

# Spring Hill Elementary School



2014-15 School Improvement Plan

## Spring Hill Elementary School

6001 MARINER BLVD, Spring Hill, FL 34609

[www.edline.net/pages/hcsb\\_shes](http://www.edline.net/pages/hcsb_shes)

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

72%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

41%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	B

### School Board Approval

This plan was approved by the Hernando County School Board on 11/18/2014.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>21</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>22</b>
Professional Development Opportunities	23
Technical Assistance Items	24
<b>Appendix 3: Budget to Support Goals</b>	<b>25</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

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

##### Provide the school's vision statement

S.tudents and Staff  
H.elping  
E.ach other  
S.uccceed

#### School Environment

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

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

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

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

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

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



those a set of class room rules which are consistent throughout all grade levels. 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 are reviewed twice each year with the staff. This training includes copies of flowcharts, definitions, student tracking forms, suggestions for interventions, accommodations and free student reward ideas.

Paw tickets are given when expectations are demonstrated by students (and teachers) and are exchangeable for class room and school incentives (certificates, computer time, small trinkets/ supplies or food items, etc.)

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 offence. The Hernando County Code of Conduct is followed once a student receives a discipline referral- all teachers have this handbook. Student rewards are provided in the form of compliments, awards, assemblies, tokens/ prizes/food items, choice activities, etc. and are gained by collecting PAW Tickets. Teacher rewards are provided in the form of compliments, positive notes, tokens/food items, special parking, and gift certificates.

**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 meeting the social and emotional needs of our students by providing guidance counseling at the grade level, in like group situations, and on an individual basis. Additionally, our counselors and family center parent educator offer referrals and information on outside agencies such as Baycare, Harbour, People Helping People, government agencies, local support groups, and church groups, etc. Teachers across campus serve as student mentors to current and previous students.

**Early Warning Systems**

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

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

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

## Family and Community Involvement

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

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

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

### Will the school use its PIP to satisfy this question?

Yes

#### PIP Link

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

#### Description

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

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

Spring Hill Elementary employees several strategies to build and sustain partnerships with the local community. These include: SAC meetings and PTSO events (family nights, Fall Festival and Spring Fling), Signage/advertising on our fence, guidance and teacher leader connections to local entertainment (food and activity coupons for students), promoting "Adopt a classroom and Support a Project", utilizing our volunteer ambassador who solicits donations from local companies, request for help on our Facebook page, Open house community support and information tables are offered to local companies in exchange for partnerships, Yearbook advertising by community partners helps cover the cost of student yearbooks, etc.

## Effective Leadership

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

### School Leadership Team

#### Membership

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

Name	Title
Dewey, Terri	Principal
Lewis, Joyce	Assistant Principal
Woop, Maria	Other
Pazanese, Marilyn	Other
Tomlinson, Melissa	Instructional Coach
Giaccone, Flor	Guidance Counselor
Gompers, Jen	Teacher, K-12
Koenig, Deborah	Teacher, ESE
Casteel, Jennifer	Teacher, K-12
Sisco, Jennifer	Teacher, K-12
Barone, Sara	Psychologist

## Duties

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

Administrators will be responsible for chairing all SBLT meetings and Data Chats, and will sit in on IPS (Individual Problem Solving) Team Meetings when available. Administrators will oversee, in conjunction with the IP Coaches, the scheduling of appropriate professional development for teachers based on needs

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

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

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

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

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

Instructional practice coach responsibilities include

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

Spring Hill Elementary School's Leadership Team will focus on solving problems identified with our student performance data; using current data the team will identify school-wide, grade level, and subgroup problem areas and apply problem solving techniques to design appropriate researched based interventions and strategies aimed at improving these problem areas. The team will meet bi-monthly to discuss current assessment data such as FCAT, FAIR, SAM, Successmaker, Waterford, progress monitoring data, attendance reports, discipline data, etc. We will analyze school-wide level, grade level, individual teacher and then subgroup data. Based on this information the team will develop interventions for the problem areas, identify professional development needs, then communicate with and train the staff. Members of the team will meet on an as need basis with grade level MTSS teams to assist in data analysis, problem solving, and focus lesson development; persistent problems will be brought back to the group's bi-monthly meetings for further investigation.

