

Hernando County School District

West Hernando Middle School



2015-16 School Improvement Plan

West Hernando Middle School

14325 KEN AUSTIN PKWY, Brooksville, FL 34613

www.edline.net/pages/hcsb_whms

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	77%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	34%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Hernando County School Board on 11/17/2015.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	51
Appendix 2: Professional Development and Technical Assistance Outlines	55
Professional Development Opportunities	56
Technical Assistance Items	59
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of West Hernando Middle School, a community of diverse learners, is to provide a rigorous, relevant and collaborative learning experience where success and dedication are celebrated within a safe, caring environment.

Provide the school's vision statement

Eagles....
E ngage in learning
A ct with kindness
G ive respect to all
L ead in a positive way
E xpect academic success and
S erve others

School Environment

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

Professional development is provided to assist school staff in understanding and appropriately addressing the cultural, social and emotional needs of students. All teachers attend inservice addressing the importance of recognizing typical and atypical behaviors and modeling and teaching students to use appropriate social skills to exhibit culturally sensitive behavior and effectively resolve conflict. WHMS teachers possess, or are working toward, ESOL certification and work closely with the ESOL instructional and support staff to be cognizant of individual student needs that arise from cultural and language barriers. The ESOL staff is present in classrooms to provide students with immediate support with instruction. Teachers meet and work with parents to gain perspective in assisting students. Additionally, as a Title I school, WHMS employs a full time Title I Facilitator to support school improvement by working with parents and the local community. This staff member actively works to connect parents to resources to support instruction and improve a family's ability to connect to our school.

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

WHMS creates a safe and supportive environment through the systematic implementation of Positive Behavioral Supports. The expectations for positive student behavior are: Engage in Learning, Act with Kindness, Give Respect, Lead in a Positive Way, Expect Academic Success, and Serve Others. This communicates to all students that social and emotional well-being are important for academic success and that by focusing on the attributes of respect, kindness, and leadership, we create a safe and secure environment for all students. The staff at WHMS understands that students may be exposed to a variety of potentially traumatic events due to economic, emotional, and social conditions they experience outside of school. Professional development is provided to assist school staff in understanding how these events can affect a student's ability to respond appropriately to school behavioral and academic expectations. The training assists staff in appropriately addressing the social and emotional needs of students. All teachers attend in-service addressing the importance of identifying typical and atypical behaviors and providing appropriate supports, and modeling and

teaching students to use appropriate social skills to effectively respond to and resolve conflict. To ensure the safety of all students, staff are strategically placed in school common areas and hallways to monitor student behavior prior to school, during transitions, in the cafeteria, and after school. Students are encouraged to seek out adults to express concern for themselves or others. Involved students are interviewed and statements are followed up on to ensure that student voices are heard and concerns are addressed. Parents are contacted and individual students involved are counseled, school-wide expectations are emphasized and re-taught, and students are supported in overcoming skill deficits and interacting appropriately in the school environment. Additionally, the school nurse, certified school counselors, behavior specialists, and the school social worker work closely with teachers to identify students in need and provide individualized counseling. In extreme events, certified school counselors and the school resource officer work together, following district protocols to ensure that students do not compromise their own safety or the safety of other students. WHMS also fosters a climate of respect by recognizing perfect attendance at weekly grade level Zero Period assemblies and recognizing academics and citizenship through the SAC sponsored Student of the Month awards.

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

The schoolwide behavior system consists of the establishment, modeling, teaching and re-teaching of behavioral expectations which are grounded in Positive Behavior Support expectations. The expectations are: Engage in Learning, Act with Kindness, Give Respect, Lead in a Positive Way, Expect Academic Success, and Serve Others. Student behaviors and engagement are stressed in light of these expectations. At the beginning of the school year, grade level meetings are held to discuss expectations with all students. Additional meetings with grade levels and classrooms are held every three weeks to stress expected behaviors and to recognize appropriate choices. Individual students who exhibit behaviors that reflect the expectations are recognized with "Caught Soaring" tickets. These students are acknowledged during schoolwide announcements and receive reinforcers which include school supplies, selective seating at lunch, and other incentives. All school personnel are aware of the PBS expectations and post and stress them in their classroom and throughout campus. It is expected that 80% of the student body will respond appropriately to the Tier I PBS initiatives. Additionally, each student receives and has online access to the Hernando County Schools Student Code of Conduct, which they and their parent/guardian acknowledge understanding and receipt through a signed form that is returned and documented by the discipline secretary. Classroom teachers implement MTSS/RtIB interventions with students who are committing Level 1 infractions as outlined in the Student Code of Conduct. Teachers document the implementation of at least 3 interventions such as re-teaching of expectations, adjusting student seating, a time out in another classroom, parent contact, and parent conferences. Students who do not respond to interventions are then referred to administration through an office discipline referral. Tier II interventions are put into place for students who require additional support and instruction for behavior due to multiple office discipline referrals. Tier II interventions include, listed in order of increasing intensity of support: weekly self-monitoring of behavior with administrative feedback, weekly check in/check out with guidance or administration, daily check in/check out with guidance or administration, reverse check in/check out with administration. At any time during the range of Tier II supports, students may attend behavioral management groups. It is expected that 95% of students will respond successfully to the supports provided in Tier I and/or Tier II. Tier III interventions are initiated with students who require very intensive supports for behavior. These include individual meetings with certified school counselors and administration, additional parent conferences, and possible referral to the District Intervention Committee. Analysis of behavioral/discipline data is done weekly by the Dean of Students and administration to determine the effectiveness of Tier I, II, and III interventions. As an ESE cluster site, serving students with emotional, behavioral, and/or intellectual disabilities,

additional supports for students include a classroom-based Level System and specific Social Personal instructional lessons to assist students in overcoming skill deficits in social, emotional, and behavioral areas. Students also work with behavioral specialists.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The emphasis on the school-wide Positive Behavior Support expectations communicates to all students that social and emotional well-being are important elements in experiencing academic success. Students who need additional supports are provided with mentors. The Take Two school-wide initiative is a mentoring program. Based on academic, discipline, and attendance data, every classroom teacher selects two students to mentor throughout the year. Teachers document support using a contact log that the teachers must fill out whenever they speak to the students or the students' parents. The contact log is reviewed twice quarterly by administration and team leaders to problem solve. This program was initiated to help those students with two or more early warning indicators to establish a rapport with a staff member at school. Mentors address supplies needed, and academic, social and emotional challenges and work with the student to problem-solve using school-based and community resources including, but not limited to, certified school counselors, a Title I funded social worker for students and families in transition, and a school resource officer. WHMS will also have an ESE Support teacher to assist in deescalation of behaviors and to provide supports to students in self-contained settings to ensure the students' emotional and behavioral interventions are provided appropriately and in a timely manner. Finally, the school will initiate a restorative justice program for students who commit level 1 behavioral offenses as a final step before suspension from school. This program is based on a teen court approach, wherein a group of outstanding students serve as a panel to determine the consequences of behavioral infractions and provide positive peer support to one another.

Early Warning Systems

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

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

West Hernando Middle School's early warning system includes monitoring students on a quarterly basis regarding attendance (10+ absences), number of suspensions (1+), all courses failed the previous school year, grades at the present time, age, and English Language Arts and Mathematics FSA scores from the previous year when available.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	44	104	84	232
One or more suspensions	17	57	41	115
Course failure in ELA or Math	0	20	16	36
Level 1 on statewide assessment	21	30	18	69

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	28	49	45	122

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

Students who exhibit two or more early warning indicators may be put on a self-monitoring plan at the beginning of the school year. The student self monitors specific areas for four or five weeks based on his/her data. Ms. Lessley (Principal) monitors sixth grade students, Mr. O'Rourke (Teacher on Administrative Assignment) monitors seventh grade students, and Mrs. Kennedy (Assistant Principal) monitors eighth grade students. After four or five weeks, if the student has not turned in and/or not completed the self monitoring form, the student is put on a check in/out form with a specific mentor (guidance counselor, Take Two mentor, principal, assistant principal, or teacher on administrative assignment). The form must be completed by each student's teacher on a daily basis and shown to the student's mentor on a daily or weekly basis, dependent upon individual need. If both of these interventions do not work with a student, there will be a parent/teacher/student conference scheduled. The student will also be assigned a Take Two mentor if he or she does not already have one. The Take Two school wide initiative is a mentoring program. Based on academic, discipline and attendance data, every classroom teacher selects two students to mentor throughout the year. Teachers document support using a contact log that the teachers must fill out whenever they speak to the students or the students' parents. The contact log is reviewed by administration every four to five weeks during data chats with teams of teachers. This program was initiated to help those students with two or more early warning indicators to establish a rapport with a staff member at the school. Mentors address supplies needed, and academic, social and emotional challenges and work with the student to problem-solve using school-based and community resources including, but not limited to, certified school counselors, a Title I funded social worker for students and families in transition, and a school resource officer. All students with interventions are entered into the RTI:B USF database for tracking purposes.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

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

The school employs a full time Title I Facilitator to work with parents and the local community. This staff member actively works to connect parents to resources to support instruction and improve a family's ability to connect to our school. Additionally, community partners are welcome to participate in our Annual Meeting and Parent Institute by hosting a table with information for parents. Past participants /

partners include the Hernando County Sheriff's Office, Hernando County Public Library, Suncoast Credit Union, Chick-Fil-A, YMCA, CiCi's Pizza, Coldstone Creamery, Locomo Skating Rink, Lowe's, Mariner Lanes, Publix, Rita's Italian Ice, Rainbow Rollerland, Sherwood Florist, Spring Hill Lanes, STEAM, and Boys and Girls Club. United Way provided school supplies and 16% of staff participated in Stuff the Bus to secure school supplies for students.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Lessley, Lori	Principal
Kennedy, Angela	Assistant Principal
Jackson, Susan	Other
LaBorante, Vince	Teacher, K-12
Mayhill, Michelle	Teacher, K-12
McCormack, Rene	Teacher, K-12
Rae, Lysandrae	Guidance Counselor
Pribil, Susan	Teacher, K-12
Rastatter, Alex	Teacher, K-12
Rollo, Deb	Teacher, K-12
Scott, Laura	Teacher, ESE
Eng, Vicki	Teacher, ESE
Solomon, Cecelia	Instructional Media
Tarr, Natalie	Guidance Counselor
Timilty, Elizabeth	Teacher, K-12
Wittke, Dana	
Schwinge, Liz	Teacher, K-12
O'Rourke, Dan	Dean

