

Hernando County School District

Spring Hill Elementary School



2015-16 School Improvement Plan

Spring Hill Elementary School

6001 MARINER BLVD, Spring Hill, FL 34609

www.edline.net/pages/hcsb_shes

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	78%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	43%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Hernando County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Spring Hill Elementary School's mission is to provide a quality education in a safe and orderly environment which will foster student's physical, social, emotional and academic growth. Parents, educators, community and business members must work collaboratively and consistently to promote student success.

Provide the school's vision statement

Participation
Attitude
Willingness =
Success

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Spring Hill Elementary learns about students' cultures and builds relationships between teachers, staff, students and parents through such activities as open house, Title 1 annual meeting, class room nights, parent-teacher conferences, family center training and check out, student and parent surveys, data chats, ESOL family night, PTSSO meetings and school events, SAC meetings, and community/business events, i.e. staff serving at local restaurants, attending booths at community FAIR and outreach programs, participating in Relay for Life, etc.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The environment and learning culture at SHES is framed by the Positive Behavior Support System (PBS). S.H.E.S. surveys staff, students, and parents annually regarding climate. Our PBS plan includes on going character education lessons taught at the class level/grade level, assemblies, reward activities focused on behaviors which follow the school-wide expectations and class room rules. Within the plan detailed anti-bullying lessons are presented throughout the year. Teachers are provided professional development covering developing a positive rapport with students, bullying procedures, and classroom management techniques. The teacher and staff duty schedule provides ample supervision and support before, during, and after school. A safety identification number system is in place for dismissal and accountability purposes. Parents as well as community and business partners are required to sign in and out with a driver's license when visiting campus and only one entry/exit is unlocked during school hours. Only respected programs (Y.M.C.A. or Boys and Girls Club) with employee background checks are accepted as on campus to provide after school care.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The PBS behavior system at SHES is focused on positive, productive behavior leading to an effective learning environment. The PBS team has developed a set of school-wide expectations developed

around research based Whole Brain Teaching Strategies. From those a set of consistent school-wide rules and expectations are established. All expectations, rules and consequences are posted in classes and in common areas so students are aware and have the opportunity to be recognized for abiding by the set expectations. This behavioral system's procedures and protocol will be evaluated on an on-going basis and adjustments will be made accordingly. School-wide Whole Brain/ PBS Training will be provided to all faculty and staff on a continual basis.

A "Super Improver" wall will be developed to spotlight students and staff that exhibit exemplary instruction and/ or behavior throughout the school. Individualized training is provided to all teachers, when needed, to ensure consistency - this includes an explanation of the defined list of minor vs major offences, steps from initial incident through office discipline referral, and a list of the support provided at each level of offense. The Hernando County Code of Conduct is followed when a student receives a discipline referral- all teachers have this handbook. Student and staff rewards are provided in the form of positive praises, awards, assemblies, choice activities, etc. and are gained by collecting "Super Improver" stars.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

At Spring Hill Elementary we strive to meet the social and emotional needs of our students by providing counseling support in classroom, small group and individual settings. Additionally, our counselors offer referrals and information on various outside support agencies as needed. Teachers and staff across campus serve as student mentors. ESE teachers will provide support services to students identified, through the IEP, as at risk or in need. As a proactive approach, the ISS para-professional will begin to implement a research based program called "Access", which develops positive character traits and leadership skills.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/179867>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Spring Hill Elementary utilizes several strategies to build and sustain partnerships with the local community. These relationships include: Winn Dixie, Papa Johns, Chick-fil-A, etc. The YMCA, Kawanis Club and other community service organizations assist in various projects.

