FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SPRING HILL ELEMENTARY SCHOOL

District Name: Hernando

Principal: Terri Dewey

SAC Chair: Juan Triana

Superintendent: Bryan Blavatt

Date of School Board Approval: 10/18/2011

Last Modified on: 10/16/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal at Spring Hill Elementary in 2010-2011: Grade B, Reading Mastery 79%, Math Mastery 74%, Science Masery 49%, Writing Mastery 66%, Making Learning Gains in Reading 64%, Making Learning Gains in Math 57%, Percent of lowest quartile making gains in reading 64%, Percent of lowest quartile making gains in math 49%. Assistant Principal at Spring Hill Elementary in 2010-2011: Grade B, Reading Mastery 79%, Math Mastery 74%, Science Masery 49%, Writing Mastery 66%, Making Learning Gains in Reading 64%, Making Learning Gains in Math 57%, Percent of lowest quartile making gains in reading 64%, Percent of lowest quartile making gains in math 49%. White students failed to make it in reading and math; Hispanic students failed to make it in math; Economically Disadvantaged students failed to make it in math; Students With Disabilities failed to make it in reading and math and all students calculated in total failed to make it in math.AP at Spring Hill

Principal	Terri Dewey	A-Business Adminstration, University of Florida; Master's of Education, University of South Florida; Educational Leadership all levels	4	4	Elementary in 2009-2010: Grade A, Reading Mastery 76%, Math Mastery 83%, Science Mastery 55%, Writing Mastery 86%, Making Learning Gains in Reading 69%, Making Learning Gains in Math 70%, Percent of lowest quartile making gains in reading 55%, Percent of lowest quartile making gains in math 68%, Econ. Dis. students met proficiency in math and failed to make it in reading, and the Hispanic subgroup failed to make it in both reading and math. Principal at Spring Hill Elementary in 2008-2009: Grade B, Reading Mastery 76%, Math Mastery 75%, Science Mastery 40%, Writing Mastery 83%, Making Learning Gains in Reading 63%, Making Learning Gains in Math 65%, Percent of lowest quartile making learning gains in reading 44%, Percent of lowest quartile making gains in math 56%,Econ.Dis. students met proficiency in reading and failed to make it in math, and the SWD's met proficiency in math and failed to make it in reading. AP at Spring Hill Elementary in 2008-2009: Grade B, Reading Mastery 76%, Math Mastery 75%, Science Mastery 40%, Writing Mastery 83%, Making Learning Gains in Reading 63%, Making Learning Gains in Math 65%, Percent of lowest quartile making learning gains in reading 44%, Percent of lowest quartile making gains in math 56%,Econ.Dis.students met proficiency in reading and failed to make it in math, and the SWD's met proficiency in math and failed to make it in reading.
Assis Principal	Nancy Johnson	Elementary Education (grades 1-6, Education Leadership, School Principal	1	8	Assistant Principal at Spring Hill Elementary in 2011-2012: Grade B, Reading Mastery 63%, Math Mastery 58%, Science Masery 49%, Writing Mastery 75%, Making Learning Gains in Reading 70%, Making Learning Gains in Math 56%, Percent of lowest quartile making gains in reading 76%, Percent of lowest quartile making gains in math 50%. Previously, BES had been an "A" school from 2004-2010 and had made AYP during the an "A" school from 2004-2010 and had made AYP during the 2007-2008 and 2008-2009 school years. In the 2009-2010 and 2010-2011 school years, BES dropped to a "B" in school grade status and failed to make AYP. In 2009-2010 we failed to make AYP in Reading, with our FRL subgroup not making AYP status.During the 2010-2011 school year BES improved in reading, making AYP and High Standards (80%),70% made Learning Gains, and 65% of the Lower Quartile made gains in Reading. However in math, High Standards was 68%, 46% made Learning Gains, and 50% of the Lower Quartile made gains in math.

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Schools will work with district to hire qualified personnel to fill instructional vacancies in core content areas.	Principal	Ongoing, ending by 6/4/2013	
2	New teachers will be partnered with a veteran teacher.	Assistant Principal and Lead Mentor	Ongoing, ending by 6/4/2013	
3	Team Leaders will do prescreening of all applicants.	Assistant Principal	Ongoing, ending by 6/4/2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0 (0%)	0 (0%)

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
49	0.0%(0)	12.2%(6)	61.2%(30)	26.5%(13)	32.7%(16)	85.7%(42)	4.1%(2)	0.0%(0)	42.9%(21)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jennifer Zito	Jennifer Sisco-4th grade teacher	Ms. Sisco is teaching 4th grade for the first time at SHES. Ms. Zito is a team leader.	The Mentor and Mentee are meeting bi-weekly to discuss procedural questions and to analyze her data in order to make wise instructional adjustments and to develop appropriate differentiated activities and answer any question Ms. Sisco has on procedures at SHES. (NCLB ELEMENT 10)
Kathleen Farrenkopf	Laura Williams - 3rd grade teacher	Ms. Williams is teaching 3rd grade for the first time. Mrs. Farrenkopf has taught 3rd grade and is a Team Leader	The Mentor and Mentee are meeting bi-weekly to discuss Ms. William's questions and data in order to make informed instructional adjustments and to develop appropriate differentiated instructional activities. (NCLB ELEMENT 10)

Denise Dion	Kelly Pelfrey-3rd grade	Ms. Pelfrey is a new teacher to SHES.Mrs. Dion is an experienced 2nd grade teacher and who is very familiar with procedures and programs at SHES.	The Mentor and Mentee are meeting bi-weekly to discuss Ms. Pelfrey's procedural questions and to analyze her student data in order to make informed instructional adjustments and to develop appropriate differentiated instructional activities. (NCLB ELEMENT 10)
Maria Woop	Belinda Carr-2nd grade teacher	Ms. Carr is new to SHES and teaching 2nd grade for the first time. Ms. Woop has been the Assessment Teacher at SHES for 3 years and is very knowledgeable in school procedures and programs at SHES.	The Mentor and Mentee are meeting bi-weekly to discuss Ms. Carr's procedural questions and to analyze school data in order to make informed instructional adjustments and to develope appropriate differentiated instructional activities. (NCLB ELEMENT 10)
Bonnie Inmon	Holly McCraw - ESE teacher	Ms. Mccraw is teacheing ESE 1st and 2nd grade after being a 4th grade teachers last year. Ms. Inmon is an experienced 2nd grade teacher.	The Mentor and Mentee are meeting bi-weekly to discuss Ms. McCraw's questions and to analyze school data in order to make informed instructional adjustments and to develope appropriate differentiated instructional activities. (NCLB ELEMENT 10)
Deborah Koenig	Melisssa Triana- Pre K ESE teacher	Ms. Triana is a new 1st year teacher. Ms. Koenig is an experienced ESE teacher and team leader.	The Mentor and Mentee are meeting bi-weekly to discuss Ms. Triana's procedural questions and to analyze school data in order to make informed instructional adjustments and to develope appropriate differentiated instructional activities. (NCLB ELEMENT 10)
Cynthia Loscalzo	Deborah Hetu- 4th grade teacher	Ms. Hetu is new to teaching 4th grade after being the writing coach for the past four years. Ms. Loscalzo is an experience teacher.	The Mentor and Mentee are meeting bi-weekly to discuss Ms. Hetu's questions and to analyze school data in order to make informed instructional adjustments and to develope appropriate differentiated instructional activities. (NCLB ELEMENT 10)
Rhonda Love	Melody Raddish- K teacher	Ms. Raddish is new to the Kindergarten grade. Ms. Love is an experienced Kindergarten teacher and team leader for Kindergarten.	The Mentor and Mentee are meeting bi-weekly to discuss Ms. Raddish's questions and to analyze school data in order to make informed instructional adjustments and to develope appropriate differentiated instructional activities. (NCLB ELEMENT 10)
Rhonda Love	Paula Sykes-K teacher	Ms. Sykes is new to SHES. Ms. Love is an experienced Kindergarten teacher and team leader for Kindergarten	The Mentor and Mentee are meeting bi-weekly to discuss Ms. Sykes's procedural questions and to analyze school data in order to make informed instructional adjustments and to develope appropriate differentiated instructional activities. (NCLB ELEMENT 10)
			The Mentor and Mentee are meeting bi-weekly to