Duties

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

The principal, Lori Lessley, and assistant principal, Angela Kennedy, serve as instructional leaders by conducting walkthroughs and observations to monitor and support the implementation of instructional strategies which reflect Florida State Standards and include the use of vocabulary acquisition strategies, graphic organizers, text marking, and student collaboration. The administration works closely with teachers to provide support and address areas of need so that teachers can focus on the planning and implementation of quality, standards-based instruction. The administration works closely with departments to analyze formative and summative assessment data to identify areas of academic strengths to build upon and gaps to address. The teacher on administrative assignment, Dan O'Rourke, monitors discipline data, looking for trends and areas of concern that require attention to maximize student time in the classroom. He works with teachers and certified school counselors to

address student behavior and student reported incidents. He also monitors the implementation of the school-wide Take Two mentoring program, and the Tier II self-monitoring initiative. These programs are in place to provide students with emotional, social, and behavioral support so that they can fully engage in learning and experience academic success. School certified counselors, Natalie Tarr and Lysandra Rae, work closely with teachers and parents to enhance communication and lead problem-solving discussions regarding student behavioral and academic deficiencies. To further assist students, they assist in the implementation of Tier II Check In/Check Out with individual students. Department chairs, Michelle Mayhill—Math, Dana Wittke—English/Language Arts, Susan Pribil—Science, Deb Rollo—Social Studies, Brenda Cleveland—ESE, and Ginny Gaustad—Electives, work with their respective departments to ensure standards-based instruction, discuss and coordinate effective instructional strategies, develop common assessments, monitor implementation of district academic initiatives, and monitor and analyze assessment data to address student strengths and deficiencies. Alex Rastatter, assessment teacher, coordinates all district and state formative and summative assessments, trains teachers in the use of Performance Matters to access student data, and monitors attendance and tardy data to assist in the implementation of student specific interventions. The Title I Facilitator, Susan Jackson, monitors and implements programs and strategies using the federal Title I grant which funds supplemental staff, programs and materials. Team leaders, Laura Scott, Elizabeth Timilty, Vince LaBorante, Elizabeth Schwinge, and Rene Mendoza (nee McCormack) work together to implement the strategies of the Positive Behavior Support program which promote positive student behavior and recognize positive choices, ultimately increasing student engagement in academic activities. Cecelia Solomon, Media Specialist, leads the literacy team in promoting and implementing literacy skills across all curricula.

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

The School Based Leadership Team, meeting monthly under the direction of school principal, Lori Lessley, evaluates each area of academic and school community need in order to determine the best resource to meet that need. Members provide data, insight, and feedback based on their respective academic and behavioral responsibilities. As a Title I School, 74% of our students qualify for free or reduced-price meals. Title I funds provide instructional resources and support for parental engagement. The needs of our homeless students are supported through Title X resources and a District Title I funded social worker for students and families in transition. WHMS also ensures students have access to healthy, nutritious breakfast and lunch through participation in the U.S. Department of Agriculture's National School Lunch Program. To support ESOL and immigrant students, Title III provides program services for English Language Learners. These students are further supported by participation in Language Arts Through ESOL courses when needed. For Professional Development, WHMS coordinates Title I and Title II funds to provide teachers with quality professional development for implementing Florida Standards using research-based strategies and programs with a demonstrated record of effectiveness. Students with Disabilities receive additional support through IDEA funded staff and materials. Inventory is maintained using the Alexandria electronic database to track the cost, funding source and location of resources purchased using federal and local funds.

The use of school personnel is maximized in order to meet the needs of all students so that student engagement and academic achievement are optimized. Working collaboratively, school personnel utilizes aspects of CPALMS to unpack Florida State Standards in the development of standards-based instruction. School leadership utilizes a variety of resources, including student attendance data, tardy data, frequency of office discipline referrals, mid-quarterly MTSS reviews, formative and summative assessment data, Rtl-B data, and Tier II data (student self-monitoring and Check In/Check Out) to assess the success of school-wide behavior and instructional strategies. Title I Federal

funds are utilized to provide personnel, supplemental instructional materials, and coordinate collaborative planning and professional development. Resource teachers provide instruction in both reading and math, assisting students in overcoming skill deficits and reinforcing concepts covered in first tier instruction. Supplemental materials purchased, include technology which provides valuable learning opportunities for students enhancing differentiated instruction and inquiry activities. The Title I facilitator and the administration work together, meeting several times per week to problem solve, discuss allocation of resources to maximize gains for students, and monitor and ensure compliance with federal guidelines.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lori Lessley	Principal
Vince LaBorante	Teacher
Matt Mulvaney	Parent
Jay Eggars	Parent
Angela Kennedy	Parent
Lizette Moreno	Parent
Renee Brown	Parent
Madeline Bonilla	Parent
Kelly Muller	Parent
Christine Mulvaney	Parent

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council met on September 24, 2015 to evaluate the previous year's SIP. At this time, student performance data from the Florida Standards Assessment has not been released. The elements that were reviewed are as follows: Target Attendance - 38% of students below 90% attendance rate. Actual Attendance - 47% below 90% attendance rate. Target not met. Target Behavior - 22% of students with 2+ Office Discipline Referrals. Actual Behavior - 31% of students with 2+ Office Discipline Referrals. Target not met. Target Suspensions - 22% of students with 1+ Suspensions. Actual Suspensions - 44% of students with 1+ Suspensions. Target not met. Target ELA Failures - 7% . Actual ELA Failures - 12% Target not met. Target Math Failures - 9% . Actual Math Failures - 10% Target not met. Target 2+ Failures - 15% . Actual 2+ Failures - 11% Target met. Target FCAT Science Proficiency - 54%. Actual FCAT Science Proficiency - 48%. Target not met.

Development of this school improvement plan

The WHMS SAC was asked to provide input at the first SAC meeting of the school year regarding the areas of potential focus for the 2015-2016 school improvement plan. The 2015-2016 SAC members received information regarding the requirements of the plan for this school year, and also had the opportunity to participate in the development of this plan by contributing to the barriers to achieving the goal, and strategies for overcoming the barriers and meeting the goal. SAC members completed an online problem analysis survey using Survey Monkey.

Preparation of the school's annual budget and plan

SAC balance brought forward from 2014-2015 - \$4,183.90. SAC funds awarded for 2015-2016 - \$1,990.85 Total operating SAC budget \$6174.75.
Title I Part A School-wide allocation - \$285,436.
Expenditures detailed in budget sheet of this document.

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

Last year, the balance brought forward to 2014-2015 was \$6,750.41. The SAC spent \$1909.44 on student planners, \$667.24 on an achievement initiative called Band Together, and ended the year with a balance of \$4173.73. The SAC budget received \$1990.85 in June 2015, and \$10.17 carried over from another account, for a starting balance for 2015-2016 of \$6174.75.

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

No

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

In order to meet SAC requirements, the school has notified parents and the community via the school marquee, the Global Connect school automated telephone messenger system, an informational flyer given out at open campus on August 20, 2015, multiple backpack notices in the school newsletter, postings on the school's social media platform, and at the Title I Annual Meeting on September 17, 2015. An additional SAC meeting was scheduled in September on September 24, 2015 to increase parent participation.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Solomon, Cecelia	Instructional Media
Rollo, Deb	Teacher, K-12
Blackwell, Leanne	Teacher, K-12
Diaz, Jesse	Instructional Coach
Rastatter, Alex	Teacher, K-12
Engelmeier, Trish	Teacher, K-12
Verner, Melinda	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The WHMS Literacy Leadership Team promotes literacy and meaningful engagement with text throughout the school year. To increase student awareness of peer literacy, "We Read a Lot" signs are posted for each classroom. Contests are conducted for the reading classrooms that achieve the most pages read. Students and teachers add to their classroom posters as they complete readings. "I am reading_____" signs are posted for all adults on campus to display, encouraging the discussion of books among adults and students. The Literacy Leadership Team believes that the promotion of reading will encourage reluctant readers to engage with self-selected text, thereby increasing their

exposure to a variety of texts. Finally, daily events are planned for the 2016 Literacy Week in January including a parent Reading Rally workshop to support parents as they encourage literacy at home.

Public and Collaborative Teaching

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

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

To ensure that WHMS teachers are planning collaboratively and designing and delivering instruction that is aligned to the Florida State Standards, the master schedule was developed with common planning time for interdisciplinary teams. A calendar for collaborative planning dates is in place for teachers on a bi-weekly basis. Teachers are utilizing this planning to also create professional development for their peers on a variety of school initiatives that encourage student engagement, foster collaboration, and increase student achievement. Teachers draw upon expertise in instruction garnered through years of training in Learning Focused Strategies to collaborate and prepare professional development presentations for the benefit of the entire faculty. Working in interdisciplinary teams, teachers will collaborate to utilize resources including the Common Core Companion, Common Core 360, and CPALMS, to participate in inservice on the topics of data-based problem solving, using data to drive instructional decisions, writing across content areas, and utilizing research-based best practices (such as Gradual Release Model). School personnel work collaboratively as a whole and especially as grade level groups to promote school-wide behavioral expectations to further maximize student engagement and academic achievement.

