Hernando High School

2016-17 Schoolwide Improvement Plan

Hernando High School

700 BELL AVE, Brooksville, FL 34601

https://www.hernandoschools.org/hhs

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK, 6-12	No	62%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	C	C

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 10/18/2016.

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 a monitoring status of "Former F" (see page 4). 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

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Hernando High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Leopard Pride in all things. Bring it!

b. Provide the school's vision statement.

We will graduate all students prepared to go to work or college.

2. School Environment

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

Teachers have access to Performance Matters which allows them to view all current and historical school, district and state assessment data for each of their students. In addition, teachers are encouraged to spend time within the first two weeks of school getting to know their students through questionnaires and student-interest inventories. All teachers were directed to have whole-group discussions with each class to set expectations for respect: what it looks like, sounds like and feels like.

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

During the first week of school and at the beginning of each 9 weeks, students are shown a PowerPoint and presentation explaining the school-wide behavioral expectations and the zero tolerance for bullying expectations as part of our Positive Behavioral Support program. Faculty and students participate during Anti-Bullying week with activities as directed through the district. Along with administration and guidance, HHS has a School Resource Officer on campus throughout the school day. Students are encouraged to seek assistance from their assigned guidance counselors for personal and academic issues that interfere with overall academic and social success.

c. 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.

Hernando High School's behavioral system is centered around FL Positive Behavioral Support (FLPBS) and Response to Intervention Behavior(RTIB) as part of the Multi-Tiered System of Supports (MTSS) . The school has established behavioral expectations and consistent consequences as well as quarterly planned activities for positive reinforcement .
All teachers attend a training at the beginning of the school year regarding the procedures for PBS, the behavioral tracking forms and the consequences and rewards involved. Also, at the beginning of each 9 weeks, students will have the opportunity to review behavior expectations as well as the consequences and rewards and the sequential steps if an infraction occurs. AS a result of behaviors, students can receive positive behavior reports for positive behavior or office discipline reports for negative behavior.

d. 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.

Each student is assigned a guidance counselor and all ESE-identified students are assigned a case manager. In addition, Communities in Schools (CIS) is available on-site within the school day to provide additional mentoring and tutoring. Students with 3 or more Early Warning System (EWS) indicators in 9th and 10th grade will be monitored through the MTSS committee and monitored at bi-weekly meetings. In addition, each administrator is assigned a grade level and will meet with students to support academic goals and progress that addresses EWS indicators.

3. 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).

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

The school's early warning system identifies students at-risk for failure because of attendance, behavior, or academic achievement. Indicators are gathered from assessment data from Performance Matters, attendance data from TERMS, and behavioral data from RTIB and PLASCO. Students with attendance issues are identified from the previous year's data and become part of a group monitored by administration for patterns of non-attendance. Also, students with truancy issues are referred to the Child Study Team.
Administrators meet with assigned grade-level students personally as indicated by EWS data. Students at-risk academically, are placed in remedial classes when necessary and placed in designated study halls for additional tutoring. Data chats will take place during study halls between teachers/guidance/administration and students.
Communities In Schools is available on campus for additional tutoring and mentoring for academics and behavior during lunch and throughout the day.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	82	91	85	66	324
One or more suspensions	0	0	0	0	0	0	0	0	0	31	10	24	13	78
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	86	61	57	25	229
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	118	97	99	54	368

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

Students with two or more academic indicators are placed in a designated study halls for additional tutoring. Also, students scoring a Level 1 or 2 on state-wide reading assessments in ELA and math are placed in reading remedial classes to help support reading instruction.
Students exhibiting behavioral issues that impede academic achievement are placed on Check in/

Check out with a mentor/teacher and monitored weekly or daily.
Students can be referred to Communities in Schools for tutoring and/or mentoring, as well as, for academic and/or behavioral issues.
Students with three or more EWS indicators will be identified and monitored by the by the MTSS team that meets bi-weekly to monitor and review student data.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Hernando High School hosts a parent orientation during preschool to support the relationship with parents/guardians and the school. In addition, HHS hosts an annual informational elective night for incoming and current students regarding the elective opportunities available at the school. HHS also hosts a Dual Enrollment and Advanced Placement informational night for students interested in either program.For incoming seniors, HHS hosted an information night in which information regarding senior year, graduation, costs and requirements were discussed.
HHS continually utilizes Edline email, Global Connect System, and an official district-supported Facebook to communicate with parents regarding school procedures and activities as well as the site-based marquee. Edline is available to parents for access to students' grades and direct communication to each teacher as well as receive current school and district news.

