

Hernando County School District

# SPRING HILL ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

# Table of Contents

SIP Authority ..... 1

I. School Information..... 3

    A. School Mission and Vision ..... 3

    B. School Leadership Team..... 3

    C. Stakeholder Involvement and Monitoring ..... 6

    D. Demographic Data..... 7

    E. Early Warning Systems ..... 8

II. Needs Assessment/Data Review ..... 11

    A. ESSA School, District, State Comparison ..... 12

    B. ESSA School-Level Data Review ..... 13

    C. ESSA Subgroup Data Review ..... 14

    D. Accountability Components by Subgroup..... 17

    E. Grade Level Data Review ..... 20

III. Planning for Improvement..... 21

IV. Positive Culture and Environment ..... 30

V. Title I Requirements (optional) ..... 33

VI. ATSI, TSI and CSI Resource Review..... 41

VII. Budget to Support Areas of Focus ..... 42

## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## Purpose and Outline of the SIP

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

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

---

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

### Provide the school's vision statement

---

At SHES we are...Positive, Respectful, Optimistic, Wise and Loyal. We PROWL!

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

Cari O'Rourke

#### Position Title

Principal

#### Job Duties and Responsibilities

---

Visionary Leader

Instructional Leader

Data Specialist

Coach

Mentor

Curriculum Specialist

Professional Development Facilitator

### Leadership Team Member #2

#### Employee's Name

Stephani Halstead

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

---

Instructional Leader

Data Specialist

Coach

Mentor

Curriculum Specialist

MTSS Academic & Behavior Support

Professional Development Facilitator

**Leadership Team Member #3**

**Employee's Name**

Ashley Perez

**Position Title**

Elementary Assistant

**Job Duties and Responsibilities**

---

Instructional Support

Curriculum Specialist

Coaching

Professional Development Facilitator

**Leadership Team Member #4**

**Employee's Name**

Ashley Andrade

**Position Title**

Instructional Practices Coach

**Job Duties and Responsibilities**

---

Instructional Support

Curriculum Specialist

Coaching

Professional Development Facilitator

**Leadership Team Member #5**

**Employee's Name**

Sarah Hubbard

**Position Title**  
Media Specialist

**Job Duties and Responsibilities**

---

Instructional Support  
Curriculum Specialist  
Coaching  
Professional Development Facilitator

**Leadership Team Member #6**

**Employee's Name**  
Jennifer Zito

**Position Title**  
MTSS Teacher

**Job Duties and Responsibilities**

---

Instructional Support  
Curriculum Specialist  
Coaching  
Professional Development Facilitator

**Leadership Team Member #7**

**Employee's Name**  
Audrey Kellems

**Position Title**  
Assessment Teacher

**Job Duties and Responsibilities**

---

Assessment Teacher  
Data Specialist  
Coach  
Professional Development Facilitator

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

---

S.H.E.S. Leadership Team and the School Advisory Council (teachers, school staff, parents, families and community members) work collaboratively to disaggregate data, determine areas of strength and areas in need of improvement, develop school improvement goals, identify action steps and establish a plan to ensure SHES SIP goals are closely monitored and achieved. Parent surveys are utilized to collect parent input for decision making.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

---

S.H.E.S. Leadership and Core Team will review SIP goals as they are included in weekly CORE team meeting agendas and monthly SBLT meeting agendas. Principal's Presentation of data and update regarding school improvement goals is part of monthly School Advisory Council meetings. Administration will observe lesson planning weekly and monitor implementation via informal and formal walkthroughs. Data disaggregation and monitoring of subgroups will occur after every progress monitoring period. Student data chats will occur prior to AP1, AP2 and AP3. Behavior data will be tracked and students demonstrating positive behavior will be highlighted monthly via Positive Behavior Referrals. Particular attention will be focused on our Third Grade, SWD, and ELL populations in the form of coaching, modeling, and mentoring. Stakeholder input will be garnered through surveys at schoolwide events, in parent conferences, and via communication platforms.



## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>50.1%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)*</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)*</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: C</b> <b>2022-23: C*</b> <b>2021-22: B</b> <b>2020-21:</b> <b>2019-20:</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

#### Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

# A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	51	51	57	48	50	53	48	51	56
ELA Grade 3 Achievement **	48	55	58	48	51	53			
ELA Learning Gains	54	53	60				58		
ELA Learning Gains Lowest 25%	53	55	57				63		
Math Achievement *	52	53	62	49	54	59	55	52	50
Math Learning Gains	57	51	62				63		
Math Learning Gains Lowest 25%	52	46	52				64		
Science Achievement *	49	53	57	50	56	54	47	53	59
Social Studies Achievement *								56	64
Graduation Rate								44	50
Middle School Acceleration								48	52
College and Career Readiness									80
ELP Progress	68	64	61	48	71	59	89		

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	484
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
54%	56%	61%	48%		57%	58%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	40%	Yes	2	
English Language Learners	40%	Yes	1	
Black/African American Students	43%	No		
Hispanic Students	52%	No		
Multiracial Students	54%	No		
White Students	53%	No		
Economically Disadvantaged Students	53%	No		



## 2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	21%	Yes	1	1
English Language Learners	48%	No		
Black/African American Students	21%	Yes	2	2
Hispanic Students	52%	No		
Multiracial Students	68%	No		
White Students	56%	No		
Economically Disadvantaged Students	54%	No		

## 2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	41%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	63%	No		
Native American Students				
Asian Students				
Black/African American Students	20%	Yes	1	1
Hispanic Students	60%	No		
Multiracial Students	62%	No		
Pacific Islander Students				
White Students	62%	No		
Economically Disadvantaged Students	59%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	51%	48%	54%	53%	52%	57%	52%	49%					68%
Students With Disabilities	27%	24%	57%	65%	25%	50%	47%	21%					
English Language Learners	28%	33%	31%	20%	33%	54%	62%	27%					68%
Black/African American Students	38%		56%		35%	44%							
Hispanic Students	45%	45%	61%	63%	46%	53%	50%	38%					65%
Multiracial Students	61%	42%	55%		52%	50%		62%					
White Students	57%	50%	50%	46%	59%	63%	44%	58%					
Economically Disadvantaged Students	48%	42%	54%	54%	49%	58%	57%	46%					70%

	2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	48%	48%			49%			50%					48%
Students With Disabilities	19%	17%			28%			20%					
English Language Learners	25%				34%								86%
Black/African American Students	20%	15%			21%			29%					
Hispanic Students	43%	49%			42%			41%					84%
Multiracial Students	73%				62%								
White Students	53%	55%			57%			58%					
Economically Disadvantaged Students	47%	46%			47%			51%					80%

	2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS	
All Students	48%		58%	63%	55%	63%	64%	47%					89%	
Students With Disabilities	18%		46%	50%	33%	62%	56%	19%						
English Language Learners	42%		76%		44%	64%							89%	
Native American Students														
Asian Students														
Black/African American Students	17%		21%		21%	32%		8%						
Hispanic Students	46%		61%	61%	48%	66%	68%	45%					87%	
Multiracial Students	58%		72%		61%	67%		50%						
Pacific Islander Students														
White Students	52%		59%	72%	63%	66%	67%	55%						
Economically Disadvantaged Students	45%		58%	64%	51%	63%	60%	42%					86%	

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	47%	54%	-7%	55%	-8%
Ela	4	55%	48%	7%	53%	2%
Ela	5	51%	48%	3%	55%	-4%
Math	3	47%	59%	-12%	60%	-13%
Math	4	61%	50%	11%	58%	3%
Math	5	44%	44%	0%	56%	-12%
Science	5	47%	53%	-6%	53%	-6%

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

---

- 3rd Grade ELA increased 4 percentage points
- 5th Grade ELA increased 8 percentage points
- Overall ELA Achievement increased from 48% to 51%
- SWD proficiency increased from 21% 40%
- Black proficiency increased from 21% to 43%

Staffing changes and 3 three hour facilitated lesson planning cycles in 2nd quarter led to this improvement. Including ESE staff in planning and having multiple ESE classrooms per grade level supported SWD. The mentoring program for the Black subgroup was successful.

##### Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

---

- 3rd Grade-need to increase proficiency from 48% (RAISE)
- Science Proficiency decreased to 49%
- Need to increase Learning Gains of the Bottom Quartile in ELA in Math
- ELL decreased from 48% to 40%
- 5th Grade Math

Staffing changes, including teacher vacancies, and a lack of implementation of strategies shared in data chats and facilitated planning to increase rigor led to this decline. Lack of differentiation and small group instruction in core impacted learning gains. Exponential growth in our ELL population affected small group support. The trend for 5th grade has been that the cohort performed close to 60% proficient in 3rd grade and 4th grade, indicating a likely decrease in standards-based instruction at the appropriate level of rigor in the 5th grade year.

##### Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

---

#### 4th Grade ELA

Loss of an ELA teacher mid-year contributed to the decline. However, 4th grade outperforms other grade levels and the District and State and this cohort increased in proficiency by 12 percentage points.

#### Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

---

3rd Grade Math percent proficient was 13 percent below state average

5th Grade Math percent proficient was 12 percent below state average

Implementation of instructional strategies shared in iReady coaching was not consistent.

#### EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

---

Attendance

Retentions

Number of Level 1s on state ELA and Math Assessments

#### Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

---

- Instructional Coaching, Modeling, and Facilitated Lesson Planning Support for new teachers
- Focus on systematic and explicit instruction to increase 3rd Grade ELA and Math proficiency
- 3rd-5th Grade Math Support via iReady Coaching
- Increased rigor in K-2 lessons
- Quarterly 3-hour planning opportunities provided to all staff as sub funds are available.
- Increase in overall ELA, Math and Science Achievement with a focus on two subgroups (SWD, ELL)



## B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Instructional Coaching

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Twenty-five percent of our instructional staff are new teachers in the process of earning their professional certifications. Therefore, our CORE Instructional Team will use planned and deliberate coaching cycles to support teachers and create collective efficacy, ensuring efforts of the faculty as a whole will have a positive effect on student learning. Our School Based Leadership Team will ensure that teachers have the instructional skills and the professional confidence they need to teach their students effectively. This includes assisting classroom teachers in designing and delivering Tier 1, on grade level, standards-based lesson plans and modeling engaging instructional strategies that align to Level 4 Achievement Level Descriptors. This instructional coaching will allow teachers to prepare students for success on rigorous assignments and state assessments. The focused and ongoing professional development, coaching, and modeling will include specific strategies to increase our SWD and Black populations to close the gap.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Schoolwide percent proficient for grades 3-5 will increase from 51% to 54% in ELA and from 52% to 54% in Math. Prior year data indicates third graders increased 34% from PM1 to PM3, fourth graders increased 35%, and fifth graders increased 29% in ELA. In Math, third graders increased from 42% from PM1 to PM3, fourth graders increased 54%, and fifth graders increased 33%. This Area of Focus on proficiency is important to "Protect our HOUSE" by supporting our high number of new teachers to provide quality instruction so we can continue on the road to an improved school grade. The proficiency goal will increase by 2% or more in ELA, Math, and Science, as well as the percent of learning gains of the bottom quartile in order to reach the overall goal of percent of total possible points to 54% or higher.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of

---

how ongoing monitoring will impact student achievement outcomes.

---

Administrative and CORE team members will attend and facilitate collaborative planning every Thursday, as well as establish schedules for coaching cycles of modeling of instructional strategies and supporting teachers with data analysis. They will share out group and individual teacher progress at weekly CORE meetings and needs will be notated on the shared agenda. Grade Level Team Leaders will post upcoming standards and spotlight benchmarks on shared agenda as well as predicted student response and related data. Evidence of implementation of the lesson plan and instructional strategies will be captured in informal walkthroughs, as well as in Classroom Walkthrough feedback. Informal and Formal Walkthrough data will be shared at monthly SBLT meetings. Student work and assessments will be analyzed to investigate instructional implications throughout our 5-week cycle.

**Person responsible for monitoring outcome**

Cari O'Rourke

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Instructional discussions and coaching is the chosen strategy to enhance collective efficacy. Administrators and CORE Leaders will attend Thursday FLP sessions, as well as support an additional planning period per week. The focus will be on facilitated lesson planning, data driven instruction and interventions, and review of student work and data.

**Rationale:**

According to Hattie, Collective Teacher Efficacy (CTE) is the most important influence related to student achievement. This is created by helping teachers build instructional knowledge and skills and creating opportunities for them to collaboratively share skills and experience. It is also important to provide actionable feedback on teacher's performance and involve teachers in school decision making.

**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

CORE Leadership team will plan and deliver "SHES Helping Hands New Teacher Support Day" to model procedures and routines as well as offer side by side support to locate resources and use

platforms.

