



School Name: Hernando Elementary School

Principal: Laura J. Manos

SAC Chair: Adele Belden

District Name: Citrus County

Superintendent: Sam Himmel

Date of School Board Approval: November 13, 2012

School Information

2012 - 2013

Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[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)	Number of Years at Current School	Number 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	Laura J. Manos	Bachelor of Art, St. Leo College Master Of Education in Educational Leadership, St. Leo University	3	7	2005-Inverness Primary School, Grade "B"/AYP-Yes 2006-Inverness Primary School, Grade "A"/AYP – Yes 2007-Pleasant Grove Elementary School, Grade "A"-AYP 2008- Pleasant Grove Elementary School, Grade "A"-AYP-Yes 2009-Hernando Elementary School, Grade "A"-AYP-Yes 2010- Hernando Elementary School, Grade "A"-AYP 2011- Hernando Elementary School, Grade "A"-AYP
Assistant Principal	Amanda Parker	Bachelor of Science, Florida International University Master of Education in Educational Leadership, Regis University	11	0	
Assistant Principal					
Assistant Principal					
Assistant Principal					

Highly Effective/Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Team approach to interviewing and hiring	Principal and Assistant Principal, teachers and leadership team	August 8, 2012
2. Monthly meetings with beginning teachers and mentors	Principal, Assistant Principal and mentors	May 2013
3. Provide continuous support through school based TIP	Administrative team	May 2013
4. Provide continuous professional development/trainings at school and district levels, PD360	Qualified Personnel	Throughout the school year

Not-Highly Effective/Not Effective Instructors

Provide the number of instructional staff that are teaching out-of-field and/or who are NOT highly effective/not effective (this would include needs improvement, unsatisfactory teachers overall rating).

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

Number of staff that are teaching out-of-field/ and who are not highly effective/not effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
4% (2)	<p>Teacher has begun online ESOL coursework</p> <p>Teacher has begun coursework in gifted Education</p>

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
50	10% (5)	10% (5)	28% (14)	52% (26)	36% (18)		8% (4)	N/A	32% (16)

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team.</p> <p>Principal: Facilitates the use of data for decision making, ensures the implementation of intervention source and documentation and provides adequate professional development to support RTI.</p> <p>Assistant Principal: Responsible for providing a schedule for paraprofessionals to cover the general education teacher and supports the team in the development of interventions and strategies.</p> <p>TOSA: Supports the team in the development of interventions and strategies, provides materials necessary to carry out the interventions, and administers tests for diagnostic information in areas of concern.</p> <p>ESE Specialist: Supports the team in the development of interventions and strategies.</p> <p>Psychologist: Interprets and analyzes data, helps make decisions to support interventions fidelity and facilitates data based decision making activities.</p> <p>Guidance Counselor: Schedules PST, records sessions, administers diagnostics, supports team in the development of interventions and strategies.</p> <p>Teacher: Provides information about Core instruction, participates in student data collections, delivers Tier I instruction, implements Tier II interventions, and provides the group with student data, work samples, parent conference notes, PMP's etc.</p>
<p>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?</p> <p>The team meets every Monday/Tuesday at 1:00 pm. The focus of the MTSS Leadership Team is to provide a systematic method for evaluating the needs of students. The Leadership Team fosters positive outcomes through carefully selected and individualized interventions. The team reviews all progress monitoring data and information on Tier II students. Based on the data, the team will collaborate and coordinate effective practices and interventions to meet student needs with Title I staff, paraprofessionals and teachers.</p>

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 role of the school-based MTSS Leadership Team is to help in the implementation of strategies. The team analyzes and interprets data to identify resources that will be used to facilitate the development of a systematic approach to providing strategies and interventions.

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.

Baseline: The core reading curriculum is Harcourt Storytown, Go Math, FAIR, Citrus County Baseline Assessment Test (CBAT), FLKRS, STAR.