2. 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.

HHS is involved with Kiwanis' and the Rotary Club's leadership program by nominating students for their programs. HHS' administration supports and encourages these leadership programs by being involved in the informational sessions and the interview process. HHS has a site-based representative from Communities in Schools which is a direct connection to the community and its resources. CIS offers mentors, tutoring, financial and emotional resources, and hosts local community events.

The School Advisory Council meets monthly at the school and includes administration as participants.

During Homecoming week, the community becomes involved through sponsorship and/or participation in events and activities.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Booker, Leechele	Principal
Miller, Angela	Assistant Principal
Kavanagh, Loren	Teacher, K-12
Platt, Cheryl	Teacher, K-12
Fields, Lorenzo	Assistant Principal
O'Rourke, Dan	Assistant Principal
Davis, Susan	Dean

b. Duties

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

The administrative team oversees assigned instructional departments and is instrumental in weekly department meetings.

Administration conducts consistent walkthroughs and provides feedback to assist and facilitate best practices and instructional implementation of Comprehension Instructional Sequence, Gradual Release and Inquiry-based lessons.

Administration meets every other week with department chairs to discuss school-wide data and decision making. The school based leadership team (SBLT) meets every week to discuss and analyze data and make school-wide decisions.

2. 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.

Hernando High School will use its 2014-15 differentiated Title II site allocation to support ongoing research-based professional development programs . Select Hernando High School teachers will also participate in district-wide Title II-funded professional development programs.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Michael Dow	Parent
Roger Jacobs	Parent
Deanne LaBarr	Business/Community
Sue Lisk	Teacher
MaryAlice Thornton	Education Support Employee
Adriann Stewart	Parent
Joe Murphy	Parent
Alison Pager	Student
Lori Sowers	Parent
Melody Whitaker	Education Support Employee
Betty Draper	Business/Community
Lecheele Booker	Principal
Carla Cornell	Parent
Matt Mulvaney	Parent
Liz Love	Parent
Corrine Ertl	Parent
Holly Green	Parent
Ian Mattess	Student
Kerry Thornton	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The 2015-2016 SIP's goals and data were reviewed at the 2016-17 first SAC meeting. SAC members were presented with a website and given access to a rough draft copy of the 2015-16 SIP and the 2016-17 SIP and asked to review/ give feedback at the second meeting. Feedback was received and applied to applicable sections of the SIP. SAC approved the SIP on 8/30/16.

b. Development of this school improvement plan

The SIP was reviewed at the 2016-17 first SAC meeting. SAC members were presented with a website and given access to a rough draft copy of the SIP and asked to review and give feedback at the second meeting. Feedback was received and applied to applicable sections of the SIP. SAC approved the SIP on 8/30/16.

c. Preparation of the school's annual budget and plan

Duty hours for faculty member to update and maintain scholarship online resource: $500
Test preparation small group instruction in ELA and Math: $2,000
Specific math calculators for state assessment preparation: $1,050
Collaborative planning between 9th and 10th grade teachers: $1,000

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

ACT Boot Camp $750 (2015-16)
Algebra 1 Boot Camp $1,000
FFA Convention

Calculators for Math Department $650.00 (2014-15)
ACT Boot Camp $750
Algebra 1 Boot Camp $1,000

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Miller, Angela	Assistant Principal
Booker, Leechele	Principal
Davis, Susan	Dean
Kavanagh, Loren	Teacher, K-12
Jones, Latressa	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The team will meet and plan activities aligned with literacy week. The team will head up a school-wide focus on content specific vocabulary to promote vocabulary acquisition.

