Spring Hill Elementary School

2021-22 Schoolwide Improvement Plan

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Spring Hill Elementary School

6001 MARINER BLVD, Spring Hill, FL 34609

https://www.hernandoschools.org/pges

Demographics

Principal: Kristen Tormey

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (55%) 2016-17: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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)	**2020-21 Title I School**	**2020-21 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	47%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

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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. 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Tormey, Kristen	Principal	To work collaboratively with formal and informal leaders to plan, implement and assess school change initiatives to ensure alignment and focus on intended results and to monitor and transfer practice from professional development into action. Leads learning walk team members in monitoring the transfer of knowledge into practice.
Miller, Angela	Assistant Principal	To work collaboratively with formal and informal leaders to plan, implement and assess school change initiatives to ensure alignment and focus on intended results and to monitor and transfer practice from professional development into action. Leads learning walk team members in monitoring the transfer of knowledge into practice.
Frazier, Tracy	Other	Site-based assessment coordinator: To align curriculum and instruction to meet the needs of all students. Coaches teachers on methodologies and best practices that can be used to deliver content. To design collaborative, job-embedded, standards based professional learning. Assists with coordinating and planning site-based professional development.
Ledford, Leigh Ann	Other	To align curriculum and instruction to meet the needs of all students. Coaches teachers on methodologies and best practices that can be used to deliver content. To design collaborative, job-embedded, standards based professional learning. Assists with coordinating and planning site-based professional development.
Visceglie, Stacey	Other	To align curriculum and instruction to meet the needs of all students. Coaches teachers on methodologies and best practices that can be used to deliver content. To design collaborative, job-embedded, standards based professional learning. Assists with coordinating and planning site-based professional development.
Saavedra, Natasha	Other	To align curriculum and instruction to meet the needs of all students. Coaches teachers on methodologies and best practices that can be used to deliver content. To design collaborative, job-embedded, standards based professional learning. Assists with coordinating and planning site-based professional development. To align curriculum and instruction to meet the needs of all students. Coaches teachers on methodologies and best practices that can be used to deliver content.

Demographic Information

Principal start date
Monday 7/1/2019, Kristen Tormey

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

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

Total number of teacher positions allocated to the school

64

Total number of students enrolled at the school

860

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

1

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

2

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	146	135	135	117	154	123	0	0	0	0	0	0	0	810
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	11	24	0	0	0	0	0	0	0	52
Level 1 on 2019 statewide FSA Math assessment	0	0	0	17	21	33	0	0	0	0	0	0	0	71
Number of students with a substantial reading deficiency	37	26	17	23	32	17	0	0	0	0	0	0	0	152

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 6/28/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	136	117	115	112	142	115	0	0	0	0	0	0	0	737
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	13	1	0	3	1	1	0	0	0	0	0	0	0	19
Course failure in Math	2	0	0	2	0	1	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	136	117	115	112	142	115	0	0	0	0	0	0	0	737
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	13	1	0	3	1	1	0	0	0	0	0	0	0	19
Course failure in Math	2	0	0	2	0	1	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				62%	54%	57%	61%	55%	56%
ELA Learning Gains				56%	53%	58%	56%	53%	55%
ELA Lowest 25th Percentile				60%	52%	53%	53%	51%	48%
Math Achievement				62%	58%	63%	67%	62%	62%
Math Learning Gains				56%	57%	62%	55%	53%	59%
Math Lowest 25th Percentile				36%	48%	51%	42%	43%	47%
Science Achievement				53%	54%	53%	53%	58%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	57%	10%	58%	9%
Cohort Comparison						
04	2021					
	2019	67%	59%	8%	58%	9%
Cohort Comparison		-67%				
05	2021					
	2019	50%	52%	-2%	56%	-6%
Cohort Comparison		-67%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	66%	62%	4%	62%	4%
Cohort Comparison						
04	2021					
	2019	67%	62%	5%	64%	3%
Cohort Comparison		-66%				
05	2021					
	2019	52%	54%	-2%	60%	-8%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	54%	55%	-1%	53%	1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

