate in curriculum alignment with on-going support. Targeted small group instruction with experienced teachers in both ELA and intensive reading classes will occur. Teachers will implement and monitor evidence based instruction (i.e. iReady, STAR, Ready Toolkit, etc). Classroom teachers will collaborate/coordinate services with support staff. Implement core curriculum with fidelity.

Rationale for Evidence-based Strategy: Curriculum and technology programs implemented with fidelity have been shown to correlate directly with improved standardized test performance. Consistent implementation and on-going progress monitoring are key for closing achievement gaps.

Action Steps to Implement

1. Identify struggling students
2. Group targeted students and place in small groups/intensive classes
3. Collect intervention materials
4. Teach and progress monitor
5. Reevaluate, reteach, and revise strategies
6. Coaching of targeted instructional staff.

Person Responsible Stephanie Davis (stephanie.davis@lcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Current 4th and 5th grades scored significantly below proficiency on state assessment.
Description and Rationale: Current 6th grade is at state average. Increasing the percentage of students making learning gains helps close achievement gaps.

Measureable Outcome: 4th - 6th grade students will increase proficiency on FSA math by 10%.

Monitoring: Classroom observations
 Data chats three times per year
 Targeted support by PAEC math consultant
 Coaching and mentoring of math instructional staff

Person responsible for monitoring outcome: Stephanie Davis (stephanie.davis@lcsb.org)

Evidence-based Strategy: Targeted small group instruction with experienced teachers will be occurring. Teachers will implement and monitor evidence based instruction (i.e. iReady, STAR, Ready Toolkit, etc). These programs have been shown to correlate with standardized test performance. Classroom teachers will collaborate/coordinate services with support staff like instructional coach and inclusion teachers.

Rationale for Evidence-based Strategy: Curriculum and technology programs implemented with fidelity have been shown to correlate directly with improved standardized test performance. Consistent implementation and on-going progress monitoring are key for closing achievement gaps.

Action Steps to Implement

1. Identify struggling students
2. Group targeted students and place in small groups/intensive classes
3. Collect interventional materials
4. Teach and progress monitor
5. Reevaluate, reteach, and revise strategies
6. Coaching and support for targeted teachers

Person Responsible Stephanie Davis (stephanie.davis@lcsb.org)

#3. Other specifically relating to School Wide Attendance

Area of Focus Description and Rationale: School attendance is imperative for all students. Students must be in school to get the best education. 13% of current students were absent 35% or more of the 2020-2021 school year.

Measureable Outcome: 80% of students will attend at least 90% of the school year.

Monitoring: Student attendance will be reviewed daily utilizing FOCUS daily attendance. Attempts to contact parents of absent students will be made daily. Students who are sick will be encouraged to use on-site PanCare. If excessive absences occur, a parent conference will be held.

Person responsible for monitoring outcome: Stephanie Davis (stephanie.davis@lcsb.org)

Evidence-based Strategy: Monthly rewards for attendance, truancy court will be enforced for single class attendance-not just by the day, letters will be sent when a student has 3 unexcused absences in 30 days and 10 unexcused absences in 90 days, conference with parents when students has 4 unexcused absences in 30 days and 12 unexcused absences in 90 days. Parent Square communication promoting attendance and the correlation to student achievement.

Rationale for Evidence-based Strategy: Research shows a correlation between attendance and student achievement.

Action Steps to Implement

1. Review student attendance daily
2. Contact parents of absent students
3. Encourage families to use on-site PanCare
4. Hold Child Study Team meetings for chronically absent students
5. Refer to truancy court if absences continue
6. implement incentive program to encourage attendance
7. Messaging campaign through ParentSquare

Person Responsible Jason White (jason.white@lcsb.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

No SESIR data was reported for the school year.

Concerns:

Primary concern is students with multiple referrals which accounts for 0.02% of total enrollment (8 students).

Secondary concern is lack of early interventions for the targeted group.

Monitoring School Culture:

Review behavioral data monthly to identify students with multiple referrals.

Make timely interventions and measure progress

Daily check in with identified students

Implement positive behavior strategies

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.