D. 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).

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

Throughout the year, HHS' administration will implement common planning for each discipline. In addition,departments meet by grade-level/discipline to plan lessons and common assessments.

Each week, teachers attend a professional development session during their planning. Department chairs meet with administration every other Monday and departments meet on those weeks to disseminate information.

The entire HHS faculty meets once a month.

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

No experienced teacher will be hired at Hernando High School who is not rated at least effective and holds certification in-field.

Administration provides strong and committed mentors for new teachers that will monitor progress, model lessons, and offer constructive feedback with continued support.

New teachers will attend a monthly meeting with the principal to address concerns.

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

All teachers new to Hernando High School, new to teaching, or are struggling are provided mentoring by a Clinical Educator Training (CET) peer. New teachers and mentors will meet weekly during the first 9 weeks to increase awareness of procedures at Hernando High School. Meetings will be monthly during the second and third 9 weeks, then as needed during the fourth 9 weeks.

New teachers will be paired with CET mentors with effective or better overall evaluations and implements best practices in the classroom.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school ensures its core instructional programs and material are aligned to Florida's standards by providing high-quality professional learning experiences that help teachers understand the shift to the new Florida Standards that are more aligned to the Common Core Standards.

Participation in trainings on the Florida Standards in professional development will be coupled with teachers having regular and frequent, meaningful, data-informed discussions with their peers, coach, and mentor to support them in transferring new knowledge and skills to the classroom. Teachers will participate in facilitative plannings bi-weekly in which formative assessments will be peer-reviewed for adherence to the standards and monitoring of students achievement.

Administration will monitor Florida Standards implementation through the collection and fidelity of lesson plans and the implementation of those plans into instruction as observed through walkthroughs and monitoring assessments of focus ELA standards.

b. Instructional Strategies

1. 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.

Our school uses data to provide effective teaching which involves the integrated use of the Sunshine Connections/Portal to Exceptional Education Resources tool. This tool and data is utilized to improve student learning. It is an online teaching tool that assists in students' unique learning and achievement. The resources in this system afford our educators the ability to write our students' Individual Education Plan therefore meeting their diverse needs.

Instruction is modified by use of supplementary aids and services. Supports include aids, services and other supports that are provided in general education classes or other educational settings to enable students with disabilities to be educated with non-disabled students to the maximum extent appropriate in the least restrictive environment. The students' Individual Education Plan (IEP) is specific, projects date for initiation of services and the frequency, location and duration of such services, including, but not limited to, note taker, instructional materials in alternative format (e.g. large print books), extra time, highlighted work, behavior management and support plan, and test accommodations.

2. 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: Extended School Day

Minutes added to school year: 2,952

Our school has implemented two study halls per week which are designed to help students acquire useful organization and study skills in a classroom setting. In addition, tutoring is available three days a week in the core subject areas.

Strategy Rationale

This will enable students to work quietly, get help as needed, improve grades, and utilize material effectively, which will increase academic credit and success. In addition to having time to complete assignments and study for other classes, students will also engage in organizational activities specifically focused on helping them develop good habits, make good decisions for themselves and ultimately take responsibility for their education.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Booker, Leechele, booker_l@hcsb.k12.fl.us

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

The data will be collected through survey questionnaires, teacher dialogue, data chats, skill specific tutoring, homework completion, observations, and use of student cumulative folders.

2. Student Transition and Readiness

a. 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).

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

Guidance counselors visit each 9th and 10th grade English classrooms to address graduation requirements and college admission process and information. Guidance counselors begin meeting individually with students beginning in 9th Grade on an as-needed basis. Elective Extravaganza is held in the spring to display different Career and Technical Programs offered at HHS. Also, HHS hosts AP/Dual Enrollment night to appeal to our college-bound students. Counselors help students become familiar with and to choose classes to help them reach their future plans and goals. Guidance counselors meet regulary with their assigned grade level.

Guidance implements individual credit checks for all students beginning in 11th grade continuing through 12th grade. Throughout the 12th grade year, guidance counselors meet with each student to monitor their progression toward graduation.