K-2= iReady ELA & Math, STAR, AR, Reflex Math
3-5= iReady ELA & Math, STAR, AR, Reflex Math, FSA ELA & Math, FCAT Science

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

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

					2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS						
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2019-20**	**C & C Accel 2019-20**
SWD	21	13	20	23	19	23	25				
ELL	48	31		45	46		25				
BLK	47	43		24	21		36				
HSP	53	43	60	49	42	64	31				
MUL	40	33		53	42		60				
WHT	53	40	36	60	59	36	54				
FRL	45	41	39	49	47	54	35				

					2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS						
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	30	46	47	18	35	30	19				
ELL	47	63	73	38	43	33	13				
BLK	49	45		36	55		20				
HSP	64	51	54	60	51	27	48				
MUL	52	43		60	50						
WHT	65	61	64	69	60	34	63				
FRL	62	58	62	59	55	32	51				

					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				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	385

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

Students within the lowest quartile, specifically SWD, both making adequate progress and learning gains show the lowest levels of performance. This does appear to be trend over the past 5 years. Contributing factors include but are not limited to: curriculum, transient factors, large MTSS groups, insufficient ESE support personnel. Strong MTSS processes and procedures, gradual release and differentiated instruction are needed to ensure a close in the achievement gap.

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

Students within the lowest quartile, specifically SWD, both making adequate progress and learning gains show the lowest levels of performance. This does appear to be trend over the past 5 years. Contributing factors include but are not limited to: curriculum, transient factors, large MTSS groups, insufficient ESE support personnel. Strong MTSS processes and procedures, gradual release and differentiated instruction are needed to ensure a close in the achievement gap. Specific focus on tier 1 instruction partnered with facilitated lesson planning and targeted professional development and monitored by frequent administrative walk-throughs will increase overall student achievement.

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

Contributing factors include but are not limited to: curriculum, transient factors, large MTSS groups, insufficient ESE support personnel, the need for facilitated lesson planning focused on new FL Standards, curriculum and differentiated instruction.

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

ELA lowest quartile showed the most improvement. Solidifying MTSS policies and procedures and continued approach to fluid walls has helped bridge the gap. Solidifying tier I instruction has supported learning gains. Frequent administrative walk-throughs and facilitated lesson planning though PLCs and extended instructional hours dedicated to planning will ensure new FL standards are taught with fidelity. The continuation of fluid walls and additional extended day tutoring will allow for continuous improvement.

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

Solidifying MTSS policies and procedures and continued approach to fluid walls has helped bridge the gap. Solidifying tier I instruction has supported learning gains. Frequent administrative walk-throughs and facilitated lesson planning though PLCs and extended instructional hours dedicated to planning will ensure new FL standards are taught with fidelity. The continuation of fluid walls and additional extended day tutoring will allow for continuous improvement.

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

Continued solidification of MTSS policies and procedures and a continued approach to fluid walls will assist with bridging the gap. Solidifying tier I instruction will support learning gains through frequent administrative walk-throughs. Facilitated lesson planning though PLCs and extended instructional hours dedicated to planning will ensure new FL standards are taught with fidelity. Additional extended day tutoring will allow for continuous improvement. Groups will address both areas of strength and weakness.

The Kindergarten Team at Spring Hill Elementary embraces individuals with disabilities and has devised a plan in which all eight kindergarten teachers will meet Florida ESE certification requirements by the end of summer 2021 serving as a model school for HCSD. This model aligns with best practices allocating approximately 1/5 of the classroom demographic as ESE. This provides ample opportunity for ESE students to learn alongside general education peers while dedicating additional time for certified ESE teachers to design specific instruction tailored to the needs of all students. By creating diverse classrooms, SHES kindergarten students will excel within the least restrictive environment.