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

WHMS works to create a productive and celebratory educational atmosphere to both draw and retain highly qualified teachers. Recruiting strategies include establishing WHMS as a place where teachers want to work, where teachers feel supported professionally and personally, where opportunities to collaborate within and across curriculum areas is a priority, and where the academic, social, and emotional well-being of all students is the priority. Professional development is provided to assist teachers in the understanding of students, the development of behavior management and instructional strategies, and to maximize the opportunities to lead others in learning and professional growth. When a teacher is new to WHMS, a mentor is assigned who can support the new teacher's assimilation into our school culture. Support is provided for learning school procedures and key personnel who provide information and material resources. This established climate is apparent in that all but one vacancy for 2015-2016 was filled by returning teachers.

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

WHMS has no teachers who qualify for the mentoring program at this time.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Working collaboratively, teachers of core instructional programs utilize best instructional practices to unpack Florida State Standards in the development of curriculum maps, unit-based student learning

maps, essential questions, formative assessments, vocabulary acquisition exercises, authentic collaboration among students, activities which promote interaction with text and build comprehension skills, and activities which incorporate blended technology. Core teachers work in departmental cohorts to utilize resources including the Common Core Companion, Common Core 360, and CPALMS, to maximize student engagement and develop and reinforce critical thinking skills by encouraging authentic collaboration among students, meaningful writing and text marking, the understanding of informational text, the development of vocabulary acquisition skills, and the ability to meaningfully use technology in learning. Teachers constantly reflect through professional collaboration and the examination of student academic data to identify standards in need of further instruction and to vary instructional strategies so that student engagement and academic growth and proficiency are maximized.

Instructional Strategies

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

Based on 2014 summative FCAT and FAA data, and progress monitoring provided through the use of FAIR and Performance Matters SAM assessments, WHMS provides math support through a Title I funded math resource teacher, intensive reading through district allocations, additional resource reading support using Title I funds and extended learning opportunities through Saturday School and Title I Extended Learning programs. Students with significant cognitive disabilities receive support through the use of Access Points to provide appropriate accommodated instruction. Students are afforded opportunities to access advanced curriculum through high school Algebra I, English I, and Drawing I classes offered on campus, Commercial and Technical Art for industry certification and additional student-selected courses available on site through distance learning from e-Hernando or Florida Virtual School. Additionally, instruction is modified through the use of differentiated menu options in eighth grade social studies classes, collaborative instructional strategies in all math classes and co-teach and support using highly qualified ESE teachers in the general education classrooms. Additional support is provided to every student through a 60 minute zero period every week and a 15-minute RtI block for Tier 2 and 3 academic support. During these periods, teachers can provide additional instructional support for students struggling to master concepts.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Weekend Program

Minutes added to school year: 2,340

Saturday School offers instructional support for three hours each Saturday from November 6th until May 20th. This program is staffed by certified teachers who work with students referred to this program.

Strategy Rationale

Increasing instructional time and providing a different teacher and different setting may decrease the number of students failing one or more classes.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

O'Rourke, Dan, orourke_d@hcsb.k12.fl.us

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

Students are referred based on having a grade of D or F or having missing assignments in one or more classes. Data collected will be the student's grade at the time of referral and again at the next grading period. The reduction in the number of students failing will provide evidence of program effectiveness.

Strategy: Extended School Day

Minutes added to school year: 3,600

Title I funded Extended Learning serves students scoring below proficiency in reading, math or science. Research-proven effective materials and programs are used to close achievement gaps. Students participate in 30 hours of intensive instruction in the area of greatest academic need.

Strategy Rationale

Increasing time for learning should increase student achievement. Supplemental resources are used during the Title I funded Extended Learning Program.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Jackson, Susan, jackson_susan@hcsb.k12.fl.us

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

If a Developmental Scale Score is provided for FSA, this data can be compared to the prior year to evaluate learning gains. This data for participating students can also be compared to eligible, non-participating students to measure program effectiveness. In the absence of FSA data, the school will use lexile scores from IStation reading assessments to measure effectiveness of the reading program, number of lessons passed on individually prescribed learning paths, and pre-/post-test data to measure the effectiveness of the science program (if science is offered).

Student Transition and Readiness

PreK-12 Transition

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

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

West Hernando Middle School faculty and staff participate in transitional staffings for incoming 6th grade students and outgoing 8th grade students, and collaborative events with Central High School's ROTC program. Additionally, WHMS hosts an evening sixth grade orientation each spring for students who will be attending WHMS the following school year. These students and parents tour the campus, meet staff, and attend a presentation highlighting WHMS programs and resources. High school transition is supported by site visits from receiving high schools to support students in the selection of courses, ROTC, International Baccalaureate, fine arts, and career and technical programs offered at our district's five high schools.

College and Career Readiness

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

West Hernando Middle School guidance counselors ensure that students participate in college and career readiness through the Social Studies department. In 8th grade, the counselors work with the teachers throughout the second semester so all students complete the CHOICES planners and receive high school expectations presentations. We offer high school programs and courses, as well.

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

The school currently offers Commercial Technical Arts, a course through which students can earn industry certification.

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

West Hernando Middle School guidance counselors ensure that students participate in college and career readiness through the Social Studies department. In 8th grade, the counselors work with the teachers throughout the second semester so all students complete the CHOICES planners and receive high school expectations presentations. We offer high school programs and courses, as well. Collaboration between the ICT teacher and core content area teachers is encouraged.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Based on the high school feedback report, our counselors and administration work to ensure that students are placed appropriately with highly qualified and highly effective teachers in core academic areas. We offer several high school courses, including English I, Algebra, Geometry, and high school Drawing I to increase the number of students entering their ninth grade year with high school credit(s). High school expectations are taught through a collaborative effort between U.S. History teachers and guidance counselors in grade 8.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we provide a safe and orderly environment with high expectations for students and staff, and meaningful engagement from and with parents, then we will see a decrease in the number of students with less than 90% average daily attendance and a decrease in office discipline referrals and instructional days lost to ISS and OSS as measured by TERMS and Rtl:B data with monthly monitoring. This should also decrease the number of students failing one or more courses.

Strategic Goals Detail

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

G1. If we provide a safe and orderly environment with high expectations for students and staff, and meaningful engagement from and with parents, then we will see a decrease in the number of students with less than 90% average daily attendance and a decrease in office discipline referrals and instructional days lost to ISS and OSS as measured by TERMS and Rtl:B data with monthly monitoring. This should also decrease the number of students failing one or more courses. **1a**

 G073005

Targets Supported **1b**

Indicator	Annual Target
Attendance Below 90%	40.0
2+ Behavior Referrals	26.0
One or More Suspensions	39.0
Course Failures ELA	7.0
Course Failures Mathematics	7.0
2+ Course Failures - Middle Grades	10.0
FCAT 2.0 Science Proficiency	51.0

Resources Available to Support the Goal **2**

- Title I Part A funding for professional development, parental engagement, and classroom resources
- Extended learning opportunities for students within the school day
- Extended learning opportunities for students beyond the school day
- Zero Period with Instructional Support
- Positive Behavior Supports school-wide program
- Title I funded Reading Resource Teacher to provide supplemental instruction
- Title I funded Math Resource Teacher to provide supplemental instruction
- Teacher on Administrative Assignment - to progress monitor behavioral data and support positive school climate
- Assessment Teacher - to progress monitor academic data and support instructional improvement
- District Reading and Math Coaches to support research-based instructional practices
- Title I Facilitator to support student learning through family involvement
- Full time Media Specialist to promote literacy across all disciplines
- Title I funded labs with full time lab manager to support instruction in reading, math, and science
- ESE support teacher to provide support for students with behavioral disabilities

Targeted Barriers to Achieving the Goal **3**

- WHMS has not had a systematic method for explicitly teaching and reteaching behavioral expectations across all settings.
- Insufficient student engagement resulting in high absenteeism and high office discipline referrals
- Need for parental awareness of new Florida Standards and the connection between attendance and achievement
- Need for engaging PBS activities to improve student behavior

- Insufficient time for some students to master content in the instructional period

Plan to Monitor Progress Toward G1. 8

Data collected will be the progress report and RtI/MTSS intervention records and final performance on district-selected and state-specified End of Course assessments. The SBLT will meet to review school discipline and attendance data and department/team level RtI/MTSS intervention data. Additional data to be monitored will include district common assessments, school level math and reading progress monitoring through STAR assessments and as-needed snapshot assessments of school-wide performance on identified standards.

Person Responsible

Lori Lessley

Schedule

Monthly, from 10/1/2015 to 5/1/2016

Evidence of Completion

Evidence that the goal is being monitored will be minutes from SBLT or leadership meetings at which RtI/MTSS intervention reports are reviewed. Student participation and impact on grades of those students will be reviewed by school administration. Additionally, student performance on End of Course assessments will be evaluated to determine gains over prior year (eighth grade only for comparison data).

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. If we provide a safe and orderly environment with high expectations for students and staff, and meaningful engagement from and with parents, then we will see a decrease in the number of students with less than 90% average daily attendance and a decrease in office discipline referrals and instructional days lost to ISS and OSS as measured by TERMS and RtI:B data with monthly monitoring. This should also decrease the number of students failing one or more courses. **1**

 G073005

G1.B2 WHMS has not had a systematic method for explicitly teaching and reteaching behavioral expectations across all settings. **2**

 B190625

G1.B2.S1 Increase student mastery of behavioral expectations in non-classroom settings. **4**

 S202078

Strategy Rationale

By providing reteaching opportunities for students to demonstrate mastery of behavioral expectations, we will reduce the percentage of students with one or more office discipline referrals.

Action Step 1 **5**

All staff will teach and reteach expected behaviors for specific settings.

Person Responsible

Lori Lessley

Schedule

Daily, from 8/24/2015 to 5/31/2016

Evidence of Completion

Student MTSSS Google Docs data recording teacher interventions and reteaching for individual students

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration will review school-wide intervention log and Rtl B data.

Person Responsible

Lori Lessley

Schedule

Weekly, from 9/4/2015 to 5/31/2016

Evidence of Completion

Evidence of monitoring of fidelity of implementation will be anecdotal notes from classroom walk-through and posted behavioral expectations clearly visible around campus .