Progress Monitoring: PMRN, SuccessMaker, STAR, FASTT Math, Write Scores, and classroom assessments.

Diagnostics: PPVT, GMADE, Phonics Screener, FAIR TDI (Targeted Diagnostics)

End of Year: FCAT, CBAT, FAIR, STAR.

Frequency of Data Days: After every testing window.

Describe the plan to train staff on MTSS.

Extensive training has occurred in the past. Each year we review the processes. New teachers to our school and to the district will receive additional training in district meetings.

Describe plan to support MTSS.

School Advisory Council (SAC)

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 members 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.

X Yes

No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
<p>The Hernando Elementary School SAEC meets monthly to advise the principal on matters pertaining to the school. They are actively involved in in the academic focus of the school and participate in the reading, science, Family Informational Nights, and other school events. The HES SAEC shall participate in the decision making by way of recommendations in relationship to the school and its educational programs. The council is a resource to the school and principal, who ultimately remains responsible for decisions, which is necessary to the administration and supervision of the school. The term advising is intended to mean (1) inquiring, (2) informing, (3) suggesting, (4) recommending and (5) evaluating.</p> <p>The council function shall include but not be limited to:</p> <ul style="list-style-type: none"> A. Facilitating school communication B. Informing and advising school staff regarding community conditions, aspirations and goals. C. Assisting in providing support to parents, teachers, students and community for school programs. D. Assuming and consolidating the functions of the existing advisory committees wherever possible and appropriate. E. Assisting the principal in preparation and evaluation of the School Enhancement Plan. F. Providing assistance in the preparation of the school's annual budget and continuous improvement plan. G. Jointly decides on A+ Awards H. Provides and funds classroom teacher grants

Describe the projected use of SAC funds.	Amount
Sponsorship of Odyssey of the Mind Student Team	\$250.00
Provide Teacher grants for School Improvement	\$800.00
Survey Incentives	\$250.00
Family Night	\$800.00
Recognitions	\$900.00

OPTIONAL IMPROVEMENT GOAL AREAS

FCAT 2.0 Reading	Scoring Level 3
FCAT 2.0 Reading	Scoring Levels 4 & 5
FCAT 2.0 Reading	Percent Making Learning Gains
FCAT 2.0 Reading	Percent of Lowest 25% Making Learning Gains
Florida Alternative Assessment Reading	Scoring Levels 4, 5, & 6
Florida Alternative Assessment Reading	Scoring Levels 7, 8 & 9
Florida Alternative Assessment Reading	Percent Making Learning Gains
Florida Alternative Assessment Reading	Percent of Lowest 25% Making Learning Gains
Reading	Subgroups making progress/reducing achievement gap: Economically Disadvantaged, SWD, ELL, White, Black, Hispanic, Asian, American Indian
FCAT 2.0 Math, Algebra I, Geometry	Scoring Level 3
FCAT 2.0 Math, Algebra I, Geometry	Scoring Levels 4 & 5
FCAT 2.0 Math, Algebra I, Geometry	Percent Making Learning Gains
FCAT 2.0 Math, Algebra I, Geometry	Percent of Lowest 25% Making Learning Gains
Florida Alternative Assessment Math	Scoring Levels 4, 5, & 6
Florida Alternative Assessment Math	Scoring Levels 7, 8 & 9
Florida Alternative Assessment Math	Percent Making Learning Gains
Florida Alternative Assessment Math	Percent of Lowest 25% Making Learning Gains
FCAT 2.0 Math, Algebra I, Geometry	Subgroups making progress/reducing achievement gap: Economically Disadvantaged, SWD, ELL, White, Black, Hispanic, Asian, American Indian
FCAT 2.0 Science	Scoring Level 3
FCAT 2.0 Science	Scoring Levels 4 & 5
Florida Alternative Assessment Science	Scoring Levels 4, 5, & 6
Florida Alternative Assessment Science	Scoring Levels 7, 8 & 9
Biology End-of-Course	Scoring Level 3
Biology End-of-Course	Scoring Levels 4 & 5
FCAT Writing	Scoring Level 3 or Higher
FCAT Writing	Scoring Level 4 or Higher
Florida Alternative Assessment Writing	Scoring Levels 4 or Higher
Civics End-of-Course	Scoring Level 3
Civics End-of-Course	Scoring Levels 4 & 5
History End-of-Course	Scoring Level 3
History End-of-Course	Scoring Levels 4 & 5
Attendance	
Suspension	
Dropout Preventions	
Parent Involvement	
Science, Technology, Engineering, & Math (STEM)	
Career & Technical Education	

