Indiana School Improvement Plan

Spring Hill Elementary School

Greater Clark County Schools

201 E 15th St
Jeffersonville, IN 47130-2913

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The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Spring Hill Elementary is a Pre K-5 public education facility and is one of 12 elementary schools under the jurisdiction of the Greater Clark County School Corporation. The corporation has three middle schools and three high schools strategically located to serve a geographically and ethnically diverse community. Greater Clark County Schools is located in the southeastern tip of Indiana; its southern border is the Ohio River and across the river is Louisville, Kentucky.

The Spring Hill community is an area of mixed income with 91% of the students usually receiving free or reduced lunch. It is comprised of mostly public housing, some single family dwellings, and a nearby homeless shelter. As of the 2014-15 school year, Spring Hill Elementary implemented a new option available to schools participating in the National School Lunch and School Breakfast Programs called the Community Eligibility Provision (CEP). All students (100%) are now eligible to receive free breakfast and afternoon fresh fruit & vegetable snack for the entire school year.

The 2016-17 population of Spring Hill Elementary School as of Aug. 2016 is 200 students. Our population is 37.2% African American, 27.6% White/Non Hispanic, 14.1% Hispanic, and 21.1% Multiracial. The ethnicity at Spring Hill Elementary has remained fairly constant in all ethnicity groups, with the Hispanic and Multiracial groups showing the most growth. Our special education population is 29.2%, consisting of 26 students in self-contained special education rooms and 32 inclusion students.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Spring Hill Elementary's Purpose Statement:

The purpose of Spring Hill Elementary is to improve the education of every student and challenge each child to become a lifelong learner.

Spring Hill Elementary's Mission:

Spring Hill Elementary creates an educational environment where students, staff, parents, and community unite to challenge and prepare lifelong learners to become productive members of our community.

Spring Hill Elementary's Vision:

Spring Hill Elementary will be a valued provider of optimal learning in our school community.

Spring Hill Elementary's Beliefs:

We Believe…

 in mutual respect throughout our school.

 a positive attitude will encourage a strong work ethic and a supportive school climate.

 a professional learning community will enhance our collaborative culture and provide a focus on
    student achievement and learning by all.

 all staff members and students will have high expectations for themselves and one another.

 all students can learn in a variety of ways and at different rates based on their individuality.

 all students must be challenged and given opportunities to develop and expand their knowledge.

 all students need strategies to help them grow academically, socially, and emotionally.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Area of Improvement:

Data collected revealed that some student discipline infractions were disrupting learning time for students. During the last three school years, response to intervention has helped to reduce most discipline infractions by 50% or more. Students are provided a safe learning environment by having school and classroom procedures, individual behavior management plans, classroom discipline plans, parent involvement, and preventive programs. Spring Hill now participates in Greater Clark's implementation of a district-wide PBIS (Positive Behavior Intervention Support) plan, which includes the new PRIDE initiative - Persistence, Respectfulness, Initiative, Dependability, Efficiency. The PRIDE skills will continue to be taught and reinforced throughout each school year. Discipline referrals will continue to be analyzed to determine how well rules and procedures are being followed.

Areas for Improvement:

1) Parent/family involvement continues to be an area of improvement for Spring Hill. Parent/family involvement in the school is measured by parent/family participation in school conferences, meetings, and activities. Expectations for parent involvement are described in the school Parent Involvement Policy and the Home-School Compact, which are distributed to every parent each year. During the annual Title I meeting, grade level orientation meetings, and at parent conferences, families are informed about Indiana College and Career Readiness Standards, student performance, grade level expectations, and class policies and procedures. Parents are also given student handbooks that describe policies and procedures. School and classroom newsletters and websites keep families updated on current events and activities as well as providing resources. Written communication to parents is provided in English and Spanish when needed. Parents will be included in reviewing and updating the PL221 Schoolwide Plan to provide feedback to inform the development of new programs and to evaluate the school's current program.

2) Every spring, the third, fourth and fifth grade students at Spring Hill take the Indiana Statewide Testing for Educational Progress Plus assessment (ISTEP+) to determine progress and identify students' proficiency in English/ language arts and mathematics. The following information demonstrates Spring Hill student performance from Indiana's state-wide assessment ISTEP+. This test is administered in the spring each year.

ISTEP+ Performance

   Overall ELA Scores: Grades 3-5: Spring 2012 88%;

                     Spring 2013 90.7%;

                     Spring 2014 77%;

                     Spring 2015 60.5%

                     Spring 2016 66.7%

   Overall Math Scores: Grades 3-5: Spring 2012 83%;

                     Spring 2013 89.5%;

                     Spring 2014 73%;

                     Spring 2015 46.7%

                     Spring 2016 51.9%

Spring Hill needs to improve in the area of Math specifically, but overall needs to strengthen our core in both ELA and Math. The preliminary Spring 2016 released ISTEP+ scores show improvement but also demonstrate this continued need.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

   Spring Hill's continuing schoolwide reform strategies provide opportunities for all students to meet the state's proficient and advanced levels of student achievement through a continuum of interventions designed to meet the needs of each student (individual tutoring, small group instruction). Students identified as not meeting academic achievement standards are provided with specific interventions designed to meet their needs through individual and small group instruction. Ongoing assessments determine if students' needs have been met. Title I staff provide additional assistance for students with targeted interventions; small group instruction in the classroom or with individual tutoring. After school remediation is provided for students not meeting academic standards on ISTEP+. Remediation activities are provided throughout the school year for students not meeting academic standards on local assessments.

   Teachers use effective methods and instructional strategies based on scientifically-based research that strengthens the core academic program in school, increases the amount and quality of learning time, and includes strategies for meeting the education of specific subgroups (minority, poverty, LEP, Special Education). Planning and grade level teams review literature, attend professional workshops, and participate in study groups to develop strategies that are supported by scientifically research based evidence. Instructional strategies focus on the specific needs of at risk and low achieving students. Staff is aware of, and addresses the needs of the lowest achieving students by meeting collaboratively in grade level teams on a weekly basis to share and analyze student work, including formative assessment and informal assessment data. Based upon key errors, students are provided intensive instruction aligned with specific needs to improve achievement. To determine if the needs of these students have been met, students participate in ongoing school performance assessments for reading, writing and math.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

During the 2014-15 school, the principal met three separate times with all staff members to discuss School Improvement, opportunities for grants, and priorities for improvement based on our growth data and state "grade" and how best to communicate this to parents and community members. Throughout the year, the Building Leadership Team met bi-weekly to work on a Student Achievement Plan. In May 2015, the Superintendent met with Spring Hill staff, parents, and community members to discuss the needs of Spring Hill, our data findings, opportunities for grant money, and the future of Spring Hill. Several district meetings took place with principals and representatives from Spring Hill staff to discuss ways to improve Spring Hill, including grant opportunities. In June 2015, the principal and several staff members met with the mayor of Jeffersonville, and then held three separate meetings with parents and community members to explain Spring Hill's data findings and needs for improvement. Flyers, phone calls, and social media were used to communicate meeting dates and times to community and parents. During the 2015-16 school year, Spring Hill's principal, BLT, and staff met monthly to review and update the School Improvement Plan. Parents and community members were also invited monthly to provide input through PSO meetings or personal one-on-one discussions. A final copy was submitted in Spring of 2016. Meetings continued into the current 2016-17 school year, with bi-weekly BLT meetings and monthly staff meetings and PSO meetings.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Spring Hill's Building Leadership Team, consisting of representatives from all grade levels worked with their respective teams to involve all staff members of Spring Hill in the development of the School Improvement Plan. Parents and community members were solicited, but other than phone conversations and signatures to approve a possible grant application, it is still hard to get consistent involvement.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Parents were informed at the Annual Title I meeting and Parent-Teacher conferences in the fall. Letters were sent home to parents concerning the improvement plan, especially the new intervention program for struggling students, as well as letters of the new behavior program and expectations. Daily planners were used to communicate to parents about academics and behavior progress, and monthly newsletters were sent home with classroom and school news.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Purpose statements - past and present	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •The school data profile •The school continuous improvement plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

We feel our commitment to shared values and beliefs about teaching and learning is a strength. We have a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice through administrative walkthroughs, data analysis team collaboration, and continuing professional development discussions.

We need a more systematic, inclusive and comprehensive process to review, revise and communicate our school purpose for student success to our stakeholder groups. We are in the process of developing a plan to communicate and continue to revise our purpose statement.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •School handbooks	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Assurances, certifications •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •The above included on GCCS website.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Agendas and minutes of meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •PSO meeting agendas	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

An area of strength is consistently and deliberately aligning decisions and actions toward continuous improvement to achieve our school's purpose. We encourage, support, and expect all students to be held to high standards, and strive to hold all stakeholders accountable for student learning. Our school leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. Spring Hill's culture is characterized by collaboration and a sense of community among all stakeholders.

An area in need of improvement is communication with stakeholders to work collaboratively on school improvement efforts. We need to continue our efforts to get parents and/or community members to come to our meetings and be a part of the decision making.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.58

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •GCCS Pacing Guides Learning Checks GCCS Quarterly Assessments Aimsweb Assessments K-2 STAR Assessments Gr. 3-5 District Writing Benchmarks	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •Common assessments •Standards-based report cards •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Weekly data/collaboration meetings to analyze ongoing data and review instructional needs. Summary data reports to district office.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •Interdisciplinary projects •Weekly collaboration/data meetings to analyze and discuss ongoing instructional needs.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	•Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	•Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•Survey results •The fact that we are a small elementary school with scheduling that aligns one teacher with 18-24 students for a year-long relationship allows us to create these relationships. Furthermore, being a small school, our teachers follow and support students throughout their 6 years with us. Most adults know every student in the building personally by name.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	•Evaluation process for grading and reporting practices •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Results of evaluation of professional learning program. •Survey results •Sign-in sheets for professional development sessions.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	•Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

We feel that Spring Hill is very strong in its commitment to providing challenging and equitable learning opportunities for every student. Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools. Administrative walk-throughs support this effort in all grade levels.

In conjunction with the above, our school leader formally and consistently monitors instructional practices through supervision and evaluation procedures beyond classroom observation to ensure they are aligned with the school's values and beliefs about teaching and learning, that teachers are teaching the approved curriculum, and are directly engaged with all students in the oversight of their learning and use of content-specific standards of professional practice. Great effort is also expended to make sure our master schedule includes time for all teachers to participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels, with teachers examining student work, reflecting, peer coaching, and participating in discussions about student learning. All teaching staff participate in a well-planned and regularly scheduled professional development practice to stay abreast of the latest research in areas to promote student learning and aligned with our school's identified needs.

Standard 3.7 helped us realize that we need to develop an induction program for new hires that is consistent with Spring Hill's values and beliefs about teaching and learning.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.14

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•School budgets for the last three years •Documentation of highly qualified staff •This is controlled at the district level.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Survey results •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Agreements with school community agencies for student-family support •Survey results •Social classes and services, e.g., bullying, character education	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Description of IEP process •Description of referral process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following

questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

Cite sources of evidence External Review team members may be interested in reviewing.

Spring Hill uses every means possible to meet every student's social and emotional, as well as academic needs. We have a strong special education program that has a clearly defined process to determine the needs of each student. Since we are such a small staff, we feel we could use help in providing counseling services when our students need it. We do have coordinating services with local agencies, but lack the staff for in-house services.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	•Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

We have a strong system in place for analyzing and using data to inform our next steps in student learning. We will continue putting data in the forefront for all decision making. We could improve training of support staff.

Report Summary

Scores By Section

Section Score

Standard	Score
Standard 1: Purpose and Direction	3
Standard 2: Governance and Leadership	3.33
Standard 3: Teaching and Assessing for Learning	3.58
Standard 4: Resources and Support Systems	3.14
Standard 5: Using Results for Continuous Improvement	3.6

Sections
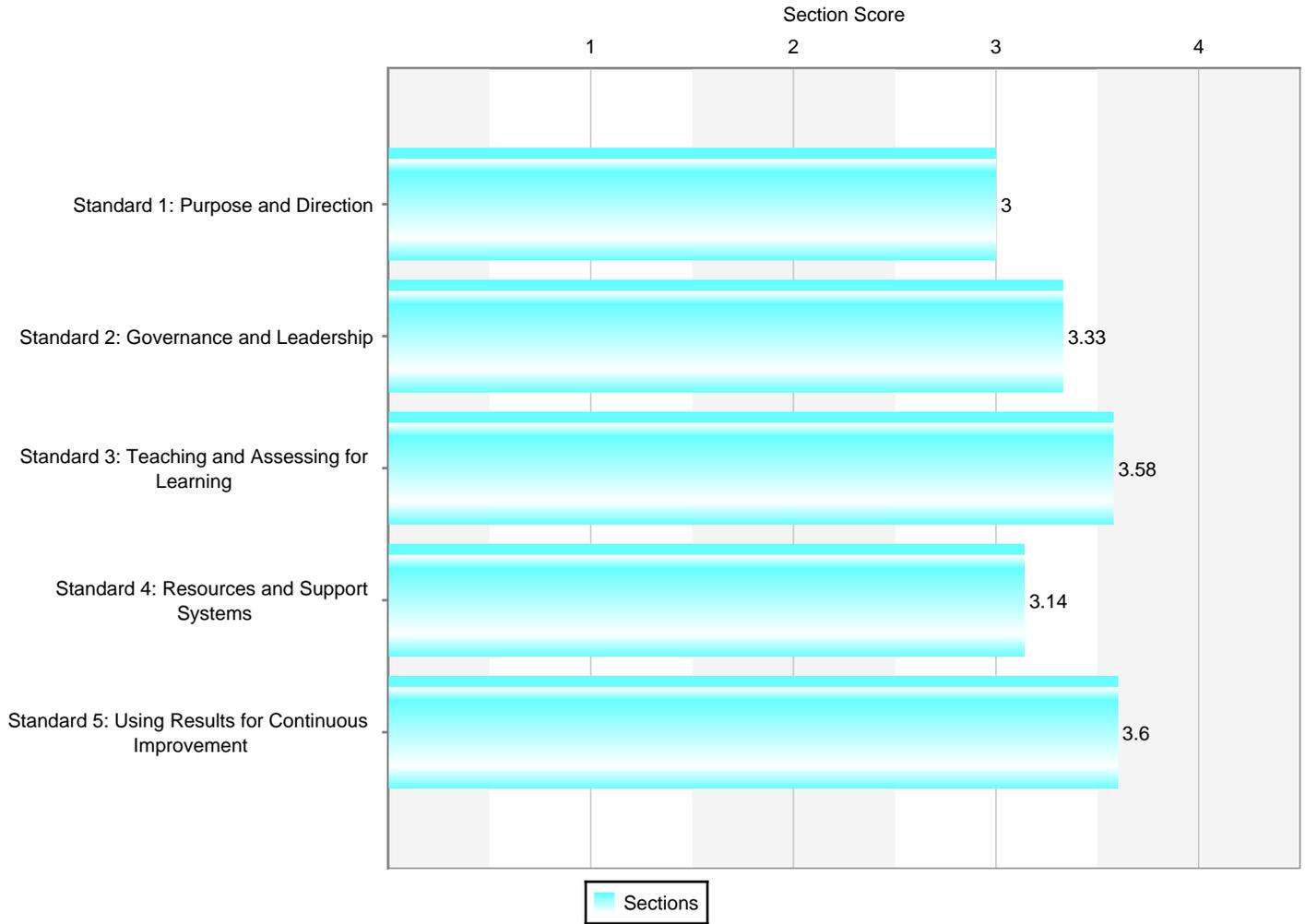
Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	see attached documents (They could not all be attached into one document because some were Word and some were Excel.)	Student Performance Data Document 2015-16 Data Walls Grades K-5 GCCS Data Dashboard - All Elementary 2015-16

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

ELA scores for the last 4 years in Grade 3 were higher than we expected, especially Grade 3 Spring 2013 ELA at 100%
Overall scores (grades 3-5) for Spring 2013 were our highest levels of performance in both ELA and Math (ELA at 91% and Math at 90%).
Once the test changed, there was a drastic drop in scores on the Spring 2015 assessment, but there was overall improvement of 6% in ELA and %5 in Math for Spring 2016.

Describe the area(s) that show a positive trend in performance.

Both ELA and Math show positive trends in performance overall over a 9-year period from 2005 to 2013. Total ELA passing rate rose from 56% passing in 2005 to 91% passing in 2013. (However, this fell to 78% passing in 2014 and 60.5% passing in 2015.)
Total Math passing rate rose from 61% passing in 2005 to 90% passing in 2013. (But again this feel to 74% passing in 2014 and 47% passing in 2015. Preliminary results for 2016 show 66.7% in ELA and 51.9% in Math. Differences in the state testing make it hard to draw valid conclusions.)

Which area(s) indicate the overall highest performance?

Over the 11-year period from 2005 to 2015, there seemed to be a change in performance. From 2005 through 2011, grades 3-5 combined performed higher in Math; however, since 2012 students in grades 3 & 4 scored higher overall in ELA, while grade 5 continued to score higher in Math until 2015, when Math scores fell below ELA in this grade too. Overall, Spring Hill's combined ELA passing rate is currently (Spring 2016) higher than the Math passing rate by approximately 15 percentage points.

Which subgroup(s) show a trend toward increasing performance?

Our Poverty (free/reduced) subgroup shows a positive trend in all grade levels from 2005 to 2013 in both ELA and Math. It rose overall from 55% to 91% in ELA and 60% to 90% in Math over the 9-year period.This subgroup took a drastic drop in 2014 & 2015, but is showing a trend back up in 2016. It's hard to draw conclusions from comparisons to the newer test formats until we have further data.
Even though our Special Ed population is very small, it also shows a positive trend from 2005 to 2013 in both ELA and Math. It rose overall from 43% to 100% in ELA and 52% to 86% in Math over the 9-year period. As with the others, this subgroup took a drastic drop in 2014 & 2015, but is showing a trend back up in 2016.
Our Black subgroup shows a positive trend overall, rising from 52% to 79% in ELA, and 54% to 82% in Math over the 9-year period from 2005 to 2013. This subgroup took a drastic drop in 2015, but is showing a trend back up in 2016.
Our White subgroup also shows a positive trend overall, rising from 59% to 95% in ELA, and 69% to 95% in Math over the 9-year period from 2005 to 2013. It also dropped considerably in 2015, but showed a slight trend back up in 2016.

Between which subgroups is the achievement gap closing?

The achievement gap between White and Black subgroups in ELA decreased from 20 percentage points in Spring 2012 to only 2 percentage points in Spring 2016, although over a 12-year period from 2005 to 2016, the results vary.

The achievement gap between White and Black subgroups in Math decreased from 16 percentage points in Spring 2011 to only 1 percentage point in Spring 2016, although over the 12-year period from 2005 to 2016, the results also vary.

All of our other subgroups are too small to make valid comparisons.

Which of the above reported findings are consistent with findings from other data sources?

The above findings are consistent with other data sources.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

All areas fell in Spring 2014; however, Grade 5 ELA was the lowest at 48% passing the ELA portion of ISTEP+

In the 2015 results, Grade 5 did improve ELA passing to 58.3%, however overall, all scores were extremely low, with Grade 3 Math only showing a 32.1% passing rate.

In the preliminary 2016 results, Grade 4 Math was the lowest passing rate with only 39.3% passing.

Describe the area(s) that show a negative trend in performance.

Grade 4 Math fell from 88% passing in 2013 to only 63% passing in 2014, 50% in 2015, and only 39.3% in 2016.

Which area(s) indicate the overall lowest performance?

Overall math is our lowest area, with Grade 4 math being the lowest performing with only 39.3% passing.

Which subgroup(s) show a trend toward decreasing performance?

All subgroups show a decreasing trend in performance over the last four years; however our Special Ed group dropped from 100% passing ELA in Spring 2013 to 64% in 2016, as well as a drop from 86% passing Math in 2013 to only 46% in 2016. The White subgroup also fell from 95% passing ELA and Math in 2013 to 62% passing ELA and only 52% passing Math in 2016.

Between which subgroups is the achievement gap becoming greater?

Spring Hill's subgroups that contain over 10 students are Black (30 students), White (29 students), Free/Reduced (73 students) and Special Education (28 students). The gaps between subgroups show inconsistent ups and downs between Spring 2012 and Spring 2016 ISTEP+ results, and even when looking back over a 12-year period from 2005 to 2016. There is no indication that any gaps are consistently becoming greater. The gap between Black and White subgroups has actually decreased to only one or two percentage points.

Which of the above reported findings are consistent with findings from other data sources?