The SBLT plans to begin meeting with Title I, PTSO and SAC on a monthly basis to develop an action plan focused on partnering with additional community stakeholders. A "Town Hall" style meeting will be held to discuss the operational and academic needs of SHES and how those business and community partners can assist in this process.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Tormey, Kristen	Assistant Principal
Murrman, Millie	Instructional Coach
Frazier, Tracy	Teacher, K-12
Ledford, Leigh Ann	Instructional Coach
Visceglie, Stacey	Instructional Coach
Sowards, Nicole	Instructional Coach
Woop, Maria	Teacher, K-12
Maine, Michael	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Administrators will be responsible for chairing all SBLT meetings and Data Chats, and will sit in on IPS (Individual Problem Solving) Team Meetings when available. Administrators will oversee, in

conjunction with the IP Coaches, the scheduling of appropriate professional development for teachers based on needs

identified walk-through and student performance data. All coaches will conduct walkthroughs, model lessons, and/or co-teach lessons in classrooms as needed. Coaches will submit a log weekly to administration, and PD needs and data concerns will be reviewed weekly at SBLT's with administration. The school administration

and IP Coaches will ensure that goals specific to curriculum areas are implemented with fidelity through walk-throughs and weekly monitoring of data.

Administrators responsibilities include providing a common vision that leads and guides the team's decision making and procedure development. She supports and emphasizes the use of data based decisions, ensures the school based team is implementing MTSS and that all school members are employing intervention support and documentation based on grade level PS/RtI team decisions, and communicates with all school stakeholders relevant MTSS plans and SIP activities.

Title 1 school improvement facilitator responsibilities include supporting the principal's vision that leads and guides the team's decision making and procedure development. She supports and emphasizes the use of data based decisions, ensures the school based team is implementing MTSS and that Title I regulations are adhered to, provides professional development to staff when appropriate, and communicates with all school stakeholders relevant school plans and activities; having a special role to relay information from district Title I meetings to the school based MTSS team.

The assessment teacher's responsibilities include gathering and dis-aggregating school assessment data; identify and analyze problem areas within the data; train staff on chief programs and processes related to subject area, assessment data, and current technology; work with district personnel to develop researched based intervention strategies; organize, support and monitor assessments and screenings being given at grade level or school-wide. She actively participates in data driven grade level and school level MTSS meetings to help determine Tier 1 and Tier 2 interventions. She will be involved in evaluating progress toward SIP goals and strategy implementation in support of the Principal's vision for professional development and assessment.

Instructional practice coach responsibilities include

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Spring Hill Elementary School's Leadership Team will focus on solving problems identified with our student performance data; using current data the team will identify school-wide, grade level, and subgroup problem areas and apply problem solving techniques to design appropriate researched based interventions and strategies aimed at improving these problem areas. The team will meet bi-monthly to discuss current assessment data such as FCAT-Science, FAIR-FS, i-Ready, SAM, SuccessMaker, STAR-Reading, Project Read, Waterford, progress monitoring data, attendance reports, discipline data, etc. We will analyze school-wide level, grade level, individual teacher and then subgroup data. Based on this information the team will develop interventions for the problem areas, identify professional development needs, then communicate with and train the staff. Members of the team will meet on an as need basis with grade level MTSS teams to assist in data analysis, problem solving, and focus lesson development; persistent problems will be brought back to the group's bi-monthly meetings for further investigation. Progress toward SIP goals and feedback regarding implementation will be shared at team data chats and through school-wide communications. Support for MTSS is provided through scheduling time to present teachers with quality training/modeling, time to carry out MTSS data based problem solving process at the school level as well as grade level, providing research based materials, funding from multiple sources (Title programs, technology, principal's account, grants, etc.), and guidance, direction, and accountability

from the leadership team and administration. Administration and the leadership team look to the district to grant additional support and guidance when required.