Also, assigned guidance counselors attend Child Study Meetings to address truancy and participate in the planning and goal setting for the student.

b. College and Career Readiness

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

HHS offers several Career and Technical education courses that prepare students to successfully become Industry Certified prior to graduation allowing them to enter the workforce. These courses include hands-on instruction with real-world applications. Advanced Placement and Dual Enrollment courses prepare students for education beyond high school by increasing the academic rigor in a college-like classroom settings. Elective Extravaganza is held in the spring to display different Career and Technical Programs offered at HHS. Also, HHS hosts AP/Dual Enrollment night to appeal to our college-bound students.

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

All Career and Technical Programs offered at Hernando High School prepare students to become certified in at least one industry certification. The CTE programs and associated industry certifications are as follows:
• Administrative Office Specialist – Microsoft Office Bundle (MOS)
• Agritechnology – Certified Agriculture Technician (CAT)
• Allied Health Assisting – Certified Medical Administrative Assistant (CMAA)
• Automotive Maintenance and Light Repair – Florida Automotive Dealers Certification (FADA)
• Commercial Art – Adobe Photoshop, Adobe Illustrator
• Culinary Arts – ServSafe
• Entrepreneurship – Adobe Flash, Adobe Photoshop, Adobe Dreamweaver
• Painting and Decorating – NCCER Painting 1,2,3
• Veterinary Assisting – Certified Veterinary Assistant (CVA)

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

Hernando High School Career and Technical teachers incorporate reading, language arts, writing and mathematical skills within their courses. Additionally there are two Career Academies, Veterinary and Agriscience Technology (VAST) and Allied Health Assisting, where teachers work collaboratively with core instructors to prepare integrated lessons. Several CTE teachers have become Next Generation Content Area Reading Professional Development (NGCARPD) certified and professional development is offered through professional development/PLCs to all CTE teachers to promote improved instruction that incorporates core academic skills within the CTE classroom.

4. 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.

Hernando High School offers a variety of strategies to improve student readiness for postsecondary education. In the fall of each school year, the district provides a College Night so that students in all grades may begin learning of the post secondary educational institutions and their programs available to them. All students in 11th grade take the PERT assessment to determine readiness for post

secondary education. Additionally the Postsecondary Education Readiness Test (PERT) is offered to underclassmen to determine eligibility for dual enrollment courses. For those who need additional instruction College Readiness courses are offered in both Mathematics and English. During the spring of each year students are encouraged to enroll for Bright Futures eligibility and are provided information in order to successfully navigate applying for financial aid. Each year Pasco Hernando State College provides freshmen orientation on campus during the school day. Students in CTE courses who successfully earn industry certifications are made aware of the Statewide Articulation Agreements available to them. Both the SAT and ACT are offered throughout the year on the Hernando High School campus. Guidance Counselors hold a Dual Enrollment/AP Night to provide information to both students and parents regarding the opportunities to earn postsecondary credit while still a high school student. And Guidance Counselors also provide individual counseling to assist students in their planning for post secondary education.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

areas of need: authentic student engagement, student buy-in importance of education, effective lesson planning and assessment design to prepare students for state assessments, achievement in the bottom quartile
strengths: rigor through AP and DE classes for high-achieving students, teacher-buy in in students protocol procedures

B. 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"Â? 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.

lack of differentiating instruction, poor attendance habits, avoidance behaviors resulting in disciplines

C. Strategic Goals

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.   All staff will improve student achievement through implementation of standards-based instruction.

Strategic Goals Detail

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

G1. All staff will improve student achievement through implementation of standards-based instruction. 1a

🔑 G084314

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
Algebra I EOC Level 3	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack experience in developing effective lesson plans/assessments that fully utilize the Florida Assessment Standards

- Teachers lack experience in working through student protocol/sorting students work to identify the areas in need of differentiated instruction including reteaching when necessary

Resources Available to Help Reduce or Eliminate the Barriers 2

- Collaborative planning to design instruction and monitor Progress Monitoring Reporting Network (PMRN) data for instructional implications.

- Use of written formative assessments spiraled throughout instructional lessons across all disciplines.

- Support through professional development and peer observations and review of standards' assessments.