The data is consistent across all sources.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.25
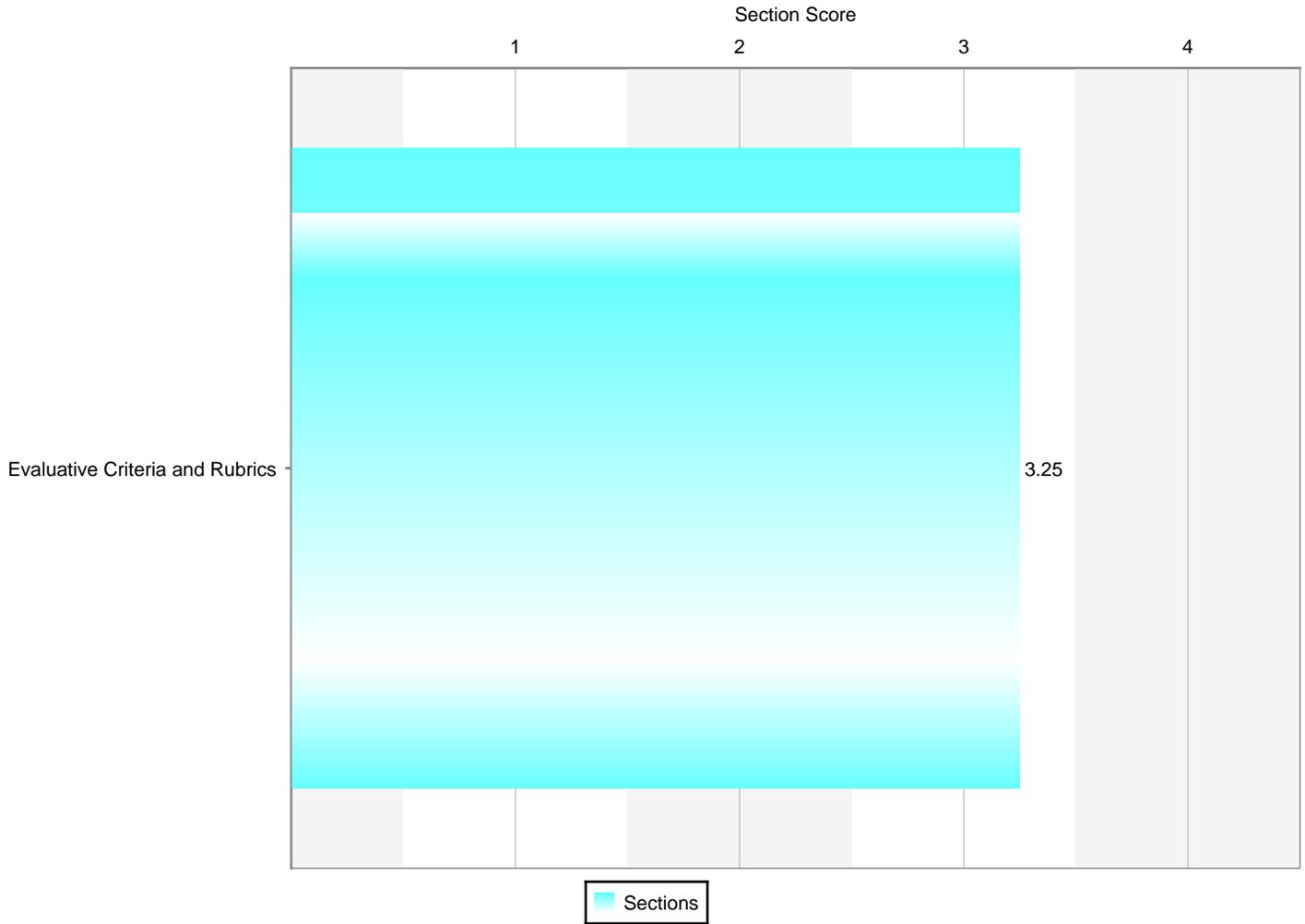
Sections

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	see attached documents	Stakeholder Feedback Data Document & Parent Survey Results Stakeholder Summary worksheet GCCS Parent Survey for Spring Hill 2015-16 2015-16 Early Elementary Student Survey K-2 2015-16 Elementary Student Survey Gr. 3-5 2015-16 BLT Self-Assessment Worksheet Results 2015-16 Staff Self-Assessment Worksheet Results

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Our school's communication to parents on the progress of their students received high marks from all stakeholders, as well as the feeling that teachers and principal want students to do their best and provide a variety of strategies, books, and technology resources to help in this endeavor.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Communication on students' progress.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Communication on progress of students.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The availability of support services (counseling, extra support based on identified needs) for students, opportunities for stakeholders to be involved in school, safety & cleanliness.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Safety, support services.

What are the implications for these stakeholder perceptions?

We need to communicate to parents more effectively on safety plans and measures in place at Spring Hill. We need to provide as much support for student needs as possible within our limited means.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Safety concerns.

Report Summary

Scores By Section

Section Score
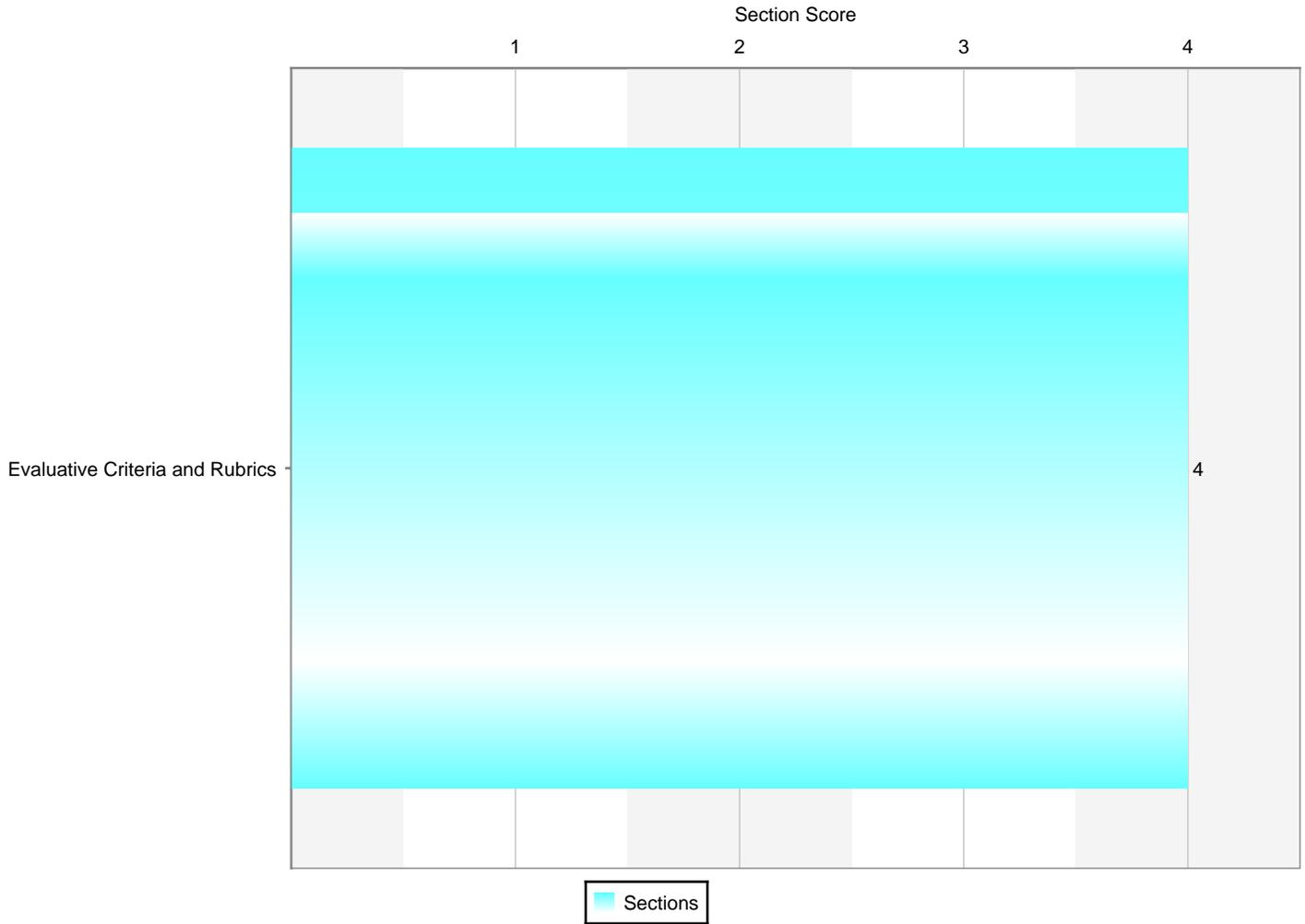
2016-17 Plan for School Improvement - Spring Hill 0877

Overview

Plan Name

2016-17 Plan for School Improvement - Spring Hill 0877

Plan Description

School Improvement Plan

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	By Spring 2017 > 70% of students at grades 3-5 will demonstrate proficiency (pass rate) on State Standards in Language Arts as measured by ISTEP+/ISTAR.	Objectives: 1 Strategies: 2 Activities: 8	Academic	$2400
2	By end of May 2017, 97% of all students at Spring Hill Elementary will have had no behavior referrals during the 2016-17 school year, as measured by Office Referrals.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	$2500
3	By Spring of 2017, > 70% of grades 3-5 students will demonstrate proficiency (pass rate) on State Standards in Mathematics as measured by ISTEP+/ISTAR	Objectives: 1 Strategies: 2 Activities: 4	Academic	$400

Goal 1: By Spring 2017 > 70% of students at grades 3-5 will demonstrate proficiency (pass rate) on State Standards in Language Arts as measured by ISTEP+/ISTAR.

Measurable Objective 1:

70% of All Students will demonstrate student proficiency (pass rate) in Reading / in English Language Arts by 05/31/2017 as measured by STAR Enterprise Reading.

Strategy 1:

Literacy Framework - Grades K-5 will implement a common Literacy Framework across all grade levels, which will consist of a 90 minute Reading Block including explicit instruction of skills, guided practice utilizing gradual release toward independence, flexible grouping, and conferencing. Students will read every day, write every week, and publish every quarter.

Research Cited: Fountas, I. and Pinnell, G.S. (2011) The Continuum of Literacy Learning: A Guide to Teaching K-8; Fountas, I. and Pinnell, G.S. (2009) When Readers Struggle: Teaching That Works; Harvey, S., & Goudvis, A. (2007) Strategies That Work; Routman, R. (2003) Reading Essentials; Calkins, L. (2001) The Art of Teaching Reading; Fountas, I. and Pinnel, G.S. (1996) Guided Reading: Good First Reading for All Children; Fountas, I. and Pinnell, G.S. (2001) Guiding Readers and Writers: Richardson, J. (2001) The Next Step in Guided Reading; Miller, D. (2002) Reading with Meaning; Miller, D. (2008) Teaching with Intention; Harvey, S. (2007) Comprehension Connections; Himmele, P. and Himmele, w. (2011) Total Participation Techniques; Donohue, L. (2008) Independent Reading Inside the Box; Dorn, L., and Soffos, C., (2005) Teaching for Deep Comprehension: A Reading Workshop Approach; Fisher, D., and Frey, N., (2014) Better Learning Through Structured Teaching

Evidence of success: Data from walkthroughs and classroom observations will document implementation; student test scores on weekly Goal Clarity Learning Checks and STAR Reading assessment will demonstrate the effectiveness of this strategy.

Activity - Teacher Training on Literacy Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teaching staff will engage in on-going, collaborative professional development focused on the use of research-based literacy strategies to support our continued implementation of a common Literacy Framework. These professional development sessions will train new teachers and give experienced teachers a refresher on this common Literacy Framework that Spring Hill began implementation of in the 2014-15 school year.	Professional Learning	07/25/2016	06/02/2017	$1800	Title I Schoolwide	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Gradual Release Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 teachers, AIC and Principal will engage in collaborative professional development focused on training new teachers and refreshing experienced teachers on the Gradual Release model as an integral part of our Literacy Framework.	Technology, Professional Learning	07/25/2016	06/02/2017	$0	No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Guided Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 teachers, AIC, and Principal will engage in collaborative professional development focused on training new teachers and refreshing experienced teachers on researched-based strategies and techniques of Guided Reading as part of the Literacy Framework.	Professional Learning	07/25/2016	06/02/2017	$0	No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Independent Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 teachers, AIC, and principal will engage in on-going professional development focused on researched-based practices of moving students to Independent Reading as an integral part of the Literacy Framework.	Professional Learning	07/25/2016	06/02/2017	$600	Title I Schoolwide	Principal, AIC, and all K-5 teachers, special area teachers, and special needs teachers

Activity - Word Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 teachers, AIC, and principal will engage in on-going professional development focused on research-based strategies and techniques for teaching the word work portion of a literacy framework (phonics, roots, affixes, vocabulary, etc.)	Professional Learning	07/25/2016	06/02/2017	$0	No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Differentiation and Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal, AIC, and all K-5 teachers will engage in on-going, collaborative professional development focused on research-based strategies to differentiate literacy instruction, and provide differentiated intervention support when needed.	Technology, Professional Learning	07/25/2016	06/02/2017	$0	No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Strategy 2:

Teaching Vocabulary in all Classrooms - Teachers will implement robust vocabulary instruction, using research-based strategies such as the Frayer Model, across all content areas as part of our Literacy Framework.

Research Cited: Blachowicz, C. and Fisher, P., (2010) Teaching Vocabulary in all Classrooms; Beck, I., McKeown, M. and Kucan, L., (2002) Bringing Words to Life: Robust Vocabulary Instruction; Beck, I., (2006) Making Sense of Phonics: The Hows and Why; Vaughn, S. and Linan-Thompson, S., (2004) Research-Based Methods of Reading Instruction; Bear, D., Invernizzi, M., templeton, S. and Johnston, F., (2008) Words Their Way; Graves, M. (2006) The Vocabulary Book

Evidence of success: Walkthroughs and classroom visits will document implementation and fidelity; student test scores on weekly Goal Clarity Learning Checks, weekly vocabulary tests, and STAR Reading assessment 3 times a year, will assess effectiveness of this strategy.

Activity - Frayer Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 teachers will use the Frayer Model as an aid to robust vocabulary instruction.	Other	07/28/2016	06/01/2017	$0	No Funding Required	All teachers

Activity - Teaching Vocabulary with Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 2-5 will use the on-line resources of McGraw-Hill core program, as well as a technology-based vocabulary website-- vocabulary.com,--to support the teaching of vocabulary in all content areas.	Academic Support Program	07/28/2016	06/01/2017	$0	No Funding Required	All grades 2-5 teachers

Goal 2: By end of May 2017, 97% of all students at Spring Hill Elementary will have had no behavior referrals during the 2016-17 school year, as measured by Office Referrals.

Measurable Objective 1:

achieve college and career readiness in social skills by training students in Greater Clark's PRIDE initiative (Persistence, Respectfulness, Initiative, Dependability, Efficiency) on a monthly basis by 06/02/2017 as measured by students scoring a PRIDE score of 1 or 2 in 3 of the 4 quarters measured.

Strategy 1:

Teach Character Education - Spring Hill will focus school-wide on a specific PRIDE component - Persistence, Respectfulness, Initiative, Dependability, Efficiency - for 4-6 weeks, training students on appropriate behavior in different circumstances through role playing scenarios, stories, rewards and incentives.

Research Cited: Mather, A. and Weldon, L. (2006) Character Building Day By Day; Jones, F. (2007) Tools for Teaching: Discipline/Instruction/Motivation; Chartock, R. (2010) Strategies and lessons for Culturally Responsive Teaching; Whitaker, T. (2006) What Great Teachers Do Differently: 14 Things That Matter Most; Olweus, D. and Limber, S. (2007) Olweus Bullying Prevention Program

Evidence of success: Participation in classroom role-plays and discussions, and observations of daily appropriate behavior.

Activity - Role-playing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model and lead students in role-playing examples and non-examples of appropriate behavior related to Greater Clark's PRIDE initiative components.	Behavioral Support Program	07/28/2016	06/01/2017	$0	No Funding Required	All classroom teachers

Strategy 2:

Positive Behavior Recognition - Spring Hill will focus school-wide on recognizing and rewarding positive behaviors to encourage an increase in visible examples for all students to learn from. All teachers will have a system of daily/weekly rewards and incentives.

Research Cited: Mather, A. and Weldon, L. (2006) Character Building Day By Day; Jones, F. (2007) Tools for Teaching: Discipline/Instruction/Motivation; Chartock, R. (2010) Strategies and lessons for Culturally Responsive Teaching; Whitaker, T. (2006) What Great Teachers Do Differently: 14 Things That Matter Most; Olweus, D. and Limber, S. (2007) Olweus Bullying Prevention Program

Evidence of success: Observation of appropriate behaviors in varied circumstances

Activity - Daily/Weekly Rewards & Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms will have a system for rewarding desired behaviors on a daily and/or weekly basis.	Other - Positive Recognition	07/28/2016	06/01/2017	$500	Other	All classroom teachers

Activity - Quarterly "PRIDE" Celebration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of each quarter, all students who chose to exhibit appropriate behavior for the 9 week period will earn participation in a celebration to recognize their efforts.	Other - Positive Recognition	07/28/2016	06/01/2017	$1500	Other	All Spring Staff

Activity - Wall of PRIDE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Spring Hill will have a "Wall of PRIDE" as a visible recognition and reinforcement of positive behavior. Students who have had exemplary behavior all week will earn their picture on this wall each week.	Other - Positive Recognition	07/28/2016	06/01/2017	$0	No Funding Required	Principal and all Spring Hill staff

Strategy 3:

By end of year May 2017, Spring Hill's student attendance rate will be at or above 97%. - Teachers and administrators will work together to identify all absences on a daily basis and make contact to try to get the students to school. Rewards and incentives will be offered to encourage consistent daily attendance.

Research Cited: Mather, A. and Weldon, L. (2006) Character Building Day By Day; Jones, F. (2007) Tools for Teaching: Discipline/Instruction/Motivation; Olweus, D. and Limber, S. (2007) Olweus Bullying Prevention Program; Payne, R. (2008) Under-Resourced Learners: 8 Strategies to Boost Student Achievement; Blackburn, B. (2005) Classroom Motivation from A to Z: How to Engage Your Students in Learning.

Evidence of success: Official attendance records

Activity - Personal Contact with Families	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parental involvement is key, so our SAM, who functions as our home-school liaison, and/or classroom teachers will make personal phone calls home on a daily basis to follow up with any absences. When necessary, the SAM may make arrangements to get students to school if their absence is a matter of transportation issues.	Parent Involvement	07/28/2016	06/01/2017	$0	No Funding Required	Principal, SAM (School Administrative Manager)/Home-School liaison; all classroom teachers

Activity - Incentives and Rewards for Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily, weekly, and monthly incentives and/or rewards will be offered in all classrooms for perfect attendance.	Behavioral Support Program	07/28/2016	06/01/2017	$500	Other	Principal, SAM, all classroom teachers

Goal 3: By Spring of 2017, > 70% of grades 3-5 students will demonstrate proficiency (pass rate) on State Standards in Mathematics as measured by ISTEP+/ISTAR

Measurable Objective 1:

80% of All Students will demonstrate student proficiency (pass rate) , in Mathematics by 05/31/2017 as measured by STAR Enterprise Math.

Strategy 1:

Balanced Math - All teachers will implement Balanced Math (consisting of a Math Review, Mental Math, Problem Solving, Conceptual Understanding, Mastery of Math Facts, and Common Formative Assessment) as a daily part of our Math Framework.

Research Cited: Christinson, J. and Ainsworth, L. (2006) Five Easy Steps to a Balanced Math Program; West, L. (2011) Number Sense Routines; Van de Walle, J., Lovin, L., Karp, K., and Bay-Williams, J. (2014) Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades Pre-K-2, Vol. I and Vol. II for Grades 3-5

Evidence of success: Student progress on weekly Goal Clarity Learning Checks and STAR Enterprise Math assessment 3 times per year (and every 3 weeks for those below proficiency).

Activity - Train Teachers in Balanced Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal, AIC and all teachers will engage in on-going, collaborative professional development focused on Balanced Math strategies, as well as how the available McGraw-Hill online technology can be used to enhance this instruction. Teachers will implement these strategies as part of their daily Math Block.	Technology, Professional Learning	07/25/2016	06/02/2017	$400	District Funding	Principal, AIC, all K-5 teachers

Activity - Peer Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work collaboratively in mentoring and sharing their expertise, experiences, and new findings as they implement Balanced Math into their daily program. Teacher walkthroughs and peer classroom visits will be conducted as part of this mentoring process. Grade level and cross grade level collaboration will be scheduled weekly to reflect, share, and help ensure adherence to the fidelity of implementation and continued professional development.	Professional Learning	07/25/2016	06/02/2017	$0	No Funding Required	Principal, AIC, and all K-5 teachers

Strategy 2:

Problem Solving - All K-5 teachers will implement Problem Solving on a weekly basis as an integral part of our Math Framework. Weekly Goal Clarity Learning Checks will monitor students' progress.