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Effectiveness of implementation will be monitored using the RtIB database to measure the reduction in classroom referrals or severity of incidents for teachers participating in the book study.

Person Responsible

Lori Lessley

Schedule

Weekly, from 9/4/2015 to 5/31/2016

Evidence of Completion

Data collected will be weekly updates to zero period meetings by grade level based on RtI B database data.

G1.B2.S2 Provide an opportunity for students and families to participate in a session geared toward teaching strategies for motivation and personal responsibility. 4

 S202079

Strategy Rationale

Disciplinary/behavioral occurrences historically peak in February, so scheduling this event in February will help reduce the number of discipline referrals/behavioral events.

Action Step 1 5

Ms. Lessley and Mrs. Kennedy will conduct a discipline audit of referrals written by the top 5 referring teachers to identify discernible patterns of behavior and isolate areas of need to focus on specific classroom periods and work with the teacher to improve classroom management and reduce disruptions.

Person Responsible

Lori Lessley

Schedule

Biweekly, from 3/2/2015 to 5/29/2015

Evidence of Completion

The evidence used will be RtI-B and TERMS referral data as well as classroom walk-through reports.

Action Step 2 5

Motivational speaker Darryl Ross will conduct a student and a parent session on personal responsibility and strategies for success in February, the month with an historically greater number of disciplinary events.

Person Responsible

Angela Kennedy

Schedule

On 2/2/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Effectiveness of implementation will be monitored using the RtIB database to measure the reduction in classroom referrals or severity of incidents for teachers identified.

Person Responsible

Lori Lessley

Schedule

Quarterly, from 3/2/2015 to 5/29/2015

Evidence of Completion

Data collected will be monthly RtIB database reports and anecdotal walkthrough records.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Review of RtI B data, walkthrough schedule and and walkthrough reports.

Person Responsible

Lori Lessley


Schedule

Monthly, from 3/2/2015 to 5/29/2015

Evidence of Completion

Data collected will be monthly RtIB database reports and anecdotal walkthrough records.

G1.B3 Insufficient student engagement resulting in high absenteeism and high office discipline referrals **2**

 B190626

G1.B3.S1 Supplement district resources with Explore Learning Gizmo instructional resources. **4**

 S202080

Strategy Rationale

The highly engaging nature of these virtual labs will increase student understanding of key concepts

Action Step 1 **5**

Implement use of Gizmo labs and Science Flix in each science classroom with access to mobile laptop carts.

Person Responsible

Susan Pribil

Schedule

Monthly, from 10/2/2015 to 5/31/2016

Evidence of Completion

Monthly department meetings as evidenced by minutes and attendance from meetings

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Ongoing support from department chairperson will be offered through monthly meetings. Implementation will be monitored by classroom walk-through and informal visits to observe use of Gizmo labs

Person Responsible

Susan Pribil

Schedule

Monthly, from 9/30/2015 to 5/1/2016

Evidence of Completion

Training sign-in sheets, department meeting sign-in sheets and agendas and minutes reflecting support for this strategy.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administration will conduct a periodic walk-through to observe implementation of Gizmo labs.

Person Responsible

Lori Lessley

Schedule

Monthly, from 10/2/2015 to 5/31/2016

Evidence of Completion

Anecdotal notes from administration indicating observation of Gizmo lessons.

G1.B3.S2 Utilize cooperative learning groups and collaborative structures in math instruction that enhance the learning activities provided by the Pearson textbook. 4

 S202081

Strategy Rationale

The students will be taught to engage in meaningful discussions and transfer group discussions to written articulation of problem-solving processes.

Action Step 1 5

The use of effective collaborative learning activities throughout the school year.

Person Responsible

Michelle Mayhill

Schedule

Monthly, from 10/2/2015 to 5/31/2016

Evidence of Completion

Lesson plans

Action Step 2 5

Writing Across the Content Area training

Person Responsible

Dana Wittke

Schedule

Quarterly, from 12/2/2015 to 2/24/2016

Evidence of Completion

Teachers in all content areas will incorporate writing opportunities and utilize components of the FSA rubric to assess writing.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

The department chair will monitor fidelity of implementation through department meeting minutes and agendas. Issues noted in lesson plans and concerns raised by department members will be resolved in department meetings.

Person Responsible

Michelle Mayhill

Schedule

Monthly, from 10/2/2015 to 5/31/2016

Evidence of Completion

Meeting minutes and agendas

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Administration will conduct classroom walkthroughs during the use of collaborative learning activities.

Person Responsible

Lori Lessley

Schedule

Monthly, from 10/2/2015 to 5/31/2016

Evidence of Completion

Notes collected and feedback provided to teachers.

G1.B3.S3 Students will work with differentiated menus in Social Studies that provide curriculum choices. These menus are aligned to the standards-based curriculum that is delivered in the classrooms. These activities will be modeled for students using a gradual release model. 4

 S202082

Strategy Rationale

When children work on self-selected tasks, the level of engagement increases. Aligning these menus to state standards ensures students are actively engaged in content relevant to adopted curricula.

Action Step 1 5

Teachers will effectively use curriculum menus throughout their lessons to offer students engaging choices for acquiring and demonstrating mastery of Social Studies curriculum. Teachers will build menu sheets for students to self-select academic tasks in order to master standards and demonstrate learning. The use of the menus will be modeled for the students in a gradual release format with transition to independent implementation. Student learning will be evaluated and menus revised as needed. This was started with eighth grade in 2014-2015. This strategy will be implemented in seventh grade in 2015-2016 with initial exposure in sixth grade in 2015-2016.

Person Responsible

Deb Rollo

Schedule

Weekly, from 9/11/2015 to 5/6/2016

Evidence of Completion

Lesson plans indicating use of menus.

Action Step 2 5

Gradual Release Model Training

Person Responsible

Angela Kennedy

Schedule

On 10/21/2015

Evidence of Completion

Classroom Walkthrough Data; common assessment data increases from each progress monitoring point to the next.

Action Step 3 **5**

Writing Across the Content Areas training

Person Responsible

Dana Wittke

Schedule

Quarterly, from 12/2/2015 to 2/24/2016

Evidence of Completion

Teachers in all content areas will incorporate writing opportunities and utilize components of the FSA rubric to assess writing.

Plan to Monitor Fidelity of Implementation of G1.B3.S3 **6**

Teachers will use collaborative planning to effectively support the implementation and use of these menus in their lesson plans.

Person Responsible

Deb Rollo

Schedule

Monthly, from 10/2/2015 to 5/31/2016

Evidence of Completion

Meeting minutes and agendas

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 **7**

Administration will conduct classroom walkthroughs during the lessons in which the menus are being used.

Person Responsible

Angela Kennedy

Schedule

Monthly, from 10/2/2015 to 5/31/2016

Evidence of Completion

Comments from the observation provided to teachers with feedback on Edivation (PD 360).

G1.B3.S4 The language arts department will teach text marking strategies to increase reading comprehension. The department will utilize the text marking tools featured within the online version of the textbook, allowing students to practice and prepare for the online state assessment. By using text marking features, students will be able to directly cite text evidence and provide detailed responses for given prompts. This will align with the FSA to be given in March. 4

S202083

Strategy Rationale

By actively interacting with text, students will be more engaged in reading tasks and student achievement will increase.

Action Step 1 5

Teach students to use text marking strategies to increase engagement in reading.

Person Responsible

Dana Wittke

Schedule

Monthly, from 10/2/2015 to 5/31/2016

Evidence of Completion

Department chairperson will collect department meeting agendas and minutes reflecting discussion and implementation of this strategy.

Plan to Monitor Fidelity of Implementation of G1.B3.S4 6

Department chairperson and administrative walk-through visits will occur to monitor implementation

Person Responsible

Angela Kennedy

Schedule

Monthly, from 10/2/2015 to 5/31/2016

Evidence of Completion

Anecdotal notes from classroom visits will reflect implementation with fidelity or follow-up discussion with teacher to adjust implementation.

Plan to Monitor Effectiveness of Implementation of G1.B3.S4 7

As classroom visits occur, if implementation is noted to be lacking fidelity, administration, reading coach and department chair will provide additional coaching and support.

Person Responsible

Angela Kennedy


Schedule

Monthly, from 10/2/2015 to 5/31/2016

Evidence of Completion

Anecdotal notes from classroom visit and coaching support notes from reading coach will indicate fidelity of implementation

G1.B3.S5 Administration will communicate expectations for lesson plan components using a rubric. Administration will increase the frequency of the collection of lesson plans from teachers and review plans looking for departmental specific strategies to enhance student engagement. Administration will provide feedback to teachers regarding the strategies and collect student work evidence that includes coursework and assessments, and that reflect the use of strategies indicated in lesson plans. Administration will use walkthroughs to identify the occurrence of strategies indicated in lesson planning and will engage teachers in reflection regarding the effect of strategies on student engagement. 4

 S202084

Strategy Rationale

By communicating more clearly the expectations for planning of lessons and assessments and by increasing the frequency of lesson plan reviews and related classroom walk-throughs, enhanced instructional strategies should increase student engagement.

Action Step 1 5

Develop lesson plan rubric and lesson plan collection schedule, conduct walk-throughs to identify use of planned instructional practices and effect on student engagement. Discuss observations with teachers. Complete backwards planning PD.

Person Responsible

Lori Lessley

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Minutes from meetings where lesson plan expectations and impact of instructional practices on student engagement were discussed. Backwards planning evidence in lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B3.S5 6

Schedule and documentation of lesson plans collected, lesson plan rubric, reference to departmental instructional strategies.

Person Responsible

Lori Lessley

Schedule

Quarterly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Lesson plans, academic data

Plan to Monitor Effectiveness of Implementation of G1.B3.S5 7

Use of rubric and student work samples to assess planning and assessment.