Progress toward SIP goals and feedback regarding implementation will be shared at team data chats and through school-wide communications. Support for MTSS is provided through scheduling time to present teachers with quality training/modeling, time to carry out MTSS data based problem solving process at the school level as well as grade level, providing research based materials, funding from multiple sources (Title programs, technology, principal's account, grants, etc.), and guidance, direction, and accountability from the leadership team and administration. Administration and the leadership team look to the district to grant additional support and guidance when required. Individual student data, both Academic and Behavioral, is the basis for determining the development and implementation of the School Improvement Plan (SIP) and the MTSS process. SIP development team teachers survey the staff, analyze student performance, discipline, and attendance data, and then develop our goals, barriers, strategies and evaluation processes and tools aimed at improving student performance at SHES. Bimonthly the SBLT team meets to examine new student performance data. The MTSS problem solving process is applied to the new data; data is analyzed, problem areas identified, interventions developed, and tracking methods established, then training and interventions are applied which are all designed to meet our SIP goals. The SBLT re-evaluates these strategies as they review the next set of performance data and modifications are made when data indicates a need to refine our practices. Resources, allocation of staff and supports, as well as funding considerations are determined. The SBLT team determines school- based, grade level, and subject level needs. In addition, the team ensures students are receiving appropriate Tier 1, 2 & 3 services/interventions with fidelity as well as placement along the continuum of services in the best interest of each student. The team further evaluates the professional development needs of the staff and appropriate tools for the overall implementation of the SIP and MTSS. Appropriate adjustments are made to the SIP document as reflected by student and staff needs on an ongoing basis.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Juan Triana	Business/Community
Kelly Muller	Education Support Employee
Sarah Murray	Business/Community
Susan Lake	Teacher
Minerva Ferrazano	Education Support Employee
Papa John's Pizza	Business/Community

**Duties**

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

*Evaluation of last year's school improvement plan*

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

*Development of this school improvement plan*

All SAC members were given a survey sheet, provided by the HCSB Council of Counsels, for input regarding each curricular area, attendance and tardy, and discipline sections. Surveys will be reviewed upon completion and acceptable input will be added to the SIP. Final Draft of the SIP will be presented to SAC at the September meeting for additional input and student performance data will be shared following each progress monitoring administration period.

*Preparation of the school's annual budget and plan*

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

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

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

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

No

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

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Dewey, Terri	Principal
Lewis, Joyce	Assistant Principal
Pazanese, Marilyn	Other
Tomlinson, Melissa	Instructional Coach
Woop, Maria	Other
Charlton, Karen	Teacher, K-12
Dollak, Denise	Teacher, K-12
Lake, Susan	Teacher, K-12
Timberlake, Susan	Instructional Media
Gompers, Jen	Teacher, K-12
Sykes, Paula	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***



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

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

Professional Development Model at

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

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

## Public and Collaborative Teaching

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

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

Spring Hill Elementary School will encourage a positive working relationship between teachers by creating a positive and harmonious climate. Administrators and the SBLT members will model appropriate interactions and will be readily available to assist in smoothing out any faculty or staff discord. Our Positive Behavior Support plan will provide the framework for this positive working and learning environment. Teachers will receive positive notes and recognition through Teacher PAW tickets, Peer Spotlight notes, and monthly recognition tokens. Team leaders are chosen carefully for their social-personal skills so that daily common planning is conducted in a productive and friendly fashion. Further, teacher's will be encouraged to participate in "Family" events such as monthly birthday celebrations, bi-monthly dinners, holiday pot lucks, field days, and special meetings revolving around births and marriages. These efforts will fosters a sense of "Family" and belonging amongst teams and across the entire campus.

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

Spring Hill Elementary School will promote and retain a positive school culture which fosters a sense of "Family", Belonging, and Academic Success through an intensive concentration on reading, math, science, writing, technology, and community involvement. Administration will provide common planning and at least once a month common professional development in an extended meeting. Teacher's will be encouraged to participate in "Family" events such as monthly birthday celebrations, bi-

monthly dinners, holiday pot lucks, field days, and special meetings revolving around births and marriages.

