

Hernando County School District

Spring Hill Elementary School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 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	46%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	A	B	C*

School Board Approval

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

SIP Authority

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>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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 Leadership Team

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	Other
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.

Assessment Coordinator - To ensure that student achievement data is used to drive decisions at the classroom and school level. Works with individuals or groups to facilitate conversations around data driven instructional decisions.

Instructional Coaches - To align instruction with curriculum to meet the needs of all students. Coaches teachers on methodologies and best practices that can be used to deliver content. To design collaborative, jobembedded, standards-based professional learning. Assists with coordinating and planning effective school-level professional development.

School Leaders - To work collaboratively (with formal and informal leaders) to plan, implement, and assess school change initiatives to ensure alignment with and focus on intended results, and to monitor transfer or practice from professional development into action. Participates as a learning walk team member to monitor transfer of knowledge into practice.

Early Warning Systems

Year 2017-18

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	8	6	12	7	5	9	0	0	0	0	0	0	0	47
One or more suspensions	1	0	0	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	22	66	55	0	0	0	0	0	0	0	143

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		1	0	0	6	0	1	0	0	0	0	0	0	8

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	6	4	0	6	3	1	0	0	0	0	0	0	0	20
Retained Students: Previous Year(s)	10	6	3	8	2	3	0	0	0	0	0	0	0	32

Date this data was collected

Tuesday 9/11/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
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	24

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math overall proficiency, percent making adequate progress and percent of bottom quartile making progress.

Which data component showed the greatest decline from prior year?

Math percent of students making adequate progress, learning gains and science overall proficiency.

Which data component had the biggest gap when compared to the state average?

Math lowest quartile, learning gains and science overall proficiency.

Which data component showed the most improvement? Is this a trend?

Reading

Describe the actions or changes that led to the improvement in this area.

Strong MTSS "Fluid Walls" process and continued monitoring of bottom quartile student progress. Strong Tier I instruction within the classroom and solid, "before, during and after" reading strategies. Writing across the content area and fidelity of Core Connections framework.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	61%	55%	56%	51%	51%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Learning Gains	56%	53%	55%	52%	48%	52%
ELA Lowest 25th Percentile	53%	51%	48%	61%	40%	46%
Math Achievement	67%	62%	62%	62%	63%	58%
Math Learning Gains	55%	53%	59%	55%	58%	58%
Math Lowest 25th Percentile	42%	43%	47%	51%	43%	46%
Science Achievement	53%	58%	55%	61%	54%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8 (34)	6 (24)	12 (26)	7 (24)	5 (33)	9 (24)	47 (165)
One or more suspensions	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	2 (0)
Course failure in ELA or Math	0 (4)	0 (3)	0 (2)	0 (1)	0 (4)	0 (10)	0 (24)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	22 (15)	66 (38)	55 (30)	143 (83)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	72%	62%	10%	57%	15%
	2017	56%	61%	-5%	58%	-2%
Same Grade Comparison		16%				
Cohort Comparison						
04	2018	52%	53%	-1%	56%	-4%
	2017	49%	55%	-6%	56%	-7%
Same Grade Comparison		3%				
Cohort Comparison		-4%				
05	2018	53%	53%	0%	55%	-2%
	2017	48%	54%	-6%	53%	-5%
Same Grade Comparison		5%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	72%	67%	5%	62%	10%
	2017	63%	66%	-3%	62%	1%
Same Grade Comparison		9%				
Cohort Comparison						
04	2018	61%	60%	1%	62%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	73%	66%	7%	64%	9%
Same Grade Comparison		-12%				
Cohort Comparison		-2%				
05	2018	63%	56%	7%	61%	2%
	2017	65%	57%	8%	57%	8%
Same Grade Comparison		-2%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	53%	56%	-3%	55%	-2%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	29	40	23	41	42	27				
ELL	48	44		61	68	64					
BLK	57	50		46	25						
HSP	64	57	58	72	62	57	59				
MUL	58	45		61	43		47				
WHT	60	59	56	67	55	38	54				
FRL	57	51	52	62	51	39	47				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	39	46	26	56	57	25				
ELL	28	46		41	46						
BLK	41	50		38	79		30				
HSP	48	47	61	67	61	62	47				
MUL	37	45		68	70						
WHT	56	62	77	73	76	63	67				
FRL	50	55	70	67	71	65	59				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Overall Math proficiency, with a specific focus on the percent of students making adequate progress and the percent of our bottom quartile making progress.

Rationale Overall math proficiency in 2018 was down 2%, the percent of students making adequate progress in math was down 17%, and our percent of students that make-up our bottom quartile in math was down 15%.

Intended Outcome Our overall goal is to regain the losses incurred in 2018 to match or exceed where we performed in 2017 in math.
- To increase 2% in overall math proficiency in 2019.
- To increase 10% in our percent of students making adequate progress in 2019.
- To increase 15% in our percent of bottom quartile students making adequate progress in 2019.

Point Person Michael Maine (maine_m@hcsb.k12.fl.us)

Action Step

Key Action (Focus: Instruction)

Description Ensure that grades 3-5 obtain math proficiency of 70%, (increase of 2%, over 2017-2018) of students scoring level three or above on FSA. Continuously monitor and assess the academic progress of students in the core content area of math in grades K-5. Provide solid research based Tier I instruction followed by teacher directed small group instruction, classroom peer tutoring, including math remediation/enrichment during MTSS “fluid walls” time as indicated by formative assessment and iReady Math progress monitoring data. Teachers will engage in data analysis and use the instructional implication findings during PLC’s to drive or change instruction.

Person Responsible Kristen Tormey (tormey_k@hcsb.k12.fl.us)

Plan to Monitor Effectiveness

Inspired Actions – Staff

Description

- Teachers will attend scheduled data analysis meetings (ongoing)
- Teachers will analyze student data from common formative assessments and iReady progress monitoring and provide MTSS remediation/enrichment for identified students (ongoing)
- Teachers will address areas deficiency as identified by administration during frequent classroom walk-throughs (ongoing)
- Teachers will set high priority math goals for student success and monitor/celebrate those student goals for increased achievement (ongoing)
- Teachers will have students use math journals and content area writing with fidelity to demonstrate student conceptual understanding (ongoing)
- Teachers will post updated weekly common formative data on their classroom data poster (ongoing)
- Teachers will participate in ongoing campus professional development (including book and article studies, etc.)
- Teachers will administer standards based assessments and weekly common formatives and use the data to drive instruction (weekly)
- Teachers will vertically plan to discuss research based strategies and interventions (as scheduled by administration)

Inspired Actions – School Administration

- Administration will conduct “Coffee with the Principal” data chats with teachers to guide/lead discussions on data analysis (one a month)
- Administration will monitor and analyze data to provide support and feedback to faculty (ongoing)
- Administration and the Instructional Support Team will facilitate PLC meetings to discuss student work samples and common math formative assessment data and strategize changes to instruction (once a month)
- Administration and the Instructional Support Team will monitor individual class profile spreadsheets and administration will provide feedback and accountability goals for teachers (ongoing)
- Administration will conduct daily classroom walk-throughs to monitor the fidelity of instruction, standard alignment and proper pacing and use of common formative assessments and district Math curriculum maps

Person Responsible [no one identified]

Activity #2	
Title	Overall Science proficiency, with a specific focus on "hands-on" learning and fair game standards.
Rationale	Overall science proficiency decreased by 6% in 2018.
Intended Outcome	To increase overall proficiency in science by 7%.
Point Person	Michael Maine (maine_m@hcsb.k12.fl.us)

Action Step

Key Action (Focus: Curriculum Alignment)

Description

Ensure 5th grade students obtain science proficiency of 60%, (increase of 7%, over 2017-2018) of students scoring level three or above on FCAT. Strengthen science curriculum alignment in grades K-5 to improve student achievement. Alignment will consist of curriculum standards, fidelity of instruction, assessment and accountability, which will strengthen the connection of these elements in each grade level. Administration has built in science blocks in grades K-5 into the master schedule with a minimal of 90 minutes for science in 5th grade. Classroom and individual science fair projects will be mandatory for all students. Teachers will be required to incorporate science text into their ELA blocks in addition to incorporating one science station into small group instruction each week. Each Friday will be designated for 5e Model Hands-On STEM instructional activities that directly support the lesson and standards taught on that week. STEM will continue to be offered on the specials rotation to K-5 students in support of science standards and we have added a MakerSpace special to our rotation which will further serve to support science instruction in the classroom. Spiraled standard “boot camps” will be established in January to begin strengthening core “fair game” standards that were previously taught in lower grade levels. The specials team and instructional coaches will support the 5th grade teachers during these boot camps and will each be assigned fair game standards based on FCAT test item specifications.

Person Responsible Kristen Tormey (tormey_k@hcsb.k12.fl.us)

Plan to Monitor Effectiveness

Inspired Actions – Staff

Description

- Teachers will attend scheduled data analysis meetings (ongoing)
- Teachers will address areas deficiency as identified by administration during frequent classroom walk-through's (ongoing)
- Teachers will set high priority science goals for student success and monitor/celebrate those student goals for achievement (ongoing)
- Teachers will use science journals to demonstrate student comprehension of science material (ongoing)
- Teachers will participate in ongoing campus professional development (including book and article studies, etc.)
- Teachers will administer standards based assessments and common science formatives to drive instruction (weekly)
- Teachers, K-5 will deliver science instruction with fidelity and consistency, making sure to focus on grade level standards while spiraling back to “fair game” standards (ongoing)
- Teachers will provide 5eModel hands on science lab activities for students to complete every Friday (weekly)

Inspired Actions – School Administration

- Administration will conduct “Coffee with the Principal” data chats with teachers to guide/lead discussions on data analysis (once a month)
- Administration will monitor and analyze data to provide support and feedback to faculty (ongoing)
- Administration will allocate funds for teachers to attend science conferences (upon availability)
- Administration and the Instructional Support Team will facilitate PLC meetings to discuss science common formative assessment data and strategize changes to instruction (once a month)
- Administration and the Instructional Support Team will monitor individual class profile spreadsheets and administration will provide feedback and accountability goals for teachers (ongoing)
- Administration will conduct daily classroom walk-through's to monitor the fidelity of instruction, standard alignment and proper pacing and use of the science curriculum maps

Person Responsible [no one identified]

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

At Spring Hill Elementary we will establish strong communications with parents from the beginning. Communicating with parents helps ease their anxieties and validates their decision to enroll their children in our school. Grade levels will provide a weekly newsletter to parents and a monthly letter to parents from administration will create a personal connection to the school for families. It also will enable administration to reinforce the value that the school is adding to students' lives. We will also encourage the faculty to see the parent, and not just the student, as a customer. We are here to serve our customers and to build and nurture relationships! We will outline mutual expectations by using the Title I Compact. By developing a “contract” for parents and school staff we can articulate behavior expectations and establish the baseline for professional and courteous exchanges between parents and staff. We will do our best to educate parents to deal with dissatisfaction directly. The first avenue of recourse should always be the person with whom they disagree (parent to teacher or coach). If the conflict cannot be resolved, it is then appropriate to move up the ladder of authority as necessary. By doing this we hope to establish trust and lasting relationships.

PFEP Link

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

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.

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.

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.

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

NA

Part V: Budget	
Total:	\$0.00