Lucy Tucker	Cynthia Herr-Pre K ESE teacher	Ms. Herr is new to SHES. Ms. Tucker is an experience ESE teacher.	discuss Ms. Herr's procedural questions and to analyze school data in order to make informed instructional adjustments and to develope appropriate differentiated instructional activities. (NCLB ELEMENT 10)
Maria Woop	Barbara Spivey- K teacher	Ms. Spivey is new to the Kindergarten grade. Ms. Woop has been the assessment teacher for 3 years and is very familiar with the procedures and programs at SHES.	The Mentor and Mentee are meeting bi-weekly to discuss Ms. Spivey's questions and to analyze school data in order to make informed instructional adjustments and to develope appropriate differentiated instructional activities. (NCLB ELEMENT 10)
Jennifer Zito	Lindsey Othouse- 1st grade teacher	Ms. Othouse is new to 1st grade and Ms. Zito is an experience teacher very familiar with SHES procedures and programs.	The Mentor and Mentee are meeting bi-weekly to discuss Ms. Othouse's procedural questions and to analyze school data in order to make informed instructional adjustments and to develope appropriate differentiated instructional activities. (NCLB ELEMENT 10)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

As a school-wide program, Spring Hill Elementary School is dedicated to providing, maintaining, and improving comparable, supplementary Title I education services for all of our students. Our Title I School Improvement Facilitators and Title I Parent Educator regularly collaborate with the District's Coordinator of Family Involvement to build home support networks that facilitate targeted students' success. Spring Hill Elementary School's Title I School Improvement Facilitator and Title I Parent Educator also coordinate with Supplemental Education Service (SES) providers to provide free tutoring for our Level 1 and Level 2 students based on previouis school year FCAT scores. Title I (Part A) services at Spring Hill Elementary School are regularly coordinated with other federally-funded programs, including use of Title II funds to support additional research-based professional development programs and teacher recruitment and retention activities, use of Title III funds to support additional services for our English Language Learners (ELLs), use of Title X funds to provide additional services for our homeless students, and use of IDEA funds to support additional supplementary services for our disabled students (SWDs). (NCLB ELEMENT 7) District Title I funds are used to provide a specialized social worker who serves as the district's homeless liaison and who coordinates exemplary local public school homeless education programs and services. The district homeless liaison is responsible for ensuring district employees' full compliance with district policies/operating procedures for homeless students (and the McKinney-Vento Act), identifying homeless students, evaluating homeless students' strengths/needs, managing appropriate referral services and coordinating appropriate school services, equitable access to all district schools/progrms, appropriate transportation systems, professional development programs, community partnerships, and parent education programs for all eligible students. (NCLB Elements 1,2,4,6,7,9)

Title I, Part C- Migrant

Not applicable

Title I, Part D

Not applicable

Title II

Spring Hill Elementary School will use its 2012-13 differentiated Title II site allocation to support ongoing research-based professional development programs involving Lesson Study, Problem Solving/Response to Intervention, effective

differentiation of instruction to address all students' particular needs, and inquiry-based learning. Select Spring Hill Elementary School's teachers will also participate in district-wide Title II-funded professional development programs involving Content Area Reading Professional Development, Creating Independence through Student-Owned Strategies (CRISS), Florida Reading Initiative trainings, and Write Traits. All Title II-funded professional development programs at Spring Hill Elementary School were planned to support the district's strategic plan; 2010-11 District Improvement and Assistance Plan (DIAP) and School Improvement Plan (SIP) student performance goals and objectives; and our annual Title I school-wide services plan. (NCLB ELEMENT 1,2,3,7)

Title III

All of Spring Hill Elementary School's English language learners (ELLs) are primarily served in mainstream classrooms and receive supplemental services from ESOL lead teachers and paraprofessionals in their mainstream classrooms or in our ESOL resource room. District annual Title III entitlement funds are used to purchase materials, equipment, and supplies to supplement ELL instruction in Spring Hill Elementary School's mainstream classrooms that serve ELLs and in our ESOL resource rooms. Students, parents/guardians, and teachers have access to translated texts, dictionaries, graphic organizers, and worksheets and computer software packages designed to increase ELLs English and academic proficiencies. Spring Hill Elementary School's ESOL lead teacher will attend the annual state TESOL conference to acquire training and resources on effective ELL strategies that they can then train Spring Hill Elementary School's mainstream classroom teachers to incorporate into their lessons. Title III funds will also be used to train Spring Hill Elementary School's ESOL lead teacher and ESOL paraprofessionals how to better use computer software designed to improve ELL's English and academic proficiencies. Software purchased with Title III funds, like English Discoveries, Orchard, and Rosetta Stone, will be regularly used to supplement mainstream classroom instruction and to increase ELLs academic proficiencies. Title III funds will also provide extended day/year programs for Spring Hill Elementary School's ELLs; extended day/year programs will be offered to all of Spring Hill Elementary School's ELL families. Extended day programs for ELLs will meet after school 2-3 days per week; an extended year program for ELLs will be held in June. Transportation home from extended day/year programs will be provided through Title III. Because most of our ELLs are also economically disadvantaged, Title III programs are well coordinated and often seamlessly integrated with Title I (Part A)-funded programs and services. (NCLB ELEMENT 1,2,6,7,8,9)

Title X- Homeless

Not applicable.

Supplemental Academic Instruction (SAI)

Not applicable.

Violence Prevention Programs

District Student Services Dept. staff and Spring Hill Elementary School's guidance counselors provide substance abuse prevention and intervention initiatives for our students and families. These initiatives and activities consist of substance abuse evaluations and assessments, brief counseling, drug testing, student drug awareness classes, crisis intervention services, classroom substance abuse instruction, parent drug awareness classes, parent drug intervention training, substance abuse protocol training for staff and administrators, tobacco awareness classes, Involuntary Marchman Act petitions, and treatment referral services. Furthermore, prevention and intervention programs are in place to address bullying and harassment throughout the district. Spring Hill Elementary School's staff regularly participates in district professional development programs on violence and substance abuse prevention. The district's Student Services Dept. initiated additional instructional programs for issues such as anger management, conflict resolution and sexual harassment that will be used in lieu of lengthy suspensions in order to minimize loss of instructional time at all Hernando County schools in 2012-13.

Nutrition Programs

As part of the district's Food & Nutrition Dept., Spring Hill Elementary School's cafeteria staff provides balanced, attractive, well-prepared meals with good variety; give good, courteous, friendly service; meet high sanitary standards; are receptive to students' ideas and suggestions; and constantly strive for improvement. Spring Hill Elementary School's cafeteria staff provides free and/or reduced-price lunches for Spring Hill Elementary School students who qualify to participate in the U.S. Dept. of Agriculture's National School Lunch Program.

Housing Programs

Not applicable.

Head Start

The District coordinates with local Head Start to ensure that these students attend their local zoned school when age appropriate for Kindergarten.

Adult Education

The District's Adult & Community Education Department provides opportunities for Hernando County residents to participate in free classes in GED preparation, Adult ESOL, co-enrolled classes, Adult Basic Education, and Family Literacy. Co-enrolled classes are located at all four high schools. Other adult education classes (HEART Literacy) are located at four community (non-school) sites. Services for Adults with Disabilities are contracted to ARC of the Nature Coast.

Career and Technical Education

The Hernando County School District uses Carl D. Perkins annual entitlement funds to support (3) high school Career/Technical Education (CTE) Specialists; to purchase and print marketing materials to promote career academies, and other career and technical education programs, to traditional and non-traditional student populations; to provide professional development for Career/Technical Education (CTE) teachers; and to pay CTE students' testing and certification fees.

Job Training

Not applicable.

Other

N/A

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides 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 activities. ~

Assistant Principal: Supports 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 all school members are employing intervention support and documentation based on grade level PS/RtI team decisions, ensures MTSS professional development is provided to staff, and communicates with all school stakeholders' relevant MTSS plans and activities. ~

Title I School Improvement Facilitator: Supports 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 MTSS professional development to staff when appropriate, and communicates with all school stakeholders relevant MTSS plans and activities; having a special role to relay information from district Title I meetings to the school based MTSS team. ~

Select General Education Teachers: Provide information regarding core curriculum school-wide and grade level procedures, and observational student data. They actively participate in data driven grade level PS/RtI meetings to determine Tier 1 and Tier 2 interventions, as well as, involve additional resources to assist with Tier 3 students. Then these teachers carry out and document the Tier 1 and Tier 2 instruction and interventions. Additionally, they hold parent-teacher conferences and discuss MTSS and Tier 1-3 interventions with parents.

Exceptional Student Education (ESE) Teachers: Actively participate in data driven department level MTSS meetings to determine Tier 2 and Tier 3 interventions. Additionally, they collaborate with the general education teachers to provide interventions during differentiated instructional activities. Finally, they hold parent-teacher conferences and discuss MTSS and Tier 1-3 interventions with parents.

Assessment Teacher: Gather and disaggregate 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 PS/RtI meetings to determine Tier 1 and Tier 2 interventions, additionally she is involved in determining additional resources to use with Tier 3 students.