- SAC Funding for ACT, SAT and FSA ELA tutoring/review Boot Camps after school.

- Collaborative planning for 9th and 10th grade teachers to provide cohesive instruction and assessments through other subject matters.

Plan to Monitor Progress Toward G1. 8

Walkthroughs in classrooms looking for best instructional practices based on tiered support

Person Responsible
Leechele Booker

Schedule
Weekly, from 8/17/2016 to 10/5/2016

Evidence of Completion
The collection of observation data for implementation of best instructional practices.

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. All staff will improve student achievement through implementation of standards-based instruction. 1

🔑 G084314

G1.B4 Teachers lack experience in developing effective lesson plans/assessments that fully utilize the Florida Assessment Standards 2

🔑 B224025

G1.B4.S1 Teachers will continue to participate in a professional community that meets weekly to unpack the FSA standards and review lesson plans and assessments for fidelity of the standards by sorting students' work and identifying areas of weakness, strengths and the need for reteaching if necessary. 4

🔑 S236409

Strategy Rationale

As teachers become more familiar with the standards and unpacking them, they will become more successful at fully implementing them within their lesson plans and assuring that designed assessments are adequately assessing the appropriate skills to monitor proficiency of grade-level standard competency and can further design lessons to identify areas in which students may need reteaching for mastery.

Action Step 1 5

During planning teachers will unpack standards and create common formative assessments.

Person Responsible

Leechele Booker

Schedule

Biweekly, from 8/17/2016 to 10/10/2016

Evidence of Completion

Administration will collect common formative assessments and the implementation data.

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

During planning teachers will unpack standards and create common formative assessments.

Person Responsible

Leechele Booker

Schedule

Biweekly, from 8/17/2016 to 10/10/2016

Evidence of Completion

Administration will collect common formative assessments and the implementation data.

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

During planning teachers will unpack standards and create common formative assessments.

Person Responsible

Leechele Booker

Schedule

Biweekly, from 8/17/2016 to 10/10/2016

Evidence of Completion

Administration will collect and review formative assessment and implementation data. In addition, administration will follow up with the collection of evidence of necessary reteaching as a result of identified teaching implications.

G1.B5 Teachers lack experience in working through student protocol/sorting students work to identify the areas in need of differentiated instruction including reteaching when necessary 2

🔑 B224026

G1.B5.S1 Teachers will increase the use of instructional best practices. 4

🔑 S236410

Strategy Rationale

As teachers become more familiar with the standards and unpacking them, they will become more successful at fully implementing them within their lesson plans and assuring that designed written formative assessments are adequately assessing the appropriate skills to monitor proficiency of grade-level standard competency. In addition, teachers can further design lessons to identify areas in which students may need reteaching for mastery.

Action Step 1 5

During planning teachers will unpack standards by identifying what students need to Know, Understand and Do in order to master skills (KUD) and create they will common formative assessments based on the KUD of the standard. (FAP)

Person Responsible

Leechele Booker

Schedule

Weekly, from 8/17/2016 to 10/5/2016

Evidence of Completion

Collection of lesson plans and common formative assessment data

Action Step 2 5

Review lesson plans for standard-based instruction and best practices

Person Responsible

Leechele Booker

Schedule

Monthly, from 8/17/2016 to 10/5/2016

Evidence of Completion

Lesson Plans and observation data

Action Step 3 `5`

In professional development sessions teachers will review student work by analyzing completed formative assessment and sorting them into proficient, below proficient, and above proficient. This data will allow teachers to differentiate lesson based on students' needs.(SWAP)

Person Responsible

Leechele Booker

Schedule

Monthly, from 8/17/2016 to 10/5/2016

Evidence of Completion

Common formative assessments, differentiated groups, adjustment of instruction based on trend data

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

Collect and review lesson plans and formative assessments for alignment of standards of instructional best practices

Person Responsible

Leechele Booker

Schedule

Weekly, from 8/17/2016 to 10/5/2016

Evidence of Completion

Lesson Plans Checklist, Observation and SWAP data

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

Collection of observation data.