Individual student data, both Academic and Behavioral, is the basis for determining the development and implementation of the School Improvement Plan (SIP) and the MTSS process. SIP development team teachers survey the staff, analyze student performance, discipline, and attendance data, and then develop our goals, barriers, strategies and evaluation processes and tools aimed at improving student performance at SHES. Bimonthly the SBLT team meets to examine new student performance data. The MTSS problem solving process is applied to the new data; data is analyzed, problem areas identified, interventions developed, and tracking methods established, then training and interventions are applied which are all designed to meet our SIP goals. The SBLT re-evaluates these strategies as they review the next set of performance data and modifications are made when data indicates a need to refine our practices. Resources, allocation of staff and supports, as well as funding considerations are determined. The SBLT team determines school- based, grade level, and subject level needs. In addition, the team ensures students are receiving appropriate Tier 1, 2 & 3 services/interventions with fidelity as well as placement along the continuum of services in the best interest of each student. The team further evaluates the professional development needs of the staff and appropriate tools for the overall implementation of the SIP and MTSS. Appropriate adjustments are made to the SIP document as reflected by student and staff needs on an ongoing basis.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tracy Frazier	Teacher
Michael Maine	Principal
Leigh Ann Ledford	Teacher
Stacey Visceglie	Teacher
Nicole Sowards	Teacher
Mildred Murrman	Teacher
Maria Woop	Teacher
Kristen Tormey	Principal
Maria Hall	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During the 2013-14 school year the SAC committee first participated in a survey offering input related to needed goals, barriers and strategies. They then met to review and approve the final copy of the staff developed school improvement plan. Throughout the school year the principal presented student performance data, academic strategies, and related these measurements and efforts to the goals on the school improvement plan. Further, the SAC assigned a sub-committee to develop the school's PIP and they presented the final plan to the SAC for final approval.

Development of this school improvement plan

All SAC members were given a survey sheet, provided by the HCSB Council of Counsels, for input regarding each curricular area, attendance and tardy, and discipline sections. Surveys will be

reviewed upon completion and acceptable input will be added to the SIP. Final Draft of the SIP will be presented to SAC at the September meeting for additional input and student performance data will be shared following each progress monitoring administration period.

Preparation of the school's annual budget and plan

Large purchases outside of regular supplies will be brought to SAC for input on a case by case basis; items such as computer programs, technological learning devices, or additional personnel.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC has traditionally purchased student planners for all students in grades Pre-K to 5th to facilitate positive home-school communication as well as snacks for grades 3-5 during FCAT testing. Additional funds are at the discretion of the SAC members and are most often allocated to teachers for class room projects.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Spring Hill Elementary will work to recruit parents in the appropriate ratios using open house table, flyers home, Global Connect messages, the family center, and we will offer flexible participation formats (surveys, phone input, etc.).

Literacy Leadership Team (LLT)

Membership:

Name	Title
Maine, Michael	Principal
Pazanese, Marilyn	Other
Woop, Maria	Other
Charlton, Karen	Teacher, K-12
Dollak, Denise	Teacher, K-12
Timberlake, Susan	Instructional Media
Gompers, Jen	Teacher, K-12
Sykes, Paula	Teacher, K-12
Ledford, Leigh Ann	Instructional Coach
Murrman, Millie	Instructional Coach
Visceglie, Stacey	Instructional Coach
Sowards, Nicole	Instructional Coach
Tormey, Kristen	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The SHES Literacy Leadership Team (LLT) meets monthly to discuss best practices, review data, and determine literacy strategies in order to provide focus and direction to the school in regards to reading and learning. The LLT will also make recommendations for professional development, as well as PLC topics, as they relate to learning strategies. The LLT will make recommendations to the school administration regarding student motivational activities and rewards as they relate to reading, as well as being responsible for the organization and implementation of all such approved reading activities. The LLT reviews the latest data and research strategies, reviews published articles, and performs book studies on current books as they relate to reading to determine implementation at the school level to positively affect reading and reading comprehension at SHES. The reading resource teacher and assessment teacher facilitate the Literacy Leadership Team meetings.

The major initiatives at Spring Hill Elementary School this year will be the infusion of new reading strategies and instructional practices aligned and required by the implementation of Florida State Standards and the newly adopted Pearson Reading Street curriculum for all grade levels.

Professional Development Model at

SHES incorporates a weekly cycle of grade level rotations- two grades are trained per week- during which new strategies and instructional techniques will be modeled and taught to teachers on SHES campus so they can then increase their usage and comfort with those strategies in the classroom. Additionally, the district reading coach will provide professional development covering a variety of reading topics as related to implementing standards and the new series. Implementation and utilization of these strategies will be noted by administration during reading walkthroughs and fidelity checks. The LLT will discuss and share instructional approaches and how to increase student rigor in reading tasks in all core subjects for all levels of student learners. Members of the team will read and discuss