Research Cited: Christinson, J. and Ainsworth, L. (2006) Five Easy Steps to a Balanced Math Program; West, L. (2011) Number Sense Routines; Van de Walle, J., Lovin, L., Karp, K., and Bay-Williams, J. (2014) Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades Pre-K-2, Vol. I and Vol. II for Grades 3-5

Evidence of success: Student progress on Weekly Goal Clarity Learning Checks, STAR Enterprise Math assessment 3 times per year (and every 3 weeks for those below proficiency)

Activity - Train Teachers in Problem Solving	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal, AIC and all teachers will engage in on-going, collaborative professional development focused on Problem Solving strategies, including how Exemplars and available McGraw-Hill online technology can be used to enhance instruction in this area. Teachers will implement these strategies weekly as part of their Balanced Math Block.	Technology, Professional Learning	07/25/2016	06/02/2017	$0	No Funding Required	Principal, AIC, and all K-5 teachers

Activity - Peer Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work collaboratively in mentoring and sharing their expertise, experiences, and new findings as they implement Problem Solving into their daily program. Teacher walkthroughs and peer classroom visits will be conducted as part of this mentoring process. Grade level and cross grade level collaboration will be scheduled weekly to reflect, share, and help ensure adherence to the fidelity of implementation and continued professional development.	Professional Learning	07/25/2016	06/02/2017	$0	No Funding Required	Principal, AIC, and all K-5 teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Personal Contact with Families	Parental involvement is key, so our SAM, who functions as our home-school liaison, and/or classroom teachers will make personal phone calls home on a daily basis to follow up with any absences. When necessary, the SAM may make arrangements to get students to school if their absence is a matter of transportation issues.	Parent Involvement	07/28/2016	06/01/2017	$0	Principal, SAM (School Administrative Manager)/Home-School liaison; all classroom teachers
Wall of PRIDE	Spring Hill will have a "Wall of PRIDE" as a visible recognition and reinforcement of positive behavior. Students who have had exemplary behavior all week will earn their picture on this wall each week.	Other - Positive Recognition	07/28/2016	06/01/2017	$0	Principal and all Spring Hill staff
Gradual Release Model	All K-5 teachers, AIC and Principal will engage in collaborative professional development focused on training new teachers and refreshing experienced teachers on the Gradual Release model as an integral part of our Literacy Framework.	Technology, Professional Learning	07/25/2016	06/02/2017	$0	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers
Teaching Vocabulary with Technology	Teachers in grades 2-5 will use the on-line resources of McGraw-Hill core program, as well as a technology-based vocabulary website--vocabulary.com,--to support the teaching of vocabulary in all content areas.	Academic Support Program	07/28/2016	06/01/2017	$0	All grades 2-5 teachers
Train Teachers in Problem Solving	Principal, AIC and all teachers will engage in on-going, collaborative professional development focused on Problem Solving strategies, including how Exemplars and available McGraw-Hill online technology can be used to enhance instruction in this area. Teachers will implement these strategies weekly as part of their Balanced Math Block.	Technology, Professional Learning	07/25/2016	06/02/2017	$0	Principal, AIC, and all K-5 teachers
Guided Reading	All K-5 teachers, AIC, and Principal will engage in collaborative professional development focused on training new teachers and refreshing experienced teachers on researched-based strategies and techniques of Guided Reading as part of the Literacy Framework.	Professional Learning	07/25/2016	06/02/2017	$0	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Peer Mentoring	Teachers will work collaboratively in mentoring and sharing their expertise, experiences, and new findings as they implement Balanced Math into their daily program. Teacher walkthroughs and peer classroom visits will be conducted as part of this mentoring process. Grade level and cross grade level collaboration will be scheduled weekly to reflect, share, and help ensure adherence to the fidelity of implementation and continued professional development.	Professional Learning	07/25/2016	06/02/2017	$0	Principal, AIC, and all K-5 teachers
Peer Mentoring	Teachers will work collaboratively in mentoring and sharing their expertise, experiences, and new findings as they implement Problem Solving into their daily program. Teacher walkthroughs and peer classroom visits will be conducted as part of this mentoring process. Grade level and cross grade level collaboration will be scheduled weekly to reflect, share, and help ensure adherence to the fidelity of implementation and continued professional development.	Professional Learning	07/25/2016	06/02/2017	$0	Principal, AIC, and all K-5 teachers
Differentiation and Intervention	Principal, AIC, and all K-5 teachers will engage in on-going, collaborative professional development focused on research-based strategies to differentiate literacy instruction, and provide differentiated intervention support when needed.	Technology, Professional Learning	07/25/2016	06/02/2017	$0	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers
Frayer Model	All K-5 teachers will use the Frayer Model as an aid to robust vocabulary instruction.	Other	07/28/2016	06/01/2017	$0	All teachers
Role-playing	Teachers will model and lead students in role-playing examples and non-examples of appropriate behavior related to Greater Clark's PRIDE initiative components.	Behavioral Support Program	07/28/2016	06/01/2017	$0	All classroom teachers
Word Work	All K-5 teachers, AIC, and principal will engage in on-going professional development focused on research-based strategies and techniques for teaching the word work portion of a literacy framework (phonics, roots, affixes, vocabulary, etc.)	Professional Learning	07/25/2016	06/02/2017	$0	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers
				Total	$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Independent Reading	All K-5 teachers, AIC, and principal will engage in on-going professional development focused on researched-based practices of moving students to Independent Reading as an integral part of the Literacy Framework.	Professional Learning	07/25/2016	06/02/2017	$600	Principal, AIC, and all K-5 teachers, special area teachers, and special needs teachers

Teacher Training on Literacy Framework	All teaching staff will engage in on-going, collaborative professional development focused on the use of research-based literacy strategies to support our continued implementation of a common Literacy Framework. These professional development sessions will train new teachers and give experienced teachers a refresher on this common Literacy Framework that Spring Hill began implementation of in the 2014-15 school year.	Professional Learning	07/25/2016	06/02/2017	$1800	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers
				Total	$2400	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Train Teachers in Balanced Math	Principal, AIC and all teachers will engage in on-going, collaborative professional development focused on Balanced Math strategies, as well as how the available McGraw-Hill online technology can be used to enhance this instruction. Teachers will implement these strategies as part of their daily Math Block.	Technology, Professional Learning	07/25/2016	06/02/2017	$400	Principal, AIC, all K-5 teachers
				Total	$400	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Incentives and Rewards for Attendance	Daily, weekly, and monthly incentives and/or rewards will be offered in all classrooms for perfect attendance.	Behavioral Support Program	07/28/2016	06/01/2017	$500	Principal, SAM, all classroom teachers
Daily/Weekly Rewards & Incentives	All classrooms will have a system for rewarding desired behaviors on a daily and/or weekly basis.	Other - Positive Recognition	07/28/2016	06/01/2017	$500	All classroom teachers
Quarterly "PRIDE" Celebration	At the end of each quarter, all students who chose to exhibit appropriate behavior for the 9 week period will earn participation in a celebration to recognize their efforts.	Other - Positive Recognition	07/28/2016	06/01/2017	$1500	All Spring Staff
				Total	$2500	

Title I Schoolwide Plan Requirements

Introduction

The school assures the following requirements have been met (Sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA):

Title I Schoolwide Plan Requirements

Label	Assurance	Response	Comment	Attachment
1.	A Comprehensive Needs Assessment (CNA) of the whole school has been completed.	Yes	The needs assessment included data collection and analysis as well as integration with key teaching strategies.The plan was first developed in 2010 in consultation with the entire district administration team and technical assistance from KJ Learning Partners. Parents, community members, teachers, and administrators participated in reviewing and updating the plan annually to determine whether the key strategies have increased the achievement of students, particularly the lowest achievers of academic standards on ISTEP+.This current CNA through INSIP continues to refine our focus. (attachments)	Comprehensive Needs Assessment Summary of Spring Hill ISTEP Data 2005-2016

Label	Assurance	Response	Comment	Attachment
2.	There is implementation of schoolwide reform strategies that provide opportunities for all children to meet proficient and advanced levels of student academic achievement.	Yes	The schoolwide reform strategies provide opportunities for all students to meet the state's proficient and advanced levels of student achievement through a continuum of interventions designed to meet the needs of each student (individual tutoring, small group instruction). Students identified as not meeting academic achievement standards are provided with specific interventions designed to meet their needs through individual and small group instruction. Ongoing assessments determine if students' needs have been met. ...(see attached document)	Schoolwide Reform Strtegies

Label	Assurance	Response	Comment	Attachment
3.	There is implementation of schoolwide reform strategies that use effective methods and instructional strategies that are based on scientifically based research that: strengthens the core academic program, increases the amount of learning time, includes strategies for serving underserved populations, includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards, address how the school will determine if those needs of the children have been met, and are consistent with, and are designed to implement state and local improvement plans, if any.	Yes	Students are provided necessary time on task to learn by scheduling uninterrupted blocks of time of language arts/literacy (90 minutes) and for mathematics (60 minutes). Struggling students are provided additional time to learn in small guided reading and math groups, individualized instruction, student conferences and managed independent learning activities. Interventionists and special education teachers support student learning by providing intensive interventions during small group and/or individualized learning activities. ...(see attached document)	Schoolwide Reform Strategies Use Effective Strategies

Label	Assurance	Response	Comment	Attachment
4.	There are highly qualified teachers in all core content area classes.	Yes	Highly Qualified Teachers in all Core/Academic Areas The Greater Clark County Schools (GCCS) ensures that teachers hired for positions are "highly qualified" in academic subjects in which they are the primary instructor. All GCCS teachers meet the High Objective Uniform State Standard of Evaluation/ HOUSSE requirements. Original records of these are kept at the school where the teacher is assigned the position and a copy is on file at Central Office. (see attachments)	Highly Qualified Teachers HOUSSE Summary Report Jan. 2016 HOUSSE Summary Report Sept. 2016

Label	Assurance	Response	Comment	Attachment
5.	There is high quality and on-going professional development for teachers, principals, and paraprofessionals.	Yes	Professional development is provided to all staff throughout the school year and during the summer to prepare them to help students meet the State's academic achievement standards. PD is provided by the Division for Curriculum & Instruction that includes the Office for Title I/Federal Programs, the Technological Services Department, and Assessment Services. The Special Populations Office oversees Special Education, Highly Able and Bi-Lingual Education and provides PD in addition to the job-embedded professional development in individual school plans. ...(see attachments)	Professional Development 2016-17 Spring Hill PD Calendar

Label	Assurance	Response	Comment	Attachment
6.	There are strategies to attract high-quality, highly qualified teachers to this school.	Yes	GCCS positions are posted and regularly updated on the District website. The Greater Clark County Schools provides a competitive salary base for beginning teachers with no years of teaching experience. Certified staff receives benefits and may carry family options with additional contributions. The Greater Clark County Schools is committed to helping new teachers as they begin their career at GCCS. We provide a "New Teacher Academy" for all new teachers. This provides district support in addition to the job-embedded support they receive at the school level. ...(see attached document)	Strategies to Attract Highly Qualified Teachers

Label	Assurance	Response	Comment	Attachment
7.	There are strategies to increase parental involvement, such as literary services.	Yes	To promote parental involvement, staff has developed effective strategies that will engage parents as partners and involve them in meaningful decision-making at the school. Parent involvement strategies include family math/literacy nights, parent/student take home activities and books, parent newsletters, parent conferences, parent grade level orientation meetings, opportunities for volunteering in the school, parent participation on the review of the school-wide plan and monthly PSO meetings with lots of opportunities for getting involved. ...(see attached document)	Strategies to Increase Parental Involvement

Label	Assurance	Response	Comment	Attachment
8.	The school will provide individual academic assessment results to parents. If so, describe how this will be done.	Yes	Through parent conferences, school newsletters, the school website, standards based report cards, ISTEP+ parent reports, and other school performance assessment reports, parents are helped to understand the state's academic content and achievement standards as well as how students will be assessed and how to monitor their children's progress. Spring Hill Elementary will continue to inform parents of student progress in core academic areas aligned to Indiana College and Career Readiness Standards and performance on benchmark assessments on a regular basis. ...(see attachments)	Reporting Student Progress for Parents Sample Social media Communication to Parents Parent sign-in for Conferences Sample Spring Hill Monthly Newsletter to Parents

Label	Assurance	Response	Comment	Attachment
9.	There are strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	Yes	Parents were contacted by phone to participate in the planning process. The process and plan were shared with parents during parent training opportunities and the plan is shared annually. The Spring Hill School improvement Plan will be shared on the school's website for access by parents and community members. Parents, teachers, and administrators will participate in reviewing and updating the plan through schoolwide planning meetings. The Title I AIC will continue to contact parents throughout the year and use parent training sessions/PSO mtgs to involve parents in the updating of the plan	

Label	Assurance	Response	Comment	Attachment
10.	There are plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program.	Yes	To promote PK-K transition Spring Hill Elementary hosts Camp Kindergarten in the spring for the Head Start and GCCS Pre-K students and parents. They are invited to visit school for information & a tour. During April, Kindergarten Round up Process begins. Parents of current Head Start, GCCS PreK and GCCS students receive information regarding spring pre-enrollment. GCCS also holds a "Bridging Week" in February to allow current and future parents to visit elementary, middle, & high schools during the school day to help with transitioning and acclimating to a new school. ..(see attached document)	Preschool Transition

Label	Assurance	Response	Comment	Attachment
11.	There are opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.	Yes	The School Improvement plan will be updated annually using the Title I Continuous School Improvement Model. All teachers participate in school improvement plan revisions, collaboration &/or inquiry teams that meet in team/ grade level and cross grade level committees to determine the use of academic assessments in order to provide information on and to improve the achievement of students as well as the overall instructional program. Teachers identify key error patterns on the assessments to modify instructional strategies. ...(see attached document)	Opportunities for Teachers to be included in Decisions

Label	Assurance	Response	Comment	Attachment
12.	There are activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.	Yes	Students identified as not meeting academic achievement standards are provided with specific interventions designed to meet their needs through individual and small group instruction. Ongoing assessments determine if students' needs have been met. Title I staff provide additional assistance for students with small group instruction in the classroom or out of the classroom in a quiet setting, focusing on key strategies in reading, writing and math. (see attachments)	Sample communication to parent regarding Student Intervention Plan Sample Individual Student Academic Intervention Plan Sample interventionist's Schedule

Label	Assurance	Response	Comment	Attachment
13.	The school participates in the coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components.	Yes	Title I, Instructional Services (staff development), Informational Services (technology), Student Services (Title II, IV, V) and Special Education funds will be used to improve the academic achievement of all students. In addition, PL221 Professional Development funds will be used to support Spring Hill Elementary's School Improvement Plan.	

Label	Assurance	Response	Comment	Attachment
14.	Does the school plan to consolidate programs under the schoolwide program?	Yes	Title I, Instructional Services (staff development), Informational Services (technology), Student Services (Title II, IV, V) and Special Education funds will be used to improve the academic achievement of all students. In addition PL221 Professional Development funds will be used to support Spring Hill Elementary School School Improvement Plan. ...(see attached document)	Consolidation of Programs

SAP PAI Root Cause Analysis

Introduction

Indiana's differentiated accountability system requires Priority Schools to select and implement improvement strategies and interventions that are: focused on improving one or more major characteristic(s) of the school or providing services for a particular student group, aligned to all turnaround principles, and aligned with Mass Insight's Framework for High-Quality, High-Poverty Schools.

Root Cause Analysis Priority Area for Improvement #1

Using the provided 2013-2014 student data on the school's A-F Report Card, you will identify three PAI's based on low levels of students proficiency or growth, low graduation rates, or low College and Career Readiness indicators.

	Statement or Question	Response	Rating
1.	PAI Focus	Student Proficiency (Pass Rate)	N/A

	Statement or Question	Response	Rating
2.	Subject	Math	N/A

Statement or Question: Grade(s)

Response:

- 3rd Grade
- 4th Grade
- 5th Grade

	Statement or Question	Response	Rating
4.	Subgroup or Improvement Focus	Top 75% (Elementary and Middle School only)	N/A

Description of PAI

Data shows an overall negative trend in Math scores over the last four years. In order to raise our grade for this subject area, student proficiency will have to increase to at least 70% passing, or 15 more students. Implementing interventions that target specific conceptual and basic computation skills will increase the probability of greater overall student performance and growth rate in both the bottom 25% and the top 75% of our students.

Root Cause of PAI

Over the last several years our school corporation has had a concentrated focus on building pacing guides to address consistency in Reading and Math instruction across the corporation. As a result of this new initiative, our school diverted its focus from the structure of our Math Framework to follow the pace of these new guides. We struggled as we found the pacing guides did not allow time for mastery of the new tougher state standards, nor the re-teaching of the skills our students needed. A decrease in enrollment and budget cuts over the past several years has also resulted in multi-level classrooms, which made it even more difficult to address the new standards to the depth needed for mastery. In addition, we have added several new beginning teachers to our staff who do not have the background experience for structuring a solid Math Framework. The Spring 2016 ISTEP+ results continue to show a proficiency level below 70%, with a significant drop in Grade 4 pass rate. We believe lack of consistency and structure in our Math Framework--including intervention for those struggling students is the root cause of PAI 1.

Root Cause Analysis Priority Area for Improvement #2

	Statement or Question	Response	Rating
1.	PAI Focus	Student Proficiency (Pass Rate)	N/A

	Statement or Question	Response	Rating
2.	Subject	English/Language Arts	N/A

Statement or Question: Grade(s)

Response:

- •3rd Grade
- •4th Grade
- •5th Grade

	Statement or Question	Response	Rating
4.	Subgroup or Improvement Focus	Top 75% (Elementary and Middle School only)	N/A

Description of PAI

Data shows a decrease in ELA proficiency scores overall since 2013, and a decrease in growth for our Top 75%. In order to raise our grade for this subject area, student proficiency level will have to increase to at least 70%. Increasing the growth of all students in grades 3-5 will also increase our overall proficiency. Strengthening our core instructional framework as well as our interventions that target specific groups of struggling students will increase the probability of greater overall student performance and growth rate in both the bottom 25% and the top 75% of our students.

Root Cause of PAI

Over the last several years our school corporation has had a concentrated focus on building curriculum pacing guides to address consistency in Reading and Math instruction across the corporation. As a result of this new initiative, our school diverted its strong focus from the basic structure of our Literacy Framework--both the Reading and Writing blocks--to follow the pace of these new guides. We struggled as we found the pacing guides did not allow time for mastery of these new tougher standards, nor the re-teaching of the skills our students needed. A decrease in enrollment and budget cuts over the past several years has also resulted in multi-level classrooms, which made it even more difficult to address the new standards to the depth needed for mastery. In addition, we have added several new beginning teachers to our staff who do not have the background experience for structuring a strong Literacy Framework. The Spring 2016 ISTEP+ results indicated that our ELA scores are still under 70% passing in two of the three grades tested. We believe lack of consistency and structure in both our Reading and Writing blocks is the root cause of PAI 2 and that we need to focus on strengthening our Literacy Framework to work more effectively with the corporation's initiatives.

Root Cause Analysis Priority Area for Improvement #3

	Statement or Question	Response	Rating
1.	PAI Focus	Student Proficiency (Pass Rate)	N/A

	Statement or Question	Response	Rating
2.	Subject	Math	N/A

Statement or Question: Grade(s)

Response:

- 3rd Grade
- 4th Grade
- 5th Grade

	Statement or Question	Response	Rating
4.	Subgroup or Improvement Focus	Bottom 25% (Elementary and Middle School only)	N/A

Description of PAI

Not applicable

Root Cause of PAI

Not applicable
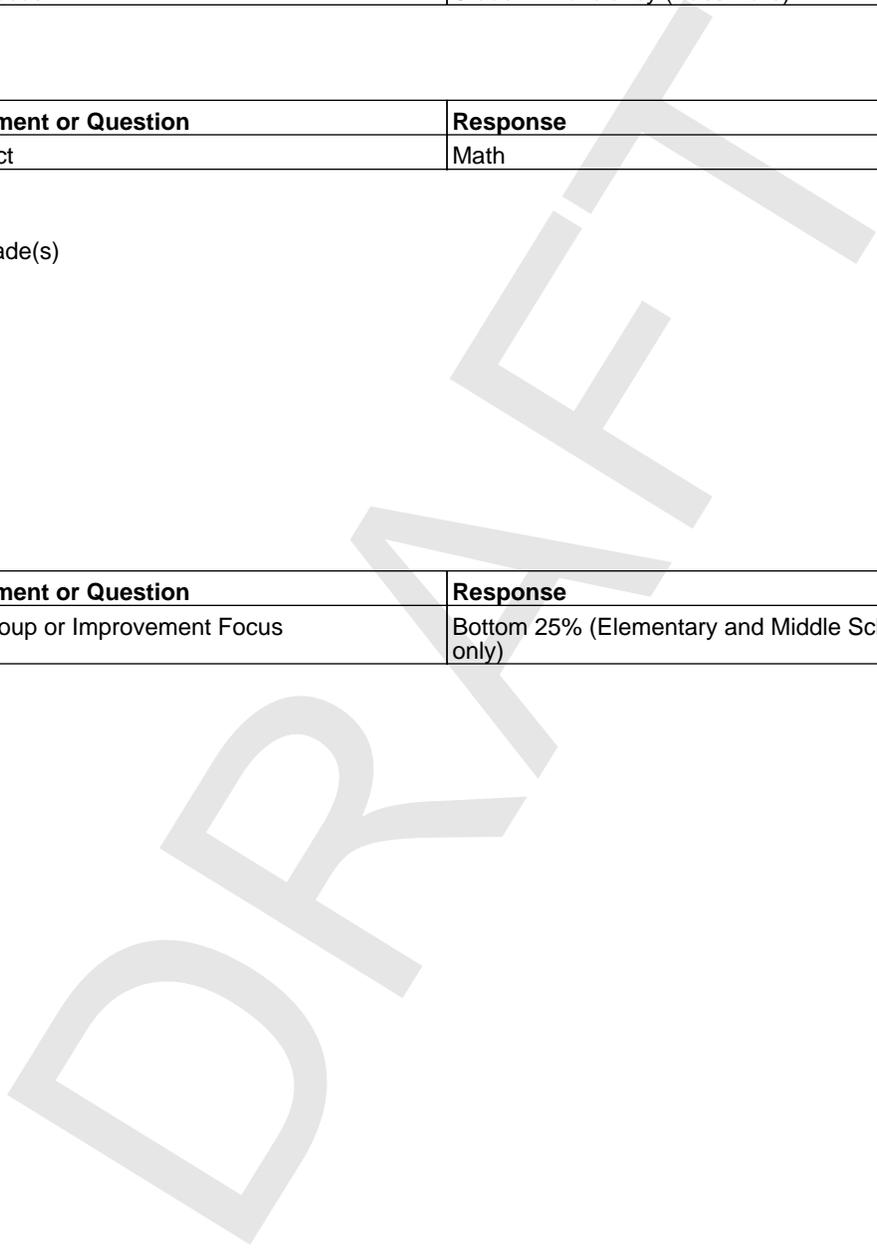
Turnaround Principles

Turnaround Principle 1: Effective Leadership - Strategies

Goal 1:

By Spring 2017 > 70% of students at grades 3-5 will demonstrate proficiency (pass rate) on State Standards in Language Arts as measured by ISTEP+/ISTAR.

Measurable Objective 1:

70% of All Students will demonstrate student proficiency (pass rate) in Reading / in English Language Arts by 05/31/2017 as measured by STAR Enterprise Reading.