A positive school culture and environment is built through open communication between stakeholders. Teachers and staff regularly communicate with families, volunteers, community and board members through newsletters, Parent Square, social media announcements, local newspaper, etc. Stakeholders are encouraged to participate in school activities and are asked to provide feedback in order to increase student achievement and stakeholder involvement.

A positive behavior plan and school-wide expectations have also been established to create a more positive culture and environment. PAWS-itive expectations are posted throughout the school and are taught and modeled during the year. Students are recognized by earning PAWS for their positive behavior. Once they earn ten PAWS, they earn a small reward.

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

Students: follow school-wide expectations

Teachers/Staff: implement PBS plan and ensure students follow school-wide expectations; participate in

problem solving team meetings

Parents: Hold students accountable for following school-wide expectations; participate in problem solving team meetings

Volunteers/Community: provide resources and support for school activities

Board Members: approve policy, ie Code of Conduct, Student Handbook; provide resources and support for school activities

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$88,431.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0041 - Hosford Elem. Jr. High School	General Fund	1.0	\$45,000.00
<i>Notes: Salary for reading interventionist to support Tier 2 and Tier 3 instruction.</i>						
	5100	210-Retirement	0041 - Hosford Elem. Jr. High School	General Fund		\$4,464.00
<i>Notes: Retirement</i>						
	5100	220-Social Security	0041 - Hosford Elem. Jr. High School	General Fund		\$2,767.00
<i>Notes: Social security</i>						
	5100	360-Rentals	0041 - Hosford Elem. Jr. High School	Title, I Part A		\$25,000.00
<i>Notes: Technology rentals to support reading instruction.</i>						
	6400	310-Professional and Technical Services	0041 - Hosford Elem. Jr. High School	Title II		\$3,000.00
<i>Notes: Contract services, LSI to provide professional development for the implementation of B.E.S.T. standards.</i>						
	6400	120-Classroom Teachers	0041 - Hosford Elem. Jr. High School	Title II		\$4,000.00
<i>Notes: Stipends for teachers to participate in ELA curriculum alignment and professional development.</i>						
	5100	120-Classroom Teachers	0041 - Hosford Elem. Jr. High School	Title II		\$1,000.00
<i>Notes: Mentor teacher to support new teacher.</i>						
	5100	360-Rentals	0041 - Hosford Elem. Jr. High School	Title V, Part B		\$3,200.00
<i>Notes: Instructional software, Write Score to support ELA instruction.</i>						
2	III.A.	Areas of Focus: Instructional Practice: Math				\$48,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0041 - Hosford Elem. Jr. High School	Title V, Part B		\$5,000.00
<i>Notes: Salary instructional coach to support teachers.</i>						
	5100	120-Classroom Teachers	0041 - Hosford Elem. Jr. High School	Other Federal	1.0	\$35,000.00

			<i>Notes: Teacher salary to support reading and math instruction.</i>			
5100	210-Retirement	0041 - Hosford Elem. Jr. High School	Other Federal			\$3,500.00
			<i>Notes: Retirement</i>			
5100	220-Social Security	0041 - Hosford Elem. Jr. High School	Other Federal			\$2,600.00
			<i>Notes: Social Security</i>			
5100	230-Group Insurance	0041 - Hosford Elem. Jr. High School				\$2,000.00
			<i>Notes: Insurance</i>			
3	III.A.	Areas of Focus: Other: School Wide Attendance				\$8,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
5100	120-Classroom Teachers	0041 - Hosford Elem. Jr. High School		Title IV		\$4,000.00
			<i>Notes: Salaries for leadership teams to develop plans for school improvement to include attendance strategies.</i>			
5100	160-Other Support Personnel	0041 - Hosford Elem. Jr. High School	Other Federal			\$4,000.00
			<i>Notes: Salary for personnel to find students not in attendance.</i>			
5100	210-Retirement	0041 - Hosford Elem. Jr. High School	Other Federal			\$400.00
5100	220-Social Security	0041 - Hosford Elem. Jr. High School	Other Federal			\$300.00
					Total:	\$145,231.00