Please check "yes" on those components that are part of your school plan (those elements that are essential to all plans and required by FLDOE have been checked):

DA/FLDOE Required School Improvement Components	Components Included in School/District School Improvement Template?
Data Analysis	Yes <input checked="" type="checkbox"/>
Lesson Study	Yes <input checked="" type="checkbox"/>
Multi-Tiered System of Support (MTSS)/Response to Intervention (Rtl)	Yes <input checked="" type="checkbox"/>
Increasing Student Achievement	Yes <input checked="" type="checkbox"/>
Florida Alternate Assessment (FAA)	Yes
Comprehensive English Learning Assessment (CELLA)	Yes
Annual Measurable Objectives (In six years school will reduce their achievement gap by 50% in reading and mathematics)	Yes
End-of -Course Subject Areas	Yes
Postsecondary Readiness	Yes
Dropout Prevention	Yes
Academic Intervention	Yes
Professional Development	Yes <input checked="" type="checkbox"/>

Improvement Area: Writing

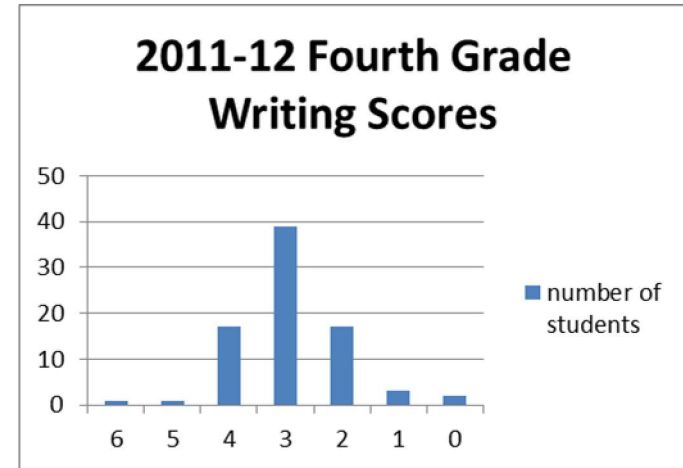
Goal 1:
48% of our fourth grade students will score a 4.0 and higher on Florida Writes.

Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 1:

2011-12 Data:

2011-12 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
23% had >4.0	48% >4.0	



Data Analysis:

When reviewing Florida Writes data we noticed that the greatest percentage of our students are in the 3.0-3.5 range (49%-39 Students). Efforts must be made to improve this group in order to move them into the next range of 4.0 to 6.0

2012-13 Outcome Data: (completed at end of 2012-13 school year)

Goal 1: Strategy/Action Plan 1	
Strategy/Action Steps	Teach using multiple resources <ul style="list-style-type: none"> i Sight words i Daily Oral Language i Use monthly prompt as a teaching tool
Anticipated Barrier	Teachers more concerned with teaching curriculum to fidelity than teaching to the Standards
Resources (Human, Material)	K-2 Lucy Calkins 3-5 Citrus County Writing Binder District Language Arts TOSA Sight Word Lists Monthly Writing Prompts Response Journals to expose students to writing in all curriculum areas
Funds Needed/Allocated	n/a
Team/Person Responsible for Progress Monitoring	Teachers
Action Step Progress Monitoring	Write Scores, Monthly Writing Prompts
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	