**Person Monitoring:**  
Ashely Andrade-Garman

**By When/Frequency:**  
August 2024/Annually

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

New and existing staff were invited to an optional day of learning. They were given resource folders, practiced collaborative structures and classroom management routines. They toured the campus as well as the digital platforms available for communication and planning.

**Action Step #2**

Scheduled, structured, sustained, and supported instructional discussions every Thursday at FLP.

**Person Monitoring:**  
Stephani Halstead

**By When/Frequency:**  
August 2024/Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

All grade levels will meet in PD Room on Thursdays with CORE Team and District Coach for facilitated planning, design of data driven instruction and interventions, and review of student work and data.

**Action Step #3**

Offer a 3-hour extended planning session to every grade level each term.

**Person Monitoring:**  
Cari O'Rourke

**By When/Frequency:**  
August 2024/Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

We will use HITTS grant for sub coverage and our substitute budget to provide half day three-hour planning sessions for K-5 teachers focused on designing targeted supports and engaging instruction in facilitated lesson planning aligned to data review.

**Action Step #4**

Collect informal walkthrough data and share feedback aligned to our vision of success

**Person Monitoring:**  
Cari O'Rourke

**By When/Frequency:**  
August/Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

We will use the informal walkthrough tool, The Panther Peek, to capture evidence of strategies aligned to our vision of success. Classroom Walkthrough Data will be used to assess teacher competency and needs for support. Student work and assessments will be analyzed to discuss instructional implications.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to ELA required by RAISE (specific questions)**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Our focus is on Third Grade due to the percentage of students below Level 3 on the 2023 statewide, standardized ELA assessment. Fifty-three percent of the students scored below level 3 on FAST which aligned to their predicted proficiency and final progress monitoring data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

---

N/A

**Grades 3-5: Instructional Practice specifically related to Reading/ELA**

---

Teachers will use data to plan for use of explicit and systematic instruction using Magnetic Reading lessons and modeling Standards Mastery lessons in teacher led small groups. This will expose students to questions that meet the rigor of the Standard and boost proficiency using FAST Practice & Released Tests. This is a critical need because 3rd grade proficiency is under 50% at 47%. AP1-13%, AP2-30%, AP3-47%. Third Grade increased 34% last year from FAST AP1 to AP3.

**Grades K-2: Measurable Outcome(s)**

---

N/A

**Grades 3-5: Measurable Outcome(s)**

---

Prior year data indicates that Third graders increased 34% last year from PM1 to PM 3. This year's specific measurable outcomes are: Third Grade students will increase by 39% from PM 1 to PM 3, to demonstrate 52% on grade level and above.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Use of explicit and systematic instruction using Magnetic Reading and Standards Mastery will be reflected in weekly Facilitated Lesson Planning agendas and observed in informal and formal walkthroughs. We will add an indicator for explicit and systematic instruction to our Panther Peek informal walkthrough tool. Performance on iReady instructional path and formative and summative assessments, and progress towards typical and stretch growth will be monitored and reported out at weekly CORE meetings by the MTSS coordinator/Team Leaders.

Areas of Focus will be monitored through:

- Administrative Walk throughs with Look for Tool to include ALD Levels
- Administrative mini-walk throughs utilizing Panther Peek

- Instructional Groups in IReady monitoring bottom quartile for Typical and Stretch growth
- Quarterly student led data chats
- Focus on 1B/1C on the Danielson Rubric
- Monthly grade level/ admin data chats through PLCs
- Facilitated weekly lesson planning to ensure lessons meet the rigor of the standard, ALDs, acceleration, differentiation, formative and summative assessments are solid and reflect instructional practices

**Person responsible for monitoring outcome**

Cari O'Rourke

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Spring Hill Elementary School will focus on explicit data driven instruction utilizing Magnetics Reading Lessons and modeled IReady Standards Mastery Assessments. Explicit instruction contributes to the learner's clear understanding of newly introduced or previously taught content, concepts and skills; positive engagement in relating to the new learning; strong early literacy progress. Explicit instruction aligns with the Hernando County Literacy Plan as well as the Best ELA Standards.

**Rationale:**

Based on state assessment data, students did not make anticipated growth. Data driven instruction will ensure that students receive targeted instruction to meet their specific needs. These programs and assessments expose students to text, questioning, and performance tasks aligned to the rigor of the FAST assessment.