Person Responsible

Leechele Booker

Schedule

Weekly, from 8/17/2016 to 10/5/2016

Evidence of Completion

Observation data reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔑 M310854	Walkthroughs in classrooms looking for best instructional practices based on tiered support	Booker, Leechele	8/17/2016	The collection of observation data for implementation of best instructional practices.	10/5/2016 weekly
G1.B5.S1.MA1 🔑 M310852	Collection of observation data.	Booker, Leechele	8/17/2016	Observation data reports	10/5/2016 weekly
G1.B5.S1.MA1 🔑 M310853	Collect and review lesson plans and formative assessments for alignment of standards of...	Booker, Leechele	8/17/2016	Lesson Plans Checklist, Observation and SWAP data	10/5/2016 weekly
G1.B5.S1.A1 🔑 A304931	During planning teachers will unpack standards by identifying what students need to Know,...	Booker, Leechele	8/17/2016	Collection of lesson plans and common formative assessment data	10/5/2016 weekly
G1.B5.S1.A2 🔑 A304932	Review lesson plans for standard-based instruction and best practices	Booker, Leechele	8/17/2016	Lesson Plans and observation data	10/5/2016 monthly
G1.B5.S1.A3 🔑 A304933	In professional development sessions teachers will review student work by analyzing completed...	Booker, Leechele	8/17/2016	Common formative assessments, differentiated groups, adjustment of instruction based on trend data	10/5/2016 monthly
G1.B4.S1.MA1 🔑 M310850	During planning teachers will unpack standards and create common formative assessments.	Booker, Leechele	8/17/2016	Administration will collect and review formative assessment and implementation data. In addition, administration will follow up with the collection of evidence of necessary reteaching as a result of identified teaching implications.	10/10/2016 biweekly
G1.B4.S1.MA1 🔑 M310851	During planning teachers will unpack standards and create common formative assessments.	Booker, Leechele	8/17/2016	Administration will collect common formative assessments and the implementation data.	10/10/2016 biweekly
G1.B4.S1.A1 🔑 A304930	During planning teachers will unpack standards and create common formative assessments.	Booker, Leechele	8/17/2016	Administration will collect common formative assessments and the implementation data.	10/10/2016 biweekly

V. Professional Development Opportunities

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

G1. All staff will improve student achievement through implementation of standards-based instruction.

G1.B4 Teachers lack experience in developing effective lesson plans/assessments that fully utilize the Florida Assessment Standards

G1.B4.S1 Teachers will continue to participate in a professional community that meets weekly to unpack the FSA standards and review lesson plans and assessments for fidelity of the standards by sorting students' work and identifying areas of weakness, strengths and the need for reteaching if necessary.

PD Opportunity 1

During planning teachers will unpack standards and create common formative assessments.

Facilitator

Burback, Jensen, Moon, Cabrera

Participants

Instructional Staff

Schedule

Biweekly, from 8/17/2016 to 10/10/2016

G1.B5 Teachers lack experience in working through student protocol/sorting students work to identify the areas in need of differentiated instruction including reteaching when necessary

G1.B5.S1 Teachers will increase the use of instructional best practices.

PD Opportunity 1

During planning teachers will unpack standards by identifying what students need to Know, Understand and Do in order to master skills (KUD) and create they will common formative assessments based on the KUD of the standard. (FAP)

Facilitator

Burback, Jensen, Moon, Provost, Cabrerea

Participants

Instructional Staff

Schedule

Weekly, from 8/17/2016 to 10/5/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	During planning teachers will unpack standards and create common formative assessments.	$0.00
2	G1.B5.S1.A1	During planning teachers will unpack standards by identifying what students need to Know, Understand and Do in order to master skills (KUD) and create they will common formative assessments based on the KUD of the standard. (FAP)	$0.00
3	G1.B5.S1.A2	Review lesson plans for standard-based instruction and best practices	$0.00
4	G1.B5.S1.A3	In professional development sessions teachers will review student work by analyzing completed formative assessment and sorting them into proficient, below proficient, and above proficient. This data will allow teachers to differentiate lesson based on students' needs.(SWAP)	$0.00
		Total:	$0.00