School Psychologist: Participates in collection, analysis, and interpretation of school-wide, grade level, subgroup and individual student data; facilitates development/adoption of intervention plans, forms, and procedures; provides much of the MTSS professional development, support, and technical assistance for problem-solving activities, including data collection, data analysis, and intervention planning; attends and participates in grade level PS/RtI grade level meetings during Something About Everyday 1 hour block.

Speech Language Pathologist: Provides information regarding the role language plays in instruction, understanding, and assessment; analyzes data to identify areas of student need with respect to language skills.

Guidance Counselors: Participate in collection, analysis, and interpretation of school-wide, grade level, subgroup and individual student data; facilitate development/adoption of intervention plans, forms, and procedures; provide professional development, support, and technical assistance for problem-solving activities, including data collection, data analysis, and intervention planning.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

Spring Hill Elementary School's RtI 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 FAIR, SAMe, Successmaker, Waterford, progress monitoring 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. Various members of the team will meet on an as need basis with grade level PS/RtI 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.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The SIP is developed by a team of highly qualified teachers of which many are also members of the MTSS team. Individual student data, both Academic and Behavioral, is the basis for determining the development and implementation of the School Improvement Plan (SIP). 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. Biweekly the MTSS 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 trainings and interventions are applied which are all designed to meet our SIP goals. The MTSS committee re-evaluates these strategies as they review the next set of performance data and modifications are made when data indicates a need to fine-tune strategies. The MTSS team determines school-based, grade-level, and subject-level needs. In addition, the team ensures students are receiving appropriate Tier1, 2 & 3 services/interventions with fidelity. The team further evaluates the professional development needs of the staff and appropriate tools for the overall implementation of MTSS to increase successful infrastructure development.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Data for each tier read, math, science, writing, behavior:
Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), SAM (Performance Matters Math and Science)
Progress Monitoring: PMRN, FAIR, FCAT, SAM
Midyear: FAIR, SAM
End of Year: FAIR, SAM, FCAT
Tier One Academic: FAIR, Successmaker, Waterford, Treasures, Envisions
Tier One Behavioral: Discipline warning and referrals, number of positive disciplines, performance in Character Education class,RTI:B
Tier Two Academic: FAIR, Successmaker, Waterford, SRA labs, EIR, Triumphs, Number Worlds, Success Tracker, Reading Resource teacher performance charts
Tier Two Behavioral: Discipline warnings and referrals, Behavior Chart success, Attendance for groups, check-ins and mentoring,RTI:B
Tier Three Academic: Successmaker, Waterford, SRA skill specific, Reading Resource teacher performance charts
Tier Three Behavioral: Individual performance charts, reports from outside therapist/agencies, parent communication

Describe the plan to train staff on MTSS.

MTSS training will be provided during pre-school for a 3-hour block and twice throughout the school year; during teacher imbedded professional development called Something About Everyday (SAE). The MTSS Leadership team will evaluate the need for supplementary training and will provide support and any needed additional training to individuals and/or grade level teams all through the school year. Additionally, teachers will be encouraged to complete the MTSS training modules available on-line through PD360. The MTSS team will attend District provided trainings and communicate new information to teachers during the SAE 1-hour training block.

Describe the plan to support MTSS.

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.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Principal
Assistant Principal
Assessment Teacher
Title I School Improvement Facilitator
Writing Teacher representative
Reading Resource Teacher
Media Specialist
ESE Teacher
At least one teacher from each of the following grades:
Kindergarten, first, second, third, fourth, fifth, and specials~

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The SHES Reading 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. The LLT will also make recommendations for professional development, as well as PLC topics, as they relate to reading and reading 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 perform 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 Reading Leadership Team meetings.

What will be the major initiatives of the LLT this year?

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 Common Core State Standards. Professional Development Model at SHES incorporates a "Something About Everyday" (SAE) 8-day cycle. New strategies and instructional techniques will be modeled and taught to teachers on SHES campus during SAE so they can then increase their usage and comfort with those strategies in the class room. Additionally, the district reading coach will provide professional development covering effective use of essential questions, higher order thinking questioning, reciprocal teaching methods, and changes in testing requirements. Implementation and utilization of these strategies will be noted by administration during reading walk-throughs and fidelity checks. The LLT will read, discuss, and share instructional approaches from the book "Text Complexity: Raising Rigor in Reading" by Douglas Fisher, Nancy Frey, and Diane Lapp. Emphasis will be on how to increase text complexity in all core subjects for all levels of student learners.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/13/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Spring Hill Elementary School has two ESE Pre-K classes for children who have been identified through screenings from FDLRS and the Childfind Network. At the end of the previous school year, a Kindergarten Round-Up provides information for parents via a School Readiness Inventory. Hernando County provides a free Universal Pre-K program during the summer for all eligible children to help them prepare for Kindergarten. Several private day cares in the district also provide the Universal Pre-K program free of charge year round. Parents can access a list of all participating day cares in the district providing this free service. PreK teachers collaborate with the Kindergarten teachers to ensure readiness and smooth transition.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	(NCLB ELEMENT 5) SHE will have a 5 percentage point increase in those students achieving a Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (96/308) of students have achieved proficiency, a Level 3, on the 2012 FCAT 2.0 test.	36% of students will achieve proficiency a Level 3 on the 2013 FCAT 2.0 test. (NCLB ELEMENT 5)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge	Use best practices to help build background knowledge to increase students' comprehension of material	Teacher, Administration,Media Specialist, and Team Leaders	Check usage of videos, graphic organizers,and websites (virtual fieldtrips)	Alexandria circulation records, Classroom walktroughs,PD 360, and Lesson Plans.
2	Differentiated instruction techniques are not consistently applied and do not occur with fidelity. Students do not receive enrichment activities with frequency.	Teachers will increase usage of differentiated materials provided by the district curriculum. For example, evidence of using beyond level workbook activities and online extension resources will be implemented with greater frequency in classrooms after teachers have a refresher session during SAE. Grade levels will organize students by levels of ability and focus on higher achievement expectations with differentiated skill	Teachers, Administration, District Reading Coach, Team leaders,and Site based leadership team	Analysis of FAIR, Waterford Learning, Pearson Success Maker data, and evidence of differentiated instruction techniques during walkthrough and review of lesson plans.	Walk-through documentation to ensure effective strategies are utilized in classrooms. FAIR, FCAT, Waterford and SuccessMaker data will be analyzed to determine levels of student growth and progress.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	SHE will have a 5 percentage point increase in those students achieving a Level 4 or 5.(NCLB ELEMENT 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (98/308) students scored a 4 or 5 on the 2012 FCAT Reading Test.	37% students will achieve a Level 4 or 5 on the 2013 FCAT Reading Test. (NCLB ELEMENT 5)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	During differentiated instruction teachers are not utilizing higher-order inquiry- based instructional techniques, tasks lack rigor.	Give grade level teams time to collaborate during Something About Everyday meetings to develop centers and assign tasks using appropriate rigor that focus on Webb's Depth of Knowledge.	Teacher,Administration, Assessment Teacher	Review lesson plans, check student work samples, and conduct walkthroughs to collect data.	FCAT, Classroom walkthrough
2	Differentiated instruction techniques are not consistently applied. Students do not receive enrichment activities with frequency.	Teachers will increase usage of differentiated materials provided by the district curriculum. For example, evidence of using beyond level workbook activities and online extension resources will be implemented with greater frequency in classrooms after teachers have a refresher session during SAE. Grade levels will organize students by levels of ability and focus on higher achievement expectations with differentiated skill groups.	Teachers, Administration, District Reading Coach, Team leaders,and Site based leadership team	Analysis of FAIR, Waterford Learning, Pearson Success Maker data, and evidence of differentiated instruction techniques during walkthrough and review of lesson plans.	Walk-through documentation to ensure effective strategies are utilized in classrooms. FAIR, FCAT, Waterford and SuccessMaker data will be analyzed to determine levels of student growth and progress.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.	N/A

Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	SHE will show 3 percentage point increase in students making Learning Gains. (NCLB ELEMENT 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (134/200) of students made learning gains in reading.	Demonstrate a year's worth of growth and increase by 3 percentage points the present level to 70% of students making learning gains in reading. (NCLB ELEMENT 5)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of comprehension skills and background knowledge.	Implementation of Florida Reading Initiative strategies and CRISS strategies.	Teacher, Administration, Distric Reading Coach	Analysis of FAIR and Pearson Success Maker data	FCAT and FAIR
2	Difficulty integrating science, social science, and real world concepts into reading	During Something About Everyday, give teachers time to collaborate and develop science integrated lessons and centers/activities that integrate more informational text.	Teachers andTeam leader	Analysis of FAIR Scores, Waterford and SuccessMaker data during monthly MTSS meetings and SAE time.	FCAT
3	Differentiated instruction techniques are not consistently applied and do not occur with fidelity.	During "Something About Everyday" literacy topic sessions, teachers will be given time to collaborate and develop centers/activities that integrate content area materials and differentiate levels of instruction based on student data.	Teacher, Administration, and Site based leadership team	Analysis of FAIR, Waterford Learning, Pearson Success Maker data, and evidence of differentiated instruction techniques during walkthrough and review of lesson plans	Walk-through documentation to ensure effective strategies are utilized in classrooms. FAIR, FCAT, Waterford and SuccessMaker data will be analyzed to determine levels of student growth and progress.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/a			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	76% of the students in the lowest quartile will show learning gains on the 2013 FCAT reading assessment. (NCLB ELEMENT 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (36/51) of students in the lowest quartile made learning gains in reading.	76% of students in the lowest quartile will make learning gains in reading showing a 5% increase. (NCLB ELEMENT 5)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of basic reading skills (i.e., phonics, fluency, decoding). Lack of background knowledge.	Students will receive individualized instruction in basic reading skills using Pearson Success Maker and Waterford computer labs (i.e., phonics, fluency, decoding). Students will attend small group with Title I Reading Resource Teacher. Classroom teacher will use United Streaming video clips and graphic organizers to increase background knowledge. (NCLB ELEMENT 1)	Administration, SBLT/MTSS Team, School Improvement Coordinator, and Teachers.	Monthly grade level teachers will review data with the MTSS Leadership Team to review FAIR data and Success Maker data.	FAIR data, Success Maker data, MTSS Intervention data and SAM.
2	Differentiated instruction techniques are not consistently applied and do not occur with fidelity.	During "Something About Everyday" literacy topic sessions, teachers will be given time to collaborate and develop centers/activities that integrate content area materials and differentiate levels of	Administration, Teacher, and Site based leadership team	Analysis of FAIR, Waterford Learning, Pearson Success Maker data, and evidence of differentiated instruction techniques during walkthrough and review of lesson plans.	Walk-through documentation to ensure effective strategies are utilized in classrooms. FAIR, FCAT, Waterford and SuccessMaker data will be

		instruction based on student data.			analyzed to determine levels of student growth and progress.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : Spring Hill Elementary will reduce the achievement gap of 37% by increasing the students who score at the proficient level(level 3 or above) by 4% a year. 83% of the students will be proficient by 2016-2017

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%	65%	69%	72%	76%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	SHE will decrease by 10 percentage points the White student population achieving a Level 1 or 2 to 30%. (NCLB ELEMENT 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (64/195)of White students achieved a Level 1 or 2 on 2012 FCAT 2.0 reading test.	70% of White students will make a Level 3 or higher on the 2013 FCAT 2.0 reading test. (NCLB ELEMENT 5)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient time for struggling students to master skills.	Extended Day After-school program. (NCLB ELEMENT 9)	Title I School Improvement Faciliator	Evaluate FCAT performance of participating students and SuccessMaker lab.	FCAT data
2	Parent Involvement with literacy skills is lacking; therefore, students do not receive additional literacy experiences at home.	SHE will host a parent institute. Parent involvement activities will be hosted in "take and make" sessions with an emphasis reading skills associated the Common Core Curriculum.	Administration, Parent Educator, ELL staff, team leaders, SBLT/ MTSSSite based leadership team, and teachers	Attendance rates at parent night and overall percentage of parent involvement will be recorded and analyzes. First ever annual parent institute evening at SHES will report at lease 10% family attendance	Sign-in sheets and attendance data from parent functions. Feedback evaluation forms, provided in both English and Spanish.
3	Lessons not engaging	Learning strategies that engage-active participation, cultural experence and stems intelectual interest.	Teachers and Administration	Walkthroughs	FCAT ans FAIR

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	For 2013, our expected level of performance for students in the ELL subgroup not making progress in reading will decrease by 10 percentage points to 54% or lessnot proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	60% (12/20) of ELL students were not proficient on the 2012 FCAT 2.0 reading.		46% of Spring Hill elementary ELL population will score a level 3 or greater on the 2013 FCAT 2.0 Reading.	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Involvement with literacy skills is lacking; therefore, students do not receive additional literacy experiences at home.	SHE will host a parent institute. Parent involvement activities will be hosted in "take and make" sessions with an emphasis on developing oral language skills with simple, research based strategies.	Administration, Parent Educator, ELL staff, and SBLT/MTSS leadership team, and Teachers	Attendance rates at parent night and overall percentage of parent involvement will be recorded and analyzed. First ever annual parent institute evening at SHES will report at least 10% family attendance	Sign-in sheets and attendance data from parent functions will be reviewed. Feedback evaluation forms, provided in both English and Spanish, will reflect positive commentary.
2	Differentiated instruction techniques are not consistently applied and do not occur with fidelity.	During "Something About Everyday" literacy topic sessions, teachers will be given time to collaborate and develop centers/activities that integrate content area materials and differentiate levels of instruction based on student data.	Teacher, Administration, and Site based leadership team	Analysis of FAIR, Waterford Learning, Pearson Success Maker data, and evidence of differentiated instruction techniques during walkthrough and review of lesson plans	Walk-through documentation to ensure effective strategies are utilized in classrooms. FAIR, FCAT, Waterford and SuccessMaker data will be analyzed to determine levels of student growth and progress.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Spring Hill Elementary will decrease by 10 percentage points the number of SWD students scoring non proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% of students with disabilities scored a level 1 or 2 on the 2012 FCAT 2.0 reading.	41% of the SWD population will score proficient (level 3 or above) on the 2012 reading FCAT 2.0.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Involvement with literacy skills is lacking; therefore, students do not receive additional literacy experiences at home.	SHE will host a parent institute. Parent involvement activities will be hosted in "make and take" sessions with an emphasis on developing oral language skills with simple, research based strategies. One workshop session will center on home literacy tips for students in grades K-2 and another session will be devoted to grades 3-	Administration, Parent Educator, ELL staff, and Site based leadership team	Attendance rates at parent night and overall percentage of parent involvement will increase. First ever annual parent institute evening at SHES will report 10% family attendance.	Sign-in sheets and attendance data from parent functions will be reviewed. Feedback evaluation forms, provided in both English and Spanish, will reflect positive commentary.

		5. Sessions will be facilitated by intensive reading remediation specialists and literacy instructors.			
2	Lack of foundation skills and background information.	ESE teachers will Differentiate Instruction in small groups.	Teacher	Waterford and SuccessMaker Labs	Lesson Plans, Data reports from FAIR
3	Differentiated instruction techniques are not consistently applied and do not occur with fidelity.	During "Something About Everyday" literacy topic sessions, teachers will be given time to collaborate and develop centers/activities that integrate content area materials and differentiate levels of instruction based on student data.	Teacher, Administration, and Site based leadership team	Analysis of FAIR, Waterford Learning, Pearson Success Maker data, and evidence of differentiated instruction techniques during walkthrough and review of lesson plans	Walk-through documentation to ensure effective strategies are utilized in classrooms. FAIR, FCAT, Waterford and SuccessMaker data will be analyzed to determine levels of student growth and progress.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Spring Hill Elementary will decrease by 10 percent the number of economically disadvantaged students scoring non proficient to 38% or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (96/230) of the students were not proficient in reading.	62% or moreof the economically disadvantaged students will score proficient on the 2013 FCAT 2.0 reading test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Involvement with literacy skills is lacking; therefore, students do not receive additional literacy experiences at home.	SHE will host a parent institute. Parent involvement activities will be hosted in "make and take" sessions with an emphasis on developing oral language skills with simple, research based strategies. One workshop session will center on home literacy tips for students in grades K-2 and another session will be devoted to grades 3-5. Sessions will be facilitated by intensive reading remediation specialists and literacy instructors.	Administration, Parent Educator, ELL staff, and Site based leadership team	Attendance rates at parent night and overall percentage of parent involvement will increase. First ever annual parent institute evening at SHES will report 10% family attendance	Sign-in sheets and attendance data from parent functions will be reviewed. Feedback evaluation forms, provided in both English and Spanish, will reflect positive commentary.
2	Differentiated instruction techniques are not consistently applied and do not occur with fidelity.	During "Something About Everyday" literacy topic sessions, teachers will be given time to collaborate and develop centers/activities that integrate content area materials and differentiate levels of instruction based on student data.	Teacher, Administration, and Site based leadership team	Analysis of FAIR, Waterford Learning, Pearson Success Maker data, and evidence of differentiated instruction techniques during walkthrough and review of lesson plans	Walk-through documentation to ensure effective strategies are utilized in classrooms. FAIR, FCAT, Waterford and SuccessMaker data will be analyzed to determine levels of

						student growth and progress.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Planning Differentiated Instruction with currently available curriculum materials.	Reading/All grade levels	Administration, Assessment Coordinator, and Team Leaders	Instructional staff in grade level classrooms	Per SAE calendar	Administration will ensure fidelity of application of differentiated instructional techniques.	Administration
CCSS Training	Reading/All grade levels	Principal and District Persnal	Instructional staff in grade level classroom	SAE and district PD calendar	Administration will ensure fidelity of application of differentiated instructional techniques.	Administration