and focus on integrating deeper conceptual understanding of the learning strategies presented across grade levels. Team members will share best practices with the school as a whole and integrate new strategies into daily instruction.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Spring Hill Elementary School will encourage a positive working relationship between teachers by providing a collaborative environment encouraging vertical grade level articulation through facilitated PLCs. Staff will utilize student achievement data to align Florida Standards along with discussing ways in which teachers can improve best practices and interventions to support struggling students. Our Positive Behavior Support and Whole Brain Teaching Strategies will provide the framework for this positive working and learning environment by providing consistency and clear expectations school-wide. The School Based Leadership Team is planning monthly social gatherings to celebrate successes and foster team building, thus lasting relationships. These relationships will assist in developing our school culture and climate. Additionally, the Sunshine Committee will help to facilitate a positive atmosphere on campus.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Spring Hill Elementary School will promote and retain highly qualified teachers through the implementation of a new teacher mentorship program. This program will offer on-going collegial support, coaching conversations and professional growth activities to assist our new hires. Monthly meetings will be established to discuss topics which include: Professional Development, Parent Conferences, Teacher Evaluation Process, Charlotte Danielson Framework, etc. Continuous support will be provided in Whole Brain Teaching Methods, Curriculum Maps, Lucy Calkins Writing Workshop, Engage NY/ Eureka Math

Modules, STEM and formative/ summative assessments in connection with district recommendations. The Lead Mentor will work with aligning mentees with appropriate colleagues to offer continued support.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Spring Hill Elementary School will promote and retain highly qualified teachers through the implementation of a new teacher mentorship program. This program will offer on-going collegial support, coaching conversations and professional growth activities to assist our new hires. Monthly meetings will be established to discuss topics which include: Professional Development, Parent Conferences, Teacher Evaluation Process, Charlotte Danielson Framework, etc. Continuous support will be provided in Whole Brain Teaching Methods, Curriculum Maps, Lucy Calkins Writing Workshop, Engage NY/ Eureka Math Modules, STEM and formative/ summative assessments in connection with district recommendations. The Lead Mentor will work with aligning mentees with appropriate colleagues to offer continued support. Identified teachers will meet with their assigned mentor regularly to ensure they are planning and delivering appropriate curriculum and instructional strategies as provided by our instructional practice coaches.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district supports Florida Standards in ELA and Mathematics through the adoption of Pearson Reading Street and EnVision Math. Interactive Curriculum Maps have been developed and will be implemented school-wide and monitored through instructional planning and administrative walk-throughs. Walk-through data will be collected and discussed through continual data chats and targeted professional development focusing on the areas of need.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Differentiated instruction is provided each day during reading and math instruction. Teachers review and plan differentiated instruction around their students data; FSA, FCAT Science, FAIR-FS, SAM, Successmaker, Waterford, i-Ready and common classroom assessments/observations. Progress Monitoring spreadsheets have been created to track student performance data. Teams will meet regularly to analyze formative and summative assessment data, plan extension and intervention activities and review progress of student interventions.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,800

Highly qualified teachers will provide additional Florida State Standards based instruction to students in order to increase opportunities for them to practice and learn strategies and skills necessary to perform well on Florida's standardized tests and end of course exams.

Strategy Rationale

Struggling students will be provided additional support needed to perform well on rigorous standards base assessments and end of course exams.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Woop, Maria, woop_m@hcsb.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student performance data will be collected by teachers, coaches, and the SBLT Team. The data will then be analyzed and disaggregated by the assessment teacher. Results will be shared with the SBLT team immediately and with teachers school-wide during regularly scheduled data chats.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Every year, SHES hosts a Kindergarten Round-Up event that offers parents best practices, tips, and insight as to ways they can support the effective transitions from Pre-K to K. In addition, our school implements a screening program to identify student readiness and allows teachers to instruct at appropriate levels. All incoming Kindergarten students will be assessed with the Florida Kindergarten Readiness Screener (FLKRS) to determine reading strengths and weaknesses. Kindergarten students will also take the i-Ready diagnostic assessment during the first assessment window. Based on the results, along with on-going progress monitoring, students will participate in a rigorous and differentiated learning environment.