Strategy1:

Literacy Framework - Grades K-5 will implement a common Literacy Framework across all grade levels, which will consist of a 90 minute Reading Block including explicit instruction of skills, guided practice utilizing gradual release toward independence, flexible grouping, and conferencing. Students will read every day, write every week, and publish every quarter.

Research Cited: Fountas, I. and Pinnell, G.S. (2011) The Continuum of Literacy Learning: A Guide to Teaching K-8; Fountas, I. and Pinnell, G.S. (2009) When Readers Struggle: Teaching That Works; Harvey, S., & Goudvis, A. (2007) Strategies That Work; Routman, R. (2003) Reading Essentials; Calkins, L. (2001) The Art of Teaching Reading; Fountas, I. and Pinnel, G.S. (1996) Guided Reading: Good First Reading for All Children; Fountas, I. and Pinnell, G.S. (2001) Guiding Readers and Writers: Richardson, J. (2001) The Next Step in Guided Reading; Miller, D. (2002) Reading with Meaning; Miller, D. (2008) Teaching with Intention; Harvey, S. (2007) Comprehension Connections; Himmele, P. and Himmele, w. (2011) Total Participation Techniques; Donohue, L. (2008) Independent Reading Inside the Box; Dorn, L., and Soffos, C., (2005) Teaching for Deep Comprehension: A Reading Workshop Approach; Fisher, D., and Frey, N., (2014) Better Learning Through Structured Teaching

Evidence of success: Data from walkthroughs and classroom observations will document implementation; student test scores on weekly Goal Clarity Learning Checks and STAR Reading assessment will demonstrate the effectiveness of this strategy.

Activity - Gradual Release Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers, AIC and Principal will engage in collaborative professional development focused on training new teachers and refreshing experienced teachers on the Gradual Release model as an integral part of our Literacy Framework.	Professional Learning Technology	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Word Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers, AIC, and principal will engage in on-going professional development focused on research-based strategies and techniques for teaching the word work portion of a literacy framework (phonics, roots, affixes, vocabulary, etc.)	Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Differentiation and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, AIC, and all K-5 teachers will engage in on-going, collaborative professional development focused on research-based strategies to differentiate literacy instruction, and provide differentiated intervention support when needed.	Professional Learning Technology	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Independent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers, AIC, and principal will engage in on-going professional development focused on researched-based practices of moving students to Independent Reading as an integral part of the Literacy Framework.	Professional Learning	07/25/2016	06/02/2017	$600 - Title I Schoolwide	Principal, AIC, and all K-5 teachers, special area teachers, and special needs teachers

Activity - Teacher Training on Literacy Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teaching staff will engage in on-going, collaborative professional development focused on the use of research-based literacy strategies to support our continued implementation of a common Literacy Framework. These professional development sessions will train new teachers and give experienced teachers a refresher on this common Literacy Framework that Spring Hill began implementation of in the 2014-15 school year.	Professional Learning	07/25/2016	06/02/2017	$1800 - Title I Schoolwide	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers, AIC, and Principal will engage in collaborative professional development focused on training new teachers and refreshing experienced teachers on researched-based strategies and techniques of Guided Reading as part of the Literacy Framework.	Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Strategy2:

Teaching Vocabulary in all Classrooms - Teachers will implement robust vocabulary instruction, using research-based strategies such as the Frayer Model, across all content areas as part of our Literacy Framework.

Research Cited: Blachowicz, C. and Fisher, P., (2010) Teaching Vocabulary in all Classrooms; Beck, I., McKeown, M. and Kucan, L., (2002) Bringing Words to Life: Robust Vocabulary Instruction; Beck, I., (2006) Making Sense of Phonics: The Hows and Why; Vaughn, S. and Linan-Thompson, S., (2004) Research-Based Methods of Reading Instruction; Bear, D., Invernizzi, M., templeton, S. and Johnston, F., (2008)

Words Their Way; Graves, M. (2006) The Vocabulary Book

Evidence of success: Walkthroughs and classroom visits will document implementation and fidelity; student test scores on weekly Goal

Clarity Learning Checks, weekly vocabulary tests, and STAR Reading assessment 3 times a year, will assess effectiveness of this strategy.

Activity - Teaching Vocabulary with Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 2-5 will use the on-line resources of McGraw-Hill core program, as well as a technology-based vocabulary website--vocabulary.com,--to support the teaching of vocabulary in all content areas.	Academic Support Program	07/28/2016	06/01/2017	$0 - No Funding Required	All grades 2-5 teachers

Activity - Frayer Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will use the Frayer Model as an aid to robust vocabulary instruction.	Other	07/28/2016	06/01/2017	$0 - No Funding Required	All teachers

Goal 2:

By end of May 2017, 97% of all students at Spring Hill Elementary will have had no behavior referrals during the 2016-17 school year, as measured by Office Referrals.

Measurable Objective 1:

achieve college and career readiness in social skills by training students in Greater Clark's PRIDE initiative (Persistence, Respectfulness, Initiative, Dependability, Efficiency) on a monthly basis by 06/02/2017 as measured by students scoring a PRIDE score of 1 or 2 in 3 of the 4 quarters measured.

Strategy1:

Positive Behavior Recognition - Spring Hill will focus school-wide on recognizing and rewarding positive behaviors to encourage an increase in visible examples for all students to learn from. All teachers will have a system of daily/weekly rewards and incentives.

Research Cited: Mather, A. and Weldon, L. (2006) Character Building Day By Day; Jones, F. (2007) Tools for Teaching:

Discipline/Instruction/Motivation; Chartock, R. (2010) Strategies and lessons for Culturally Responsive Teaching; Whitaker, T. (2006) What

Great Teachers Do Differently: 14 Things That Matter Most; Olweus, D. and Limber, S. (2007) Olweus Bullying Prevention Program

Evidence of success: Observation of appropriate behaviors in varied circumstances

Activity - Daily/Weekly Rewards & Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classrooms will have a system for rewarding desired behaviors on a daily and/or weekly basis.	Other - Positive Recognition	07/28/2016	06/01/2017	$500 - Other	All classroom teachers

Activity - Wall of PRIDE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spring Hill will have a "Wall of PRIDE" as a visible recognition and reinforcement of positive behavior. Students who have had exemplary behavior all week will earn their picture on this wall each week.	Other - Positive Recognition	07/28/2016	06/01/2017	$0 - No Funding Required	Principal and all Spring Hill staff

Activity - Quarterly "PRIDE" Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of each quarter, all students who chose to exhibit appropriate behavior for the 9 week period will earn participation in a celebration to recognize their efforts.	Other - Positive Recognition	07/28/2016	06/01/2017	$1500 - Other	All Spring Staff

Strategy2:

Teach Character Education - Spring Hill will focus school-wide on a specific PRIDE component - Persistence, Respectfulness, Initiative, Dependability, Efficiency - for 4-6 weeks, training students on appropriate behavior in different circumstances through role playing scenarios, stories, rewards and incentives.

Research Cited: Mather, A. and Weldon, L. (2006) Character Building Day By Day; Jones, F. (2007) Tools for Teaching: Discipline/Instruction/Motivation; Chartock, R. (2010) Strategies and lessons for Culturally Responsive Teaching; Whitaker, T. (2006) What Great Teachers Do Differently: 14 Things That Matter Most; Olweus, D. and Limber, S. (2007) Olweus Bullying Prevention Program

Evidence of success: Participation in classroom role-plays and discussions, and observations of daily appropriate behavior.

Activity - Role-playing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and lead students in role-playing examples and non-examples of appropriate behavior related to Greater Clark's PRIDE initiative components.	Behavioral Support Program	07/28/2016	06/01/2017	$0 - No Funding Required	All classroom teachers

Strategy3:

By end of year May 2017, Spring Hill's student attendance rate will be at or above 97%. - Teachers and administrators will work together to identify all absences on a daily basis and make contact to try to get the students to school. Rewards and incentives will be offered to encourage consistent daily attendance.

Research Cited: Mather, A. and Weldon, L. (2006) Character Building Day By Day; Jones, F. (2007) Tools for Teaching: Discipline/Instruction/Motivation; Olweus, D. and Limber, S. (2007) Olweus Bullying Prevention Program; Payne, R. (2008) Under-Resourced Learners: 8 Strategies to Boost Student Achievement; Blackburn, B. (2005) Classroom Motivation from A to Z: How to Engage Your Students in Learning.

Evidence of success: Official attendance records

Activity - Incentives and Rewards for Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily, weekly, and monthly incentives and/or rewards will be offered in all classrooms for perfect attendance.	Behavioral Support Program	07/28/2016	06/01/2017	$500 - Other	Principal, SAM, all classroom teachers

Activity - Personal Contact with Families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parental involvement is key, so our SAM, who functions as our home-school liaison, and/or classroom teachers will make personal phone calls home on a daily basis to follow up with any absences. When necessary, the SAM may make arrangements to get students to school if their absence is a matter of transportation issues.	Parent Involvement	07/28/2016	06/01/2017	$0 - No Funding Required	Principal, SAM (School Administrative Manager)/Home-School liaison; all classroom teachers

Goal 3:

By Spring of 2017, > 70% of grades 3-5 students will demonstrate proficiency (pass rate) on State Standards in Mathematics as measured by ISTEP+/ISTAR

Measurable Objective 1:

80% of All Students will demonstrate student proficiency (pass rate) , in Mathematics by 05/31/2017 as measured by STAR Enterprise Math.

Strategy1:

Balanced Math - All teachers will implement Balanced Math (consisting of a Math Review, Mental Math, Problem Solving, Conceptual Understanding, Mastery of Math Facts, and Common Formative Assessment) as a daily part of our Math Framework.

Research Cited: Christinson, J. and Ainsworth, L. (2006) Five Easy Steps to a Balanced Math Program; West, L. (2011) Number Sense Routines; Van de Walle, J., Lovin, L., Karp, K., and Bay-Williams, J. (2014) Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades Pre-K-2, Vol. I and Vol. II for Grades 3-5

Evidence of success: Student progress on weekly Goal Clarity Learning Checks and STAR Enterprise Math assessment 3 times per year (and every 3 weeks for those below proficiency).

Activity - Peer Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively in mentoring and sharing their expertise, experiences, and new findings as they implement Balanced Math into their daily program. Teacher walkthroughs and peer classroom visits will be conducted as part of this mentoring process. Grade level and cross grade level collaboration will be scheduled weekly to reflect, share, and help ensure adherence to the fidelity of implementation and continued professional development.	Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, and all K-5 teachers

Activity - Train Teachers in Balanced Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, AIC and all teachers will engage in on-going, collaborative professional development focused on Balanced Math strategies, as well as how the available McGraw-Hill online technology can be used to enhance this instruction. Teachers will implement these strategies as part of their daily Math Block.	Professional Learning Technology	07/25/2016	06/02/2017	$400 - District Funding	Principal, AIC, all K-5 teachers

Strategy2:

Problem Solving - All K-5 teachers will implement Problem Solving on a weekly basis as an integral part of our Math Framework. Weekly Goal Clarity Learning Checks will monitor students' progress.

Research Cited: Christinson, J. and Ainsworth, L. (2006) Five Easy Steps to a Balanced Math Program; West, L. (2011) Number Sense Routines; Van de Walle, J., Lovin, L., Karp, K., and Bay-Williams, J. (2014) Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades Pre-K-2, Vol. I and Vol. II for Grades 3-5

Evidence of success: Student progress on Weekly Goal Clarity Learning Checks, STAR Enterprise Math assessment 3 times per year (and every 3 weeks for those below proficiency)

Activity - Train Teachers in Problem Solving	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, AIC and all teachers will engage in on-going, collaborative professional development focused on Problem Solving strategies, including how Exemplars and available McGraw-Hill online technology can be used to enhance instruction in this area. Teachers will implement these strategies weekly as part of their Balanced Math Block.	Technology Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, and all K-5 teachers

Activity - Peer Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively in mentoring and sharing their expertise, experiences, and new findings as they implement Problem Solving into their daily program. Teacher walkthroughs and peer classroom visits will be conducted as part of this mentoring process. Grade level and cross grade level collaboration will be scheduled weekly to reflect, share, and help ensure adherence to the fidelity of implementation and continued professional development.	Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, and all K-5 teachers

Narrative:

A Building Leadership Team representing all areas of instruction will meet with the principal and AIC at least twice monthly to discuss/review school-wide decisions affecting student achievement, including developing a coherent strategy/plan for implementing the school vision, which includes clear measurable goals and aligned strategies to state standards.

Administrative walkthroughs will ensure that the school's vision is continuing to be supported and class level instruction is aligned with state standards and based upon formative and summative student achievement data.

Grade level teachers will meet weekly with the principal and AIC to analyze data, which will be used to drive lesson plans, whole group/small group instruction, and IMPACT focus.

Statement or Question: Turnaround Principle 1: Effective Leadership - PAI

Response:

•PAI 1
•PAI 2

Turnaround Principle 2: Climate and Culture - Strategies

Goal 1:

By end of May 2017, 97% of all students at Spring Hill Elementary will have had no behavior referrals during the 2016-17 school year, as measured by Office Referrals.

Measurable Objective 1:

achieve college and career readiness in social skills by training students in Greater Clark's PRIDE initiative (Persistence, Respectfulness, Initiative, Dependability, Efficiency) on a monthly basis by 06/02/2017 as measured by students scoring a PRIDE score of 1 or 2 in 3 of the 4 quarters measured.

Strategy1:

Positive Behavior Recognition - Spring Hill will focus school-wide on recognizing and rewarding positive behaviors to encourage an increase in visible examples for all students to learn from. All teachers will have a system of daily/weekly rewards and incentives.

Research Cited: Mather, A. and Weldon, L. (2006) Character Building Day By Day; Jones, F. (2007) Tools for Teaching: Discipline/Instruction/Motivation; Chartock, R. (2010) Strategies and lessons for Culturally Responsive Teaching; Whitaker, T. (2006) What Great Teachers Do Differently: 14 Things That Matter Most; Olweus, D. and Limber, S. (2007) Olweus Bullying Prevention Program

Evidence of success: Observation of appropriate behaviors in varied circumstances

Activity - Daily/Weekly Rewards & Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classrooms will have a system for rewarding desired behaviors on a daily and/or weekly basis.	Other - Positive Recognition	07/28/2016	06/01/2017	$0 - No Funding Required	All classroom teachers

Activity - Wall of PRIDE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spring Hill will have a "Wall of PRIDE" as a visible recognition and reinforcement of positive behavior. Students who have had exemplary behavior all week will earn their picture on this wall each week.	Other - Positive Recognition	07/28/2016	06/01/2017	$0 - No Funding Required	Principal and all Spring Hill staff

Activity - Quarterly "CHOICE" Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of each quarter, all students who chose to exhibit appropriate behavior for the 9 week period will earn participation in a celebration to recognize their efforts.	Other - Positive Recognition	07/28/2016	06/01/2017	$0 - No Funding Required	All Spring Staff

Strategy2:

By end of year May 2017, Spring Hill's student attendance rate will be at or above 97%. - Teachers and administrators will work together to identify all absences on a daily basis and make contact to try to get the students to school. Rewards and incentives will be offered to encourage consistent daily attendance.

Research Cited: Mather, A. and Weldon, L. (2006) Character Building Day By Day; Jones, F. (2007) Tools for Teaching:

Discipline/Instruction/Motivation; Olweus, D. and Limber, S. (2007) Olweus Bullying Prevention Program; Payne, R. (2008) Under-Resourced

Learners: 8 Strategies to Boost Student Achievement; Blackburn, B. (2005) Classroom Motivation from A to Z: How to Engage Your Students

in Learning.

Evidence of success: Official attendance records

Activity - Personal Contact with Families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parental involvement is key, so our SAM, who functions as our home-school liaison, and/or classroom teachers will make personal phone calls home on a daily basis to follow up with any absences. When necessary, the SAM may make arrangements to get students to school if their absence is a matter of transportation issues.	Parent Involvement	07/28/2016	06/01/2017	$0 - No Funding Required	Principal, SAM (School Administrative Manager)/Home-School liaison; all classroom teachers

Activity - Incentives and Rewards for Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily, weekly, and monthly incentives and/or rewards will be offered in all classrooms for perfect attendance.	Behavioral Support Program	07/28/2016	06/01/2017	$0 - No Funding Required	Principal, SAM, all classroom teachers

Strategy3:

Teach Character Education - Spring Hill will focus school-wide on a specific PRIDE component - Persistence, Respectfulness, Initiative,

Dependability, Efficiency - for 4-6 weeks, training students on appropriate behavior in different circumstances through role playing scenarios,

stories, rewards and incentives.

Research Cited: Mather, A. and Weldon, L. (2006) Character Building Day By Day; Jones, F. (2007) Tools for Teaching:

Discipline/Instruction/Motivation; Chartock, R. (2010) Strategies and lessons for Culturally Responsive Teaching; Whitaker, T. (2006) What

Great Teachers Do Differently: 14 Things That Matter Most; Olweus, D. and Limber, S. (2007) Olweus Bullying Prevention Program

Evidence of success: Participation in classroom role-plays and discussions, and observations of daily appropriate behavior.

Activity - Role-playing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and lead students in role-playing examples and non-examples of appropriate behavior related to Greater Clark's PRIDE initiative components.	Behavioral Support Program	07/28/2016	06/01/2017	$0 - No Funding Required	All classroom teachers

Narrative:

The use of PBIS (Positive Behavior & Intervention Support) will assist in the improvement in climate and culture.

Statement or Question: Turnaround Principle 2: Climate and Culture - PAI

Response:

- •PAI 1
- •PAI 2

Turnaround Principle 3: Effective Instruction - Strategies

Goal 1:

By Spring 2017 > 70% of students at grades 3-5 will demonstrate proficiency (pass rate) on State Standards in Language Arts as measured by ISTEP+/ISTAR.

Measurable Objective 1:

70% of All Students will demonstrate student proficiency (pass rate) in Reading / in English Language Arts by 05/31/2017 as measured by STAR Enterprise Reading.

Strategy1:

Literacy Framework - Grades K-5 will implement a common Literacy Framework across all grade levels, which will consist of a 90 minute Reading Block including explicit instruction of skills, guided practice utilizing gradual release toward independence, flexible grouping, and conferencing. Students will read every day, write every week, and publish every quarter.

Research Cited: Fountas, I. and Pinnell, G.S. (2011) The Continuum of Literacy Learning: A Guide to Teaching K-8; Fountas, I. and Pinnell, G.S. (2009) When Readers Struggle: Teaching That Works; Harvey, S., & Goudvis, A. (2007) Strategies That Work; Routman, R. (2003) Reading Essentials; Calkins, L. (2001) The Art of Teaching Reading; Fountas, I. and Pinnel, G.S. (1996) Guided Reading: Good First Reading for All Children; Fountas, I. and Pinnell, G.S. (2001) Guiding Readers and Writers: Richardson, J. (2001) The Next Step in Guided Reading; Miller, D. (2002) Reading with Meaning; Miller, D. (2008) Teaching with Intention; Harvey, S. (2007) Comprehension Connections; Himmele, P. and Himmele, w. (2011) Total Participation Techniques; Donohue, L. (2008) Independent Reading Inside the Box; Dorn, L., and Soffos, C., (2005) Teaching for Deep Comprehension: A Reading Workshop Approach; Fisher, D., and Frey, N., (2014) Better Learning Through Structured Teaching

Evidence of success: Data from walkthroughs and classroom observations will document implementation; student test scores on weekly Goal Clarity Learning Checks and STAR Reading assessment will demonstrate the effectiveness of this strategy.

Activity - Differentiation and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, AIC, and all K-5 teachers will engage in on-going, collaborative professional development focused on research-based strategies to differentiate literacy instruction, and provide differentiated intervention support when needed.	Technology Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Teacher Training on Literacy Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teaching staff will engage in on-going, collaborative professional development focused on the use of research-based literacy strategies to support our continued implementation of a common Literacy Framework. These professional development sessions will train new teachers and give experienced teachers a refresher on this common Literacy Framework that Spring Hill began implementation of in the 2014-15 school year.	Professional Learning	07/25/2016	06/02/2017	$1800 - Title I Schoolwide	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers, AIC, and Principal will engage in collaborative professional development focused on training new teachers and refreshing experienced teachers on researched-based strategies and techniques of Guided Reading as part of the Literacy Framework.	Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Gradual Release Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers, AIC and Principal will engage in collaborative professional development focused on training new teachers and refreshing experienced teachers on the Gradual Release model as an integral part of our Literacy Framework.	Technology Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Independent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers, AIC, and principal will engage in on-going professional development focused on researched-based practices of moving students to Independent Reading as an integral part of the Literacy Framework.	Professional Learning	07/25/2016	06/02/2017	$600 - Title I Schoolwide	Principal, AIC, and all K-5 teachers, special area teachers, and special needs teachers

Strategy2:

Teaching Vocabulary in all Classrooms - Teachers will implement robust vocabulary instruction, using research-based strategies such as the Frayer Model, across all content areas as part of our Literacy Framework.

Research Cited: Blachowicz, C. and Fisher, P., (2010) Teaching Vocabulary in all Classrooms; Beck, I., McKeown, M. and Kucan, L., (2002) Bringing Words to Life: Robust Vocabulary Instruction; Beck, I., (2006) Making Sense of Phonics: The Hows and Why; Vaughn, S. and Linan-Thompson, S., (2004) Research-Based Methods of Reading Instruction; Bear, D., Invernizzi, M., templeton, S. and Johnston, F., (2008) Words Their Way; Graves, M. (2006) The Vocabulary Book

Evidence of success: Walkthroughs and classroom visits will document implementation and fidelity; student test scores on weekly Goal Clarity Learning Checks, weekly vocabulary tests, and STAR Reading assessment 3 times a year, will assess effectiveness of this strategy.