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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Extended Day	Teachers to staff after-school reading program.	Title I (NCLB Element 4)	$7,250.00
Extended Day	Materials and supplies for after-school reading program.	Title I (NCLB Element 4)	$5,000.00
			Subtotal: $12,250.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Pearson Success Maker and Waterford Lab Managers	2 Lab Managers to staff Pearson Success Maker and Waterford Labs	Title I (NCLB Element 4)	$57,793.36
			Subtotal: $57,793.36
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Educational consultants from Pearson will meet with teachers to help them use the new software (SuccessMaker and Waterford)	Pearson SuccessMaker and Waterford	Title I (NCLB Element 4)	$6,567.00
			Subtotal: $6,567.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Title I School-wide program	Title I School Improvement Facilitator to monitor and implement ESEA/NCLB and Florida Waiver requirements relevant to reading.	Title I (NCLB Element 4)	$18,250.00
Extended Day program	Transportation for students attending Title I Extended Day tutoring.	Title I (NCLB Element 4)	$1,500.00

Supplemental reading instruction	Title I Reading Resource Teacher	Title I (NCLB Element 4)	$48,000.00
		Subtotal:	$67,750.00
		Grand Total:	**$144,360.36**

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Spring Hill Elementary will increase by 3 percentage points the number of students who score proficient of the 2012 CELLA test.

2012 Current Percent of Students Proficient in listening/speaking:

36% of the students scored proficient in listening/speaking on the 2012 CELLA test.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of support /resources in the home environment	Create a resource bank of agencies, mentors, tranlators, etc. to share with parents of ELL students, and will be targated to utilize the Rosetta Stone available on the Title I Family Center computers. The parent educator can work with the parents on how to use the check out materials available with their children at home.	ESOL lead teacher and parent educator	Survey parents about their knowledge /need for external agencies to assist with early intervention for their children prior to starting school.	A parent resource packet could be given to all parents of ELL students
2	Insufficient para time	Make a schedule that makes use of the para time wisely	ESOL lead teacher, administration	Allow maximum time for paras to work with students in the classroom.	Para time can be scheduled for fidelity and walkthroughs.
3	A perscriptive approach derived from CELLA data, targeting students areas of deficiencies related to listening and speaking is needed in supplemental extended day/year programs.	Supplemented training will be conducted during the school year for extended day teachers and paraprofessional on how to us targated instructional strategies and best practices in listening and speaking for ELL's.	ESOL Lead teacher,SBLT, Administrators.	Walkthroughs, Observations, Data Chats, analyzing student data and past CELLA scores.	CELLA test scores.

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	Spring Hill Elementary will increase by 5 percentage points the number of students scoring proficient on the 2013 CELLA test.

2012 Current Percent of Students Proficient in reading:

40% (17/42) of the ELL students scored proficient in reading on the 2012 CELLA test.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Failure to provide highly effective differentiated instruction within the classroom.	Training for teachers on the strategies, techniques, and best practices that work for ESOL students	ESOL Lead teacher and administration	Administration will observe during walkthroughs if implementation of DI instruction is occuring in the classroom. Survey teachers to find out if they are more knowleable of CELLA components	CELLA test
2	Teachers are unfamiliar with the components of CELLA test.	Provide trainings for teachers.	ESOL Lead and administration.	Survey teachers to evaluate their knowledge of the CELLA test.	CELLA test
3	A perscriptive approach derived from CELLA data, targeting students areas of deficiencies related to listening and speaking is needed in supplemental extended day/year programs.	Supplemented training will be conducted during the school year for extended day teachers and paraprofessional on how to us targated instructional strategies and best practices in listening and speaking for ELL's.	ESOL Lead teacher,SBLT, Administrators.	Walkthroughs, Observations, Data Chats, analyzing student data and past CELLA scores.	CELLA Test

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Spring Hill Elementary will increase by 5 percentage points to have 50% the ELL students scoring proficient on the CELLA test in 2013.

2012 Current Percent of Students Proficient in writing:

45% of the students scored proficient on the writing section of the CELLA test in 2012.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not trained to provide highly effective instruction within the classroom.	Training for teachers with DI and test speciic for CELLA. The PD is provided by ESOL lead with focus on best practices, ELL srategies, targeted instruction for writing and suppoet during instruction from ELL paras.	ESOL lead and administration	Survey teachers to find out if they are more knowlegable of the CELLA test components.	CELLA test
	A perscriptive approach derived from CELLA data, targeting	Supplemented training will be conducted during the school year	ESOL Lead teacher,SBLT, Administrators.	Walkthroughs, Observations, Data Chats, analyzing	CELLA Test

2	students areas of deficiencies related to listening and speaking is needed in supplemental extended day/year programs.	for extended day teachers and paraprofessional on how to us targated instructional strategies and best practices in listening and speaking for ELL's.		student data and past CELLA scores.	

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Rosetta Stone Classroom Version 3	Rosetta Stone English Levels 1-5 (online annual fixed licenses) and/or Orchard Software, Syboney Learning Group Language Arts K-3, 4-6, 7-9 bundles	District Title III Part A Grant	$11,950.00
			Subtotal: $11,950.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Rosetta Stone onsite	Training of ESOL Lead teachers/contacts and ESOL paraprofessionals representing all sites	District Title III Part A Grant	$2,100.00
			Subtotal: $2,100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $14,050.00

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	(NCLB ELEMENT 5) Spring Hill Elementary will increase by 5 percentage points the number of students scoring proficient on the 2013 FCAT test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (98/308) of students are meeting proficiency level in math.	37% of students will meet proficience in math. (NCLB ELEMENT 5)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack knowledge to determine how to apply appropriate mathematical concepts to solve problems based on Webbs higher order concepts	Teachers will teach comprehension of math vocabulary and how to apply through inquiry based instruction to understand order of operations and multi-step equations	Administration, SBLT/MTSS	Administration will utilize classroom walkthroughs to evaluate the effectiveness of inquiry based instruction and SuccessMaker lab data.	Common Assessment, FCAT, SAM, and SuccessMaker data.
2	Differentiated instruction techniques are not consistently applied and do not occur with fidelity. Students do not receive enrichment activities with frequency.	Teachers will increase usage of differentiated materials provided by the district curriculum. For example, evidence of using enrichment and online extension resources will be implemented with greater frequency in classrooms after teachers have a refresher session during SAE. Grade levels will organize students by levels of ability and focus on higher achievement expectations with differentiated skill groups.	Administration and SBLT/MTSS	Analysis of SAM results, Waterford Learning, Pearson Success Maker data, and evidence of differentiated instruction techniques during walkthrough and review of lesson plans.	Walk-through documentation to ensure effective strategies are utilized in classrooms. SAM, FCAT, Waterford and SuccessMaker data will be analyzed to determine levels of student growth and progress
3	Insufficient time to master skills in 60 minute math block	All students in grade 3-5 will go to the pearson SuccessMaker lab every day for 15 minutes of skill building activities.	Title I SuccessMaker lab manager, teacher, and administration	Review SAM data and SuccessMaker data to see if the students are mastering the skills.	FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A	N/a

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	To increase by 5 percentage points the total number of students achieving above proficiency, Level 4 and 5, by identifying and enhancing the curriculum of these students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (80/308) students achieved a level 4 or 5 on FCAT	31% students will achieve a level 4 or 5 on the 2012 FCAT

