West Hernando Middle School

2016-17 Schoolwide Improvement Plan

West Hernando Middle School

14325 KEN AUSTIN PKWY, Brooksville, FL 34613

https://www.hernandoschools.org/whms

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)
Middle School 6-8	Yes	80%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

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

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.

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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 West Hernando Middle 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.

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.

b. 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

2. School Environment

a. 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.

b. 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 and Character Education. The expectations for positive student behavior are: Know the Good, Be the Good, and Do the Good. This theme is used to communicate to all students the importance of positive choices and acting upon that understanding to better themselves and assist others. Through a focus on Character Education, the students understand that social and emotional well-being are important for academic success and that by focusing on character attributes throughout the year, we create a safe and secure environment for all students. In addition to school-wide initiatives, specific students receive intensified supports during weekly meetings that address coping skills, problem-solving skills, and social skills. 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 and recognizing academics and citizenship through the SAC sponsored Student of the Month awards.

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.

The schoolwide behavior system consists of the establishment, modeling, teaching and re-teaching of behavioral expectations which are grounded in Positive Behavior Support expectations and Character Education. The expectations are: Know the Good, Be the Good, and Do the Good. This theme is used to communicate to all students the importance of understanding the impact of positive choices and acting upon that understanding to better themselves and assist others. Student behaviors and engagement are stressed in light of these expectations. At the beginning of quarter, grade level meetings are held to discuss expectations with all students. Individual students who exhibit behaviors that reflect the expectations are recognized with "Caught Soaring" tickets. These students are acknowledged during school-wide announcements and receive reinforcers which include school supplies and other items. 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. Grade Level MTSS Coordinators support Classroom teachers in the implemention of MTSS/RtIB interventions according to a hierarchical series of Tier I, II, and III supports and code of conduct aligned consequences. For 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: parent conferences, 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 the MTSS behavioral management groups. Students may also be assigned a preferred adult mentor. 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 behavior management system and specific Social Personal instructional lessons to assist students in overcoming skill deficits in social, emotional, and behavioral areas. Students also work with the district behavior specialist who is assigned to WHMS one day per week.

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.

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 mentoring will review academic, discipline, and attendance data. Students are paired with a preferred adult. 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 will 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.

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.

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.

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	46	11	0	0	0	0	57
Level 1 on statewide assessment	0	0	0	0	0	0	55	72	83	0	0	0	0	210

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	50	71	94	0	0	0	0	215

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

Students who meet criteria for early warning indicators are monitored through behavioral and academic data by teachers, the Principal, Assistant Principal, Dean of Students, the ESE Support Person, School Counselors, and Grade Level MTSS Coordinators. Students are assigned to a Critical Thinking class, during which the students identified in need of academic interventions receive individual and small group academic support in specific subject areas. Students who scored a Level One on either the Math FSA or ELA FSA are assigned to an intensive class which is in addition to their Math and ELA core class. Students are also assigned to Saturday school, a Title I supported intervention, during which students receive supports from certified teachers in core academic areas.

Students who need additional supports are provided with mentors. The mentor will review academic, discipline, and attendance data. Students are paired with a preferred adult. 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 will 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
All students with interventions are entered into the RTI:B USF database for tracking purposes.

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?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/311307.

2. Description
A PIP has been uploaded for this school or district - see the link above.

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.

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. The newest

community partners are the Spring Hill Elks who provide food to children on the weekends and Providence Church of Spring Hill who is partnering with West Hernando Middle School to provide academic support to students and community support to families and teachers through the WHMS Initiative. This partnership also includes participation in our School Advisory Council and Family Engagement Team. Past participants/partners include the Hernando County Sheriff's Office, Hernando County Public Library, Suncoast Credit Union, Wendy's, 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.