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

At Spring Hill Elementary we provide mentor support to all new instructional staff members on campus, utilizing the Teacher Mentor Program created through the Hernando County School Board. Mentors are assigned one to two mentees to work with throughout the year to provide support in all areas as it pertains to classroom instruction or school based procedures, expectations, and deadlines. Bi-weekly meetings provide mentees an opportunity to ask specific and detailed questions about lesson plans, procedures, deadlines, and upcoming events/projects/assessments/etc. Mentors teaching the same grade level or subjects are assigned so the mentee will have common planning and requirements. Any probationary contract teachers or those teachers placed on a Professional Improvement Plan (PIP) for poor performance will have at least one and in most cases two mentors.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Spring Hill Elementary administration and SBLT ensures our core instructional programs and materials are aligned to Florida's standards by hiring highly qualified teachers who develop lesson plans which contain the standards for each subject they are teaching, purchasing textbooks in all subjects which are aligned by the developer, following the district developed pacing guide, providing teacher's common planning time and training on Florida standards so they can ensure compliance, conducting walk-throughs to observe the lessons being taught and then giving feedback, supplying teachers web-access and printed copies of the standards, and reviewing progress monitoring data connected to standards at monthly data chats.

#### **Instructional Strategies**

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

Differentiated instruction is provided each day during reading and math instruction. Teachers review and plan differentiated instruction around their students data; FCAT, FAIR, SAM, Successmaker, Waterford, and class room assessments/observations. Each data source is analyzed based on skill or strand and instructional materials are determined from this information. Teachers pull struggling students into a small group to work with while the remainder of the class works independently or in groups of 4 or 5 students. Additionally, each grade level has a scheduled 30 minute MTSS block of time in which they have additional support from specials teachers, resource teachers, and para-professionals. During this block students are split so struggling and high students are in small groups receiving remediation or enrichment with the on level students in larger groups receiving grade level instruction. Additionally, we have 2 after school academic programs available to struggling students and 1 before school available to high scoring students.

##### ***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: 1,800**

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

**Strategy Rationale**

Struggling students have not had the time or opportunity to solidly acquire the knowledge, skills, and strategies needed to perform well on highly rigorous tasks required on the Florida Standards Assessments and end of course exams.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Woop, Maria, woop\_m@hcsb.k12.fl.us

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

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

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

Spring Hill Elementary works to support its incoming Pre-K students through the county offered screenings and referrals in our Fiddlers program. At the school site we conduct Individualized Educational Plan (IEP) staffings and offer class room visits. 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 we 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, and we offer on-line e-school classes for advanced students.

**College and Career Readiness**

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

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

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



**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**

## 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.** Teachers will actively plan rigorous lessons based on the Florida Standards which lead to engaging student lessons and activities requiring higher order thinking and problem solving in all core subject areas.

## Strategic Goals Detail

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

**G1.** Teachers will actively plan rigorous lessons based on the Florida Standards which lead to engaging student lessons and activities requiring higher order thinking and problem solving in all core subject areas.

1a

G038146

**Targets Supported** 1b

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

**Resources Available to Support the Goal** 2

- Administration and coaches walk-through in classrooms
- Coaches (IP, Writing, Math) model teaching and provide resources
- Team extended planning monthly and common planning daily
- District reading coach professional development in unpacking the standards and higher order thinking strategies
- On-line standards resources (list and progression tool)
- District pacing guide online and hard copy
- Successmaker progress monitoring reports
- Acaletics math materials and additional scheduled time to cover strands

**Targeted Barriers to Achieving the Goal** 3

- Teacher lack of time to understand and plan for new rigorous standards

**Plan to Monitor Progress Toward G1.** 8

FAIR, SAM, Successmaker, and Acaletics data will be collected and analyzed throughout the year.