Goal 1: Strategy/Action Plan 2	
Strategy/Action Steps	Improve school wide spelling
Anticipated Barrier	Teachers more concerned with using curriculum spelling words than words students would use in their writing
Resources (Human, Material)	Literacy Leadership Team, Teachers, most frequently misspelled word list, provide teachers with several tired and true systems for Data Not Guesswork spelling tests
Funds Needed/Allocated	n/a
Team/Person Responsible for Progress Monitoring	Individual Teachers
Action Step Progress Monitoring	Data Not Guesswork graphing of most frequently misspelled words, Writing Prompts, Write Scores
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	

Improvement Area: Reading

Goal 2:
75% of our third, fourth and fifth grade students will achieve a 3 & above in Reading

Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 2:

2011 - 2012 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
66%	75%	

2011-12 Data:



Data Analysis:

2012-13 Outcome Data: (completed at end of 2012-13 school year)

Goal 2: Strategy/Action Plan 1	
Strategy/Action Steps	Use of Max Thompson strategies to address areas of deficits- Higher order questioning, teaching vocabulary in context, summarizing text
Anticipated Barrier	<ul style="list-style-type: none"> i Teaching curriculum with fidelity as opposed to teaching to standards i Lack of more complex reading passages i Not enough exposure to higher order questioning i Students lacking reading stamina i Need for more non fictional reading
Resources (Human, Material)	Professional Development in Max Thompson Strategies- rotations (Substitute teachers needed), more complex materials,
Funds Needed/Allocated	\$16,000
Team/Person Responsible for Progress Monitoring	Administrative Team and Teachers
Action Step Progress Monitoring	SuccessMaker, CBAT, FCAT, Harcourt Reading Assessments, Data Days
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	

Goal 2: Strategy/Action Plan 2	
Strategy/Action Steps	
Anticipated Barrier	
Resources (Human, Material)	
Funds Needed/Allocated	
Team/Person Responsible for Progress Monitoring	
Action Step Progress Monitoring	
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	

Additional Goals Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Max Thompson Strategies Overview/Summarizing Journals	All/All	TOSA	School-wide	PD day 8/6/12	Walkthroughs/Staff Share on 9/12	Principal, Assistant Principal, TOSA
Max Thompson Extended Reading Passages & Text Complexity	All/Reading	TOSA	School- wide	8/23/12 and 8/24/12 scheduled ½ day rotations	Walkthroughs/observations	Principal, Assistant Principal
Max Thompson Extending Thinking Strategies	All/All	TOSA	School-wide	10/24/12 & 10/25/12 scheduled 2 hour rotations	Walkthroughs/observations	
Max Thompson Vocabulary in Context/Advanced Organizers	All/All	TOSA	School-wide	12/13/12 & 12/14/12 scheduled 2 hour rotations	Walkthroughs/observations	
Preview of 2013-2014 school year needs assessments	All/All	TOSA	School-wide	3/20/13 & 3/22/13 scheduled ½ day rotations	Walkthroughs/observations	
Assistance with Writing Instruction	Fourth Grade/Writing	District L.A./Writing TOSA	Teachers New to Fourth Grade	Monthly	Walkthroughs, Write Scores	Principal, Assistant Principal, TOSA
Data Days	All/All	TOSA	School-wide	9/19 & 9/20/12; 1/9 & 1/10/13; 5/9& 5/10/13	Walkthroughs, lesson plan review, RTI meetings	Principal, Assistant Principal
Lesson Study	Several Special Area teachers	CSES	Three Special Area Teachers	Several Selected Days beginning with 9/28/12	Walkthroughs, lesson plan review	Principal, Assistant Principal
Lesson Study	Cadre of Teachers	District TOSAs	Four Interested Staff Members	Ten Saturdays	Walkthroughs, lesson plan review	Principal, Assistant Principal