Activity - Teaching Vocabulary with Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 2-5 will use the on-line resources of McGraw-Hill core program, as well as a technology-based vocabulary website--vocabulary.com,--to support the teaching of vocabulary in all content areas.	Academic Support Program	07/28/2016	06/01/2017	$0 - No Funding Required	All grades 2-5 teachers

Activity - Frayer Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will use the Frayer Model as an aid to robust vocabulary instruction.	Other	07/28/2016	06/01/2017	$0 - No Funding Required	All teachers

Goal 2:

By Spring of 2017, > 70% of grades 3-5 students will demonstrate proficiency (pass rate) on State Standards in Mathematics as measured by ISTEP+/ISTAR

Measurable Objective 1:

80% of All Students will demonstrate student proficiency (pass rate) , in Mathematics by 05/31/2017 as measured by STAR Enterprise Math.

Strategy1:

Problem Solving - All K-5 teachers will implement Problem Solving on a weekly basis as an integral part of our Math Framework. Weekly Goal Clarity Learning Checks will monitor students' progress.

Research Cited: Christinson, J. and Ainsworth, L. (2006) Five Easy Steps to a Balanced Math Program; West, L. (2011) Number Sense Routines; Van de Walle, J., Lovin, L., Karp, K., and Bay-Williams, J. (2014) Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades Pre-K-2, Vol. I and Vol. II for Grades 3-5

Evidence of success: Student progress on Weekly Goal Clarity Learning Checks, STAR Enterprise Math assessment 3 times per year (and every 3 weeks for those below proficiency)

Activity - Peer Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively in mentoring and sharing their expertise, experiences, and new findings as they implement Problem Solving into their daily program. Teacher walkthroughs and peer classroom visits will be conducted as part of this mentoring process. Grade level and cross grade level collaboration will be scheduled weekly to reflect, share, and help ensure adherence to the fidelity of implementation and continued professional development.	Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, and all K-5 teachers

Activity - Train Teachers in Problem Solving	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, AIC and all teachers will engage in on-going, collaborative professional development focused on Problem Solving strategies, including how Exemplars and available McGraw-Hill online technology can be used to enhance instruction in this area. Teachers will implement these strategies weekly as part of their Balanced Math Block.	Technology Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, and all K-5 teachers

Strategy2:

Balanced Math - All teachers will implement Balanced Math (consisting of a Math Review, Mental Math, Problem Solving, Conceptual Understanding, Mastery of Math Facts, and Common Formative Assessment) as a daily part of our Math Framework.

Research Cited: Christinson, J. and Ainsworth, L. (2006) Five Easy Steps to a Balanced Math Program; West, L. (2011) Number Sense Routines; Van de Walle, J., Lovin, L., Karp, K., and Bay-Williams, J. (2014) Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades Pre-K-2, Vol. I and Vol. II for Grades 3-5

Evidence of success: Student progress on weekly Goal Clarity Learning Checks and STAR Enterprise Math assessment 3 times per year

(and every 3 weeks for those below proficiency).

Activity - Train Teachers in Balanced Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, AIC and all teachers will engage in on-going, collaborative professional development focused on Balanced Math strategies, as well as how the available McGraw-Hill online technology can be used to enhance this instruction. Teachers will implement these strategies as part of their daily Math Block.	Technology Professional Learning	07/25/2016	06/02/2017	$400 - District Funding	Principal, AIC, all K-5 teachers

Activity - Peer Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively in mentoring and sharing their expertise, experiences, and new findings as they implement Balanced Math into their daily program. Teacher walkthroughs and peer classroom visits will be conducted as part of this mentoring process. Grade level and cross grade level collaboration will be scheduled weekly to reflect, share, and help ensure adherence to the fidelity of implementation and continued professional development.	Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, and all K-5 teachers

Narrative:

A common Instructional Framework will be established in every classroom as a structure for common experiences and common language

both horizontally and vertically across grade levels.

Common expectations for classroom instruction within the Instructional Framework will be developed to include the Gradual Release

Model.

An additional IMPACT (Intervention) block will be implemented on a daily basis for struggling students in both Reading and Math.

Statement or Question: Turnaround Principle 3: Effective Instruction - PAI

Response:

•PAI 1

•PAI 2

Turnaround Principle 4: Curriculum, Interventions, Assessment - Strategies

Goal 1:

By Spring 2017 > 70% of students at grades 3-5 will demonstrate proficiency (pass rate) on State Standards in Language Arts as measured

by ISTEP+/ISTAR.

Measurable Objective 1:

70% of All Students will demonstrate student proficiency (pass rate) in Reading / in English Language Arts by 05/31/2017 as measured by

STAR Enterprise Reading.

Strategy1:

Teaching Vocabulary in all Classrooms - Teachers will implement robust vocabulary instruction, using research-based strategies such as the Frayer Model, across all content areas as part of our Literacy Framework.

Research Cited: Blachowicz, C. and Fisher, P., (2010) Teaching Vocabulary in all Classrooms; Beck, I., McKeown, M. and Kucan, L., (2002) Bringing Words to Life: Robust Vocabulary Instruction; Beck, I., (2006) Making Sense of Phonics: The Hows and Why; Vaughn, S. and Linan-Thompson, S., (2004) Research-Based Methods of Reading Instruction; Bear, D., Invernizzi, M., templeton, S. and Johnston, F., (2008) Words Their Way; Graves, M. (2006) The Vocabulary Book

Evidence of success: Walkthroughs and classroom visits will document implementation and fidelity; student test scores on weekly Goal Clarity Learning Checks, weekly vocabulary tests, and STAR Reading assessment 3 times a year, will assess effectiveness of this strategy.

Activity - Frayer Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will use the Frayer Model as an aid to robust vocabulary instruction.	Other	07/28/2016	06/01/2017	$0 - No Funding Required	All teachers

Activity - Teaching Vocabulary with Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 2-5 will use the on-line resources of McGraw-Hill core program, as well as a technology-based vocabulary website--vocabulary.com,--to support the teaching of vocabulary in all content areas.	Academic Support Program	07/28/2016	06/01/2017	$0 - No Funding Required	All grades 2-5 teachers

Strategy2:

Literacy Framework - Grades K-5 will implement a common Literacy Framework across all grade levels, which will consist of a 90 minute Reading Block including explicit instruction of skills, guided practice utilizing gradual release toward independence, flexible grouping, and conferencing. Students will read every day, write every week, and publish every quarter.

Research Cited: Fountas, I. and Pinnell, G.S. (2011) The Continuum of Literacy Learning: A Guide to Teaching K-8; Fountas, I. and Pinnell, G.S. (2009) When Readers Struggle: Teaching That Works; Harvey, S., & Goudvis, A. (2007) Strategies That Work; Routman, R. (2003) Reading Essentials; Calkins, L. (2001) The Art of Teaching Reading; Fountas, I. and Pinnel, G.S. (1996) Guided Reading: Good First Reading for All Children; Fountas, I. and Pinnell, G.S. (2001) Guiding Readers and Writers: Richardson, J. (2001) The Next Step in Guided Reading; Miller, D. (2002) Reading with Meaning; Miller, D. (2008) Teaching with Intention; Harvey, S. (2007) Comprehension Connections; Himmele, P. and Himmele, w. (2011) Total Participation Techniques; Donohue, L. (2008) Independent Reading Inside the Box; Dorn, L., and Soffos, C., (2005) Teaching for Deep Comprehension: A Reading Workshop Approach; Fisher, D., and Frey, N., (2014) Better Learning Through Structured Teaching

Evidence of success: Data from walkthroughs and classroom observations will document implementation; student test scores on weekly Goal Clarity Learning Checks and STAR Reading assessment will demonstrate the effectiveness of this strategy.

Indiana School Improvement Plan

Spring Hill Elementary School

Activity - Independent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers, AIC, and principal will engage in on-going professional development focused on researched-based practices of moving students to Independent Reading as an integral part of the Literacy Framework.	Professional Learning	07/25/2016	06/02/2017	$600 - Title I Schoolwide	Principal, AIC, and all K-5 teachers, special area teachers, and special needs teachers

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers, AIC, and Principal will engage in collaborative professional development focused on training new teachers and refreshing experienced teachers on researched-based strategies and techniques of Guided Reading as part of the Literacy Framework.	Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Teacher Training on Literacy Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teaching staff will engage in on-going, collaborative professional development focused on the use of research-based literacy strategies to support our continued implementation of a common Literacy Framework. These professional development sessions will train new teachers and give experienced teachers a refresher on this common Literacy Framework that Spring Hill began implementation of in the 2014-15 school year.	Professional Learning	07/25/2016	06/02/2017	$1800 - Title I Schoolwide	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Differentiation and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, AIC, and all K-5 teachers will engage in on-going, collaborative professional development focused on research-based strategies to differentiate literacy instruction, and provide differentiated intervention support when needed.	Technology Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Gradual Release Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers, AIC and Principal will engage in collaborative professional development focused on training new teachers and refreshing experienced teachers on the Gradual Release model as an integral part of our Literacy Framework.	Professional Learning Technology	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Goal 2:

By Spring of 2017, > 70% of grades 3-5 students will demonstrate proficiency (pass rate) on State Standards in Mathematics as measured by ISTEP+/ISTAR

Measurable Objective 1:

80% of All Students will demonstrate student proficiency (pass rate) , in Mathematics by 05/31/2017 as measured by STAR Enterprise Math.

Strategy1:

Problem Solving - All K-5 teachers will implement Problem Solving on a weekly basis as an integral part of our Math Framework. Weekly Goal Clarity Learning Checks will monitor students' progress.

Research Cited: Christinson, J. and Ainsworth, L. (2006) Five Easy Steps to a Balanced Math Program; West, L. (2011) Number Sense Routines; Van de Walle, J., Lovin, L., Karp, K., and Bay-Williams, J. (2014) Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades Pre-K-2, Vol. I and Vol. II for Grades 3-5

Evidence of success: Student progress on Weekly Goal Clarity Learning Checks, STAR Enterprise Math assessment 3 times per year (and every 3 weeks for those below proficiency)

Activity - Peer Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively in mentoring and sharing their expertise, experiences, and new findings as they implement Problem Solving into their daily program. Teacher walkthroughs and peer classroom visits will be conducted as part of this mentoring process. Grade level and cross grade level collaboration will be scheduled weekly to reflect, share, and help ensure adherence to the fidelity of implementation and continued professional development.	Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, and all K-5 teachers

Activity - Train Teachers in Problem Solving	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, AIC and all teachers will engage in on-going, collaborative professional development focused on Problem Solving strategies, including how Exemplars and available McGraw-Hill online technology can be used to enhance instruction in this area. Teachers will implement these strategies weekly as part of their Balanced Math Block.	Technology Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, and all K-5 teachers

Strategy2:

Balanced Math - All teachers will implement Balanced Math (consisting of a Math Review, Mental Math, Problem Solving, Conceptual Understanding, Mastery of Math Facts, and Common Formative Assessment) as a daily part of our Math Framework.

Research Cited: Christinson, J. and Ainsworth, L. (2006) Five Easy Steps to a Balanced Math Program; West, L. (2011) Number Sense Routines; Van de Walle, J., Lovin, L., Karp, K., and Bay-Williams, J. (2014) Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades Pre-K-2, Vol. I and Vol. II for Grades 3-5

Evidence of success: Student progress on weekly Goal Clarity Learning Checks and STAR Enterprise Math assessment 3 times per year (and every 3 weeks for those below proficiency).

Activity - Peer Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively in mentoring and sharing their expertise, experiences, and new findings as they implement Balanced Math into their daily program. Teacher walkthroughs and peer classroom visits will be conducted as part of this mentoring process. Grade level and cross grade level collaboration will be scheduled weekly to reflect, share, and help ensure adherence to the fidelity of implementation and continued professional development.	Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, and all K-5 teachers

Activity - Train Teachers in Balanced Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, AIC and all teachers will engage in on-going, collaborative professional development focused on Balanced Math strategies, as well as how the available McGraw-Hill online technology can be used to enhance this instruction. Teachers will implement these strategies as part of their daily Math Block.	Technology Professional Learning	07/25/2016	06/02/2017	$400 - District Funding	Principal, AIC, all K-5 teachers

Narrative:

Teachers will create units of instruction and assessments Learning Checks (school level) and Common Quarterly Assessments (district level) that follow the GCCS District Pacing Guide and which are aligned to the State Standards. This will help ensure the school and its teachers are on track to help all students meet the demands of the rigorous college and career readiness state standards.

RTI, which is a multi-tier approach to the identification and support of students with learning needs will be used to support struggling students. Teachers will be provided with materials specifically for this purpose.

Statement or Question: Turnaround Principle 4: Curriculum, Interventions, Assessment - PAI
Response:

- •PAI 1
- •PAI 2

Turnaround Principle 5: Effective Staffing - Strategies

Goal 1:
By Spring 2017 > 70% of students at grades 3-5 will demonstrate proficiency (pass rate) on State Standards in Language Arts as measured by ISTEP+/ISTAR.

Measurable Objective 1:
70% of All Students will demonstrate student proficiency (pass rate) in Reading / in English Language Arts by 05/31/2017 as measured by STAR Enterprise Reading.

Strategy1:

Literacy Framework - Grades K-5 will implement a common Literacy Framework across all grade levels, which will consist of a 90 minute Reading Block including explicit instruction of skills, guided practice utilizing gradual release toward independence, flexible grouping, and conferencing. Students will read every day, write every week, and publish every quarter.

Research Cited: Fountas, I. and Pinnell, G.S. (2011) The Continuum of Literacy Learning: A Guide to Teaching K-8; Fountas, I. and Pinnell, G.S. (2009) When Readers Struggle: Teaching That Works; Harvey, S., & Goudvis, A. (2007) Strategies That Work; Routman, R. (2003) Reading Essentials; Calkins, L. (2001) The Art of Teaching Reading; Fountas, I. and Pinnel, G.S. (1996) Guided Reading: Good First Reading for All Children; Fountas, I. and Pinnell, G.S. (2001) Guiding Readers and Writers: Richardson, J. (2001) The Next Step in Guided Reading; Miller, D. (2002) Reading with Meaning; Miller, D. (2008) Teaching with Intention; Harvey, S. (2007) Comprehension Connections; Himmele, P. and Himmele, w. (2011) Total Participation Techniques; Donohue, L. (2008) Independent Reading Inside the Box; Dorn, L., and Soffos, C., (2005) Teaching for Deep Comprehension: A Reading Workshop Approach; Fisher, D., and Frey, N., (2014) Better Learning Through Structured Teaching

Evidence of success: Data from walkthroughs and classroom observations will document implementation; student test scores on weekly Goal Clarity Learning Checks and STAR Reading assessment will demonstrate the effectiveness of this strategy.

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers, AIC, and Principal will engage in collaborative professional development focused on training new teachers and refreshing experienced teachers on researched-based strategies and techniques of Guided Reading as part of the Literacy Framework.	Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Independent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers, AIC, and principal will engage in on-going professional development focused on researched-based practices of moving students to Independent Reading as an integral part of the Literacy Framework.	Professional Learning	07/25/2016	06/02/2017	$600 - Title I Schoolwide	Principal, AIC, and all K-5 teachers, special area teachers, and special needs teachers

Activity - Gradual Release Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers, AIC and Principal will engage in collaborative professional development focused on training new teachers and refreshing experienced teachers on the Gradual Release model as an integral part of our Literacy Framework.	Technology Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Teacher Training on Literacy Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teaching staff will engage in on-going, collaborative professional development focused on the use of research-based literacy strategies to support our continued implementation of a common Literacy Framework. These professional development sessions will train new teachers and give experienced teachers a refresher on this common Literacy Framework that Spring Hill began implementation of in the 2014-15 school year.	Professional Learning	07/25/2016	06/02/2017	$1800 - Title I Schoolwide	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Differentiation and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, AIC, and all K-5 teachers will engage in on-going, collaborative professional development focused on research-based strategies to differentiate literacy instruction, and provide differentiated intervention support when needed.	Professional Learning Technology	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Goal 2:

By Spring of 2017, > 70% of grades 3-5 students will demonstrate proficiency (pass rate) on State Standards in Mathematics as measured by ISTEP+/ISTAR

Measurable Objective 1:

80% of All Students will demonstrate student proficiency (pass rate) , in Mathematics by 05/31/2017 as measured by STAR Enterprise Math.

Strategy1:

Balanced Math - All teachers will implement Balanced Math (consisting of a Math Review, Mental Math, Problem Solving, Conceptual Understanding, Mastery of Math Facts, and Common Formative Assessment) as a daily part of our Math Framework.

Research Cited: Christinson, J. and Ainsworth, L. (2006) Five Easy Steps to a Balanced Math Program; West, L. (2011) Number Sense Routines; Van de Walle, J., Lovin, L., Karp, K., and Bay-Williams, J. (2014) Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades Pre-K-2, Vol. I and Vol. II for Grades 3-5

Evidence of success: Student progress on weekly Goal Clarity Learning Checks and STAR Enterprise Math assessment 3 times per year (and every 3 weeks for those below proficiency).

Activity - Peer Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively in mentoring and sharing their expertise, experiences, and new findings as they implement Balanced Math into their daily program. Teacher walkthroughs and peer classroom visits will be conducted as part of this mentoring process. Grade level and cross grade level collaboration will be scheduled weekly to reflect, share, and help ensure adherence to the fidelity of implementation and continued professional development.	Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, and all K-5 teachers

Activity - Train Teachers in Balanced Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, AIC and all teachers will engage in on-going, collaborative professional development focused on Balanced Math strategies, as well as how the available McGraw-Hill online technology can be used to enhance this instruction. Teachers will implement these strategies as part of their daily Math Block.	Technology Professional Learning	07/25/2016	06/02/2017	$400 - District Funding	Principal, AIC, all K-5 teachers

Strategy2:

Problem Solving - All K-5 teachers will implement Problem Solving on a weekly basis as an integral part of our Math Framework. Weekly Goal Clarity Learning Checks will monitor students' progress.

Research Cited: Christnison, J. and Ainsworth, L. (2006) Five Easy Steps to a Balanced Math Program; West, L. (2011) Number Sense Routines; Van de Walle, J., Lovin, L., Karp, K., and Bay-Williams, J. (2014) Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades Pre-K-2, Vol. I and Vol. II for Grades 3-5

Evidence of success: Student progress on Weekly Goal Clarity Learning Checks, STAR Enterprise Math assessment 3 times per year (and every 3 weeks for those below proficiency)

Activity - Train Teachers in Problem Solving	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, AIC and all teachers will engage in on-going, collaborative professional development focused on Problem Solving strategies, including how Exemplars and available McGraw-Hill online technology can be used to enhance instruction in this area. Teachers will implement these strategies weekly as part of their Balanced Math Block.	Technology Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, and all K-5 teachers

Activity - Peer Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively in mentoring and sharing their expertise, experiences, and new findings as they implement Problem Solving into their daily program. Teacher walkthroughs and peer classroom visits will be conducted as part of this mentoring process. Grade level and cross grade level collaboration will be scheduled weekly to reflect, share, and help ensure adherence to the fidelity of implementation and continued professional development.	Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, and all K-5 teachers

Narrative:

Once teachers are hired, Spring Hill focuses on helping our teachers grow through professional development and peer support.

Professional Development will include both contracted consultant and job-embedded/teacher driven PD and will focus on student learning, professional growth, collaboration, and academic achievement goals.

Administrative walkthroughs will ensure that classroom level instruction is aligned with state standards and based upon formative and summative student achievement data.

Statement or Question: Turnaround Principle 5: Effective Staffing - PAI

Response:

•PAI 1

•PAI 2

Turnaround Principle 6: Effective Use of Data - Strategies

Goal 1:

By end of May 2017, 97% of all students at Spring Hill Elementary will have had no behavior referrals during the 2016-17 school year, as measured by Office Referrals.

Measurable Objective 1:

achieve college and career readiness in social skills by training students in Greater Clark's PRIDE initiative (Persistence, Respectfulness, Initiative, Dependability, Efficiency) on a monthly basis by 06/02/2017 as measured by students scoring a PRIDE score of 1 or 2 in 3 of the 4 quarters measured.

Strategy1:

Teach Character Education - Spring Hill will focus school-wide on a specific PRIDE component - Persistence, Respectfulness, Initiative, Dependability, Efficiency - for 4-6 weeks, training students on appropriate behavior in different circumstances through role playing scenarios, stories, rewards and incentives.

Research Cited: Mather, A. and Weldon, L. (2006) Character Building Day By Day; Jones, F. (2007) Tools for Teaching: Discipline/Instruction/Motivation; Chartock, R. (2010) Strategies and lessons for Culturally Responsive Teaching; Whitaker, T. (2006) What Great Teachers Do Differently: 14 Things That Matter Most; Olweus, D. and Limber, S. (2007) Olweus Bullying Prevention Program

Evidence of success: Participation in classroom role-plays and discussions, and observations of daily appropriate behavior.

Activity - Role-playing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and lead students in role-playing examples and non-examples of appropriate behavior related to Greater Clark's PRIDE initiative components.	Behavioral Support Program	07/28/2016	06/01/2017	$0 - No Funding Required	All classroom teachers

Strategy2:

Positive Behavior Recognition - Spring Hill will focus school-wide on recognizing and rewarding positive behaviors to encourage an increase in visible examples for all students to learn from. All teachers will have a system of daily/weekly rewards and incentives.