Person Responsible

Lori Lessley

Schedule

Quarterly, from 10/2/2015 to 5/31/2016

Evidence of Completion

Lesson plans, student work samples, walkthrough reports

G1.B3.S6 WHMS will increase student access to engaging fiction and nonfiction literature in multiple content areas. 4

 S202085

Strategy Rationale

Increased access to supplemental reading resources, including periodicals, in multiple content areas should increase student engagement and student achievement on text analysis tasks.

Action Step 1 5

WHMS will provide additional fiction and nonfiction resources, including periodicals for classrooms in language arts, math, and art.

Person Responsible

Susan Jackson

Schedule

Monthly, from 9/1/2015 to 5/30/2016

Evidence of Completion

Distribution records to classrooms for periodicals and Alexandria tracking reports for fiction.

Plan to Monitor Fidelity of Implementation of G1.B3.S6 6

Review lesson plans for inclusion of supplemental literature.

Person Responsible

Angela Kennedy

Schedule

Monthly, from 10/2/2015 to 5/31/2016

Evidence of Completion

Assistant principal will collect and review lesson plans for evidence of use of supplemental resources and how the resources were incorporated into lessons.

Plan to Monitor Effectiveness of Implementation of G1.B3.S6 7

I-station lexile data will reflect increases in student reading levels.

Person Responsible

Schedule

Monthly, from 10/1/2015 to 5/30/2016

Evidence of Completion

Lesson plans and monthly I-station reports

G1.B3.S7 WHMS will increase student engagement and time on task in math through the use of Think Through Math and the support of a Math Resource Teacher 4

 S202086

Strategy Rationale

Increased time to master concepts and supplemental resources presenting math in multiple formats should increase student engagement and improve student achievement.

Action Step 1 5

Provide additional math instruction for students who have scored at achievement level 1 on the two most recent standardized assessments. This will include the use of blended technology and differentiated instruction.

Person Responsible

Amy Torres

Schedule

Daily, from 9/16/2015 to 6/8/2016

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S7 6

Title I Facilitator will meet with Resource Teacher to review program delivery and results

Person Responsible

Schedule

Biweekly, from 10/2/2015 to 5/31/2016

Evidence of Completion

Classroom walk-through anecdotal records and email.

Plan to Monitor Effectiveness of Implementation of G1.B3.S7 7

Classroom walk-throughs and review of student performance data will monitor effectiveness of implementation.

Person Responsible

Susan Jackson

Schedule

Biweekly, from 10/2/2015 to 5/31/2016

Evidence of Completion

Lesson plans, anecdotal classroom walk-through data and student performance data

G1.B4 Need for parental awareness of new Florida Standards and the connection between attendance and achievement **2**

 B190627

G1.B4.S1 WHMS will provide parent workshops to familiarize parents with print and electronic resources to understand the content and format of Florida Standards Assessments and the role attendance plays in student achievement. **4**

 S202087

Strategy Rationale

If parents understand what is expected of students and are provided with resources to use with their children, parents will be better prepared to support learning.

Action Step 1 **5**

Parents will be provided three workshops addressing Florida Standards Assessments, Reading and Math.

Person Responsible

Susan Jackson

Schedule

Every 6 Weeks, from 11/2/2015 to 5/31/2016

Evidence of Completion

Evidence of completion of this activity will be parent sign-in sheets and Title I Event Response Forms.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Title I Facilitator will monitor the planning, preparation and completion of this activity through face-to-face meetings with content area experts and assessment teacher.

Person Responsible

Susan Jackson

Schedule

Every 6 Weeks, from 10/2/2015 to 5/31/2016

Evidence of Completion

Evidence will include sign-in sheets, Event Response Forms and meeting minutes.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Effectiveness of implementation will be monitored by the Title I Facilitator through attendance data and feedback from participants.

Person Responsible

Susan Jackson

Schedule

Every 6 Weeks, from 10/2/2015 to 5/31/2016

Evidence of Completion

Evidence will be sign-in sheets and tabulated data from Event Response Forms.

G1.B4.S2 WHMS will provide student planners to inform parents daily regarding the activities and assignments in each class. 4

 S202088

Strategy Rationale

If we provide multiple methods of communication with parents, we increase parent capacity to participate meaningfully in student achievement.

Action Step 1 5

WHMS will provide student planners as a tool for parent communication.

Person Responsible

Susan Jackson

Schedule

Daily, from 8/24/2015 to 6/1/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Title I Facilitator will collect samples of parent communication using student planners.

Person Responsible

Schedule

Monthly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Copies of communication with individual communication to parents will be collected from each core academic area.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Collect sample pages from each department reflecting planner use as a communication tool with parents.

Person Responsible

Susan Jackson

Schedule

Monthly, from 10/1/2015 to 5/31/2016

Evidence of Completion

G1.B4.S3 Provide newsletter and progress reports to keep parents informed about school-wide initiatives and individual student progress. 4

 S202089

Strategy Rationale

If we provide multiple methods of communication with parents, we increase parent capacity to participate meaningfully in student achievement.

Action Step 1 5

Provide a newsletter for parents and individual student progress reports.

Person Responsible

Susan Jackson

Schedule

Biweekly, from 8/28/2015 to 5/6/2016

Evidence of Completion

Copies of individual newsletters and progress reports

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Monitor distribution of newsletters and progress reports

Person Responsible

Schedule

Monthly, from 8/28/2015 to 5/6/2016

Evidence of Completion

Actual copies of newsletters and automated call scripts informing parents of distribution of progress reports will be collected and archived.

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Meet monthly with Title I team to support the production and distribution of newsletters and progress reports and notify administration of barriers to implementation.

Person Responsible

Susan Jackson

Schedule

Monthly, from 10/2/2015 to 5/6/2016

Evidence of Completion

Automated call scripts and records of call delivery will be maintained in the front office. Copies of individual newsletters will be collected and maintained by the Title I Facilitator.

G1.B5 Need for engaging PBS activities to improve student behavior 2

 B190628

G1.B5.S1 Communicate PBS expectations to students daily through morning announcements, a student video and teaching and reteaching expectations to students as interventions when addressing behavioral concerns. Post area specific expectations in school classrooms, hallways, cafeteria, and gymnasium. 4

 S202090

Strategy Rationale

Increasing awareness of PBS expectations will integrate them into the school culture more completely, reinforcing for students the school-wide standards of behavior.

Action Step 1 5

The PBS committee will develop and post PBS expectations for all areas of the school community. The staff will reference expectations when addressing student behavior.

Person Responsible

Laura Scott

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Meeting minutes outlining the procedure for staff to share behavioral expectations with students.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Analysis of RtI-B behavioral data

Person Responsible

Lori Lessley

Schedule

Weekly, from 9/2/2015 to 5/31/2016

Evidence of Completion

RtI-B discipline reports

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Analysis of RtI-B behavioral data

Person Responsible

Lori Lessley

Schedule

Weekly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Discipline Data from RtI-B data base.

G1.B5.S2 Use Early Warning System indicators to identify at-risk students. Communicate to staff the identified students. Intensify behavioral supports for students; conduct quarterly data chats with students identified as at-risk, provide students with supports, academic and behavioral which correspond with needs specific to each student. 4

 S202091

Strategy Rationale

By identifying specific needs of at-risk students and providing individualized supports students will experience increased academic and behavioral success.

Action Step 1 5

Analyze attendance, discipline and core course failure data to identify at-risk students and schedule student data chats and coordinate oversight of academic and behavioral supports.

Person Responsible

Lori Lessley

Schedule

Weekly, from 9/2/2015 to 5/31/2016

Evidence of Completion

A decrease in the number of office discipline referrals and core course failures and an increase in attendance rate.

Action Step 2 5

Performance Matters/Data Analysis for EWS indicators and to Drive Instruction; Using Formative and Summative Assessments

Person Responsible

Angela Kennedy

Schedule

Quarterly, from 9/16/2015 to 4/6/2016

Evidence of Completion

Lesson plan review; CWTs; growth on progress monitoring assessments/common assessments

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Administration will collect Rtl B data reports and academic reports to monitor implementation.

Person Responsible

Lori Lessley

Schedule

Weekly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Rtl B reports, Terms reports, Academic Progress Reports

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Analysis of Rtl-B reports and academic data

Person Responsible

Lori Lessley

Schedule

Monthly, from 9/29/2015 to 5/31/2016

Evidence of Completion

Rtl-B data reports, academic progress reports

G1.B5.S3 Implement the "Band Together" initiative by identifying students each quarter who earn A's, B's and C's in all courses and do not receive an office discipline referral. Recognize students in a class level meeting, reinforce PBS expectations and student's responsibilities to maintain academic and behavioral success. Allow students access to "Eagle's Nest" student recreational room during lunch and study skills. Students invited to attend specific school-wide PBS activities that occur each nine weeks and grade level activities planned by staff. 4

S202092

Strategy Rationale

By recognizing student effort and achievement in academic and behavioral areas, all students will be motivated to maintain or improve course grades and behavior.

Action Step 1 5

Identify eligible students based on academic and behavioral criteria and meet with respective students, meet with students and coordinate attendance of respective students in "Eagles Nest".

Person Responsible

Lori Lessley

Schedule

Quarterly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Increase in the percentage of students who are meeting academic and behavioral criteria, an improvement in performance in academics and behavior.

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

Review RtI-B discipline reports and quarterly academic data.

Person Responsible

Lori Lessley

Schedule

Quarterly, from 9/2/2015 to 5/31/2016

Evidence of Completion

RtI-B discipline reports, 9 weeks academic reports.

Plan to Monitor Effectiveness of Implementation of G1.B5.S3 7

Review RtI-B discipline reports and quarterly academic data.