At the school site we conduct Individualized Educational Plan (IEP) staffings as needed. Our speech, occupational and physical therapist also, provide services to qualifying children prior to their entry to school. We offer similar IEP meetings for exiting 5th graders and coordinate with our feeder middle schools to provide middle school guidance counselor assemblies, on campus middle school tours, course scheduling requirements, support and opportunities, middle school family nights. In addition, SHES offers e-school courses for advanced students.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** GOAL 2: To improve school climate and morale in order to provide a safe and effective learning environment, thereby increasing student achievement and reducing staff turn over.

- G2.** Students will participate in rigorous lessons based on the Florida Standards through the use of research-based teaching strategies (such as cooperative learning, Whole Brain Strategies, CRISS, Kagan, etc.) engaging in interactive hands-on learning opportunities thereby increasing performance.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. GOAL 2: To improve school climate and morale in order to provide a safe and effective learning environment, thereby increasing student achievement and reducing staff turn over. 1a

G073006

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Ongoing professional development for teachers through the use of mentors and academic coaches.

Targeted Barriers to Achieving the Goal 3

- Lack of instructional support for teachers.

Plan to Monitor Progress Toward G1. 8

Walk-through and progress monitoring data.

Person Responsible

Michael Maine

Schedule

Monthly, from 9/21/2015 to 5/31/2016

Evidence of Completion

Administrative walk-throughs and progress monitoring data.

G2. Students will participate in rigorous lessons based on the Florida Standards through the use of research-based teaching strategies (such as cooperative learning, Whole Brain Strategies, CRISS, Kagan, etc.) engaging in interactive hands-on learning opportunities thereby increasing performance. 1a

 G073007

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Achievement	60.0
Math Lowest 25% Gains	50.0
Math Gains	60.0
FCAT 2.0 Science Proficiency	55.0
FSA - English Language Arts - Achievement	75.0
ELA/Reading Lowest 25% Gains	74.0
ELA/Reading Gains	70.0

Resources Available to Support the Goal 2

- Walk-throughs (Administration and IP Coaches)
- IP Coaches model teaching and provide resources
- Team extended planning monthly and common planning daily
- Interactive curriculum maps
- Success Maker/ I-Ready/ Waterford/ progress monitoring reports
- On-line instructional resources

Targeted Barriers to Achieving the Goal 3

- Adjusting to the new delivery of rigorous instruction and transition to standards based instruction and assessment

Plan to Monitor Progress Toward G2. 8

FAIR-FS, SAM, Success Maker, i-Ready and Common Assessment data will be collected and analyzed throughout the year.

Person Responsible

Michael Maine

Schedule

Monthly, from 8/18/2014 to 6/3/2016

Evidence of Completion

SBLT/MTSS meeting minutes and data reports indicating changes in student performance.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. GOAL 2: To improve school climate and morale in order to provide a safe and effective learning environment, thereby increasing student achievement and reducing staff turn over. **1**

 G073006

G1.B1 Lack of instructional support for teachers. **2**

 B190630

G1.B1.S1 To create a systematic and interactive program in which teachers receive and/or select professional development. **4**

 S202095

Strategy Rationale

This will allow teachers to feel supported and empowered to utilize best practices in an environment in which they feel free to take risks.

Action Step 1 **5**

Professional Development

Person Responsible

Michael Maine

Schedule

Monthly, from 9/21/2015 to 5/31/2016

Evidence of Completion

ERO sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

ERO Feedback forms

Person Responsible

Michael Maine

Schedule

Monthly, from 9/21/2015 to 5/31/2016

Evidence of Completion

ERO feedback forms will be completed by staff members.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Progress monitoring data will be analyzed.

Person Responsible

Michael Maine

Schedule

Monthly, from 9/21/2015 to 5/31/2016

Evidence of Completion

Analysis of the walk-through and progress monitoring data.

G2. Students will participate in rigorous lessons based on the Florida Standards through the use of research-based teaching strategies (such as cooperative learning, Whole Brain Strategies, CRISS, Kagan, etc.) engaging in interactive hands-on learning opportunities thereby increasing performance. 1

G073007

G2.B1 Adjusting to the new delivery of rigorous instruction and transition to standards based instruction and assessment 2

B190631

G2.B1.S1 Coaches will provide professional development opportunities focused on the delivery and modeling of rigorous instruction. 4

S202096

Strategy Rationale

If coaches provide targeted professional development then we will see an increase in student engagement and rigorous instructional practices.

Action Step 1 5

Coaches will model rigorous lessons that increase student engagement and provide professional development based on data collected through classroom walk-throughs and common assessments.

Person Responsible

Maria Woop

Schedule

Weekly, from 8/18/2015 to 5/25/2016

Evidence of Completion

Regular classroom walk-through data, teacher sign-in sheets (PD), coaches logs and assessment data

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administrative and IP Coaches walk-through data will be disaggregated to determine fidelity

Person Responsible

Kristen Tormey

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Walk-through and assessment data will be utilized to determine the effectiveness of on-going professional development.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Walk-through and progress monitoring data

Person Responsible

Michael Maine

Schedule

Monthly, from 9/21/2015 to 5/31/2016

Evidence of Completion

Walk-through and progress monitoring data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional Development	Maine, Michael	9/21/2015	ERO sign-in sheets	5/31/2016 monthly
G2.B1.S1.A1	Coaches will model rigorous lessons that increase student engagement and provide professional development based on data collected through classroom walk-throughs and common assessments.	Woop, Maria	8/18/2015	Regular classroom walk-through data, teacher sign-in sheets (PD), coaches logs and assessment data	5/25/2016 weekly
G1.MA1	Walk-through and progress monitoring data.	Maine, Michael	9/21/2015	Administrative walk-throughs and progress monitoring data.	5/31/2016 monthly
G1.B1.S1.MA1	Progress monitoring data will be analyzed.	Maine, Michael	9/21/2015	Analysis of the walk-through and progress monitoring data.	5/31/2016 monthly
G1.B1.S1.MA1	ERO Feedback forms	Maine, Michael	9/21/2015	ERO feedback forms will be completed by staff members.	5/31/2016 monthly
G2.MA1	FAIR-FS, SAM, Success Maker, i-Ready and Common Assessment data will be collected and analyzed throughout the year.	Maine, Michael	8/18/2014	SBLT/MTSS meeting minutes and data reports indicating changes in student performance.	6/3/2016 monthly
G2.B1.S1.MA1	Walk-through and progress monitoring data	Maine, Michael	9/21/2015	Walk-through and progress monitoring data	5/31/2016 monthly
G2.B1.S1.MA1	Administrative and IP Coaches walk-through data will be disaggregated to determine fidelity	Tormey, Kristen	8/24/2015	Walk-through and assessment data will be utilized to determine the effectiveness of on-going professional development.	6/3/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. GOAL 2: To improve school climate and morale in order to provide a safe and effective learning environment, thereby increasing student achievement and reducing staff turn over.

G1.B1 Lack of instructional support for teachers.

G1.B1.S1 To create a systematic and interactive program in which teachers receive and/or select professional development.

PD Opportunity 1

Professional Development

Facilitator

Stacey Visceglie, Nicole Sowards, Mildred Murrman, Leigh Ann Ledford

Participants

staff

Schedule

Monthly, from 9/21/2015 to 5/31/2016

G2. Students will participate in rigorous lessons based on the Florida Standards through the use of research-based teaching strategies (such as cooperative learning, Whole Brain Strategies, CRISS, Kagan, etc.) engaging in interactive hands-on learning opportunities thereby increasing performance.

G2.B1 Adjusting to the new delivery of rigorous instruction and transition to standards based instruction and assessment

G2.B1.S1 Coaches will provide professional development opportunities focused on the delivery and modeling of rigorous instruction.

PD Opportunity 1

Coaches will model rigorous lessons that increase student engagement and provide professional development based on data collected through classroom walk-throughs and common assessments.

Facilitator

IP Coaches

Participants

teachers/ faculty/ staff

Schedule

Weekly, from 8/18/2015 to 5/25/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Professional Development	\$0.00
2	G2.B1.S1.A1	Coaches will model rigorous lessons that increase student engagement and provide professional development based on data collected through classroom walk-throughs and common assessments.	\$0.00
Total:			\$0.00