Research Cited: Mather, A. and Weldon, L. (2006) Character Building Day By Day; Jones, F. (2007) Tools for Teaching: Discipline/Instruction/Motivation; Chartock, R. (2010) Strategies and lessons for Culturally Responsive Teaching; Whitaker, T. (2006) What Great Teachers Do Differently: 14 Things That Matter Most; Olweus, D. and Limber, S. (2007) Olweus Bullying Prevention Program

Evidence of success: Observation of appropriate behaviors in varied circumstances

Activity - Quarterly "PRIDE" Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of each quarter, all students who chose to exhibit appropriate behavior for the 9 week period will earn participation in a celebration to recognize their efforts.	Other - Positive Recognition	07/28/2016	06/01/2017	$1500 - Other	All Spring Staff

Activity - Daily/Weekly Rewards & Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classrooms will have a system for rewarding desired behaviors on a daily and/or weekly basis.	Other - Positive Recognition	07/28/2016	06/01/2017	$500 - Other	All classroom teachers

Activity - Wall of PRIDE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spring Hill will have a "Wall of PRIDE" as a visible recognition and reinforcement of positive behavior. Students who have had exemplary behavior all week will earn their picture on this wall each week.	Other - Positive Recognition	07/28/2016	06/01/2017	$0 - No Funding Required	Principal and all Spring Hill staff

Strategy3:

By end of year May 2017, Spring Hill's student attendance rate will be at or above 97%. - Teachers and administrators will work together to identify all absences on a daily basis and make contact to try to get the students to school. Rewards and incentives will be offered to encourage consistent daily attendance.

Research Cited: Mather, A. and Weldon, L. (2006) Character Building Day By Day; Jones, F. (2007) Tools for Teaching: Discipline/Instruction/Motivation; Olweus, D. and Limber, S. (2007) Olweus Bullying Prevention Program; Payne, R. (2008) Under-Resourced Learners: 8 Strategies to Boost Student Achievement; Blackburn, B. (2005) Classroom Motivation from A to Z: How to Engage Your Students in Learning.

Evidence of success: Official attendance records

Activity - Incentives and Rewards for Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily, weekly, and monthly incentives and/or rewards will be offered in all classrooms for perfect attendance.	Behavioral Support Program	07/28/2016	06/01/2017	$500 - Other	Principal, SAM, all classroom teachers

Activity - Personal Contact with Families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parental involvement is key, so our SAM, who functions as our home-school liaison, and/or classroom teachers will make personal phone calls home on a daily basis to follow up with any absences. When necessary, the SAM may make arrangements to get students to school if their absence is a matter of transportation issues.	Parent Involvement	07/28/2016	06/01/2017	$0 - No Funding Required	Principal, SAM (School Administrative Manager)/Home-School liaison; all classroom teachers

Goal 2:

By Spring 2017 > 70% of students at grades 3-5 will demonstrate proficiency (pass rate) on State Standards in Language Arts as measured by ISTEP+/ISTAR.

Measurable Objective 1:

70% of All Students will demonstrate student proficiency (pass rate) in Reading / in English Language Arts by 05/31/2017 as measured by STAR Enterprise Reading.

Strategy1:

Literacy Framework - Grades K-5 will implement a common Literacy Framework across all grade levels, which will consist of a 90 minute Reading Block including explicit instruction of skills, guided practice utilizing gradual release toward independence, flexible grouping, and conferencing. Students will read every day, write every week, and publish every quarter.

Research Cited: Fountas, I. and Pinnell, G.S. (2011) The Continuum of Literacy Learning: A Guide to Teaching K-8; Fountas, I. and Pinnell, G.S. (2009) When Readers Struggle: Teaching That Works; Harvey, S., & Goudvis, A. (2007) Strategies That Work; Routman, R. (2003) Reading Essentials; Calkins, L. (2001) The Art of Teaching Reading; Fountas, I. and Pinnel, G.S. (1996) Guided Reading: Good First Reading for All Children; Fountas, I. and Pinnell, G.S. (2001) Guiding Readers and Writers: Richardson, J. (2001) The Next Step in Guided Reading; Miller, D. (2002) Reading with Meaning; Miller, D. (2008) Teaching with Intention; Harvey, S. (2007) Comprehension Connections; Himmele, P. and Himmele, w. (2011) Total Participation Techniques; Donohue, L. (2008) Independent Reading Inside the Box; Dorn, L., and Soffos, C., (2005) Teaching for Deep Comprehension: A Reading Workshop Approach; Fisher, D., and Frey, N., (2014) Better Learning Through Structured Teaching

Evidence of success: Data from walkthroughs and classroom observations will document implementation; student test scores on weekly Goal Clarity Learning Checks and STAR Reading assessment will demonstrate the effectiveness of this strategy.

Activity - Independent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers, AIC, and principal will engage in on-going professional development focused on researched-based practices of moving students to Independent Reading as an integral part of the Literacy Framework.	Professional Learning	07/25/2016	06/02/2017	$600 - Title I Schoolwide	Principal, AIC, and all K-5 teachers, special area teachers, and special needs teachers

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers, AIC, and Principal will engage in collaborative professional development focused on training new teachers and refreshing experienced teachers on researched-based strategies and techniques of Guided Reading as part of the Literacy Framework.	Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Gradual Release Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers, AIC and Principal will engage in collaborative professional development focused on training new teachers and refreshing experienced teachers on the Gradual Release model as an integral part of our Literacy Framework.	Technology Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Teacher Training on Literacy Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teaching staff will engage in on-going, collaborative professional development focused on the use of research-based literacy strategies to support our continued implementation of a common Literacy Framework. These professional development sessions will train new teachers and give experienced teachers a refresher on this common Literacy Framework that Spring Hill began implementation of in the 2014-15 school year.	Professional Learning	07/25/2016	06/02/2017	$1800 - Title I Schoolwide	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Differentiation and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, AIC, and all K-5 teachers will engage in on-going, collaborative professional development focused on research-based strategies to differentiate literacy instruction, and provide differentiated intervention support when needed.	Professional Learning Technology	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Strategy2:

Teaching Vocabulary in all Classrooms - Teachers will implement robust vocabulary instruction, using research-based strategies such as the Frayer Model, across all content areas as part of our Literacy Framework.

Research Cited: Blachowicz, C. and Fisher, P., (2010) Teaching Vocabulary in all Classrooms; Beck, I., McKeown, M. and Kucan, L., (2002) Bringing Words to Life: Robust Vocabulary Instruction; Beck, I., (2006) Making Sense of Phonics: The Hows and Why; Vaughn, S. and Linan-Thompson, S., (2004) Research-Based Methods of Reading Instruction; Bear, D., Invernizzi, M., templeton, S. and Johnston, F., (2008) Words Their Way; Graves, M. (2006) The Vocabulary Book

Evidence of success: Walkthroughs and classroom visits will document implementation and fidelity; student test scores on weekly Goal Clarity Learning Checks, weekly vocabulary tests, and STAR Reading assessment 3 times a year, will assess effectiveness of this strategy.

Activity - Teaching Vocabulary with Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 2-5 will use the on-line resources of McGraw-Hill core program, as well as a technology-based vocabulary website--vocabulary.com,--to support the teaching of vocabulary in all content areas.	Academic Support Program	07/28/2016	06/01/2017	$0 - No Funding Required	All grades 2-5 teachers

Activity - Frayer Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will use the Frayer Model as an aid to robust vocabulary instruction.	Other	07/28/2016	06/01/2017	$0 - No Funding Required	All teachers

Goal 3:

By Spring of 2017, > 70% of grades 3-5 students will demonstrate proficiency (pass rate) on State Standards in Mathematics as measured by ISTEP+/ISTAR

Measurable Objective 1:

80% of All Students will demonstrate student proficiency (pass rate) , in Mathematics by 05/31/2017 as measured by STAR Enterprise Math.

Strategy1:

Problem Solving - All K-5 teachers will implement Problem Solving on a weekly basis as an integral part of our Math Framework. Weekly Goal Clarity Learning Checks will monitor students' progress.

Research Cited: Christinson, J. and Ainsworth, L. (2006) Five Easy Steps to a Balanced Math Program; West, L. (2011) Number Sense Routines; Van de Walle, J., Lovin, L., Karp, K., and Bay-Williams, J. (2014) Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades Pre-K-2, Vol. I and Vol. II for Grades 3-5

Evidence of success: Student progress on Weekly Goal Clarity Learning Checks, STAR Enterprise Math assessment 3 times per year (and every 3 weeks for those below proficiency)

Activity - Peer Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively in mentoring and sharing their expertise, experiences, and new findings as they implement Problem Solving into their daily program. Teacher walkthroughs and peer classroom visits will be conducted as part of this mentoring process. Grade level and cross grade level collaboration will be scheduled weekly to reflect, share, and help ensure adherence to the fidelity of implementation and continued professional development.	Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, and all K-5 teachers

Activity - Train Teachers in Problem Solving	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, AIC and all teachers will engage in on-going, collaborative professional development focused on Problem Solving strategies, including how Exemplars and available McGraw-Hill online technology can be used to enhance instruction in this area. Teachers will implement these strategies weekly as part of their Balanced Math Block.	Technology Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, and all K-5 teachers

Strategy2:

Balanced Math - All teachers will implement Balanced Math (consisting of a Math Review, Mental Math, Problem Solving, Conceptual Understanding, Mastery of Math Facts, and Common Formative Assessment) as a daily part of our Math Framework.

Research Cited: Christinson, J. and Ainsworth, L. (2006) Five Easy Steps to a Balanced Math Program; West, L. (2011) Number Sense Routines; Van de Walle, J., Lovin, L., Karp, K., and Bay-Williams, J. (2014) Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades Pre-K-2, Vol. I and Vol. II for Grades 3-5

Evidence of success: Student progress on weekly Goal Clarity Learning Checks and STAR Enterprise Math assessment 3 times per year (and every 3 weeks for those below proficiency).

Activity - Train Teachers in Balanced Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, AIC and all teachers will engage in on-going, collaborative professional development focused on Balanced Math strategies, as well as how the available McGraw-Hill online technology can be used to enhance this instruction. Teachers will implement these strategies as part of their daily Math Block.	Professional Learning Technology	07/25/2016	06/02/2017	$400 - District Funding	Principal, AIC, all K-5 teachers

Activity - Peer Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively in mentoring and sharing their expertise, experiences, and new findings as they implement Balanced Math into their daily program. Teacher walkthroughs and peer classroom visits will be conducted as part of this mentoring process. Grade level and cross grade level collaboration will be scheduled weekly to reflect, share, and help ensure adherence to the fidelity of implementation and continued professional development.	Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, and all K-5 teachers

Narrative:

Grade level teachers will meet weekly with the principal and AIC to analyze data, which will be used to drive lesson plans, whole group/small group instruction, and IMPACT focus.

Statement or Question: Turnaround Principle 6: Effective Use of Data - PAI

Response:

- •PAI 1
- •PAI 2

Turnaround Principle 7: Effective Use of Time - Strategies

Goal 1:

By Spring 2017 > 70% of students at grades 3-5 will demonstrate proficiency (pass rate) on State Standards in Language Arts as measured by ISTEP+/ISTAR.

Measurable Objective 1:

70% of All Students will demonstrate student proficiency (pass rate) in Reading / in English Language Arts by 05/31/2017 as measured by STAR Enterprise Reading.

Strategy1:

Literacy Framework - Grades K-5 will implement a common Literacy Framework across all grade levels, which will consist of a 90 minute Reading Block including explicit instruction of skills, guided practice utilizing gradual release toward independence, flexible grouping, and conferencing. Students will read every day, write every week, and publish every quarter.

Research Cited: Fountas, I. and Pinnell, G.S. (2011) The Continuum of Literacy Learning: A Guide to Teaching K-8; Fountas, I. and Pinnell, G.S. (2009) When Readers Struggle: Teaching That Works; Harvey, S., & Goudvis, A. (2007) Strategies That Work; Routman, R. (2003) Reading Essentials; Calkins, L. (2001) The Art of Teaching Reading; Fountas, I. and Pinnel, G.S. (1996) Guided Reading: Good First Reading for All Children; Fountas, I. and Pinnell, G.S. (2001) Guiding Readers and Writers: Richardson, J. (2001) The Next Step in Guided Reading; Miller, D. (2002) Reading with Meaning; Miller, D. (2008) Teaching with Intention; Harvey, S. (2007) Comprehension Connections; Himmele, P. and Himmele, w. (2011) Total Participation Techniques; Donohue, L. (2008) Independent Reading Inside the Box; Dorn, L., and Soffos, C., (2005) Teaching for Deep Comprehension: A Reading Workshop Approach; Fisher, D., and Frey, N., (2014) Better Learning Through Structured Teaching

Evidence of success: Data from walkthroughs and classroom observations will document implementation; student test scores on weekly Goal Clarity Learning Checks and STAR Reading assessment will demonstrate the effectiveness of this strategy.

Activity - Teacher Training on Literacy Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teaching staff will engage in on-going, collaborative professional development focused on the use of research-based literacy strategies to support our continued implementation of a common Literacy Framework. These professional development sessions will train new teachers and give experienced teachers a refresher on this common Literacy Framework that Spring Hill began implementation of in the 2014-15 school year.	Professional Learning	07/25/2016	06/02/2017	$1800 - Title I Schoolwide	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Differentiation and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, AIC, and all K-5 teachers will engage in on-going, collaborative professional development focused on research-based strategies to differentiate literacy instruction, and provide differentiated intervention support when needed.	Professional Learning Technology	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers, AIC, and Principal will engage in collaborative professional development focused on training new teachers and refreshing experienced teachers on researched-based strategies and techniques of Guided Reading as part of the Literacy Framework.	Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Gradual Release Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers, AIC and Principal will engage in collaborative professional development focused on training new teachers and refreshing experienced teachers on the Gradual Release model as an integral part of our Literacy Framework.	Professional Learning Technology	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Independent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers, AIC, and principal will engage in on-going professional development focused on researched-based practices of moving students to Independent Reading as an integral part of the Literacy Framework.	Professional Learning	07/25/2016	06/02/2017	$600 - Title I Schoolwide	Principal, AIC, and all K-5 teachers, special area teachers, and special needs teachers

Goal 2:

By Spring of 2017, > 70% of grades 3-5 students will demonstrate proficiency (pass rate) on State Standards in Mathematics as measured by ISTEP+/ISTAR

Measurable Objective 1:

80% of All Students will demonstrate student proficiency (pass rate) , in Mathematics by 05/31/2017 as measured by STAR Enterprise Math.

Strategy1:

Balanced Math - All teachers will implement Balanced Math (consisting of a Math Review, Mental Math, Problem Solving, Conceptual Understanding, Mastery of Math Facts, and Common Formative Assessment) as a daily part of our Math Framework.

Research Cited: Christinson, J. and Ainsworth, L. (2006) Five Easy Steps to a Balanced Math Program; West, L. (2011) Number Sense Routines; Van de Walle, J., Lovin, L., Karp, K., and Bay-Williams, J. (2014) Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades Pre-K-2, Vol. I and Vol. II for Grades 3-5

Evidence of success: Student progress on weekly Goal Clarity Learning Checks and STAR Enterprise Math assessment 3 times per year (and every 3 weeks for those below proficiency).

Activity - Train Teachers in Balanced Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, AIC and all teachers will engage in on-going, collaborative professional development focused on Balanced Math strategies, as well as how the available McGraw-Hill online technology can be used to enhance this instruction. Teachers will implement these strategies as part of their daily Math Block.	Technology Professional Learning	07/25/2016	06/02/2017	$400 - District Funding	Principal, AIC, all K-5 teachers

Activity - Peer Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively in mentoring and sharing their expertise, experiences, and new findings as they implement Balanced Math into their daily program. Teacher walkthroughs and peer classroom visits will be conducted as part of this mentoring process. Grade level and cross grade level collaboration will be scheduled weekly to reflect, share, and help ensure adherence to the fidelity of implementation and continued professional development.	Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, and all K-5 teachers

Strategy2:

Problem Solving - All K-5 teachers will implement Problem Solving on a weekly basis as an integral part of our Math Framework. Weekly Goal Clarity Learning Checks will monitor students' progress.

Research Cited: Christinson, J. and Ainsworth, L. (2006) Five Easy Steps to a Balanced Math Program; West, L. (2011) Number Sense Routines; Van de Walle, J., Lovin, L., Karp, K., and Bay-Williams, J. (2014) Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades Pre-K-2, Vol. I and Vol. II for Grades 3-5

Evidence of success: Student progress on Weekly Goal Clarity Learning Checks, STAR Enterprise Math assessment 3 times per year (and every 3 weeks for those below proficiency)

Activity - Peer Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively in mentoring and sharing their expertise, experiences, and new findings as they implement Problem Solving into their daily program. Teacher walkthroughs and peer classroom visits will be conducted as part of this mentoring process. Grade level and cross grade level collaboration will be scheduled weekly to reflect, share, and help ensure adherence to the fidelity of implementation and continued professional development.	Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, and all K-5 teachers

Activity - Train Teachers in Problem Solving	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, AIC and all teachers will engage in on-going, collaborative professional development focused on Problem Solving strategies, including how Exemplars and available McGraw-Hill online technology can be used to enhance instruction in this area. Teachers will implement these strategies weekly as part of their Balanced Math Block.	Professional Learning Technology	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, and all K-5 teachers

Narrative:

Spring Hill has a daily schedule that includes "Period Zero" which will provide common collaboration time for professional development, data analysis, etc.

The school also provides additional time in the master schedule for "IMPACT" - additional intensive instruction for targeted groups falling behind in either Reading or Math.

Statement or Question: Turnaround Principle 7: Effective Use of Time - PAI

Response:

- PAI 1
- PAI 2

Turnaround Principle 8: Family & Community Engagement - Strategies

Goal 1:

By end of May 2017, 97% of all students at Spring Hill Elementary will have had no behavior referrals during the 2016-17 school year, as measured by Office Referrals.

Measurable Objective 1:

achieve college and career readiness in social skills by training students in Greater Clark's PRIDE initiative (Persistence, Respectfulness, Initiative, Dependability, Efficiency) on a monthly basis by 06/02/2017 as measured by students scoring a PRIDE score of 1 or 2 in 3 of the 4 quarters measured.

Strategy1:

Positive Behavior Recognition - Spring Hill will focus school-wide on recognizing and rewarding positive behaviors to encourage an increase in visible examples for all students to learn from. All teachers will have a system of daily/weekly rewards and incentives.

Research Cited: Mather, A. and Weldon, L. (2006) Character Building Day By Day; Jones, F. (2007) Tools for Teaching: Discipline/Instruction/Motivation; Chartock, R. (2010) Strategies and lessons for Culturally Responsive Teaching; Whitaker, T. (2006) What Great Teachers Do Differently: 14 Things That Matter Most; Olweus, D. and Limber, S. (2007) Olweus Bullying Prevention Program

Evidence of success: Observation of appropriate behaviors in varied circumstances

Activity - Quarterly "PRIDE" Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of each quarter, all students who chose to exhibit appropriate behavior for the 9 week period will earn participation in a celebration to recognize their efforts.	Other - Positive Recognition	07/28/2016	06/01/2017	$1500 - Other	All Spring Staff

Activity - Daily/Weekly Rewards & Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classrooms will have a system for rewarding desired behaviors on a daily and/or weekly basis.	Other - Positive Recognition	07/28/2016	06/01/2017	$500 - Other	All classroom teachers

Activity - Wall of PRIDE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spring Hill will have a "Wall of PRIDE" as a visible recognition and reinforcement of positive behavior. Students who have had exemplary behavior all week will earn their picture on this wall each week.	Other - Positive Recognition	07/28/2016	06/01/2017	$0 - No Funding Required	Principal and all Spring Hill staff

Strategy2:

By end of year May 2017, Spring Hill's student attendance rate will be at or above 97%. - Teachers and administrators will work together to identify all absences on a daily basis and make contact to try to get the students to school. Rewards and incentives will be offered to encourage consistent daily attendance.

Research Cited: Mather, A. and Weldon, L. (2006) Character Building Day By Day; Jones, F. (2007) Tools for Teaching: Discipline/Instruction/Motivation; Olweus, D. and Limber, S. (2007) Olweus Bullying Prevention Program; Payne, R. (2008) Under-Resourced Learners: 8 Strategies to Boost Student Achievement; Blackburn, B. (2005) Classroom Motivation from A to Z: How to Engage Your Students in Learning.

Evidence of success: Official attendance records

Activity - Incentives and Rewards for Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily, weekly, and monthly incentives and/or rewards will be offered in all classrooms for perfect attendance.	Behavioral Support Program	07/28/2016	06/01/2017	$500 - Other	Principal, SAM, all classroom teachers

Activity - Personal Contact with Families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parental involvement is key, so our SAM, who functions as our home-school liaison, and/or classroom teachers will make personal phone calls home on a daily basis to follow up with any absences. When necessary, the SAM may make arrangements to get students to school if their absence is a matter of transportation issues.	Parent Involvement	07/28/2016	06/01/2017	$0 - No Funding Required	Principal, SAM (School Administrative Manager)/Home-School liaison; all classroom teachers

Strategy3:

Teach Character Education - Spring Hill will focus school-wide on a specific PRIDE component - Persistence, Respectfulness, Initiative, Dependability, Efficiency - for 4-6 weeks, training students on appropriate behavior in different circumstances through role playing scenarios, stories, rewards and incentives.

Research Cited: Mather, A. and Weldon, L. (2006) Character Building Day By Day; Jones, F. (2007) Tools for Teaching: Discipline/Instruction/Motivation; Chartock, R. (2010) Strategies and lessons for Culturally Responsive Teaching; Whitaker, T. (2006) What Great Teachers Do Differently: 14 Things That Matter Most; Olweus, D. and Limber, S. (2007) Olweus Bullying Prevention Program

Evidence of success: Participation in classroom role-plays and discussions, and observations of daily appropriate behavior.

Activity - Role-playing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and lead students in role-playing examples and non-examples of appropriate behavior related to Greater Clark's PRIDE initiative components.	Behavioral Support Program	07/28/2016	06/01/2017	$0 - No Funding Required	All classroom teachers

Goal 2:

By Spring 2017 > 70% of students at grades 3-5 will demonstrate proficiency (pass rate) on State Standards in Language Arts as measured by ISTEP+/ISTAR.