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

Strategic Professional Development includes but is not limited to: "Teach Like a Pirate" school-wide book study, 5 Mathematical Practices, Sanford Harmony, ESE Inclusion Model/ Best Practices, BEST Standards (Benchmarks), UDL, Collaborative/ Facilitated Lesson Planning, etc.

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

The Kindergarten Team at Spring Hill Elementary embraces individuals with disabilities and has devised a plan in which all eight kindergarten teachers will meet Florida ESE certification requirements by the end of summer 2021 serving as a model school for HCSD. This model aligns

with best practices allocating approximately 1/5 of the classroom demographic as ESE. This provides ample opportunity for ESE students to learn alongside general education peers while dedicating additional time for certified ESE teachers to design specific instruction tailored to the needs of all students. By creating diverse classrooms, SHES kindergarten students will excel within the least restrictive environment.

In addition, SHES plans to participate as an HCSD Model School Program and will be allocated a full time staffing specialist. This specialist will ensure guidelines and legislation are implemented while providing ample professional development to staff and families. SHES staffing specialist will be an integral part of the leadership team offering professional input and recommendations for students with disabilities (ESSA subgroup) and streamlining MTSS practices.

Facilitated lesson planning though PLCs and extended instructional hours dedicated to planning will ensure new FL standards are taught with fidelity (additional duty- Title I). Additional extended day tutoring will allow for continuous improvement. Groups will address both areas of strength and weakness (extended day- Title I).

Targeted Professional Development will be provided by administration, site and district based coaches.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	SHES Math Leadership Team: In 2020, SHES students in grades 3-5 showed an overall decrease in achievement by 10% on FSA Math. The need for targeted professional development was recognized and SHES Math Leadership Team was developed allowing for cross grade level articulation. SHES Math Leadership continues to development site based needs that align with school-wide goals and initiatives.
Measurable Outcome:	Our overall goal is to increase FSA Math proficiency 10% (regaining what was lost in 2020 plus 2% additional). *increase students making adequate progress by 10% in Math *increase lowest quartile making learning gains to include students with disabilities by 8% in Math Focus areas will be monitored though frequent administrative walk-throughs, coaching and strategic professional development.
Monitoring:	Professional Development will include but is not limited to: 5 Mathematical Practices, Reflex Math, Differentiated Instruction, Facilitated Lesson Planning, iReady ELA & Math, BEST Standards (Benchmarks), BrainPop, STAR/ AR, Prodigy, Zearn, Flocabulary, Nearpod, Promethian Apps, MTSS, SWAP and Data Analysis.
Person responsible for monitoring outcome:	Kristen Tormey (tormey_k@hcsb.k12.fl.us)
Evidence-based Strategy:	Evidence based strategies include but are not limited to: 5 Mathematical Practices, Reflex Math, Differentiated Instruction, Facilitated Lesson Planning, iReady ELA & Math, BEST Standards (Benchmarks), BrainPop, STAR/ AR, Prodigy, Zearn, Flocabulary, Nearpod, Promethian Apps, MTSS, SWAP and Data Analysis.
Rationale for Evidence-based Strategy:	SHES has identified Mathematics as an area of concern based on FSA and iReady data. SHES Math Leadership Team will work collaboratively to ensure best practices, model classrooms and professional development (5 Mathematical Practices) are aligned to standards. Cross grade level articulation will ensure lesson planning aligns with standards above and below grade level. Inclusion/co-teach planning will ensure SWD needs are met while holding students and staff accountable (high standards). Increased use of technology will aide with differentiated instruction and best practices (Promethian Apps, iReady, Reflex, FraxMath, Nearpod, BrainPop, Flocabulary,

Action Steps to Implement

1. Weekly Facilitated Lesson Planning Sessions
2. Targeted Professional Development: 5 Mathematical Practices, Reflex, FraxMath, iReady, etc.
3. Frequent administrative classroom walk-throughs