Person Responsible

Lori Lessley


Schedule

Quarterly, from 9/2/2015 to 5/31/2016

Evidence of Completion

RtI-B Discipline reports, quarterly academic reports

G1.B6 Insufficient time for some students to master content in the instructional period 2

 B190629

G1.B6.S1 Provide Saturday School for students failing any course 4

 S202093

Strategy Rationale

Increased instructional time with support specific to the assignments and content missed should increase student achievement

Action Step 1 5

Students who have a D or an F in any class will be provided with an opportunity to attend Saturday School

Person Responsible

Dan O'Rourke

Schedule

Biweekly, from 11/13/2015 to 5/6/2016

Evidence of Completion

Student sign-in sheets, semi-quarterly D and F reports, parent call log, teacher referrals

Plan to Monitor Fidelity of Implementation of G1.B.6.S1 6

Program coordinator and dean of discipline will track teacher referrals, parent contacts and student participation

Person Responsible

Dan O'Rourke

Schedule

Weekly, from 11/6/2015 to 5/6/2016

Evidence of Completion

Teacher referral forms, Student sign-in sheets, Parent contact logs, D and F reports

Plan to Monitor Effectiveness of Implementation of G1.B.6.S1 7

Track student progress over multiple semi-quarterly grade reports after the first referral

Person Responsible

Dan O'Rourke

Schedule

Quarterly, from 10/20/2015 to 5/31/2016

Evidence of Completion

Dean of Students will submit quarterly report indicating the status of students previously referred to Saturday School with a grade of D or F.

G1.B6.S2 Provide Extended Learning for students demonstrating the need for additional instruction in language arts, math, or science **4**

 S202094

Strategy Rationale

Increased instructional time with support specific to the skill deficiency should increase student achievement

Action Step 1 **5**

Provide a Title I funded Extended Learning program for students before school or on Saturday.

Person Responsible

Susan Jackson

Schedule

Weekly, from 11/30/2015 to 4/1/2016

Evidence of Completion

Student attendance sheets, staff payroll records

Plan to Monitor Fidelity of Implementation of G1.B6.S2 **6**

A program facilitator will support student enrollment, secure training (if needed) to implement the research-based program, observe Extended Learning instruction and monitor attendance

Person Responsible

Susan Jackson

Schedule

Weekly, from 11/30/2015 to 4/1/2016

Evidence of Completion

Title I facilitator will collect attendance data and walk-through data and share with administration weekly.

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7

Administration will review data provided by the Title I Facilitator and provide additional support as needed

Person Responsible

Lori Lessley

Schedule

Weekly, from 11/30/2015 to 4/1/2016

Evidence of Completion

Walk-through data and student progress monitoring data will be collected.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	All staff will teach and reteach expected behaviors for specific settings.	Lessley, Lori	8/24/2015	Student MTSS Google Docs data recording teacher interventions and reteaching for individual students	5/31/2016 daily
G1.B2.S2.A1	Ms. Lessley and Mrs. Kennedy will conduct a discipline audit of referrals written by the top 5 referring teachers to identify discernible patterns of behavior and isolate areas of need to focus on specific classroom periods and work with the teacher to improve classroom management and reduce disruptions.	Lessley, Lori	3/2/2015	The evidence used will be Rtl-B and TERMS referral data as well as classroom walk-through reports.	5/29/2015 biweekly
G1.B3.S1.A1	Implement use of Gizmo labs and Science Flix in each science classroom with access to mobile laptop carts.	Pribil, Susan	10/2/2015	Monthly department meetings as evidenced by minutes and attendance from meetings	5/31/2016 monthly
G1.B3.S2.A1	The use of effective collaborative learning activities throughout the school year.	Mayhill, Michelle	10/2/2015	Lesson plans	5/31/2016 monthly
G1.B3.S3.A1	Teachers will effectively use curriculum menus throughout their lessons to offer students engaging choices for acquiring and demonstrating mastery of Social Studies curriculum. Teachers will build menu sheets for students to self-select academic tasks in order to master standards and demonstrate learning. The use of the menus will be modeled for the students in a gradual release format with transition to independent implementation. Student learning will be evaluated and menus revised as needed. This was started with eighth grade in 2014-2015. This strategy will be implemented in seventh grade in 2015-2016 with initial exposure in sixth grade in 2015-2016.	Rollo, Deb	9/11/2015	Lesson plans indicating use of menus.	5/6/2016 weekly

Hernando - 0253 - West Hernando Middle School - 2015-16 SIP
West Hernando Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S4.A1	Teach students to use text marking strategies to increase engagement in reading.	Wittke, Dana	10/2/2015	Department chairperson will collect department meeting agendas and minutes reflecting discussion and implementation of this strategy.	5/31/2016 monthly
G1.B3.S5.A1	Develop lesson plan rubric and lesson plan collection schedule, conduct walk-throughs to identify use of planned instructional practices and effect on student engagement. Discuss observations with teachers. Complete backwards planning PD.	Lessley, Lori	8/17/2015	Minutes from meetings where lesson plan expectations and impact of instructional practices on student engagement were discussed. Backwards planning evidence in lesson plans.	5/31/2016 monthly
G1.B3.S6.A1	WHMS will provide additional fiction and nonfiction resources, including periodicals for classrooms in language arts, math, and art.	Jackson, Susan	9/1/2015	Distribution records to classrooms for periodicals and Alexandria tracking reports for fiction.	5/30/2016 monthly
G1.B3.S7.A1	Provide additional math instruction for students who have scored at achievement level 1 on the two most recent standardized assessments. This will include the use of blended technology and differentiated instruction.	Torres, Amy	9/16/2015	Lesson plans	6/8/2016 daily
G1.B4.S1.A1	Parents will be provided three workshops addressing Florida Standards Assessments, Reading and Math.	Jackson, Susan	11/2/2015	Evidence of completion of this activity will be parent sign-in sheets and Title I Event Response Forms.	5/31/2016 every-6-weeks
G1.B4.S2.A1	WHMS will provide student planners as a tool for parent communication.	Jackson, Susan	8/24/2015		6/1/2016 daily
G1.B4.S3.A1	Provide a newsletter for parents and individual student progress reports.	Jackson, Susan	8/28/2015	Copies of individual newsletters and progress reports	5/6/2016 biweekly
G1.B5.S1.A1	The PBS committee will develop and post PBS expectations for all areas of the school community. The staff will reference expectations when addressing student behavior.	Scott, Laura	8/24/2015	Meeting minutes outlining the procedure for staff to share behavioral expectations with students.	5/31/2016 monthly
G1.B5.S2.A1	Analyze attendance, discipline and core course failure data to identify at-risk students and schedule student data chats and coordinate oversight of academic and behavioral supports.	Lessley, Lori	9/2/2015	A decrease in the number of office discipline referrals and core course failures and an increase in attendance rate.	5/31/2016 weekly
G1.B5.S3.A1	Identify eligible students based on academic and behavioral criteria and meet with respective students, meet with students and coordinate attendance of respective students in "Eagles Nest".	Lessley, Lori	9/2/2015	Increase in the percentage of students who are meeting academic and behavioral criteria, an improvement in performance in academics and behavior.	5/31/2016 quarterly
G1.B6.S1.A1	Students who have a D or an F in any class will be provided with an opportunity to attend Saturday School	O'Rourke, Dan	11/13/2015	Student sign-in sheets, semi-quarterly D and F reports, parent call log, teacher referrals	5/6/2016 biweekly
G1.B6.S2.A1	Provide a Title I funded Extended Learning program for students before school or on Saturday.	Jackson, Susan	11/30/2015	Student attendance sheets, staff payroll records	4/1/2016 weekly
G1.B2.S2.A2	Motivational speaker Darryl Ross will conduct a student and a parent session on personal responsibility and strategies for success in February, the month with an historically greater number of disciplinary events.	Kennedy, Angela	2/2/2016		2/2/2016 one-time
G1.B3.S2.A2	Writing Across the Content Area training	Wittke, Dana	12/2/2015	Teachers in all content areas will incorporate writing opportunities and utilize components of the FSA rubric to assess writing.	2/24/2016 quarterly

Hernando - 0253 - West Hernando Middle School - 2015-16 SIP
West Hernando Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S3.A2	Gradual Release Model Training	Kennedy, Angela	10/7/2015	Classroom Walkthrough Data; common assessment data increases from each progress monitoring point to the next.	10/21/2015 one-time
G1.B5.S2.A2	Performance Matters/Data Analysis for EWS indicators and to Drive Instruction; Using Formative and Summative Assessments	Kennedy, Angela	9/16/2015	Lesson plan review; CWTs; growth on progress monitoring assessments/ common assessments	4/6/2016 quarterly
G1.B3.S3.A3	Writing Across the Content Areas training	Wittke, Dana	12/2/2015	Teachers in all content areas will incorporate writing opportunities and utilize components of the FSA rubric to assess writing.	2/24/2016 quarterly
G1.MA1	Data collected will be the progress report and RtI/MTSS intervention records and final performance on district-selected and state-specified End of Course assessments. The SBLT will meet to review school discipline and attendance data and department/team level RtI/MTSS intervention data. Additional data to be monitored will include district common assessments, school level math and reading progress monitoring through STAR assessments and as-needed snapshot assessments of school-wide performance on identified standards.	Lessley, Lori	10/1/2015	Evidence that the goal is being monitored will be minutes from SBLT or leadership meetings at which RtI/MTSS intervention reports are reviewed. Student participation and impact on grades of those students will be reviewed by school administration. Additionally, student performance on End of Course assessments will be evaluated to determine gains over prior year (eighth grade only for comparison data).	5/1/2016 monthly
G1.B2.S1.MA1	Effectiveness of implementation will be monitored using the RtI/B database to measure the reduction in classroom referrals or severity of incidents for teachers participating in the book study.	Lessley, Lori	9/4/2015	Data collected will be weekly updates to zero period meetings by grade level based on RtI B database data.	5/31/2016 weekly
G1.B2.S1.MA1	Administration will review school-wide intervention log and RtI B data.	Lessley, Lori	9/4/2015	Evidence of monitoring of fidelity of implementation will be anecdotal notes from classroom walk-through and posted behavioral expectations clearly visible around campus .	5/31/2016 weekly
G1.B3.S1.MA1	Administration will conduct a periodic walk-through to observe implementation of Gizmo labs.	Lessley, Lori	10/2/2015	Anecdotal notes from administration indicating observation of Gizmo lessons.	5/31/2016 monthly
G1.B3.S1.MA1	Ongoing support from department chairperson will be offered through monthly meetings. Implementation will be monitored by classroom walk-through and informal visits to observe use of Gizmo labs	Pribil, Susan	9/30/2015	Training sign-in sheets, department meeting sign-in sheets and agendas and minutes reflecting support for this strategy.	5/1/2016 monthly
G1.B4.S1.MA1	Effectiveness of implementation will be monitored by the Title I Facilitator through attendance data and feedback from participants.	Jackson, Susan	10/2/2015	Evidence will be sign-in sheets and tabulated data from Event Response Forms.	5/31/2016 every-6-weeks
G1.B4.S1.MA1	Title I Facilitator will monitor the planning, preparation and completion of this activity through face-to-face meetings with content area experts and assessment teacher.	Jackson, Susan	10/2/2015	Evidence will include sign-in sheets, Event Response Forms and meeting minutes.	5/31/2016 every-6-weeks
G1.B5.S1.MA1	Analysis of RtI-B behavioral data	Lessley, Lori	9/2/2015	Discipline Data from RtI-B data base.	5/31/2016 weekly
G1.B5.S1.MA1	Analysis of RtI-B behavioral data	Lessley, Lori	9/2/2015	RtI-B discipline reports	5/31/2016 weekly
G1.B6.S1.MA1	Track student progress over multiple semi-quarterly grade reports after the first referral	O'Rourke, Dan	10/20/2015	Dean of Students will submit quarterly report indicating the status of students previously referred to Saturday School with a grade of D or F.	5/31/2016 quarterly