Measurable Objective 1:

70% of All Students will demonstrate student proficiency (pass rate) in Reading / in English Language Arts by 05/31/2017 as measured by STAR Enterprise Reading.

Strategy1:

Teaching Vocabulary in all Classrooms - Teachers will implement robust vocabulary instruction, using research-based strategies such as the Frayer Model, across all content areas as part of our Literacy Framework.

Research Cited: Blachowicz, C. and Fisher, P., (2010) Teaching Vocabulary in all Classrooms; Beck, I., McKeown, M. and Kucan, L., (2002) Bringing Words to Life: Robust Vocabulary Instruction; Beck, I., (2006) Making Sense of Phonics: The Hows and Why; Vaughn, S. and Linan-Thompson, S., (2004) Research-Based Methods of Reading Instruction; Bear, D., Invernizzi, M., templeton, S. and Johnston, F., (2008)

Words Their Way; Graves, M. (2006) The Vocabulary Book

Evidence of success: Walkthroughs and classroom visits will document implementation and fidelity; student test scores on weekly Goal

Clarity Learning Checks, weekly vocabulary tests, and STAR Reading assessment 3 times a year, will assess effectiveness of this strategy.

Activity - Teaching Vocabulary with Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 2-5 will use the on-line resources of McGraw-Hill core program, as well as a technology-based vocabulary website--vocabulary.com,--to support the teaching of vocabulary in all content areas.	Academic Support Program	07/28/2016	06/01/2017	$0 - No Funding Required	All grades 2-5 teachers

Activity - Frayer Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will use the Frayer Model as an aid to robust vocabulary instruction.	Other	07/28/2016	06/01/2017	$0 - No Funding Required	All teachers

Strategy2:

Literacy Framework - Grades K-5 will implement a common Literacy Framework across all grade levels, which will consist of a 90 minute

Reading Block including explicit instruction of skills, guided practice utilizing gradual release toward independence, flexible grouping, and

conferencing. Students will read every day, write every week, and publish every quarter.

Research Cited: Fountas, I. and Pinnell, G.S. (2011) The Continuum of Literacy Learning: A Guide to Teaching K-8; Fountas, I. and Pinnell,

G.S. (2009) When Readers Struggle: Teaching That Works; Harvey, S., & Goudvis, A. (2007) Strategies That Work; Routman, R. (2003)

Reading Essentials; Calkins, L. (2001) The Art of Teaching Reading; Fountas, I. and Pinnel, G.S. (1996) Guided Reading: Good First

Reading for All Children; Fountas, I. and Pinnell, G.S. (2001) Guiding Readers and Writers: Richardson, J. (2001) The Next Step in Guided

Reading; Miller, D. (2002) Reading with Meaning; Miller, D. (2008) Teaching with Intention; Harvey, S. (2007) Comprehension Connections;

Himmele, P. and Himmele, w. (2011) Total Participation Techniques; Donohue, L. (2008) Independent Reading Inside the Box; Dorn, L., and

Soffos, C., (2005) Teaching for Deep Comprehension: A Reading Workshop Approach; Fisher, D., and Frey, N., (2014) Better Learning

Through Structured Teaching

Evidence of success: Data from walkthroughs and classroom observations will document implementation; student test scores on weekly Goal

Clarity Learning Checks and STAR Reading assessment will demonstrate the effectiveness of this strategy.

Activity - Teacher Training on Literacy Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teaching staff will engage in on-going, collaborative professional development focused on the use of research-based literacy strategies to support our continued implementation of a common Literacy Framework. These professional development sessions will train new teachers and give experienced teachers a refresher on this common Literacy Framework that Spring Hill began implementation of in the 2014-15 school year.	Professional Learning	07/25/2016	06/02/2017	$1800 - Title I Schoolwide	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Independent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers, AIC, and principal will engage in on-going professional development focused on researched-based practices of moving students to Independent Reading as an integral part of the Literacy Framework.	Professional Learning	07/25/2016	06/02/2017	$600 - Title I Schoolwide	Principal, AIC, and all K-5 teachers, special area teachers, and special needs teachers

Activity - Gradual Release Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers, AIC and Principal will engage in collaborative professional development focused on training new teachers and refreshing experienced teachers on the Gradual Release model as an integral part of our Literacy Framework.	Technology Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers, AIC, and Principal will engage in collaborative professional development focused on training new teachers and refreshing experienced teachers on researched-based strategies and techniques of Guided Reading as part of the Literacy Framework.	Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Activity - Differentiation and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, AIC, and all K-5 teachers will engage in on-going, collaborative professional development focused on research-based strategies to differentiate literacy instruction, and provide differentiated intervention support when needed.	Technology Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, all K-5 teachers, special area teachers, and special needs teachers

Goal 3:

By Spring of 2017, > 70% of grades 3-5 students will demonstrate proficiency (pass rate) on State Standards in Mathematics as measured by ISTEP+/ISTAR

Measurable Objective 1:

80% of All Students will demonstrate student proficiency (pass rate) , in Mathematics by 05/31/2017 as measured by STAR Enterprise Math.

Strategy1:

Problem Solving - All K-5 teachers will implement Problem Solving on a weekly basis as an integral part of our Math Framework. Weekly Goal Clarity Learning Checks will monitor students' progress.

Research Cited: Christinson, J. and Ainsworth, L. (2006) Five Easy Steps to a Balanced Math Program; West, L. (2011) Number Sense Routines; Van de Walle, J., Lovin, L., Karp, K., and Bay-Williams, J. (2014) Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades Pre-K-2, Vol. I and Vol. II for Grades 3-5

Evidence of success: Student progress on Weekly Goal Clarity Learning Checks, STAR Enterprise Math assessment 3 times per year (and every 3 weeks for those below proficiency)

Activity - Train Teachers in Problem Solving	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, AIC and all teachers will engage in on-going, collaborative professional development focused on Problem Solving strategies, including how Exemplars and available McGraw-Hill online technology can be used to enhance instruction in this area. Teachers will implement these strategies weekly as part of their Balanced Math Block.	Technology Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, and all K-5 teachers

Activity - Peer Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively in mentoring and sharing their expertise, experiences, and new findings as they implement Problem Solving into their daily program. Teacher walkthroughs and peer classroom visits will be conducted as part of this mentoring process. Grade level and cross grade level collaboration will be scheduled weekly to reflect, share, and help ensure adherence to the fidelity of implementation and continued professional development.	Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, and all K-5 teachers

Strategy2:

Balanced Math - All teachers will implement Balanced Math (consisting of a Math Review, Mental Math, Problem Solving, Conceptual Understanding, Mastery of Math Facts, and Common Formative Assessment) as a daily part of our Math Framework.

Research Cited: Christinson, J. and Ainsworth, L. (2006) Five Easy Steps to a Balanced Math Program; West, L. (2011) Number Sense Routines; Van de Walle, J., Lovin, L., Karp, K., and Bay-Williams, J. (2014) Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades Pre-K-2, Vol. I and Vol. II for Grades 3-5

Evidence of success: Student progress on weekly Goal Clarity Learning Checks and STAR Enterprise Math assessment 3 times per year (and every 3 weeks for those below proficiency).

Activity - Peer Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively in mentoring and sharing their expertise, experiences, and new findings as they implement Balanced Math into their daily program. Teacher walkthroughs and peer classroom visits will be conducted as part of this mentoring process. Grade level and cross grade level collaboration will be scheduled weekly to reflect, share, and help ensure adherence to the fidelity of implementation and continued professional development.	Professional Learning	07/25/2016	06/02/2017	$0 - No Funding Required	Principal, AIC, and all K-5 teachers

Activity - Train Teachers in Balanced Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, AIC and all teachers will engage in on-going, collaborative professional development focused on Balanced Math strategies, as well as how the available McGraw-Hill online technology can be used to enhance this instruction. Teachers will implement these strategies as part of their daily Math Block.	Technology Professional Learning	07/25/2016	06/02/2017	$400 - District Funding	Principal, AIC, all K-5 teachers

Narrative:

Families and community members will be invited to participate in academic and social activities. Some examples of these activities are:

1. Sending invitations to community members to attend/participate in school events.

2. Back to School Picnic / Orientation Night

3. SHES Assist a Child Program

4. Parent Teacher Conferences

5. Title I Annual Meeting

6. Project Outreach - books for kids

7. College Go Week

8. Red Ribbon Week

9. Mobile Dentist

10. Veterans Day Guest Speaker

11. 4th/5th Grade State Projects

12. Thanksgiving Tasting Feast

13. Santa's Secret Workshop

14. Winter Program

15. Winter Dance

16. Angel Tree

17. Donuts with Dad

18. Muffins with Mom

19. Jump Rope for Heart

20. Black History Program

21. Valentine Dance

22. Read Across America

23. Pennies for Patients

24. Spring Festival

25. Family Night/Book Fair

26. Career Fair

27. PSO Meetings

28. Science Fair

29. Parent Survey

30. Field Day

31. Graduation (K and 5th)

32. Awards Day

Statement or Question: Turnaround Principle 8: Family & Community Engagement - PAI

Response:

- •PAI 1
- •PAI 2

SAP Turnaround Principles

Introduction

The Summative Turnaround Diagnostic is a self-assessment tool to help schools develop a common understanding of the "big picture" of their current state, related to key strands, standards and indicators from the School Improvement Framework.

Turnaround Principle 1: School Leadership

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The principal uses data to establish a coherent vision that is understood and supported by the entire school community.	Effective- The school leadership team uses data from multiple sources in its development. The school mission is clearly articulated, understood, and supported by all. The mission, vision, and underlying core beliefs direct, influence, and guide decision making on student academic excellence (college/career readiness) and healthy social/emotional development. The principal continuously articulates and inspires the school community to enact the vision. The principal uses benchmarks to check the progress of the vision and regularly communicates these milestones to the school community.	•School focus groups •School accident/student health reports •School Improvement Plan (SIP) •School vision & belief statement •School climate surveys •Attendance records •Walkthrough observations •School documents, meetings, & artifacts showing vision, core beliefs in action •Facility inspection reports •Violence prevention programs	Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurement goals, aligned strategies, and a plan for monitoring progress and driving continuous improvement.	Highly Effective- Diagnostic protocols and process (including review of data, school and instructional practices) are clear to all staff; staff members have opportunities to engage in analyses of data. A school improvement plan is developed by key leaders with broad input from staff and community, SMART goals, milestones and strategies are aligned and assigned. Staff are actively engaged and invested in the success of the school improvement plan. Rigorous and regular reviews are in place to assess progress to goals, make adjustments to strategies as needed, and guided systematic professional development, support, and monitoring efforts.	•Formative Achievement data •School focus groups •School vision and mission statements •Evidence of monitoring of action plan goals frequently and continuously •Administrative Walk-through data •School climate surveys	Highly Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.	Effective- The principal ensures that students and adults feel safe and ready to engage in teaching and learning; the facility is clean and in good working order. [2.1] The principal has in place and monitors a behavior system of rewards and consequences to ensure consistent implementation (with age appropriate differentiation) across classrooms, grades and content areas. [2.1] The principal ensures a safe, orderly and equitable learning environment and has systems in place for monitoring. [2.1] The principal is using and engaging team leaders to use established systems to easily and routinely review accurate data on attendance, tardies, office referrals and suspensions, especially to identify and address students most frequently referred and/or suspended; the principal engages the staff in these reviews. [6.1]	•School focus group •School Discipline plan •School climate surveys •Master & bell schedules •School faculty/student handbook •Teacher observation & evaluation data •Administrative walk-through data – student engagement indicator	Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.4	The principal communicates high expectations to staff, students, and families, and supports students to achieve them.	Highly Effective- The principal and teachers are continuously engaged in inquiring about instructional improvement, the principal and instructional leaders continuously monitor to ensure high quality instruction is present in every classroom all the time. [2.3] The instructional leadership team has multiple methods for students to demonstrate mastery of cognitively demanding material aligned to the Standards, including exhibitions, portfolios, and other assessments. [2.3] Students, staff and community members articulate a belief in the potential of students and adults. This belief is codified and express in the daily rituals of the school. All adults display an unwavering belief in the potential of all students. Families are seen as, and consider themselves, partners in ensuring their children achieve explicit and rigorous goals. [8.1]	•School vision and belief statements •School staff, student, parent handbooks •School focus groups •School climate surveys •Posted academic Standards and rubric •Administrative walk-through data •Posted behavior standards •School discipline plan	Highly Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.5	The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.	Highly Effective- All teachers implement a rigorous and coherent Standards-aligned curriculum and assessment system with fidelity. All staff is observed on a weekly basis by some member of the school leadership to ensure that teachers are teaching lessons aligned to the Standards across classrooms and on pace with the established sequence. [4.2] The principal monitors and analyzes formative assessments in ELA and math across all grade-levels linked to the Standards aligned curriculum, and uses the data to inform instructional improvement. Systematic reviews of lesson plans indicate consistent alignment with the Standards and a level of rigor that exceeds those standards, at times. [4.2] The principal ensures that all teachers have access to appropriate 21st Century resources, materials, and equipment aligned to the Standards and school improvement plan. [4.4]	•Teacher observation & evaluation data •Data management systems •District curriculum guides •Grade level & content level meeting agendas and minutes •Formative assessments •Administrative Walk-through data •PLC agendas and minutes •Lesson plan format	Highly Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.6	The principal ensures that classroom level instruction is adjusted based upon formative and summative results from aligned assessments.	Highly Effective- The principal provides teachers with a data management system with analytic tools to gain insight into how students are performing, how to design ongoing instruction, and monitors the teachers' use during collaboration time. [4.3] Leader walk-throughs are scheduled and adhered to, strategically targeting teachers with particular development needs, while supporting all. [6.3]	•PLC agendas and minutes •Grade & content level meeting agendas and minutes •Data team agenda and minutes •Administrative walk-through data •Common Assessments •Professional development plan	Highly Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.7	The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELs).	Highly Effective- The principal and leadership team have and use on-demand access to a comprehensive set of disaggregated data to identify and monitor key school-wide priorities for instructional improvement that become a foundation for the School Improvement Plan. [6.2] Based on informal and formal observation data, leader walk-throughs and multiple measures of student assessment data, progress is evident for all teachers on all instructional priorities and student outcomes are positively impacted. [6.3] Students who are not mastering lesson objectives are quickly identified and provided additional instructional supports until they achieve mastery. [3.5]	•PLC agendas •Grade & content level meeting agendas and minutes •Common assessment data •Data team agendas and minutes •Teacher observation and evaluation data •Administrative walkthrough data	Highly Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.8	The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.	Effective- The principal and instructional leaders create a master schedule that ensures core content areas have sufficient time allocated at a time when learning is best for students. [7.1] The master schedule enables students who are two or more years behind in ELA or Math to be enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity. [7.2] The principal and instructional leaders ensure teachers have sufficient planning time for grade/content level meetings, as well as vertical staff collaboration. [7.3] The principal and instructional leaders ensure the master schedule includes opportunities to learn from other teachers at the school, as well as others outside of the immediate teachers' community. [7.3]	•School Improvement Plan •Lesson plans •PLC agendas •Master schedule •Grade & content level meeting agendas and minutes	Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.9	The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation) in order to continuously improve instruction and meet student learning goals.	Highly Effective- The principal uses creative and traditional means to proactively recruit teachers with the expertise to deliver quality instruction using a research-based teacher screening process (e.g. Habermann) and ensures there are no persistent teacher vacancies. [5.1] The principal includes grade level/content peers and other instructional leaders to inform staff selection based upon the needs of the school. They are all present at demo lessons and formal interviews. [5.1] The principal bases staffing assignment decisions on teacher effectiveness data, as well as student outcomes data; assignments put teachers with proven effectiveness with students demonstrating the greatest learning needs. [5.1] All classrooms are staffed with effective or highly effective teachers, or comparable designation, based on district evaluations. [5.5] The principal and leadership team member feedback is the norm, providing all teachers with meaningful feedback to improve the quality of instruction. [5.2] The principal and leadership team ensures professional development is designed and linked to teacher observations, formative assessment results, and school-wide goals,. The principal consistently monitors the implementation of learned instructional strategies. [5.3] The principal and leadership team ensure that every possible opportunity for teacher collaboration time is focused on instructional priorities identified through an analysis of data and linked to school-wide goals. [5.3 The principal makes clear performance expectations aligned with the mission and vision for each position, implements a systematic evaluation process aligned with district expectations; places "ineffective" staff on improvement plans, provides appropriate support, extensively documents consistently under-performing staff and follows the protocols for removal of ineffective teachers. [5.5]	•School Improvement plan •Master schedule •School Climate surveys •Formal and Informal observations and evaluations •Policy for teacher placement •Grade & content agenda and minutes •Data team agenda and minutes •PLC agenda and minutes •School focus group •Staffing assignment chart	Highly Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.10	The principal uses data and research-based practices to work with staff to increase academically-focused family and community engagement.	Effective- The principal and instructional leaders create high value opportunities to engage family members in discussing student learning progress toward explicit goals; successes are celebrated and gaps are acknowledged addressed. [8.1] The principal recruits families and community members as active participants in sessions geared to solicit input on school decisions through PTOs, PTAs, and Parent Councils; school leaders take such input seriously and make decisions accordingly. [8.1] School leaders identify and cultivate relationships with community partners who offer services to families that reduce barriers to students' academic and personal growth. [8.2]	•School, staff, parent, student handbooks •School focus group •School climate surveys •List of family and community engagement activities and attendance •List of outreach programs for families with struggling students.	Effective

Turnaround Principle 2: School Climate and Culture

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The school community supports a safe, orderly and equitable learning environment.	Highly Effective- Students and adults feel safe, welcomed and ready to learn and teach; the facility supports major academic priorities/initiatives (e.g. reading nooks, improved library, enhanced computer lab, comfortable staff lounge/meeting area. There is a clear and consistent behavior system of rewards and consequences in use and goals are consistently met or surpassed. Students report high behavioral expectations from all teachers with similar expectations across all classrooms. Surveys and observable data indicate that the school community takes pride in their building and procedures are consistently and effectively implemented and monitored.	•School climate surveys •Student/parent/staff handbooks •School accident/student health reports •Walkthrough observations •Disaggregated discipline data (violence & vandalism, suspension, referrals, bullying, etc.) •Attendance records •School/district safety plan •Student behavior management plan/code of conduct •Facility inspection reports •Violence prevention programs	Highly Effective

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.	Highly Effective- Academic learning time is protected and there is evidence that the community values learning and the promotion of social growth. Systematic and regular analysis of student learning data informs the selection and development of the highest priority strategies for improving instructional practices. High quality of instruction is the norm and is monitored through daily observations and walk-throughs. All classrooms are regularly monitored and targeted feedback is provided that focuses on the targeted instructional strategies. There are consistent structures for instructional differentiation where effective instructional strategies are varied to meet all students' needs and to ensure that all students master content. All staff is continuously engaged in practices to promote professional growth that is tied to increasing student academic and social growth.	•Disaggregated staff and student attendance data •Discipline and behavioral referrals •School focus groups •Administrative walkthrough data •Student and staff handbooks •Professional development plan •School climate surveys •PLC agenda and minutes •Student growth percentiles	Highly Effective

Indicator	Statement or Question	Response	Evidence	Rating
2.3	High expectations* are communicated to staff, students and families; students are supported to achieve them.	Effective-High expectations for staff and students are exhibited and high quality teaching is the norm. Student work is intellectually and cognitively challenging and consistent with the Standards, at a minimum. Students and adults receive meaningful feedback and interventions that contribute to continuous improvement. The commitment to high expectations is communicated frequently to families about the student's academic, social/emotional and behavioral progress.	•Posted academic standard/rubrics •Posted behavior standards •School focus groups •Informal classroom observations •Family friendly walkthrough action plan •Administrative walkthrough frequency •School discipline plan •School mission, belief and vision statements •Student/parent handbooks •School climate surveys	Effective

Turnaround Principle 3: Effective Instruction

Indicator	Statement or Question	Response	Evidence	Rating
3.1	Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.	Effective- Student learning objectives are posted and explained to students, they are consistently clear and measurable. Students can articulate what the learning objectives are and why it matters to their learning and growth. Lesson objectives are aligned to the district/state curriculum, Standards, and assessments.	•Informal and formal teacher observations •Administrative walkthrough data •Lesson plans •Posted lesson objectives	Effective

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.	Effective- Teachers use a variety of instructional and response strategies and students are actively engaged in their learning. Teachers use student learning data to inform their selection of instructional and response strategies.	•Examples of student work •Lesson plans •Informal and formal teacher observations •Administrative walkthrough data •Student surveys and interviews	Effective

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.	Effective- Throughout the lesson, teachers are clear about where students are in terms of mastering the learning objective. Instructional strategies and groupings are adapted based on teachers' CFUs as well as other forms of data. Most students master lesson objectives on first instruction; alternative strategies are in place for students who do not. Administrators monitor the use of CFUs as an instructional strategy and provide feedback to teachers individually, but may not provide additional supports.	•Walkthrough observations •Student grouping plan •Lesson plans	Effective

Indicator	Statement or Question	Response	Evidence	Rating
3.4	Teachers demonstrate necessary content knowledge.	Highly Effective- Principal verifies content knowledge through informal and formal observations supplemented with observations by the administrative team and central office and/or state content experts so that all staff is rated proficient. Teachers present material in multiple ways as well as assess student learning in various ways to reach all learning styles. Teachers intentionally plan for engagement strategies. They quickly recognize students that are not engaged and respond immediately.	•School climate surveys •Walkthrough observations •Lesson plans •Teacher certifications •School focus groups	Highly Effective