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of higher- order thinking and reasoning skills students not being challenged.	Professional development on how to differentiate instruction to challenge the student to use inquiry-based instruction with higher order thinking skills.	Administration	Administration will utilize classroom walkthroughs to evaulate the effectiveness of inquiry based instruction. Teachers will receive feedback during SAE and PD 360 account.	FCAT
2	Teachers are unfamiliar with the SuccessTracker component of the Envisions curriculum.	During "Something About Everyday" literacy topic sessions, teachers will be given time to explore the SuccessTracker program, Envisions, content area materials, and differentiate levels of instruction based on student data.	Administration, Computer lab managers, teachers, and Site based leadership team	Analysis of Pearson Success Tracker data results comparing pre and post tests for targeted student populations.	Walk-through documentation to ensure use of SuccessTracker. SAM, FCAT, Waterford and SuccessMaker data will be analyzed to determine levels of student growth and progress.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	SHE will increase by 5 percentage points the number of students making Learning Gains in mathematics. (NCLB ELEMENT 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (106/308) students made learning gains in math.	58% students will make learning gains in math. (NCLB ELEMENT 5)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of basic mathematics skills	Teachers will use timed basic skills tests and students will take ownership of their learning by keeping track of their results.	Administration and team leaders	Administration will utilize classroom walkthroughs and SAM data to gage student progress on basic mathematic goal skills to evaluate the effectiveness of inquiry based instruction. Teachers will receive feedback during SAE.	Common assessment and FCAT
2	Insufficient time to master skills in 60 minute math block	All students in grade 3-5 will go to the Pearson Success Maker Lab everyday for 15 minutes of skill building activities	Title I Success Maker Lab Manager, teacher and administration	Review SAM data and Success Maker data to see if students are mastering the skills.	FCAT
3	Differentiated instruction techniques are not consistently applied and do not occur with fidelity. Students do not receive enrichment activities with frequency.	Teachers will increase usage of differentiated materials provided by the district curriculum. For example, evidence of using enrichment and online extension resources will be implemented with greater frequency in classrooms after teachers have a refresher session during SAE. Grade levels will organize students by levels of ability and focus on higher achievement expectations with differentiated skill groups.	Administration and SBLT/MTSS Analysis of SAM results,	Waterford Learning, Pearson Success Maker data, and evidence of differentiated instruction techniques during walkthrough and review of lesson plans.	Walk-through documentation to ensure effective strategies are utilized in classrooms. SAM, FCAT, Waterford and SuccessMaker data will be analyzed to determine levels of student growth and progress

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Increase the Lowest 25% making learning gains in mathematics by 3 percentage points. (NCLB ELEMENT 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (45) of Lowest 25% making learning gains in Mathematics.	52% (48) of Lowest 25% making learning gains in Mathematics. (NCLB ELEMENT 5)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not know their achievement levels and what to do to improve their skills to take ownership of their learning.	Teachers will have data chats with students at least one a marking period	Homeroom teacher	Data chat forms filled out by teacher and student	FCAT
2	Teachers need additional modeling for how to implement inquiry based methods of instruction and usage of hands on manipulatives.	Implementation of effective lesson study techniques will allow grade level teams to review mathematics instruction through concept/strand planning and lesson planning. Lesson study will allow for greater math collaboration and implementation of common core state standards, SUMS principles, and expectations across grade levels.	Administration, Assessment Coordinator, grade level teams	Grade level teams will submit one completed lesson study: expanding math concepts and providing for greater depth of knowledge and student application each semester.	SAM data and FCAT results as well as administrative review of lesson studies submitted by grade level teams.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A : Spring Hill Elementary will reduce the achievement gap of 42% by increasing the students who score at the proficient level(level 3 or above) by 4% a year. 78% of the students will be proficient by 2016-2017

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58%	61%	65%	69%	73%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	SHE will increase by 5 percentage points the number of White, Hispanic, Black, and Asian students achieving Level 3 or above on 2013 FCAT Math assessment. (NCLB ELEMENT 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(75/195) of white students,57% (12/21) black, 53% (35/66) Hispanic, and 21% (3/14) Asian students scored Not Proficient on the 2012 FCAT.	67% White,and 52% of Hispanic, 48% Black, and 84% Asian students will be proficient in mathematics on the 2012 FCAT. (NCLB ELEMENT 5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not proficient in Differentiated Instruction in Mathematics and using centers during the math block	Provide time during Something about Everyday time for teachers to collaborate, share, develop, and to become familiar with all the research based materials available for differentiated remediation.	assessment teacher, administration	Classroom walk-throughs, SAE schedule, SuccessMaker and SAM.	FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	SHES will increase by 5 percentage points the number of SWD students reaching proficient level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (23/34) students scored a level 1 or 2 on the FCAT	37% students will score a level 3 or better on the FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack basic skills in Mathematical concepts and understand of how to process multi-step equations	Implement Number Worlds and success tracker	ESE teacher and administration	Administration will utilize classroom walk-throughs, SAM and SuccessMaker strategies.	FCAT
2	Teachers have expressed need for professional development techniques centered on infusing math journaling into daily instruction.	During an upcoming "Something About Every Day" topic, teachers will receive strategies for creating cross curriculum connections between math and writing in order to implement common core state standards through student journaling exercises. Students will have math journals that reflect evidence of written responses to math word problems and math concepts.	Administration, Teachers, and Site based leadership team	Math journals will be reviewed by teachers for student understanding and application of written expression skills applied in math problem solving situations, Classroom walkthrough fidelity usage, SAM, SuccessMaker data, and SBLT/MTSS team	FCAT scores, and evidence of math journaling during classroom walkthroughs and review of lesson plans.
3	Differentiated instruction techniques are not consistently applied and do not occur with fidelity. Students do not receive enrichment activities with frequency.	Teachers will increase usage of differentiated materials provided by the district curriculum. For example, evidence of using enrichment and online extension resources will be implemented with greater frequency in classrooms after teachers have a refresher session during SAE. Grade levels will organize students by levels of ability and focus on higher achievement expectations with differentiated skill groups.	Administration and SBLT/MTSS	Analysis of SAM results, Waterford Learning, Pearson Success Maker data, and evidence of differentiated instruction techniques during walkthrough and review of lesson plans.	Walk-through documentation to ensure effective strategies are utilized in classrooms. SAM, FCAT, Waterford and SuccessMaker data will be analyzed to determine levels of student growth and progress

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	SHES wants to increase the number of Students scoring a level 3 or higher by 5 percentage points

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	47%(107/230) of SHE Economically Disadvantaged students scored a level 1 or 2 on the 2012 FCAT		58% of SHES students will score a level 3 or higher on the 2012 FCAT.		

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers have expressed need for professional development techniques centered on infusing math journaling into daily instruction.	During an upcoming "Something About Every Day" topic, teachers will receive strategies for creating cross curriculum connections between math and writing in order to implement common core state standards through student journaling exercises. Students will have math journals that reflect evidence of written responses to math word problems and math concepts.	Administration, Teachers, and Site based leadership team	Math journals will be reviewed by teachers for student understanding and application of written expression skills applied in math problem solving situations.	FCAT scores, and evidence of math journaling during classroom walkthroughs and review of lesson plans.
2	Differentiated instruction techniques are not consistently applied and do not occur with fidelity. Students do not receive enrichment activities with frequency.	Teachers will increase usage of differentiated materials provided by the district curriculum. For example, evidence of using enrichment and online extension resources will be implemented with greater frequency in classrooms after teachers have a refresher session during SAE. Grade levels will organize students by levels of ability and focus on higher achievement expectations with differentiated skill groups.	Administration, Teachers, and Site based leadership team	Analysis of SAM results, Pearson SuccessMaker data, and evidence of differentiated instruction techniques during walkthrough and review of lesson plans.	Walk-through documentation to ensure effective strategies are utilized in classrooms. SAM, FCAT, Waterford and SuccessMaker data will be analyzed to determine levels of student growth and progress

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implementing lesson study techniques for greater application of math concepts and common core state standards	Math/All grade levels	Administration, Assessment Coordinator, and Team Leaders	Instructional staff in grade level classrooms	Per SAE calendar	Administration will ensure fidelity of application of differentiated instructional techniques and lesson study	Administration

Mathematics Budget:

| --- | --- | --- | --- |
Strategy	Description of Resources	Funding Source	Available Amount
Extended Day	Teachers to staff Title I Extended Day after-school math program.	Title I (NCLB Element 4)	$7,250.00
Extended Day	Materials and supplies for Title I Extended Day after-school math program.	Title I (NCLB Element 4)	$2,000.00
			Subtotal: $9,250.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Pearson SuccessMaker Assistance	High stakes management implementation plan	Title I	$3,572.00
			Subtotal: $3,572.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Title I School-wide program	Title I School Improvement Facilitator to monitor and implement ESEA/NCLB and Florida Waiver requirements relevant to math.	Title I (NCLB Element 4)	$18,250.00
			Subtotal: $18,250.00
			Grand Total: $31,072.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	SHE will show 5 percentage point increase in those students achieving a Level 3. (NCLB ELEMENT 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (36) of students scored at or above Level 3 on the 2012 FCAT Science test.	37% of students will score at Level 3 on the 2013 FCAT Science test. (NCLB ELEMENT 5)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students do not receive enough time for science hands-on investigations due to reading and math	Students will receive cross-curricular exposure to key Big Idea Science concepts through Reading and	Administration and Science lab leacher	Classroom walkthrough of science lab and SAM	FCAT & SAM Performance matters progress monitoring