**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

◦ Literacy Leadership ◦ Literacy Coaching ◦ Assessment ◦ Professional Learning

**Person Monitoring:**

Cari O'Rourke

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Literacy Leadership - Continue and build upon S.H.E.S. Literacy Leadership Team with a strategic focus of early literacy data and targeted professional development with the support of Just Read FL. Literacy Coaching- S.H.E.S. Literacy Leadership Team will support HCSD Literacy Coaches by building the instructional support within our new teacher cadre through modeling, providing professional development based on data to include intensive intervention, differentiated instruction and acceleration. HCSD Literacy Coaches will provide S.H.E.S. teachers professional development on using the Florida Practice Profiles that clearly define best practices of core Tier 1 reading instruction and benchmark spotlight standards. Assessment- S.H.E.S. administration will support assessment through frequent administrative walk-throughs, data analysis and target professional development based on areas of need. Professional Learning- S.H.E.S. will support instructional staff by aligning weekly targeted professional development based on data and student need. S.H.E.S. Literacy Leadership Team and HCSD Literacy Coaches will provide ample opportunity for foundational literacy PD, intervention support and differentiated instruction.

### **Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

### **ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL)**

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

S.H.E.S. SWD ESSA Subgroup increased FPPI from 21% to 40% and our English Language Learners ESSA Subgroup had a decrease FPPI from 48% to 40%.

In ELA Achievement, the SWD ESSA Subgroup increased from 19% to 27% and English Language Learners ESSA Subgroup increased from 25% to 28%.

In Math Achievement, the SWD ESSA Subgroup decreased from 28% to 25% and English Language Learners ESSA Subgroup increased from 34% to 33%.

In Science Achievement, the SWD ESSA Subgroup increased from 20% to 21%. It should be noted that English Language Learners ESSA Subgroup is at 27%. There was no score the two prior years as the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

#### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

- Increase overall ELA proficiency for the SWD subgroup to 30%
- Increase overall ELA proficiency for the ELL subgroup to 45%

- Increase overall Math proficiency for the SWD subgroup to 36%
- Increase overall Math proficiency for the ELL subgroup to 47%
- Increase overall Science proficiency for the SWD subgroup to 24%
- Increase overall Science proficiency for the ELL subgroup to 30%
- Increase lowest quartile learning gains for the SWC subgroup in ELA to 68%
- Increase lowest quartile learning gains for the ELL subgroup in ELA to 23%
- Increase lowest quartile learning gains for the SWD subgroup in Math to 59%
- Increase lowest quartile learning gains for the ELL subgroup in Math to 65%

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Area of focus will be monitored through frequent administrative walk-throughs, coaching and strategic professional development. Professional development will include but is not limited to: facilitated lesson planning, 5 Mathematical Practices, Reflex Math, Differentiated Instruction, iReady ELA & Math (Standards Mastery), BEST Standards (benchmarks), STAR/AR, Flocabulary, Nearpod, Promethean Apps, MTSS, SWAP and Data Analysis, Math Talks, ELA Talks, etc.

### **Person responsible for monitoring outcome**

Stephani Halstead

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

Mentors/ESE Case Managers will meet with students within each subgroup monthly to ensure data collection is moving in a positive direction. Data to be reviewed with each student includes but is not limited to: iReady, STAR, FAST, attendance, behavior, grades and ongoing classroom assessments.

#### **Rationale:**

Cross grade level articulation will ensure lesson planning aligns with standards above and below grade level. Inclusion/co-teach planning will ensure both SWD and ELL subgroup needs are met while holding students and staff accountable to high standards. S.H.E.S. instructional staff will participate in weekly professional learning communities targeting facilitated lesson planning (tier 1 instruction, differentiated instruction, BEST standards/ benchmarks, specific professional development and acceleration)



**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Establish mentors/ESE Case Managers

**Person Monitoring:**

Stephani Halstead

**By When/Frequency:**

Action steps above will be met by October 31, 2024.

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

-Schedule meeting with mentors/ESE Case managers to discuss roles and expectations, topics and data for review. -Schedule monthly mentor/student meeting dates -Create and schedule follow-up student surveys to determine effectiveness.