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative, and summative data to differentiate instruction to improve student achievement.	Highly Effective- Instructional decisions, including student grouping, differentiation, and targeting for interventions are based on multiple forms of data, including observations, CFUs, interim and formative assessments (daily, weekly, end-of-unit) Teachers use an established protocol to review multiple measures of data in every teacher meeting. Students who are not mastering lesson objectives are quickly identified and provided additional instructional supports until they achieve mastery. Through consistent data review systems, diagnostic and language proficiency assessments are systematically implemented to target early interventions for all students.	•Common assessments and rubrics •Content/grade level meeting agendas and minutes •Data protocols	Highly Effective

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.	Highly Effective- Academic progress is monitored weekly by the leadership in instructional team meetings and shared with staff on a regular basis.Students demonstrate traits of self-regulated learners. They contribute to school and/or classroom rules and hold one another accountable for adhering to expectations; students have been taught habits of self-discipline and self-management.	•School focus groups •Student/parent handbook •Formative and summative assessment data •School climate surveys •Administrative walkthrough data •Discipline reports	Highly Effective

Turnaround Principle 4: Curriculum, Assessment and Intervention Systems

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The district or school curriculum is aligned with Indiana Academic Standards.	Highly Effective- The curriculum has grade-by-grade and content horizontal and vertical articulation of student learning objectives linked to the Indiana Academic Standards and goes beyond State Standards and tested areas to require higher levels of learning. The instructional sequence is mapped and calendared across all grade levels and is aligned vertically as well. District curriculum maps and student-learning objectives are readily accessible in teachers' classrooms and discussed and reviewed at teacher collaboration meetings.	•District curriculum guides •Walkthrough observations •Lesson plans	Highly Effective

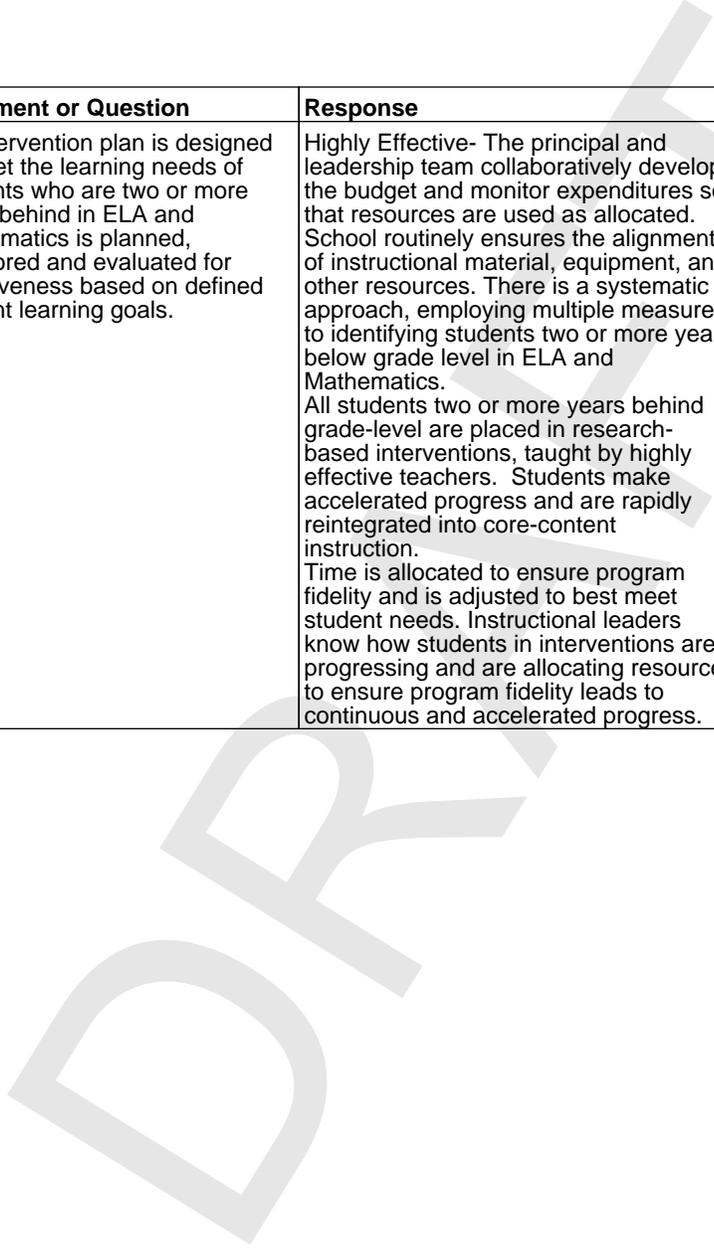| Indicator	Statement or Question	Response	Evidence	Rating
4.2	Teachers and school leaders collect classroom level data to verify that the adopted curriculum is aligned to Indiana Academic Standards and is the "taught" curriculum.	Highly Effective- All staff is observed on a weekly basis by some member of the school leadership team to ensure instructional alignment with the Indiana Academic Standards across classrooms. Data from weekly observations indicate that teachers are teaching lessons aligned to the Indiana Academic Standards and are on pace with the established sequence. Teachers are planning lessons collaboratively using curriculum maps with sequences student-learning objectives. Systematic reviews of lesson plans indicate consistent alignment with the Indiana Academic Standards and a level of rigor that exceeds those standards, at times.	•PLC meeting agendas and minutes •Grade and content level meeting agendas and minutes •Common assessments •Administrative walkthrough data •Lesson plans •Informal and formal teacher observations and evaluations	Highly Effective

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.	Highly Effective- Teachers are consistently implementing district provided formative assessments in ELA and math across all grade levels linked to the Indiana Academic Standards aligned curriculum. Teachers collaborate to use data to inform instruction. A formative assessment schedule aligned to the curriculum pacing guide is in use across all classrooms. Systematic and collaborative lesson planning occurs using formative assessments to guide teacher decisions. A data management system provides teachers with analytic tools to gain insight into how students are performing and how to design ongoing instruction.	•Common assessment •Professional development plan/agenda	Highly Effective

Indiana School Improvement Plan

Spring Hill Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Instructional materials and resources are aligned to the standards-based curriculum documents.	Effective- All teachers have access to and are using engaging Instructional materials and resources aligned to the Indiana Academic Standards.The principal allocates the school budget and expenditures to ensure resources are available and aligned to school priorities. There are systems in place and in use to ensure effective allocation, use and care of instructional resources.	•Lesson plans •District and/or State model curriculum •Inventory of instructional materials and resources	Effective

Indicator	Statement or Question	Response	Evidence	Rating
4.5	An intervention plan is designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.	Highly Effective- The principal and leadership team collaboratively develop the budget and monitor expenditures so that resources are used as allocated. School routinely ensures the alignment of instructional material, equipment, and other resources. There is a systematic approach, employing multiple measures, to identifying students two or more years below grade level in ELA and Mathematics. All students two or more years behind grade-level are placed in research-based interventions, taught by highly effective teachers. Students make accelerated progress and are rapidly reintegrated into core-content instruction. Time is allocated to ensure program fidelity and is adjusted to best meet student needs. Instructional leaders know how students in interventions are progressing and are allocating resources to ensure program fidelity leads to continuous and accelerated progress.	•Data protocol and discussion results •Master schedule •School improvement plan •Meeting agendas and minutes •Walkthrough observations	Highly Effective

Turnaround Principle 5: Effective Staffing

Indicator	Statement or Question	Response	Evidence	Rating
5.2	School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes.	Highly Effective- The school leadership has a systematic and frequent approach to engaging in school-wide observations and provide feedback based on a consistent set of expectations and protocols. Allocation of instructional resources and professional development choices are based on ongoing evaluations of teacher practice and student learning data. Teachers can articulate their areas for growth; support and monitoring are in place to ensure teachers reach specific growth goals. Multiple data sources are used to evaluate teachers, including teacher practice inputs and student learning outcomes.	•Teacher development practices •School climate surveys •Walkthrough observations	Highly Effective

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.	Highly Effective- Professional development is designed and linked teacher practice needs as determined by student learning data and school wide goals. Master teachers are providing professional development ad follow-up to ensure mastery of professional development learning objectives. Teachers are operating in self-directed Professional Development Communities focused on student learning outcomes. All new teachers and all teachers with specific development needs are mentored by highly skills peers. All teachers are rated effective or highly effective.	•School climate surveys •Professional development plan •PD topics links to data from teacher observations	Highly Effective

Indicator	Statement or Question	Response	Evidence	Rating
5.4	Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths.	Highly Effective- Classrooms are staffed with highly effective teachers with the right skills, competencies and content knowledge necessary to achieve student learning outcomes. Learning interventions are staffed with effective or highly effective certified teachers, with content knowledge and language proficiency required for success. All staff are meeting or surpassing clear performance expectations for instructions, student behavior and learning outcomes. Struggling staff are quickly identified and supported to meet standards for instructional expectations. There are no consistently underperforming staff members.	•School climate surveys •Staffing assignment chart •School focus groups •Master schedule	Highly Effective

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth.	Effective- Teacher driven professional development focuses on student learning, progress toward student learning challenges and progress toward student achievement goals. Professional development includes individual, collaborative and shared reflective opportunities.	•School focus groups •Professional development plans •School climate surveys	Effective

Turnaround Principle 6: Enabling the Effective Use of Data

Indicator	Statement or Question	Response	Evidence	Rating
6.1	Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.	Effective- Systems are in place to easily and routinely review accurate data on attendance, tardies, office referrals and suspensions, especially to identify and address students most frequently referred and/or suspended. Artifacts of consistent communication between families and school are present in clear and user-friendly formats (student progress reports, parent participation meetings, parent access to grades). Climate and culture surveys are given to students, families, teachers and some stakeholders. The results are analyzed by the school leadership team with some community representatives who develop and ensure implementation of plans for improvement.	•School focus groups •School climate surveys •Artifacts and student progress •Needs assessment data •Discipline and referral data •Attendance data	Effective

Indicator	Statement or Question	Response	Evidence	Rating
6.2	Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.	Highly Effective- The use of data management systems is institutionalized across the school, providing teachers and other leaders instant access to a range of data and analyses to information decision-making. Teachers have on-demand access to and are using data that are clear and easy to analyze collaboratively. Instructional strategies, student groupings and targeted interventions are informed by the data and positive results are linked to these interventions. The school community is dedicated to reviewing disaggregated data to track and monitor the progress of all students, as well as monitoring the implementation of the School Improvement Plan to drive continuous improvements.	•Needs assessment data •Samples of data presented to staff •Data analysis documentation •School focus groups •Data analysis summaries/reports	Highly Effective

Indicator	Statement or Question	Response	Evidence	Rating
6.3	A specific schedule and process for the analysis of on-gong formative assessment data tied to CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation.	Effective- Teachers have regularly scheduled collaboration time and focus on analyzing formative assessment data. As a result of principal analyses of multiple sources of data, professional development is scheduled and dedicated to addressing instructional needs. Walk-throughs are scheduled and adhered to focusing on ensuring that agreed upon practices and improvements are implemented with quality.	•Data analysis summaries and reports •Needs assessment data •Data analysis documentation •Samples of data presented to staff •School improvement plan •Data team work •Master schedule	Effective

Turnaround Principle 7: Effective Use of Time

Indicator	Statement or Question	Response	Evidence	Rating
7.1	The master schedule is clearly designed and structured to meet the needs of all students.	Highly Effective- The master schedule maximizes instructional time for core content areas aligned to the latest research and is ready for distribution to teachers and students before the first day of school, and also allows for credit recovery that does not interrupt core content time. All students are enrolled in level appropriate classes on the first day of school (no changes are required). Instructional time is protected with only urgent interruptions. Transition times are orderly and efficient and effectively maximize learning time.	•School climate surveys •Master schedule •Professional development plan	Highly Effective

Indicator	Statement or Question	Response	Evidence	Rating
7.2	The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.	Highly Effective- All students who are two or more years behind in ELA or Math are enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity. The master schedule has sufficient flexibility to allow for students to enter and exit interventions throughout the year. All students two or more years below grade level receive diagnostic assessments.	•Scheduled intervention time •School climate surveys •Master schedule	Highly Effective

Indicator	Statement or Question	Response	Evidence	Rating
7.3	The master schedule is clearly structured and designed to meet the professional development needs of staff.	Effective- Teachers have planning time for grade/content level meetings, as well as vertical staff collaboration. The master schedule includes opportunities to learn from peers and other experts through job-embedded professional development. Topics for the use of teacher collaboration time are clearly outlined and aligned to the goals of the School Improvement Plan.	•Professional development plan •Minutes of teacher meetings •Master schedule	Effective

Turnaround Principle 8: Effective Family and Community Engagement

Indicator	Statement or Question	Response	Evidence	Rating
8.1	Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.	Improvement Necessary- Family members are informed about student learning progress through traditional means such as parent-teacher conferences, progress reports and report cards. Structures such as PTOs, PTAs, and Parent Councils are attended by a few consistently active parents. Input on school decisions is not solicited. Individual staff members reach out to parents/guardians to engage them in the academic progress of their student.	•List of family and community engagement activities •School focus groups •Student and parent handbooks •School climate surveys	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
8.2	Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.	Effective- Students who are struggling academically and/or socially are supported by a network of providers invested in the student's well-being; results from these programs are monitored and results are promising. School leaders identify and cultivate relationships with community partners who offer services to families that reduce barriers to students' academic and personal growth. Adults in the school are quick to identify struggling students and ensure they are connected with the appropriate services to ensure their well-being.	•Family surveys •School climate surveys •Student and parent handbooks •School focus groups •List of advertised student support services, including data on which students are eligible, receiving services and their attendance •List of family and community engagement activities and attendance	Effective

Evidence

Label	Assurance	Response	Comment	Attachment
9.1	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 1: Effective Leadership.	Yes	Administrative walkthroughs will ensure that the school's vision is continuing to be supported and class level instruction is aligned with state standards and based upon formative and summative student achievement data. Action steps: establish common expectations & non-negotiables; establish walkthrough procedure/communication; provide specific feedback to teachers to strengthen best practices; analyze data from walkthroughs to determine further PD needs; meet with grade level teams to improve school-wide instructional practices and adjust classroom level instruction based on the data.	Sample Data Analysis Meeting Record Form Sample Grade Level Collaboration Form Sample SHES Data Walls K-5 Sample SHES Progress Monitoring Data Walls K-5 Sample GCCS Pacing Guide Gr. 3 Beginning of Year Faculty Meeting Record Form Beginning of Year Faculty Meeting Agenda Common Expectations - Literacy Framework Common Expectation Gradual Release/Literacy Framework Common Expectations - Writing Common Expectations - Math Non-Negotiables Sample Walkthrough data Data Dashboard - Spring hill 2015-16 2016-17 Spring Hill PD Calendar Sample Grade Level Collaboration form 2016

Label	Assurance	Response	Comment	Attachment
9.2	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 2: Climate and Culture.	Yes	The use of PBIS will assist in the improvement in climate and culture. Action steps: Develop common expectations; align school expectations with corporation "PRIDE" initiative; post expectations in all classrooms and around school; collect ongoing behavior data, analyze, and share quarterly; create "Wall of Pride" to recognize outstanding behavior and update monthly; develop monthly PD to help support staff implementation of PBIS expectations; committee chairpersons attend all PBIS district meetings/training sessions and collaborate with staff.	PRIDE initiatives Wall of Pride Sample PBIS committee and district meeting records Sample School Behavior Data Sample Behavior Intervention Plan Data Dashboard - Spring Hill 2015-16

Label	Assurance	Response	Comment	Attachment
9.3	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 3: Effective Instruction.	Yes	A common Instructional Framework will be established in every classroom as a structure for common experiences and common language both horizontally and vertically across grade levels. Common expectations for classroom instruction within the Instructional Framework will be developed to include the Gradual Release Model. An additional IMPACT (Intervention) block will be implemented on a daily basis for struggling students in Math and Reading. Grade level collaboration will be ongoing to support these efforts; administrative walkthroughs will monitor implementation and fidelity.	Sample Classroom Focus Walls/Posted Objectives Sample Administrative Walkthrough data Sample Teacher Schedule 2016-17 Master Schedule 2016-17 Collaboration/Special Area Schedule Sample Interventionist Schedule Sample Intervention Grouping Gr. 4 List of Intervention Resources Sample Communication to Parents regarding Student Intervention Plan Sample Professional Development Meeting Record Sample Professional Development Sign-in Sample Grade Level Collaboration Meeting Record Sample Grade Level Data Analysis Meeting Record Sample Teacher Schedule 2016 Sample Professional Development Meeting Record 2016 Sample Grade Level Collaboration Meeting Record 2016

Label	Assurance	Response	Comment	Attachment
9.4	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 4: Curriculum, Interventions, Assessment.	Yes	Teachers will create units of instruction and assessments (Learning Checks and District Common Quarterly Assessments) that follow the GCCs District Pacing Guide which is aligned to the State Standards. RTI is a multi-tier approach to the identification and support of students with learning needs. Intervention will be a daily scheduled part of the curriculum for both Reading and Math to address the needs of struggling students.	Sample GCCS Pacing Guide - Gr. 3 ELA Sample Grade Level Analysis of Common Quarterly Assessment Gr. 5 Sample Common Quarterly Assessment - Gr 3 ELA Sample Teacher-made Learning Check - Gr. 3 ELA Sample Teacher-made Learning Check - Gr. 3 Math Sample Administrative Walkthrough Data Sample page from Intervention Plan Book - Gr. 2 Reading Sample page from Intervention Plan Book - Gr. 3 Math Data Dashboard - Spring Hill 2015-16

Label	Assurance	Response	Comment	Attachment
9.5	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 5: Effective Staffing.	Yes	Administrative walkthroughs will ensure that classroom level instruction is aligned with state standards and based upon formative and summative student achievement data. Professional Development will include both contracted consultant and job-embedded/teacher driven PD and will focus on student learning, professional growth, collaboration, and academic achievement goals.	Administrative Walkthrough Form Sample Administrative Walkthrough Data 2016-17 SHES PD and Assessment Calendar 2015-16 Professional Development Sign-in - Semester 1 Sample Professional Development Meeting Record 2016-17 Teacher Licenses Sample Professional Development Meeting Record 2016 Sample Professional Development Sign-in Sheet 2016

Label	Assurance	Response	Comment	Attachment
9.6	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 6: Effective Use of Data.	Yes	Grade level teachers will meet weekly with the principal and AIC to analyze data, which will be used to drive lesson plans, whole groups/small group instruction, and IMPACT focus. Action steps: Schedule weekly grade level collaboration/data meetings into the master calendar; administration schedules timeline windows for district-wide assessments and Learning Checks; Principal and AIC develop a cohesive data analysis protocol for each weekly data meeting; grade level teams meet weekly with principal and AIC to review/analyze student data and adjust instruction as needed and update data walls.	2016-17 SHES Master Calendar 2016-17 Collaboration/Special Area Schedule Sample Grade Level Data Analysis Meeting Record Form 2015-16 Data Walls Grades K-5 2015-16 Progress Monitoring Data Walls K-5 Sample GCCS Pacing Guide Gr. 3 ELA Sample GCCS Pacing Guide Gr. 3 Math 2016-17 GCCS Assessment Windows 2015-16 Spring Hill/District Data Dashboard

Label	Assurance	Response	Comment	Attachment
9.7	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 7: Effective Use of Time.	Yes	The master schedule is clearly designed and structured to meet the needs of all students, including the intervention needs of all students who are two or more years behind in ELA or Math. There is additional time in the master schedule for "IMPACT" - additional Math and Reading instruction for targeted groups. The master schedule includes "Period Zero," a common collaboration/meeting time to meet the professional development needs of staff, which includes ensuring collaboration time that is aligned to school goals and targets the needs of teachers.	2016-17 Master Schedule 2015-16 Spring Hill Data Dashboard 2015-16 Data Walls Gr K-5 2015-16 Progress Monitoring Data Walls K-5 2016-17 PD and Assessment Calendar 2016-17 Professional Development Sign-in book 2016-17 Individual Teacher Schedules

Label	Assurance	Response	Comment	Attachment
9.8	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 8: Family & Community Engagement.	Yes	Families and community members will be invited and encouraged to participate in not only social, but also academic related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students. Community groups and families of students who are struggling academically and/or socially are encouraged to be active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.	Parent Involvement Timeline Spring Hill Brochure for Parents Sample monthly Spring Hill Newsletter, Home Connection & Recipies for Success Sample Classroom Newsletter Sample Communications to parents - letters, forms, announcements Sample Fliers and Brochures to Parents Parent Sign-in for Conferences Sample Program Brochure Sample Agenda for Parent Meeting Parent Sign-ins to Various Academic and Social Events Student-Parent-Teacher Compact Sample Electronic Social Media Communication to Parents Parent Communication re Survey-DOE Sample Weekly Parent Connect Newsletter Parent Sign-in for Open House/Annual Title I Meeting 2016-17 Parent Involvement Timeline 2016-17 Sample Spring Hill Monthly Newsletter to Parents 2016-17 Parent Compact 2016 Sample Parent Sign-in to various Academic and Social Events

Next Steps

As a result of evidence collected from staff discussions, data analysis, and classroom observations during the monitoring process, please list below the priorities to consider as next steps in your School Improvement Plan.

1. Continue to find ways to increase parent and community involvement not only in school activities, but also as we develop the School Improvement Plan collaboratively with input from staff, parents, and community. Include data-based SMART goals, milestones and strategies for substantial student achievement gains.

2. Provide families direction and support for helping their students learn in at least two subjects (above and beyond teacher conferences and progress reports).

3. Ensure teachers are using a variety of instructional and response strategies and students are actively engaged in their learning. Instructional strategies should be research-based and chosen as a result of deep analysis of multiple forms of data.

4. Regularly analyze diagnostic and intervention data to ensure rapid regrouping of students for interventions.

5. Develop a clear and consistent behavior system of rewards and consequences with clear goals and a means to track progress and share results with the entire school community.

Conclusion

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.