**Person Responsible**

Marilyn Pazanese

**Schedule**

Monthly, from 9/22/2014 to 6/1/2015

**Evidence of Completion**

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

## Action Plan for Improvement

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

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Teachers will actively plan rigorous lessons based on the Florida Standards which lead to engaging student lessons and activities requiring higher order thinking and problem solving in all core subject areas. **1**

 G038146

**G1.B1** Teacher lack of time to understand and plan for new rigorous standards **2**

 B091726

**G1.B1.S1** Teachers will be given additional planning monthly within work hours. They will be encouraged to stay after school to do additional planning once a month; they will be paid their hourly rate for this time. **4**

 S102632

### Strategy Rationale

If teachers have the time to discuss standards, their meaning, and how to teach the skill at a rigorous level and then search for teaching materials they will be better prepared and able to improve student engagement, understanding and performance.

### Action Step 1 **5**

Teachers will plan rigorous lessons based on Florida Standards.

#### Person Responsible

Terri Dewey

#### Schedule

Monthly, from 8/26/2014 to 6/2/2015

#### Evidence of Completion

Copy of each teacher's lesson plans.

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

Administration and/or coaches will attend and support during teacher's monthly planning meetings.

**Person Responsible**

Melissa Tomlinson

**Schedule**

Monthly, from 9/2/2014 to 6/2/2015

**Evidence of Completion**

Teachers' detailed lesson plans based on Florida Standards, including rigorous, engaging activities and higher order thinking questions.

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

Administration and coaches will perform class room walk-throughs and will monitor student performance data.

**Person Responsible**

Marilyn Pazanese

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Walk-through print outs and data analysis/SBLT/MTSS reports and meeting notes.

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

Administration and coaches will perform class room walk-throughs and will monitor student performance data.

**Person Responsible**

Marilyn Pazanese

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Walk-through print outs and data analysis/SBLT/MTSS reports and meeting notes.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will plan rigorous lessons based on Florida Standards.	Dewey, Terri	8/26/2014	Copy of each teacher's lesson plans.	6/2/2015 monthly
G1.MA1	FAIR, SAM, Successmaker, and Acaletics data will be collected and analyzed throughout the year.	Pazanese, Marilyn	9/22/2014	SBLT/MTSS meeting notes and data reports indicating changes in student performance.	6/1/2015 monthly
G1.B1.S1.MA1	Administration and coaches will perform class room walk-throughs and will monitor student performance data.	Pazanese, Marilyn	8/18/2014	Walk-through print outs and data analysis/SBLT/MTSS reports and meeting notes.	6/5/2015 weekly
G1.B1.S1.MA1	Administration and coaches will perform class room walk-throughs and will monitor student performance data.	Pazanese, Marilyn	8/18/2014	Walk-through print outs and data analysis/SBLT/MTSS reports and meeting notes.	6/5/2015 weekly
G1.B1.S1.MA1	Administration and/or coaches will attend and support during teacher's monthly planning meetings.	Tomlinson, Melissa	9/2/2014	Teachers' detailed lesson plans based on Florida Standards, including rigorous, engaging activities and higher order thinking questions.	6/2/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Teachers will actively plan rigorous lessons based on the Florida Standards which lead to engaging student lessons and activities requiring higher order thinking and problem solving in all core subject areas.

**G1.B1** Teacher lack of time to understand and plan for new rigorous standards

**G1.B1.S1** Teachers will be given additional planning monthly within work hours. They will be encouraged to stay after school to do additional planning once a month; they will be paid their hourly rate for this time.

### **PD Opportunity 1**

Teachers will plan rigorous lessons based on Florida Standards.

#### **Facilitator**

Lewis, Joyce

#### **Participants**

All core subject teachers at SHES.

#### **Schedule**

Monthly, from 8/26/2014 to 6/2/2015

## Technical Assistance Items

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



## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> Teachers will actively plan rigorous lessons based on the Florida Standards which lead to engaging student lessons and activities requiring higher order thinking and problem solving in all core subject areas.	20,000
<b>Grand Total</b>	<b>20,000</b>

<b>Goal 1: Teachers will actively plan rigorous lessons based on the Florida Standards which lead to engaging student lessons and activities requiring higher order thinking and problem solving in all core subject areas.</b>		
Description	Source	Total
<b>B1.S1.A1</b> - Funds will pay for substitute teachers to cover during teacher planning each month.	SIG 1003(a)	20,000
<b>Total Goal 1</b>		<b>20,000</b>