## IV. Positive Culture and Environment

**Area of Focus #1**

Other

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Spring Hill Elementary School implemented the "House" system two years ago. It has had a positive impact on school culture, attendance, and behavior which all affect student learning. To increase buy-in during this transitional year, we want to be sure staff members, families, and stakeholders are included in the recognitions and have the opportunity to represent excellence in teaching, learning, working, playing, and demonstrating PROWL (Positivity, Respect, Optimism, Wisdom, and Loyalty).

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The number of Student Positive Behavior Referrals expected to be completed by teachers for students in their homeroom will double (a minimum of 4 per month). Parents and community members will be included in the recognitions (4 per month).



S.H.E.S. prior year's attendance for family events currently represents approximately 50% of SHES student population. In order to reach additional families, SHES PBiS Team will schedule a minimum of one positive culture and environment (family event) each quarter with a goal of having 60% of SHES families represented at various events throughout the school year. These events will allow for student data review and a family friendly "House" event/activity.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

- A spreadsheet will be used to track Positive Behavior Referrals and post recognitions in Principal's Newsletter and on social media
- Sign in sheets and/or a QR code Parent Survey will ensure all families in attendance are accounted for.
- S.H.E.S. administration will share House event information/ invites via SHES Facebook Page, Parent Square and fliers to be sent home in Wednesday Communicators.
- Data will be reviewed at monthly PLCs to ensure attendance at positive school culture and environment events meets our goal of 60% of our students represented.
- Review of Disciplines (ODR) and Positive Behavior Referrals at CORE and SBLT meetings
- Observation of components during informal Panther Peeks and Classroom Walkthroughs

### **Person responsible for monitoring outcome**

Ashley Perez-Ribe

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

Explicit and Systematic instruction, modeling, and reinforcement of appropriate behaviors in Tier 1 and Schoolwide Expectations will be provided by all staff to emphasize PROWL (Positivity, Respect, Optimism, Wisdom, Loyalty). Proactive, planned Tier 2 small group intervention will be provided for students with documented need.

#### **Rationale:**

When students know what is expected of them and what routines and procedures to follow to accomplish goals in the classroom, they are more likely to strive for positive recognition.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

**Action Step #1**

-A Teacher from each grade level will serve on our House/PBIS committee. -Preschool training will include a time for PBIS training and House assignments. Tier 1 strategies related to the classroom environmental factors, classroom behavior systems, and curriculum and instruction will be reviewed with teachers and explicitly taught to students. -Lesson Plan template for Week 1 instruction will be provided.

**Person Monitoring:**

Sarah Hubbard

**By When/Frequency:**

August 2024/Monthly/Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Positive behaviors will be reinforced routinely, and students will be recognized by earning Critter Coins for the PBS Prize Cart, Positive Behavior Referrals, House Champion Award and highlighted in monthly school newsletter.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

---

All Title I schools share their SIP, UniSIG budget, and SWP with stakeholders during SAC and Title I Committee Meetings. Initial achievement data and findings are shared, and then goals, strategies, and metrics are discussed for input and feedback. In the Title I Annual Meeting packets, information on participating in SAC and Title I Committee Meetings is shared, and details on where to find copies of the SIP are included. For families unable to attend the Annual Meeting, packets get sent home. Administrators share updates on SIP progress in various forums throughout the school year. Parents are encouraged to seek support from site-based personnel and members from the Federal Programs Department as needed for clarification regarding any district SIPs, UniSIG budgets, and SWPs.

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

---

Teachers and administrators use multiple strategies to contact families, and other community stakeholders including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff, to engage with community agencies and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through Skyward Family Access Portal, (4) inviting families, and other

community stakeholders to participate in SAC and PTA Boards, (5) inviting families, and other community stakeholders to attend PTA meetings and participate in school related events, (6) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (7) advertising events on school marquees, actively participating and inviting families, and other stakeholder to the Family and Community Engagement Teams quarterly meetings, (9) and numerous other out-reach strategies developed by school staff.

### **Plans to Strengthen the Academic Program**

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

---

We will strengthen the academic program by incorporating planned and deliberate coaching cycles to support teachers and create collective efficacy, ensuring efforts of the faculty as a whole will have a positive effect on student learning. Our School Based Leadership Team will enhance teachers' instructional skills and professional confidence so they can teach their students effectively. This includes assisting classroom teachers in designing and delivering Tier 1, on grade level, standards-based lesson plans and modeling engaging instructional strategies that align to Level 4 Achievement Level Descriptors and include acceleration strategies. This instructional coaching will allow teachers to prepare students for success on rigorous assignments and state assessments. The focused and ongoing professional development, coaching, and modeling will include specific strategies to increase our SWD and Black populations to close the gap.