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
Lessley, Lori	Principal
Jackson, Susan	Other
Mayhill, Michelle	Teacher, K-12
McCormack, Rene	Teacher, K-12
Rae, Lysandrae	School Counselor
Pribil, Susan	Teacher, K-12
Rastatter, Alex	Teacher, K-12
Rollo, Deb	Teacher, K-12
Scott, Laura	Teacher, ESE
Eng, Vicki	Teacher, ESE
Timilty, Elizabeth	Teacher, K-12
Wittke, Dana	
Schwinge, Liz	Teacher, K-12
Blackwell, Leanne	Teacher, K-12

b. Duties

1. 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, (TBD), serve as instructional leaders by conducting 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, formative assessment, 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 Principal works closely with the four department chairs of the core academic areas assisting teachers in the implementation of the Student Work Analysis Protocol (SWAP). The department chairs, Susan Pribil (Science), Deb Rollo (Social

Studies), Michelle Mayhill (Math), and Dana Wittke (ELA) are trained and serve as facilitators of the SWAP process. This protocol involves the planning of rigorous, standards-based formative assessments followed by the analysis of student writing in response to the assessment. The analysis monitors for trends in student understanding and leads to the implementation of differentiated instructional strategies to re-mediate or enrich. This analysis is performed by grade level core content colleagues and shared with the facilitator and ultimately with the School Based Leadership Team.

The Assistant Principal, (TBD) and the teacher on administrative assignment, Dr. Tammy Rivera-Tubbs, monitor discipline data, looking for trends and areas of concern that require attention to maximize student time in the classroom. They work with teachers and the ESE Support Person, Kristi Langworthy, and the MTSS Coordinators Rene Mendoza, Laura Scott and Elizabeth Schwinge, and Certified School Counselors, Courtney Judd and Lysandra Rae to monitor the implementation of the school-wide MTSS initiatives. These initiatives include multiple interventions assigned according to a hierarchical series of Tier I, II, and III supports and the code of conduct aligned consequences. School certified counselors, Courtney Judd 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, Vicki Eng—ESE, 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, Elizabeth Schwinge, Charity Simpson, and Rene Mendoza work together to implement the strategies of the Positive Behavior Support program and Character Education which promote positive student behavior and recognize positive choices, ultimately increasing student engagement in academic activities.

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.

The School Based Leadership Team meets monthly under the direction of school principal, Lori Lessley. During the meeting the following information is presented: the Title I Facilitator, Susan Jackson, presents i-Ready (District Curriculum for Intensive Reading) data and instructional implications from Intensive Reading classes for students who earned a Level 1 on the 15-16 ELA FSA. Susan Jackson also gives the Title I report, updating leadership team regarding Title I initiatives and processes. The ELA department chair, Dana Wittke, presents data and instructional implications from the Student Work Analysis Protocol (SWAP). Michelle Mayhill, the Math department chair, presents Navigator and On Ramp to Algebra (District Math Curriculum for Intensive Math) reports and instructional implications, in addition to the instructional implications from the Student Work Analysis Protocol (SWAP). Susan Pribil, the Science department chair, presents the instructional implications from the Student Work Analysis Protocol (SWAP) in science an update on the initiatives in place for 8th grade science students in preparation for the FCAT Science assessment. Deb Rollo, the Social Studies department chair, presents the instructional implications from the Student Work Analysis Protocol (SWAP) in social studies and an update on the initiatives in place for 7th grade Civics students in preparation for the Civics EOC. Rene Mendoza (Grade 6), Laura Scott (Grade 7), and

Elizabeth Schwinge (Grade 8), MTSS Coordinators present information regarding students identified as At Risk by Early Warning indicators, specifically, the tiered interventions in place to support these students. ESE department chair, Vicki Eng, and ESE Support Person, present information regarding general education and self-contained ESE students. Alex Rastatter, Assessment Coordinator, presents any pertinent assessment information, including status of students in CTE and Algebra 1 courses. Leanne Blackwell, Environmental Science Coordinator, provides updates concerning the events of the program. All members consider information and data presented and provide insight and feedback based on their respective academic and behavioral responsibilities. Working together to problem-solve and determine the most appropriate allocation of resources to support initiatives.