Hernando - 0253 - West Hernando Middle School - 2015-16 SIP
West Hernando Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B6.S1.MA1	Program coordinator and dean of discipline will track teacher referrals, parent contacts and student participation	O'Rourke, Dan	11/6/2015	Teacher referral forms, Student sign-in sheets, Parent contact logs, D and F reports	5/6/2016 weekly
G1.B2.S2.MA1	Review of RtI B data, walkthrough schedule and and walkthrough reports.	Lessley, Lori	3/2/2015	Data collected will be monthly RtIB database reports and anecdotal walkthrough records.	5/29/2015 monthly
G1.B2.S2.MA1	Effectiveness of implementation will be monitored using the RtIB database to measure the reduction in classroom referrals or severity of incidents for teachers identified.	Lessley, Lori	3/2/2015	Data collected will be monthly RtIB database reports and anecdotal walkthrough records.	5/29/2015 quarterly
G1.B3.S2.MA1	Administration will conduct classroom walkthroughs during the use of collaborative learning activities.	Lessley, Lori	10/2/2015	Notes collected and feedback provided to teachers.	5/31/2016 monthly
G1.B3.S2.MA1	The department chair will monitor fidelity of implementation through department meeting minutes and agendas. Issues noted in lesson plans and concerns raised by department members will be resolved in department meetings.	Mayhill, Michelle	10/2/2015	Meeting minutes and agendas	5/31/2016 monthly
G1.B4.S2.MA1	Collect sample pages from each department reflecting planner use as a communication tool with parents.	Jackson, Susan	10/1/2015		5/31/2016 monthly
G1.B4.S2.MA1	Title I Facilitator will collect samples of parent communication using student planners.		10/1/2015	Copies of communication with individual communication to parents will be collected from each core academic area.	5/31/2016 monthly
G1.B5.S2.MA1	Analysis of RtI-B reports and academic data	Lessley, Lori	9/29/2015	RtI-B data reports, academic progress reports	5/31/2016 monthly
G1.B5.S2.MA1	Administration will collect RtI B data reports and academic reports to monitor implementation.	Lessley, Lori	9/2/2015	RtI B reports, Terms reports, Academic Progress Reports	5/31/2016 weekly
G1.B6.S2.MA1	Administration will review data provided by the Title I Facilitator and provide additional support as needed	Lessley, Lori	11/30/2015	Walk-through data and student progress monitoring data will be collected.	4/1/2016 weekly
G1.B6.S2.MA1	A program facilitator will support student enrollment, secure training (if needed) to implement the research-based program, observe Extended Learning instruction and monitor attendance	Jackson, Susan	11/30/2015	Title I facilitator will collect attendance data and walk-through data and share with administration weekly.	4/1/2016 weekly
G1.B3.S3.MA1	Administration will conduct classroom walkthroughs during the lessons in which the menus are being used.	Kennedy, Angela	10/2/2015	Comments from the observation provided to teachers with feedback on Edivation (PD 360).	5/31/2016 monthly
G1.B3.S3.MA1	Teachers will use collaborative planning to effectively support the implementation and use of these menus in their lesson plans.	Rollo, Deb	10/2/2015	Meeting minutes and agendas	5/31/2016 monthly
G1.B4.S3.MA1	Meet monthly with Title I team to support the production and distribution of newsletters and progress reports and notify administration of barriers to implementation.	Jackson, Susan	10/2/2015	Automated call scripts and records of call delivery will be maintained in the front office. Copies of individual newsletters will be collected and maintained by the Title I Facilitator.	5/6/2016 monthly
G1.B4.S3.MA1	Monitor distribution of newsletters and progress reports		8/28/2015	Actual copies of newsletters and automated call scripts informing parents of distribution of progress reports will be collected and archived.	5/6/2016 monthly
G1.B5.S3.MA1	Review RtI-B discipline reports and quarterly academic data.	Lessley, Lori	9/2/2015	RtI-B Discipline reports, quarterly academic reports	5/31/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S3.MA1	Review RtI-B discipline reports and quarterly academic data.	Lessley, Lori	9/2/2015	RtI-B discipline reports, 9 weeks academic reports.	5/31/2016 quarterly
G1.B3.S4.MA1	As classroom visits occur, if implementation is noted to be lacking fidelity, administration, reading coach and department chair will provide additional coaching and support.	Kennedy, Angela	10/2/2015	Anecdotal notes from classroom visit and coaching support notes from reading coach will indicate fidelity of implementation	5/31/2016 monthly
G1.B3.S4.MA1	Department chairperson and administrative walk-through visits will occur to monitor implementation	Kennedy, Angela	10/2/2015	Anecdotal notes from classroom visits will reflect implementation with fidelity or follow-up discussion with teacher to adjust implementation.	5/31/2016 monthly
G1.B3.S5.MA1	Use of rubric and student work samples to assess planning and assessment.	Lessley, Lori	10/2/2015	Lesson plans, student work samples, walkthrough reports	5/31/2016 quarterly
G1.B3.S5.MA1	Schedule and documentation of lesson plans collected, lesson plan rubric, reference to departmental instructional strategies.	Lessley, Lori	8/24/2015	Lesson plans, academic data	5/31/2016 quarterly
G1.B3.S6.MA1	I-station lexile data will reflect increases in student reading levels.		10/1/2015	Lesson plans and monthly I-station reports	5/30/2016 monthly
G1.B3.S6.MA1	Review lesson plans for inclusion of supplemental literature.	Kennedy, Angela	10/2/2015	Assistant principal will collect and review lesson plans for evidence of use of supplemental resources and how the resources were incorporated into lessons.	5/31/2016 monthly
G1.B3.S7.MA1	Classroom walk-throughs and review of student performance data will monitor effectiveness of implementation.	Jackson, Susan	10/2/2015	Lesson plans, anecdotal classroom walk-through data and student performance data	5/31/2016 biweekly
G1.B3.S7.MA1	Title I Facilitator will meet with Resource Teacher to review program delivery and results		10/2/2015	Classroom walk-through anecdotal records and email.	5/31/2016 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we provide a safe and orderly environment with high expectations for students and staff, and meaningful engagement from and with parents, then we will see a decrease in the number of students with less than 90% average daily attendance and a decrease in office discipline referrals and instructional days lost to ISS and OSS as measured by TERMS and RtI:B data with monthly monitoring. This should also decrease the number of students failing one or more courses.

G1.B3 Insufficient student engagement resulting in high absenteeism and high office discipline referrals

G1.B3.S2 Utilize cooperative learning groups and collaborative structures in math instruction that enhance the learning activities provided by the Pearson textbook.

PD Opportunity 1

Writing Across the Content Area training

Facilitator

Angela Kennedy/Dana Wittke/Kim Koparan/Jesse Diaz

Participants

teachers

Schedule

Quarterly, from 12/2/2015 to 2/24/2016

G1.B3.S3 Students will work with differentiated menus in Social Studies that provide curriculum choices. These menus are aligned to the standards-based curriculum that is delivered in the classrooms. These activities will be modeled for students using a gradual release model.

PD Opportunity 1

Gradual Release Model Training

Facilitator

Jesse Diaz/Kim Koparan

Participants

teachers

Schedule

On 10/21/2015

PD Opportunity 2

Writing Across the Content Areas training

Facilitator

Angela Kennedy/Dana Wittke/Kim Koparan/Jesse Diaz

Participants

teachers

Schedule

Quarterly, from 12/2/2015 to 2/24/2016

G1.B3.S5 Administration will communicate expectations for lesson plan components using a rubric. Administration will increase the frequency of the collection of lesson plans from teachers and review plans looking for departmental specific strategies to enhance student engagement. Administration will provide feedback to teachers regarding the strategies and collect student work evidence that includes coursework and assessments, and that reflect the use of strategies indicated in lesson plans. Administration will use walkthroughs to identify the occurrence of strategies indicated in lesson planning and will engage teachers in reflection regarding the effect of strategies on student engagement.

PD Opportunity 1

Develop lesson plan rubric and lesson plan collection schedule, conduct walk-throughs to identify use of planned instructional practices and effect on student engagement. Discuss observations with teachers. Complete backwards planning PD.