### **How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

---

Using a collaborative approach, each school-based leadership team builds its SIP with the district's Curriculum, Instruction, and Assessment team, comprised of representatives from the Assessment and Accountability, College and Career Programs, Curriculum, Exceptional Student Education, Federal Programs, Student Services, Instructional Technology, Technology, and Information Services, and Professional Development Departments. Work sessions include time for information share-outs, question and answer sessions, and plan building. This collaboration allows for cross-coordination between federal grants, departments, and access to support agencies and programs. This cross-coordination includes but is not limited to Title I, II, III, IV, IX, McKinney-Vento, IDEA, MTSS, Carl Perkins, the Early Learning Coalition, BayCare, the Dawn Center, and Wilton-Technical

College to meet the needs of students. Once plans are built, school leaders share details with their stakeholders.

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

---

School based mental health staff are identified as school psychologists, school counselors, school social workers and nurses. Hernando County follows the MTSS Tiered process - Tier 1- all Hernando County Schools are Positive Behavior Support Schools. In addition, Hernando County Schools has a fulltime masters level school social worker at each school site. Each school MTSS team monitors the early warning indicators (academic, behavior, attendance) Each school site has a referral process that is documented and sent to the social worker to assess the student to determine if they would benefit from additional services and support with parental consent. In addition, our MTSS process refers students for additional support that may include mentoring, tier 2 behavioral/emotional intervention, referrals to community agencies and data is collected on these referrals.

#### **Preparing for Postsecondary Opportunities and the Workforce**

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

---

Hernando Schools recognizes the importance in preparation for, and awareness of postsecondary opportunities and the workforce as a crucial aspect of secondary education that aims to equip students with the skills, knowledge, and resources necessary to succeed in their chosen career paths after high school. All five of our high schools, four middle schools, three K-8 schools and four elementary schools offer courses that provide students with the opportunity to engage in career and technical education (CTE) program activities.

Our CTE programs combine academic instruction with hands-on training and experience. They can range from fields such as healthcare, manufacturing, technology, and trades to business, agriculture, and more. Students who participate in our CTE programs gain practical skills that can lead to direct entry into the workforce or provide a strong foundation for further education. Through these programs, students are offered the opportunity to develop specific skills and knowledge relevant to a particular industry or profession.

Work-based learning experiences through our cooperative education programs (OJT), offer students the opportunity to gain practical work experience while still in high school. These experiences provide valuable insights into specific industries, help students apply classroom learning to real-world situations, and allow them to develop essential workplace skills. Work-based learning can also help students build professional networks and enhance their resumes.

To broaden students' access to postsecondary opportunities, HCSD offers advanced coursework that allows students to earn college or postsecondary credit while still in high school. Through dual enrollment our students can enroll in five six postsecondary institutions, enabling them to take college-level courses alongside their regular high school curriculum. These courses are taught by qualified high school teachers who meet college standards. By successfully completing these courses, students can earn both high school and college credit, thereby accelerating their progress toward a postsecondary degree.

### **Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

---

All schools use a tiered system to support the various needs of students. Tier 1 includes the core instruction and system that is provided to all students. Tier 2, or supplemental instruction and intervention, is provided to some students not meeting expectations and is often delivered to small groups of students who will likely benefit from instruction focused on the same target skill(s). Tier 3, or intensive intervention, is intended for a few students experiencing significant barriers to learning or behavior. Tier 2 and 3 interventions are evidence-based, aligned with Tier 1, and include additional instructional time focused on critical skills. Schools utilize the PBIS framework.

### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

---

The LEA will implement professional learning activities that are focused on areas that will lead to greater student achievement through Standards based professional development. These learning activities will include LEA-wide initiatives that will provide consistency and understanding in instructional methodology, high impact instructional strategies in ELA, math, science and writing, web-based learning tools, instruction that is driven by student performance outcomes from progress

monitoring and state assessments. The LEA- initiatives will include addressing the learning needs of our diverse population, particularly ELL students, students with disabilities, and students that are not meeting performance expectations on state standards. In addition, learning activities that focus on the learning needs of students that are unique to each school will be provided. These areas of focus are determined through an analysis of student performance data reported through a comprehensive needs assessment completed by each school, surveys conducted across the district with instructional staff to determine the needs of each school and specific learning needs and interests of personnel.