1	scheduling issues. Students require a well-rounded understanding of Physical and Life Sciences with focus on general concepts of Energy Transference through Ecosystems, Mechanical Apparatus and Biological Entities.	Writing. Students in-class Science curriculum will be re-enforced in the daily Science Lab Special where Math components will also be used to re-enforce basic skills. Hands-on LAB activities related to content in Science STEM LAB will be conducted durig specials lab.			
2	Teachers need to cross-reference all science resources to provide hands-on investigations in the classroom.	Allow the teachers SAE time to review the grade level specific matrix of science resources where they may select an appropriate grade level hands-on investigation that correlates to the Big Idea for their grade level.	Team leader and administration	Administration will conduct classroom walkthroughs to make sure all parts (hands on, technology, textbook) are being used, and SAM	FCAT & SAM Perfomance Matters progress monitoring

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	To increase by 5 percentage points the total number of students achieving above proficiency, Levels 4 and 5, by identifying and enhancing the curriculum of these students. (NCLB ELEMENT 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (17) of students scored a Level 4 or 5 on the 2012 FCAT Science test.	20% students will score a Level 4 or 5 on the 2013 FCAT Science test. (NCLB ELEMENT 5)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time for science labs, experiments, and independent student investigations.	Teachers will conduct a minimum of four scientific labs every semester providing enrichment opportunities for students to learn the scientific method of investigation.	Team leader	Administrative walkthroughs, SAM, student work samples, increase science fair participation.	FCAT, mini-assessments (HMH Florida Science Fusion),SAM performance matters for progress monitoring.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Performance Matters historical data base and science assessment administration	Grades K-5	Assessment Teacher	Grades K-5	During SAE PLCs.	Assessment Teacher will meet with teachers after each assessment period to evaluate effectiveness of core instruction in each grade level.	Administration
SIG 1003(a) Science Resource Matrix	Grades K-5	Assessment Teacher	Grades K-5	During SAE PLCs.	Assessment Teacher will meet with teachers during SAE to help them utilize the SIG 1003(a) Science Resource Matrix. Administration will do walk-throughs during scheduled science periods to evaluate hands-on investigations.	Administration

Success Tracker	Grades K-5	Assessment Teacher	Grades K-5	During SAE PLCs	Assessment Teacher will meet with teachers during SAE to help them utilize the SIG 1003(a) Science Resource Matrix. Administration will do walk-throughs during scheduled science periods to evaluate hands-on investigations.	Administration
SuccessMaker	Grades K-5	Assessment Teacher	Grades K-5	Grades K-5	Assessment Teacher will meet with teachers during SAE to help them utilize the SIG 1003(a) Science Resource Matrix. Administration will do walk-throughs during scheduled science periods to evaluate hands-on investigations. Administration SuccessMaker Grades K-5 Assessment Teacher Grades K-5 Grades K-5	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	21 percent of Spring Hill Elementary students will score at Achievement level of 4.0 and higher in writing (NCLB ELEMENT 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (73/97) of students scored a Level 3 or higher on the FCAT Writing test and 11% scored at level 4 or higher.	80% of students will score a Level 3 or higher and (21% will be a level 4 or higher) on the FCAT Writing test. (NCLB ELEMENT 5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Infusion of writing instruction across curricular areas is limited in most grade levels and application of writing standards is expected at deeper levels through the implementation of common core state standards.	Teachers will participate in SAE training and planning of effective writing instruction, how to infuse writing application across curricular areas through the use of journaling and CCSS district writing training.	Administration, grade level teams	Evidence of writing instruction reflected in lesson plans and infusion of journaling will be evident during classroom walkthroughs.	Classroom walkthrough data, district writing prompt score increases, and FCAT scores for 4th grade writing
2	Teachers are not familiar with the changes to the scoring of the Writing FCAT	During SAE teachers will analyze the new rubric, scoring guide, and anchor papers to develope lesson plans.	administration	walkthroughs	DWAP & FCAT writing data
3	Weak spelling,conventions,and poor quality of detail	Increase attention to correct usage of standard English and the quality of details in student writing	Teacher and SBLT/MTSS	review writing samples and district prompts	District writing prompt data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Infusion of writing instruction across curricular areas is limited in most grade levels and application of writing standards is expected at deeper levels through the implementation of common core state standards.	Teachers will participate in SAE topics for planning effective Six Traits instruction and how to infuse writing application across curricular areas through the use of journaling.	Administration, grade level teams	Evidence of Six Traits instruction reflected in lesson plans and infusion of journaling will be evident during classroom walkthroughs.	Classroom walkthrough data, district writing prompt score increases, and FCAT scores for 4th grade writing

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Infusing written expression skills through journaling across curricular areas and distict writing training on new writing requirements (train the trainer)	Writing/All grade levels	Administration, Assessment Coordinator, and Team Leaders	Administration, Assessment Coordinator, and Team Leaders	Per SAE calendar	Administration will ensure fidelity of and infusion of journaling.	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	For the 2010-2011 school year SHE's attendance rate was 93.20%. (NCLB ELEMENT 5)
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
For the 2011-2012 school year, SHES attendance rate was 93%.	We will increase this to 95% as the average daily attendance during the 2012-2013 school year. (NCLB ELEMENT 5)
2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive

	Absences (10 or more)	Absences (10 or more)
	305(46%)students had 10 or more absences during the 2011-2012 school year.	250 (37%) students or less will have 10 or more absences during the 2012-2013 school year.
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
	135 (20%) students had 10 or more tardies during the 2011-2012 school year.	125 (19%) students or less will have excessive tardies during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents may not have a true conception of the number of absences or tardies that their child may have accumulated and the impact it has on academic achievement.	Administration, guidance councelors and classroom teacher will collaborate with student service department and title one parent educator to increase communication with parents.	Guidance counselors	Monthly reports to the MTSS committee.	Terms reports for tardy and attendance data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The importance of Communication with parents and students about the impact of attendance/tardies and doing well in school	K-5	Administration and Guidance Counselors	All teachers	As per SAE	MTSS team disaggrating data on attendance	Guidance Counselors and administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	For the 2010-2011 school year SHE's suspension rate was 14%
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
During 2011-2012 there were 105 incidents of ISS.	Decrease the total number of ISS incidents by 5 percentage points (100 total incidents)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
During the 2011-2012 year there were 6.5% (49) is the total number of students who received ISS.	5 percent of students will be the total number of students who receive ISS.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
During 2011-2012 there were 7% (53) total OSS incidents.	Decrease the total number of OSS incidents by 5 percentage points (50 total incidents).
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
During 2011-2012 3% (22) is the total number of students who received OSS.	2 percent of students will be the total number of students who will receive OSS.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Students exhibit behavioral skill deficits, and lack knowledge of appropriate responses to common social, emotional, and academic challenges that arise in a school setting. Students also lack the knowledge of	1. Implementation of the Character Education program that focuses on teaching students appropriate behavioral responses to different school challenges, and the importance of how these choices impact	Guidance Councelors and MTSS team	Monthly analysis of discipline data from RTI-B.	TERMS or RTI:B Data

	how their suspensions impact school success.	school success(tier 1). Continuation of conflict resolution/social skills groups for the tier 2 students, and intensive one-on-one counseling for any possible tier 3 students.			
2	Availability of different positive rewards and alternative consequences.	2. Consistent and alternative PBS rewards and alternative strategies for effective discipline, such as before or after-school detention, work detail, restitution, etc.	School-based RTI team, PBS team, teachers,and administration	Monthly analysis of discipline data from RTI-B.	TERMS or RTI:B data.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The importance of communication with parents and students about the proper school behavior its impact on doing well in school.	K-5	administration and guidance counselors	All teachers	Per SAE Calendar	MTSS team will dissagarate data on ISS and OSS.	Administration and guidance counselors
MTSS and PBS training	K-5	administration and guidance counselors	All teachers	Per SAE Calendar	MTSS team wll dissagarate data on ISS and OSS	Administration and guidance counselors