Facilitator

Jesse Diaz/Kim Koparan

Participants

teachers

Schedule

Monthly, from 8/17/2015 to 5/31/2016

G1.B5 Need for engaging PBS activities to improve student behavior

G1.B5.S2 Use Early Warning System indicators to identify at-risk students. Communicate to staff the identified students. Intensify behavioral supports for students; conduct quarterly data chats with students identified as at-risk, provide students with supports, academic and behavioral which correspond with needs specific to each student.

PD Opportunity 1

Analyze attendance, discipline and core course failure data to identify at-risk students and schedule student data chats and coordinate oversight of academic and behavioral supports.

Facilitator

Lori Lessley

Participants

Grade level leaders, school counselors

Schedule

Weekly, from 9/2/2015 to 5/31/2016

PD Opportunity 2

Performance Matters/Data Analysis for EWS indicators and to Drive Instruction; Using Formative and Summative Assessments

Facilitator

Alex Rastatter/Angela Kennedy/Jesse Diaz

Participants

teachers

Schedule

Quarterly, from 9/16/2015 to 4/6/2016

Technical Assistance Items

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

G1. If we provide a safe and orderly environment with high expectations for students and staff, and meaningful engagement from and with parents, then we will see a decrease in the number of students with less than 90% average daily attendance and a decrease in office discipline referrals and instructional days lost to ISS and OSS as measured by TERMS and RtI:B data with monthly monitoring. This should also decrease the number of students failing one or more courses.

G1.B2 WHMS has not had a systematic method for explicitly teaching and reteaching behavioral expectations across all settings.

G1.B2.S2 Provide an opportunity for students and families to participate in a session geared toward teaching strategies for motivation and personal responsibility.

PD Opportunity 1

Ms. Lessley and Mrs. Kennedy will conduct a discipline audit of referrals written by the top 5 referring teachers to identify discernible patterns of behavior and isolate areas of need to focus on specific classroom periods and work with the teacher to improve classroom management and reduce disruptions.

Facilitator

Lori Lessley

Participants

Teachers identified

Schedule

Biweekly, from 3/2/2015 to 5/29/2015

G1.B5 Need for engaging PBS activities to improve student behavior

G1.B5.S1 Communicate PBS expectations to students daily through morning announcements, a student video and teaching and reteaching expectations to students as interventions when addressing behavioral concerns. Post area specific expectations in school classrooms, hallways, cafeteria, and gymnasium.

PD Opportunity 1

The PBS committee will develop and post PBS expectations for all areas of the school community. The staff will reference expectations when addressing student behavior.

Facilitator

PBS Committee

Participants

School Population

Schedule

Monthly, from 8/24/2015 to 5/31/2016

G1.B5.S3 Implement the "Band Together" initiative by identifying students each quarter who earn A's, B's and C's in all courses and do not receive an office discipline referral. Recognize students in a class level meeting, reinforce PBS expectations and student's responsibilities to maintain academic and behavioral success. Allow students access to "Eagle's Nest" student recreational room during lunch and study skills. Students invited to attend specific school-wide PBS activities that occur each nine weeks and grade level activities planned by staff.

PD Opportunity 1

Identify eligible students based on academic and behavioral criteria and meet with respective students, meet with students and coordinate attendance of respective students in "Eagles Nest".

Facilitator

Lori Lessley

Participants

PBS committee, grade level leaders

Schedule

Quarterly, from 9/2/2015 to 5/31/2016

Budget

Budget Data

1	G1.B2.S1.A1	All staff will teach and reteach expected behaviors for specific settings.				\$0.00
2	G1.B2.S2.A1	Ms. Lessley and Mrs. Kennedy will conduct a discipline audit of referrals written by the top 5 referring teachers to identify discernible patterns of behavior and isolate areas of need to focus on specific classroom periods and work with the teacher to improve classroom management and reduce disruptions.				\$0.00
3	G1.B2.S2.A2	Motivational speaker Darryl Ross will conduct a student and a parent session on personal responsibility and strategies for success in February, the month with an historically greater number of disciplinary events.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0253 - West Hernando Middle School	School Improvement Funds		\$2,000.00
<i>Notes: \$1,500 from SAC; \$500 grant from HCEF</i>						
4	G1.B3.S1.A1	Implement use of Gizmo labs and Science Flix in each science classroom with access to mobile laptop carts.				\$36,089.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	691-Computer Software Capitalized	0253 - West Hernando Middle School	Title I Part A		\$3,840.00
<i>Notes: Gizmo subscription</i>						
	6500	160-Other Support Personnel	0253 - West Hernando Middle School	Title I Part A		\$32,249.00
<i>Notes: Lab Manager to support infusion of Gizmo into math and science classrooms</i>						
5	G1.B3.S2.A1	The use of effective collaborative learning activities throughout the school year.				\$0.00
6	G1.B3.S2.A2	Writing Across the Content Area training				\$0.00
7	G1.B3.S3.A1	Teachers will effectively use curriculum menus throughout their lessons to offer students engaging choices for acquiring and demonstrating mastery of Social Studies curriculum. Teachers will build menu sheets for students to self-select academic tasks in order to master standards and demonstrate learning. The use of the menus will be modeled for the students in a gradual release format with transition to independent implementation. Student learning will be evaluated and menus revised as needed. This was started with eighth grade in 2014-2015. This strategy will be implemented in seventh grade in 2015-2016 with initial exposure in sixth grade in 2015-2016.				\$0.00
8	G1.B3.S3.A2	Gradual Release Model Training				\$0.00
9	G1.B3.S3.A3	Writing Across the Content Areas training				\$0.00
10	G1.B3.S4.A1	Teach students to use text marking strategies to increase engagement in reading.				\$0.00

Budget Data

11	G1.B3.S5.A1	Develop lesson plan rubric and lesson plan collection schedule, conduct walk-throughs to identify use of planned instructional practices and effect on student engagement. Discuss observations with teachers. Complete backwards planning PD.				\$0.00
12	G1.B3.S6.A1	WHMS will provide additional fiction and nonfiction resources, including periodicals for classrooms in language arts, math, and art.				\$66,358.94
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	530-Periodicals	0253 - West Hernando Middle School	Title I Part A		\$3,660.15
	6300	130-Other Certified Instructional Personnel	0253 - West Hernando Middle School	Title I Part A		\$54,829.00
<i>Notes: Reading Resource Teacher</i>						
	5100	691-Computer Software Capitalized	0253 - West Hernando Middle School	Title I Part A		\$6,000.00
<i>Notes: I-Station Reading</i>						
	5100	692-Computer Software Non-Capitalized	0253 - West Hernando Middle School	Title I Part A		\$780.94
<i>Notes: Reading Assistant - Support for severely dis-fluent readers</i>						
	5100	510-Supplies	0253 - West Hernando Middle School	Title I Part A		\$1,088.85
<i>Notes: Fiction titles to support mastery of reading skills</i>						
13	G1.B3.S7.A1	Provide additional math instruction for students who have scored at achievement level 1 on the two most recent standardized assessments. This will include the use of blended technology and differentiated instruction.				\$79,698.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	691-Computer Software Capitalized	0253 - West Hernando Middle School	Title I Part A		\$3,900.00
<i>Notes: Think Through Math Software License</i>						
	6400	310-Professional and Technical Services	0253 - West Hernando Middle School	Title I Part A		\$1,000.00
<i>Notes: Think Through Math Software Support</i>						
	6300	130-Other Certified Instructional Personnel	0253 - West Hernando Middle School	Title I Part A		\$74,798.00
<i>Notes: Math Resource Teacher</i>						
14	G1.B4.S1.A1	Parents will be provided three workshops addressing Florida Standards Assessments, Reading and Math.				\$65,358.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
	6300	130-Other Certified Instructional Personnel	0253 - West Hernando Middle School	Title I Part A		\$65,358.00
			<i>Notes: Title I Facilitator to coordinate parental engagement and support parent involvement through workshops addressing academic, social and emotional needs of middle school students.</i>			
15	G1.B4.S2.A1	WHMS will provide student planners as a tool for parent communication.				\$3,998.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150	510-Supplies	0253 - West Hernando Middle School	Title I Part A		\$3,773.00
			<i>Notes: Student Planners and Newsletter and Parent outreach printing supplies and printed Compacts and Parent Involvement Plans</i>			
	6150	310-Professional and Technical Services	0253 - West Hernando Middle School	Title I Part A		\$225.00
			<i>Notes: Translation of documents</i>			
16	G1.B4.S3.A1	Provide a newsletter for parents and individual student progress reports.				\$358.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150	510-Supplies	0253 - West Hernando Middle School	Title I Part A		\$358.00
			<i>Notes: Middle Years Parent Newsletter content in English and Spanish</i>			
17	G1.B5.S1.A1	The PBS committee will develop and post PBS expectations for all areas of the school community. The staff will reference expectations when addressing student behavior.				\$0.00
18	G1.B5.S2.A1	Analyze attendance, discipline and core course failure data to identify at-risk students and schedule student data chats and coordinate oversight of academic and behavioral supports.				\$0.00
19	G1.B5.S2.A2	Performance Matters/Data Analysis for EWS indicators and to Drive Instruction; Using Formative and Summative Assessments				\$0.00
20	G1.B5.S3.A1	Identify eligible students based on academic and behavioral criteria and meet with respective students, meet with students and coordinate attendance of respective students in "Eagles Nest".				\$0.00
21	G1.B6.S1.A1	Students who have a D or an F in any class will be provided with an opportunity to attend Saturday School				\$0.00
22	G1.B6.S2.A1	Provide a Title I funded Extended Learning program for students before school or on Saturday.				\$4,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	120-Classroom Teachers	0253 - West Hernando Middle School	Title I Part A		\$4,100.00
			<i>Notes: Extended Learning for Reading, Math, Science Salaries</i>			

Budget Data

Total:	\$257,959.94
---------------	---------------------