**Induction and Mentoring Support** - The LEA will implement the use of TOSAs to increase the effectiveness of beginning teachers as well as teachers that are new to the district. The TOSA will provide embedded professional learning to beginning teachers, as well as, those teachers that are new to the district and/or identified as struggling. The school-based administrators and TOSA will work closely together with the beginning teachers and new teachers through the new teacher induction program to identify the indicators in the performance appraisal instrument (Danielson) that need strengthening and then assign specific domains for the beginning teacher / new teacher to complete. This strategy gives the administrator, TOSA, and teacher the freedom to provide purposeful and meaningful professional learning that is individualized to the need of the teacher. The TOSA will additionally be actively involved in the mentoring program for new teachers: to include induction content trainings, mentor trainings, clinical education, site visits to support mentors/ mentees, etc. In addition, the TOSA will assist with recruitment and retention efforts during the year. The TOSA will be actively engaged in these professional learning activities daily throughout the school year.

In an effort to recruit and support our new teachers, the LEA will provide a new teacher induction program for all new teachers to our district. The program will consist of four (4) face to face training days and ongoing mentoring and collegial work in like groups. This program is designed to meet the professional needs of new teachers through professional collaboration with trained mentors. We recognize that new teachers will need different levels of support, according to their experience and certification status. Mentors are required to have yearly training, meet with their mentees monthly and complete the observation cycle once per semester at an average of 30+ hours per year. To target high needs schools, we will be utilizing classroom supplements that will enable a mentor at a designated high needs site to mentor for one period daily for the year.

**Capacity building for Administrators** - The LEA will support all school leaders with participation in professional development opportunities that will lead to strengthening their skills as an instructional leader in ELA, math, science and writing, as well as, high impact instructional strategies, high student



engagement that is meaningful and rigorous. School-based leaders will also receive professional learning opportunities to further their skills in how to use observation data, honing their skills with inter-rater reliability, giving quality feedback to personnel, how to optimize the strengths of school based personnel, how to analyze student data and how to use the analysis to make informed decisions to drive curriculum and instruction. Professional Learning activities for School-Based Leaders, district leaders and aspiring leaders will be supported through a variety of conferences, the Superintendent's Leadership Academy, Principal and Assistant Principal Cadre's, the Aspiring Leaders Academy, learning walk, book studies and through one-on-one guidance from the supervising district administrators. HCSD provides professional development for current and prospective school leaders through the Gulf Coast Partnership through USF for the Level II Principal certification program.

**Endorsement Course Offerings-** The LEA will implement a program for teachers who are flagged as out of field. The retention of effective teachers is essential to the district and this should increase the percentage of teachers that are retained.

**The use of instructional coaches -** The LEA will implement the use of Instructional Coaches to increase the effectiveness of all teachers through effective evaluation and high quality, personalized professional development. The Instructional Coaches at each school will provide job embedded professional learning to all teachers regardless of where each teacher's skill level resides on the mastery spectrum. Additionally, the instructional coaches will lead LEA wide initiatives that will provide consistency and understanding of instructional methodology, high impact instructional strategies, data analysis of student performance assessment outcomes and other professional learning activities that are focused on the learning needs of students that is unique to each school. For teachers that are struggling, the school based administrators and Instructional Coaches will work closely together with those teachers to identify the indicators in the performance appraisal instrument (Danielson) that need strengthening and then assign specific domains for the teacher to complete. This strategy will give the administrator and Instructional Coach the freedom to provide purposeful and meaningful professional learning that is individualized to the need of each teacher to strengthen their instructional practices and increase student performance outcomes. Instructional Coaches will use a variety of professional learning strategies (one on one, job embedded, group PD) to deliver PD to teachers at each school including the intensive coaching cycle, modeling, and mentoring.

### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

---

The school district's Early Learning Specialist collaborates with the Early Learning Coalition to

welcome district kindergartners into district schools through various means; this includes a transition fair, information videos, social media posts on registration requirements, school open house schedules, and appropriate supplies. Schools also host separate Kindergarten open house events for students and families in support of gaining access to campus in a less crowded manner with more individualized attention.

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

---

No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

---

No Answer Entered

**VII. Budget to Support Areas of Focus**

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00