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

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	2020 FSA, iReady, administrative walk-throughs and previous planning sessions, data indicates a need for specific focus on tier 1 instruction partnered with facilitated collaborative lesson planning and targeted professional development monitored by frequent administrative walk-throughs and data chats ensuring an increase in overall student achievement.
Measurable Outcome:	Based on 2020 ELA FSA data, 54% of SHES 3rd grade students scored level 3 or above (46% level 1 or 2); 47% of SHES 4th grade students scored level 3 or above (53% level 1 or 2) and 49% of SHES 5th grade students scored level 3 or above (51% level 1 or 2) SHES students will increased overall reading proficiency by 5% to 55% level 3 and above.
Monitoring:	SHES Instructional Practice specifically related to ELA will be monitored though frequent administrative walk-throughs, FSA, iReady, on-going progress monitoring and facilitated collaborative planning. SHES instructional staff will participate in weekly Professional Learning Communities targeting facilitated lesson planning (solid tier I instruction, differentiated instruction, BEST Standards/ Benchmarks, specific professional development and best practices) as well as after school week facilitated collaborative planning aligning the standards, instruction and data toward our common goal of student achievement. Planning sessions will allow inclusion of ESE support and instructional staff.
Person responsible for monitoring outcome:	Kristen Tormey (tormey_k@hcsb.k12.fl.us)
Evidence-based Strategy:	SHES instructional staff will participate in weekly Professional Learning Communities targeting facilitated lesson planning (solid tier I instruction, differentiated instruction, BEST Standards/ Benchmarks, strategic professional development and best practices) as well as after school week facilitated collaborative planning aligning the standards, instruction and data toward our common goal of student achievement. Planning sessions will allow the inclusion of ESE support and instructional staff. Cross grade level articulation through facilitated collaborative planning will ensure lesson planning aligns with standards above and below grade level. Inclusion/co-teach planning will ensure SWD needs are met while holding students and staff accountable (high standards). The Hattie effect size for monitoring collective teacher efficacy is 1.57, Collaborative Learning is 0.40 and Elaboration and Questioning 0.75. These areas will remain the focus of all facilitated planning sessions. Evaluation and reflection through teacher/ administrative data chats and student led parent conferences will aide instructional staff and students in establishing personal and collective goals improving overall performance across all academic areas. The Hattie effect size for evaluation and reflection is 0.75. With the support of HCSD Parent Academy, SHES will hold several parental involvement opportunities to include: Math Night, Student Led Conference, Title I Annual Meeting, festivals, SAC, PTO, etc. The Hattie effect size for Parental Involvement is 0.50. SHES is dedicated to continuing the improvement of MTSS interventions through designated school-wide MTSS times. Early intentional intervention is proven to close the achievement gap and increase overall student performance as well as self confidence. The Hattie effect size for Intervention is 0.77

Based on 2020 ELA FSA data, 54% of SHES 3rd grade students scored level 3 or above (46% level 1 or 2); 47% of SHES 4th grade students scored level 3 or above (53% level 1 or 2) and 49% of SHES 5th grade students scored level 3 or above (51% level 1 or 2) SHES students will increased overall reading proficiency by 5% to 55% level 3 and above. SHES staff is committed to accomplishing this goal through facilitated collaborative lesson planning, cross grade level articulation, evaluation and reflection, increased parental involvement and purposeful early intervention.

SHES instructional staff will participate in weekly Professional Learning Communities targeting facilitated collaborative lesson planning (solid tier I instruction, differentiated instruction, BEST Standards/ Benchmarks, strategic professional development and best practices) as well as after school week facilitated collaborative planning aligning the standards, instruction and data toward our common goal of student achievement. Planning sessions will allow the inclusion of ESE support and instructional staff.