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
		Grand Total:	$0.00

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Increase level of parent participation of Title I Annual Meeting and parent workshops by 5 percentage points. (NCLB ELEMENT 5)
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2012, 34% (198) students were represented by parents or guardians at the Title I Annual Meeting. (NCLB Element 8)	Increase by 5 (39% or more students represented) percentage points partipants in 2012-2013 Title I Annual Meeting. (NCLB ELEMENT 5)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Communication	Publish notice in newspaper, on website, by backpack notice and translated for ELL parents. (NCLB ELEMENT 6,8)	Parent Educator and Title I School Improvement Facilitator	Monitor attendance data and Event Response Forms for Title I Annual Meeting	Sign-in Sheets and Event Response Forms
2	Access of resources for parents available through the Title I Family Center due to economic problems.	Conduct parent workshops for content areas assessed by FCAT.	Parent Educator and Title I School Improvement Facilitator	Monitor participation rates in parent workshops	Sign-in Sheets and Event Response Forms
3	Parents are lacking in background knowledge regarding the education system and in some cases seem reluctant to become involved.	Specific subject and grade level parent workshop evenings will be conducted. SHES Parent Institute will be offered to provide multiple opportunities for interactions.	Parent Educator, Title I School Improvement Facilitator teachers and administration	Attendance rates at parent events will be analyzed for increasing trends, number of site based parent involvement activities will increase, and feedback surveys generated from parent input and teacher input will be disseminated.	Sign-in Sheets and Event Response Forms

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

			PD	Target Dates (e.g.,	

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	Participants (e.g. , PLC, subject, grade level, or school-wide)	early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Title I School Grade Meeting (NCLB Element 3)	K-5	Title I School ImprovementFacilitator and Title I Parent Educator	school-wide	October during grade level SAE	Monitor Annual Meeting Participation Rate and Parent Response Forms	Title I Parent Educator and Title I School Improvement Facilitator
Professional development for teachers will occur 2 times per year during the PLC SAE rotations. Strategies for increasing effective home to school connections will be given.	All grade levels will be represented. Subject specific teachers will be included as necessary. (NCLB Element 3)	Title I Parent Educator	school-wide	PLC SAE rotations on an ongoing basis throughout the year.	Parent Response Forms will be gathered from teachers, interactive homework program results will be tallied, and administration will oversee the implementation of the professional development opportunities.	Administration, Title I Parent Educator, Title I School Improvement Facilitator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Educator	Full-time Parent Educator to staff Title I Family Center and maintain extended hours for parental access to school resources	Title I (NCLB Element 4)	$27,300.28
Replacement of consumables for Title I Family Center.	Academic check-out materials for students to take home.	Title I (NCLB Element 4)	$5,000.00
			Subtotal: $32,300.28
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Document Translation	Translation of Parent Involvement documents required to meet federal mandates and improve participation capacity of parents who do not speak English	Title I (NCLB Element 4)	$100.00
Parent Communication	Printing of Title I Parent Involvement documents required to meet federal mandates.	Title I (NCLB Element 4)	$800.00
Parent Involvement	Travel for Parents and staff for technical assistance and support for increasing parent involvement for student achievement.	Title I (NCLB Element 4)	$500.00
			Subtotal: $1,400.00
			Grand Total: $33,700.28

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal #1:	Based on the disaggregation of 2012 FCAT data for science and mathematics, a STEM lab will be created for students in grades 2-5. The overall goal for students is to increase the proficient by 5 percentage points in both science and mathematics on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of integration between science and the math 5E model for inquiry based learning.	Create a STEM lab to use as a model for teachers to observe the intergration of science and math through technology and media resources.	Administration, STEM Teacher	Conduct walk-throughs, review lesson plans, check student work samples, and data chats	SAM, FCAT
2	Teachers require additional training in science, technology, engineering, and mathematics in preparation for the new STEM accountability requirements.	Teachers unpack the benchmarks, use appropriate level of cognitive complexity for planning and delivering that follow the gradual release model.	Administration, Teacher, Team Leader	Conduct walk-throughs, master schedule and data chats	SAM, FCAT
3	Students who are above proficient are "easily bored" without enrichment activities. Students must be challenged with deeper, more cognitively complex tasks which drive understanding through eploration.	Students will receive in-depth exploration of Big Idea concepts. This strategy will include direct hands-on STEM LAB experimentation and model construction.	Adminstration and STEM Teacher	Lab practicum in areas of exploration (e.g. Weather Lab; Mechanical Lab; Bio Lab). STEM LAB (after school science club) which will focus on Lab Practicum activities such as: (Aerospace Engineering, Bio-Lab) both with a heavily integrated Mathematics component.	Formal in class assessment, STEM LAB informal-assessment of Lab Practicum, and Student Oral Presentation

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teachers will receive training on protocal assessing STEM accountability components.	2-5	STEM teacher	2-5	On-going throughout the year ending June 6, 2013	Administration will be evaluating teachers via walk-throughs	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Text Book	District Office is providing training in the science textbook to teachers		$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
SAE will allow time for teacher to share the information learned at district training	Teachers sent to district inservices will share information with other teachers	none	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Extended Day	Teachers to staff after-school reading program.	Title I (NCLB Element 4)	$7,250.00
Reading	Extended Day	Materials and supplies for after-school reading program.	Title I (NCLB Element 4)	$5,000.00
Mathematics	Extended Day	Teachers to staff Title I Extended Day after-school math program.	Title I (NCLB Element 4)	$7,250.00
Mathematics	Extended Day	Materials and supplies for Title I Extended Day after-school math program.	Title I (NCLB Element 4)	$2,000.00
Parent Involvement	Parent Educator	Full-time Parent Educator to staff Title I Family Center and maintain extended hours for parental access to school resources	Title I (NCLB Element 4)	$27,300.28
Parent Involvement	Replacement of consumables for Title I Family Center.	Academic check-out materials for students to take home.	Title I (NCLB Element 4)	$5,000.00
STEM	Science Text Book	District Office is providing training in the science textbook to teachers		$0.00
				Subtotal: $53,800.28

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Pearson Success Maker and Waterford Lab Managers	2 Lab Managers to staff Pearson Success Maker and Waterford Labs	Title I (NCLB Element 4)	$57,793.36
CELLA	Rosetta Stone Classroom Version 3	Rosetta Stone English Levels 1-5 (online annual fixed licenses) and/or Orchard Software, Syboney Learning Group Language Arts K-3, 4-6, 7-9 bundles	District Title III Part A Grant	$11,950.00
STEM				$0.00
				Subtotal: $69,743.36

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Educational consultants from Pearson will meet with teachers to help them use the new software (SuccessMaker and Waterford)	Pearson SuccessMaker and Waterford	Title I (NCLB Element 4)	$6,567.00
CELLA	Rosetta Stone onsite	Training of ESOL Lead teachers/contacts and ESOL paraprofessionals representing all sites	District Title III Part A Grant	$2,100.00
Mathematics	Pearson SuccessMaker Assistance	High stakes management implementation plan	Title I	$3,572.00
STEM	SAE will allow time for teacher to share the information learned at district training	Teachers sent to district inservices will share information with other teachers	none	$0.00
				Subtotal: $12,239.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Title I School-wide program	Title I School Improvement Facilitator to monitor and implement ESEA/NCLB and Florida Waiver requirements relevant to reading.	Title I (NCLB Element 4)	$18,250.00
Reading	Extended Day program	Transportation for students attending Title I Extended Day tutoring.	Title I (NCLB Element 4)	$1,500.00
Reading	Supplemental reading instruction	Title I Reading Resource Teacher	Title I (NCLB Element 4)	$48,000.00
Mathematics	Title I School-wide program	Title I School Improvement Facilitator to monitor and implement ESEA/NCLB and Florida Waiver requirements relevant to math.	Title I (NCLB Element 4)	$18,250.00
Parent Involvement	Document Translation	Translation of Parent Involvement documents required to meet federal mandates and improve participation capacity of parents who do not speak English	Title I (NCLB Element 4)	$100.00
Parent Involvement	Parent Communication	Printing of Title I Parent Involvement documents required to meet federal mandates.	Title I (NCLB Element 4)	$800.00
Parent Involvement	Parent Involvement	Travel for Parents and staff for technical assistance and support for increasing parent involvement for student achievement.	Title I (NCLB Element 4)	$500.00
			Subtotal: $87,400.00	
			Grand Total: $223,182.64	

Differentiated Accountability

School-level Differentiated Accountability Compliance

ȷ͡ͷ Priority	ȷ͡ͷ Focus	ȷ͡ͷ Prevent	ȷ͡ͷ NA

Are you a reward school: ȷ͡ͷ Yes ȷ͡ͷ No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 9/13/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount

| Funds are used to support educational activities in the classroom and across the campus. | $3,250.00 |

Describe the activities of the School Advisory Council for the upcoming year

SAC will discuss important issues relalted to the school and administration will share the school data and news with the SAC team.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Hernando School District
SPRING HILL ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	74%	66%	49%	268	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	57%			121	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	64% (YES)	49% (NO)			113	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					502	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Hernando School District
SPRING HILL ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	83%	86%	55%	300	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	70%			139	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	68% (YES)			123	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					562	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested