

Hernando County School District

Spring Hill Elementary School



2017-18 Schoolwide Improvement Plan

Spring Hill Elementary School

6001 MARINER BLVD, Spring Hill, FL 34609

<https://www.hernandoschools.org/pges>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	C*	D

**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 1/9/2018.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Spring Hill Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

Participation
Attitude
Willingness =
Success

2. School Environment

a. 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 night out, SHES family BBQ, student and parent surveys, data chats, ELL family night, PTO 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.

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

The environment and learning culture at S.H.E.S. is framed by the Positive Behavior Support System (PBS). Spring Hill Elementary was identified by the state of Florida as a gold rated model school. 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., STEAM, and Bright Beginings) with employee background checks are accepted on campus to provide after school care.

c. 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 S.H.E.S. 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.

d. 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Spring Hill Elementary School has developed and employed an early warning system that identifies at risk students through the analysis of readily available and highly predictive student academic data, which includes: absenteeism, course failure, discipline, progress monitoring, and engagement data. Data at S.H.E.S is systematically used to identify all students as early as possible to allow for necessary placement within our MTSS continuum.

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

1. 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
Attendance below 90 percent	34	24	26	24	33	24	0	0	0	0	0	0	0	165
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	4	3	2	1	4	10	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	15	38	30	0	0	0	0	0	0	0	83

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	4	3	2	1	4	10	0	0	0	0	0	0	0	24

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

- * MTSS fluid walls
- *Title I after school program
- *YMCA Achievement Gap
- *Coping Skills
- *Check in- Check out
- * Proactive behavior mentoring

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

2. 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. Periodic meetings will be held to discuss the operational and academic needs of SHES and how those business and community partners can assist in this process.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Tormey, Kristen	Assistant Principal
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

b. Duties

1. 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. S.H.E.S. 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/Rtl 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 supporting teachers through the coaching cycle including observing, modeling, co-planning and co-teaching. They design and deliver professional development activities for the teachers, support implementation of best instructional practices,

facilitate lesson planning with assisting appropriate alignment, and support teachers in the identification of students who need tier 2 and tier 3 interventions under the schools MTSS model. Perform all other duties as assigned by the principal or designee.

2. 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, 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Tracy Frazier	Teacher
Michael Maine	Principal
Leigh Ann Ledford	Teacher
Stacey Visceglie	Teacher
Nicole Sowards	Teacher
Maria Woop	Teacher
Kristen Tormey	Principal
Sarah Duncan	Parent
Jamie Mendoza	Parent
Chelsie Paul	Parent
Clara Capote	Parent
Rookmin Persaud	Parent
Holly McCraw	Teacher
Melody Raddish	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

During the 2017-2018 school year the SAC committee 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.

b. 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.

c. 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.

2. 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 FSA testing. Additional funds are at the discretion of the SAC members and are most often allocated to teachers for class room projects.

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

Yes

a. *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.).

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Maine, Michael	Principal
Woop, Maria	Other
Charlton, Karen	Teacher, K-12
Timberlake, Susan	Instructional Media
Ledford, Leigh Ann	Instructional Coach
Visceglie, Stacey	Instructional Coach
Sowards, Nicole	Instructional Coach
Tormey, Kristen	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 district adopted Pearson Reading Street curriculum and supplemented with i-Ready for all grade levels. Professional Development Model at SHES incorporates a PLC cycle that includes: facilitate lesson planning, SWAP, MTSS, and wrap and roll. Additionally, the district reading coaches will provide professional development covering a variety of reading topics as related to implementing standards. Implementation and utilization of these strategies will be noted by administration during reading walk-through's 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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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. These relationships will assist in developing our school culture and climate. Sunshine Committee/social committee will help to facilitate a positive atmosphere on campus.

2. 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, Core Connections, 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.

3. 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, Core Connections, 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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, i-Ready (K-5), SAM, Reflex, STAR 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. Meetings have been pre-scheduled every nine weeks during the school year for instructional staff to meet with administration to review their individual classroom data and to discuss plans to modify instruction as needed to reach under performing students.

2. 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: After School Program

Minutes added to school year: 0

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.

Strategy Rationale

Struggling students will be provided additional support needed to perform well on rigorous standards base assessments.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** To implement strategies and best practices necessary for student engagement and achievement for all students, in order to improve tier 1 effectiveness across all grade levels.

Strategic Goals Detail

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

G1. To implement strategies and best practices necessary for student engagement and achievement for all students, in order to improve tier 1 effectiveness across all grade levels. 1a

G099139

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	54.0
FSA Mathematics Achievement	71.0
Statewide Science Assessment Achievement	61.0
5Es Score: Parent Involvement	12.0
ELA/Reading Lowest 25% Gains	70.0
Math Lowest 25% Gains	67.0

Targeted Barriers to Achieving the Goal 3

- Follow through and implementation of professional development in the classroom

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Disaggregation of walk-through data, progress monitoring data, 9 week data chats and SWAP

Person Responsible

Michael Maine

Schedule

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

Evidence of Completion

Walk-through checklist to include implementation of professional development goals, student engagement and student work samples.

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. To implement strategies and best practices necessary for student engagement and achievement for all students, in order to improve tier 1 effectiveness across all grade levels. **1**

 G099139

G1.B1 Follow through and implementation of professional development in the classroom **2**

 B266899

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

 S282817

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, walk-throughs, data chats, SWAP

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

Evidence and implementation of professional development via walk-throughs, data chats, student engagement and work samples.

Person Responsible

Michael Maine





Schedule

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

Evidence of Completion

disaggregated data analysis, 9 week data chats with administration, classroom walk-through

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M414698	Disaggregation of walk-through data, progress monitoring data, 9 week data chats and SWAP	Maine, Michael	9/21/2015	Walk-through checklist to include implementation of professional development goals, student engagement and student work samples.	5/31/2016 monthly
G1.B1.S1.MA1  M414696	Evidence and implementation of professional development via walk-throughs, data chats, student...	Maine, Michael	9/21/2015	disaggregated data analysis, 9 week data chats with administration, classroom walk-through	5/31/2016 monthly
G1.B1.S1.MA1  M414697	ERO Feedback forms	Maine, Michael	9/21/2015	ERO feedback forms will be completed by staff members.	5/31/2016 monthly
G1.B1.S1.A1  A381590	Professional Development	Maine, Michael	9/21/2015	ERO sign-in sheets, walk-throughs, data chats, SWAP	5/31/2016 monthly

V. Professional Development Opportunities

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

G1. To implement strategies and best practices necessary for student engagement and achievement for all students, in order to improve tier 1 effectiveness across all grade levels.

G1.B1 Follow through and implementation of professional development in the classroom

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, Vanessa Hurd, Leigh Ann Ledford, team leaders

Participants

staff and stakeholders

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Professional Development	\$0.00
Total:			\$0.00