Rationale for Evidence-based Strategy:
Cross grade level articulation through facilitated collaborative planning will ensure lesson planning aligns with standards above and below grade level. Inclusion/co-teach planning will ensure SWD needs are met while holding students and staff accountable (high standards). The Hattie effect size for monitoring collective teacher efficacy is 1.57, Collaborative Learning is 0.40 and Elaboration and Questioning 0.75. These areas will remain the focus of all facilitated planning sessions.

Evaluation and reflection through teacher/ administrative data chats and student led parent conferences will aide instructional staff and students in establishing personal and collective goals improving overall performance across all academic areas. The Hattie effect size for evaluation and reflection is 0.75.

With the support of HCSD Parent Academy, SHES will hold several parental involvement opportunities to include: Math Night, Student Led Conference, Title I Annual Meeting, festivals, SAC, PTO, etc. The Hattie effect size for Parental Involvement is 0.50.

SHES is dedicated to continuing the improvement of MTSS interventions through designated school-wide MTSS times. Early intentional intervention is proven to close the achievement gap and increase overall student performance as well as self confidence. The Hattie effect size for Intervention is 0.77

Action Steps to Implement

1. Weekly Collaborative Facilitated Lesson Planning Sessions- grade level teams and leadership team
2. Targeted Professional Development: solid tier I instruction, differentiated instruction, BEST Standards/ Benchmarks, collaborative learning structures, teacher student relationships, evaluation and reflection, elaboration and questioning and interventions - grade level teams and leadership team
3. Frequent administrative classroom walk-throughs / fidelity checks - administration
4. Quarterly Teacher Data Chats- instructional staff and administration
5. Semester Student Led Parent Conferences- instructional staff, students, families and administration

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

#3. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	Due to increased safety and COVID protocols, SHES families and volunteers have had limited access to campus. SHES recognizes and values open communication between home and school. SHES plans to include families in need of digital meetings while reinstituting the need for family support through volunteering and family engagement activities on campus. Such events include but are not limited to: Title I Annual Meetings, Fall & Spring Festivals, Parent/ Teacher Conferences (Data Chats), Grade Level Family Events, CLUBS, volunteering, etc.
	Based on parent and student surveys, SHES has identified parent communication and family involvement through various venues as an area of need.
Measurable Outcome:	SHES instructional staff are committed to scheduling Title I Annual Meetings (October 2022), Parent/ Teacher Conferences (winter) and one grade level family engagement activity. In addition, staff will utilize student agendas daily, Remind/DOJO as class-wide reminders (as needed), and Wednesday Communicators to ensure communication with fidelity.
Monitoring:	SHES instructional staff are committed to scheduling Title I Annual Meetings (October 2022), Parent/ Teacher Conferences (winter) and one grade level family engagement activity. In addition, staff will utilize student agendas daily, Remind/DOJO as class-wide reminders (as needed), and Wednesday Communicators to ensure communication with fidelity. Yearly events will be scheduled in August 2022 and are subject to change as needed.
Person responsible for monitoring outcome:	Kristen Tormey (tormey_k@hcsb.k12.fl.us)
Evidence-based Strategy:	Research, evidence and stakeholder input indicate positive results with both academic and behavioral interventions when including families in the educational processes and activities across campus.
Rationale for Evidence-based Strategy:	Research, evidence and stakeholder input indicate positive results with both academic and behavioral interventions when including families in the educational processes and activities across campus. SHES instructional staff are committed to scheduling Title I Annual Meetings (October 2022), Parent/ Teacher Conferences (winter) and one grade level family engagement activity. In addition, staff will utilize student agendas daily, Remind/DOJO as class-wide reminders (as needed), and Wednesday Communicators to ensure communication with fidelity.

Action Steps to Implement

No action steps were entered for this area of focus

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Based on FSA ELA, FSA Math and iReady data, SHES SWD subgroup has historically shown a decrease in overall proficiency and makes up 70% of the lowest quartile. SHES recognizes the number of students identified and has established a strategic plan allowing for facilitated lesson planning, solid tier 1 instruction and strategic intervention closing the achievement gap.
Measurable Outcome:	Increase overall FSA Math proficiency by 10% (regaining 8% lost in 2020 plus 2% additional). Increase students making adequate progress by 10% in Math. Increase lowest quartile learning gains to include students with disabilities by 8% in Math. Increase students making adequate progress by 10% in ELA. Increase lowest quartile learning gains to include students with disabilities by 8% in ELA. Increase students making adequate progress by 8% in Science.
Monitoring:	Area of Focus will be monitored though frequent administrative walk-throughs, coaching and strategic professional development. Professional Development will include but is not limited to: Facilitated Lesson Planning, 5 Mathematical Practices, Reflex Math, Differentiated Instruction, iReady ELA & Math, BEST Standards (Benchmarks), BrainPop, STAR/ AR, Prodigy, Zearn, Flocabulary, Nearpod, Promethian Apps, MTSS, SWAP and Data Analysis.
Person responsible for monitoring outcome:	Kristen Tormey (tormey_k@hcsb.k12.fl.us)
Evidence-based Strategy:	SHES instructional staff will participate in weekly Professional Learning Communities targeting facilitated lesson planning (solid tier I instruction, differentiated instruction, BEST Standards/ Benchmarks, specific professional development and best practices). Planning sessions will allow inclusion of ESE support and instructional staff. Cross grade level articulation will ensure lesson planning aligns with standards above and below grade level. Inclusion/co-teach planning will ensure SWD needs are met while holding students and staff accountable (high standards).
Rationale for Evidence-based Strategy:	SHES instructional staff will participate in weekly Professional Learning Communities targeting facilitated lesson planning (solid tier I instruction, differentiated instruction, BEST Standards/ Benchmarks, specific professional development and best practices). Planning sessions will allow inclusion of ESE support and instructional staff. Cross grade level articulation will ensure lesson planning aligns with standards above and below grade level. Inclusion/co-teach planning will ensure SWD needs are met while holding students and staff accountable (high standards).

Action Steps to Implement

1. Weekly Facilitated Lesson Planning Sessions
2. Targeted Professional Development: 5 Mathematical Practices, Reflex, FraxMath, iReady, etc.
3. Frequent administrative classroom walk-throughs

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

Additional Schoolwide Improvement Priorities

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

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

Spring Hill Elementary establishes strong communication with parents from the beginning of the school year. Grade levels provide weekly newsletters to parents informing them of upcoming events and curriculum. Student agendas are utilized daily to ensure effective communication and study habits are formed. Weekly Wednesday Communicator envelopes are utilized to send home fliers for upcoming events & celebrations, graded work and important notices. Administration encourages all staff to see families and students as partners in their child's education. We are here to serve our students and families while building life long relationships. We outline mutual expectations by using Title I Compacts (Annual Meetings). By developing this "contract" for parents and school staff we can articulate behavioral and academic expectations and establish the baseline for professional and courteous exchanges between staff and families. We will do our very best to educate families and encourage contact between teachers and families directly establishing trust. Spring Hill Elementary builds relationships with community partners by encouraging memberships in SHES School Advisory Council (SAC) and Parent Teacher Organization (PTO). We strive to have the very best volunteers and community involvement throughout the school year helping to provide valuable resources for students, parents and staff.

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

School Advisory Council - sponsors various events
Parent Teacher Organization - sponsors various events
Timber Pines Retired Educators - volunteers in education
CrossPointe Church - volunteers in education; mentors
Northcliffe Baptist Church- volunteers in education; mentors
Providence Church- volunteers in education; mentors
Springstead High School and Hernando High School student volunteers- volunteers in education; mentors
Skintastic- sponsors various events
Tropic Shores Realty- sponsors various events; Star Readers
Weekend Blessings- sponsors various events; weekend meals and backpacks for families in need
Parent Volunteers

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Leadership: Leadership Development	$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	**$0.00**