As a Title I School, 78% 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, RtI-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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Lori Lessley	Principal
Matt Mulvaney	Parent
Jay Eggars	Parent
Kelly Muller	Parent
Christine Mulvaney	Parent
Juan Triana	Parent
Charlie Fiorentino	Parent
Charity Simpson	Teacher
Agnes Opolski-Roe	Parent
Charlyn Hillman	Parent
Tammy Rivera-Tubbs	Teacher

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 School Advisory Council has not met. The original meeting was postponed due to the cancellation of school during Hurricane Hermine. This will be updated when SAC meets on September 29, 2016. This item is on the agenda for that date.

b. Development of this school improvement plan

The School Advisory Council has not met. The original meeting was postponed due to the cancellation of school during Hurricane Hermine. This will be updated when SAC meets on September 29, 2016. This item is on the agenda for that meeting. Additionally, stakeholder input on the SIP goal was sought from parents and community members at the Title I Annual Meeting where parents were invited to provide written feedback on the school goal and parent and teacher training.

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

SAC balance brought forward from 2015-16 - $4889.15
Title I Part A School-wide allocation - $298,811.97
Expenditures detailed in budget sheet of this document.

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

The SAC spent $1,000.00 on Saturday School , $1,000.00 on an Student of the Month Recognition initiative, and $1,000.00 on a motivational speaker, and ended the year with a balance of $4889.15 . With SAC funds not yet distributed for 2016-2017, the starting balance is 4889.15.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

a. 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 8, 2016 , multiple backpack notices in the school newsletter, postings on the school's social media platform, and at the Title I Annual Meeting on September 22, 2016.

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
Lessley, Lori	Principal
Rollo, Deb	Teacher, K-12
Scott, Laura	Teacher, ESE
Simpson, Charity	Teacher, K-12
Jackson, Susan	Other

b. Duties

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

The WHMS Literacy Leadership Team promotes literacy and meaningful engagement with text throughout the school year. To increase student awareness of peer literacy, Just Read Florida's 2017 theme "Literacy Changes Our World" will be implemented with a different theme each month. Once a month, "Lunch Box Literacy" will take place in the media center. Students will come together to discuss books they are reading. Also, a monthly essay contest will be conducted for students, based on the monthly character education theme that relates to a current book they are reading. 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 2017 Literacy Week in January including a parent workshop to support parents as they encourage literacy at home.

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.

The master schedule was developed so that all core subject areas have common departmental planning. This will ensure that WHMS teachers are planning collaboratively, working together to implement the Student Work Analysis Protocol (SWAP), designing and delivering instruction that reflects the findings of the student work analysis and aligning instruction to the Florida State Standards. A calendar of departmental PLC's is in place for teachers. Under the direction of department chairs, teachers are utilizing this planning to plan standards-based formative assessments, analyze student products and plan for instruction to re-mediate or enrich. Professional development is planned based on feedback from SWAP PLC's as teachers work to plan differentiated instruction. Teachers collaborate to utilize resources including the FSA materials, district curriculum resourses, and CPALMS. They also join 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.

2. 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.

3. 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.

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.

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 FSA resources, district curriculum maps, 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.

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.

Department chairpersons work as facilitators to guide core teachers in the Student Work Analysis Protocol (SWAP). This involves the development of common formative assessments that are administered to students. The student writing in response to the assessment is analyzed. This data is used to identify areas of academic need for students to achieve proficiency on the standard assessed. Teachers collaborate to plan differentiated instruction to re-mediate and enrich based on the review of student products. Teachers also work collaboratively to plan the incorporation of blended technology to expand on model classroom instructional practices. Other data used to identify instructional needs incude 2016 FSA results, FAIR, iReady, and Navigator assessment results.

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 students through a period of Critical Thinking. During these periods, teachers can provide additional instructional support for students struggling to master concepts or to provide enrichment for students who demonstrate proficiency.

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: 1,800

Title I Extended Learning Saturday School offers instructional support for three hours on scheduled Saturdays. 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 and increase the number of students mastering Florida standards in core academic subjects.

Strategy Purpose(s)

- Core Academic Instruction

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

Students are referred based on having a grade of D or F, having missing assignments in one or more classes, or may attend for instruction to enhance learning in a core subject area. Data collected will be the student's grade at the time of referral and again at the next grading period or will be the student's performance on an assessment or in course work. The reduction in the number of students failing a core course and the improvement in the performance on state and core course assessments will provide evidence of program effectiveness.

Strategy: After School Program

Minutes added to school year: 0

Facilitated Collaborative Planning

Strategy Rationale

By providing support through the District Reading Coach and Title I, teachers will receive targeted professional development and time for collaborative planning to ensure classroom instruction is aligned with Florida standards and at the appropriate level of rigor.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Student performance data on formative assessments, FSA, Algebra EOC, Civics EOC, and Florida FCAT Science

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.

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.

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.

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.

2. 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.

3. 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.

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.

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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.

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.

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.   If instructional best practices are supported and reflect responsiveness to student data derived from the student work analysis protocol, then classroom instruction will result in increased achievement for all students.

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. If instructional best practices are supported and reflect responsiveness to student data derived from the student work analysis protocol, then classroom instruction will result in increased achievement for all students. 1a

🔑 G084319

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
ELA/Reading Gains	40.0
ELA/Reading Lowest 25% Gains	38.0
FSA Mathematics Achievement	47.0
Math Gains	48.0
Math Lowest 25% Gains	43.0
FCAT 2.0 Science Proficiency	40.0
Civics EOC Pass	63.0
Algebra I EOC Pass Rate	85.0

Targeted Barriers to Achieving the Goal 3

- Insufficient structures to support analysis of student work

- Lack of instructional response to student data

- Insufficient professional development to build capacity in identification and application of instructional strategies

Resources Available to Help Reduce or Eliminate the Barriers 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

- District Funded Intensive Reading Teachers

- Positive Behavior Supports school-wide program

- Title I funded Reading Resource Teacher to provide supplemental instruction

- Title I funded Intensive Math 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

- 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

Plan to Monitor Progress Toward G1. 8

Data collected will include classroom observation data of student engagement in correlation to instructional strategies implemented, the monitoring of PLC's and the collection of Student Work Analysis Protocol (SWAP) reports, information from formative assessments, classroom observations of instruction that reflects needs identified by SWAP process, proficiency and learning gains as measured by FSA and school grade components, review of lesson plans, and action plans of School Based Leadership Team (SBLT).

Person Responsible
Lori Lessley

Schedule
Monthly, from 10/1/2016 to 5/26/2017

Evidence of Completion
Evidence that the goal is being monitored will be action plans and reports from SBLT and SWAP process, formative assessments, FSA data, lesson plans, and classroom observation reports.

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 instructional best practices are supported and reflect responsiveness to student data derived from the student work analysis protocol, then classroom instruction will result in increased achievement for all students. `1`

🔑 G084319

G1.B1 Insufficient structures to support analysis of student work `2`

🔑 B224035

G1.B1.S1 Provide formal support for student work analysis protocol with accountability at the grade level, department level and SBLT level. `4`

🔑 S236419

Strategy Rationale

The examination of student work in response to formative assessments will enable teachers to differentiate instruction to address academic deficits and strengths.

Action Step 1 `5`

Create, distribute, and implement data collection and implementation plan tools for grade level Student Work Analysis Protocol (SWAP). Create, distribute and implement synthesis tool to collect and communicate department trends from SWAP. Teacher leaders report SWAP, MTSS, and RtI data trends and actions to address identified needs at SBLT. Leaders also report impact of actions taken. Department Chairpersons attend district based facilitator training for SWAP process.

Person Responsible

Lori Lessley

Schedule

Every 3 Weeks, from 9/12/2016 to 5/26/2017

Evidence of Completion

SWAP reports handed in at each PLC and SBLT meeting, sign-in sheets,

Plan to Monitor Fidelity of Implementation of G1.B1.S1 [6]

Principal and Title I Facilitator, with the assistance of district academic coaches will monitor development of formative assessments, grade level discussions and departmental PLC's.

Person Responsible

Lori Lessley

Schedule

Every 3 Weeks, from 9/12/2016 to 5/26/2017

Evidence of Completion

SWAP reports, formative assessments, classroom observations, SBLT action plans.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 [7]

Administrator and Title I Facilitator, along with District academic coaches, will provide information and resources, and will monitor implementation of SWAP process by attending core department PLC's and participating in SWAP discussions regarding student work products.

Person Responsible

Lori Lessley

Schedule

Every 3 Weeks, from 9/12/2016 to 5/26/2017

Evidence of Completion

SWAP reports, PLC sign in sheets, lesson plans, classroom observations, Edivate observation reports.

G1.B2 Lack of instructional response to student data 2

🔑 B224036

G1.B2.S1 Teachers will plan standards-based, rigorous lessons that incorporate instructional practices that reflect the findings of the student work analysis protocol (SWAP). 4

🔑 S236420

Strategy Rationale

Rigorous lessons based on timely formative data will result in increases in student proficiency and learning gains.

Action Step 1 5

Grade level, same core content teachers will meet to discuss and reflect on student data and plan for and implement instructional next steps.

Person Responsible

Lori Lessley

Schedule

Every 3 Weeks, from 9/12/2016 to 5/26/2017

Evidence of Completion

Evidence includes formative assessments, SWAP reports, lesson plans, classroom observations, PLC sign in sheets, action plan of SBLT.

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

Principal, along with instructional coaches, will monitor the implementation of instructional strategies planned in response to student work analysis.

Person Responsible

Lori Lessley

Schedule

Biweekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Lesson plans, classroom observations and Edivate Observation reports.

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

Classroom instruction and lesson plans will be monitored to ensure findings from SWAP process are effectively implemented to address student academic needs.

Person Responsible

Lori Lessley

Schedule

Every 3 Weeks, from 9/12/2016 to 5/26/2017

Evidence of Completion

Lesson plans, classroom observations, Edivate reports, course grade and FSA summative data.

G1.B3 Insufficient professional development to build capacity in identification and application of instructional strategies `2`

🔑 B224037

G1.B3.S1 Plan and facilitate professional development for faculty that addresses instructional needs as determined by observation reports. `4`

🔑 S236421

Strategy Rationale

Professional development that is planned in direct correlation to observed instructional practices will be relevant and increase the teachers' capacity to differentiate instruction to meet student academic needs.

Action Step 1 `5`

Plan PD to address identified needs based on most current and cumulative trend data, to build toolboxes for teachers to use when students need alternative instruction in a concept or skill, and for infusing ELA standards in all core content to demonstrate student understanding.

Person Responsible

Lori Lessley

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Lesson plans, SWAP reports, classroom observations, Edivate Observation reports, action plan from SBLT.

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

Feedback, observation of professional development provided, conduct classroom observations to monitor follow-up of PD training elements being implemented in classroom instruction.

Person Responsible

Lori Lessley

Schedule

Biweekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Lesson plans, classroom observations, Edivate Observation reports, PD agendas, PD sign in sheets.

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

Analysis of student work and student performance on course content, as well as outcome of formative and summative assessments.

Person Responsible

Lori Lessley

Schedule

Biweekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Student work, student grades, FSA data, core course formative and summative assessment scores, lesson plans, observation reports, iReady and Navigator reports, SBLT action plans.

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 🔑 M310883	Data collected will include classroom observation data of student engagement in correlation to...	Lessley, Lori	10/1/2016	Evidence that the goal is being monitored will be action plans and reports from SBLT and SWAP process, formative assessments, FSA data, lesson plans, and classroom observation reports.	5/26/2017 monthly
G1.B1.S1.MA1 🔑 M310877	Administrator and Title I Facilitator, along with District academic coaches, will provide...	Lessley, Lori	9/12/2016	SWAP reports, PLC sign in sheets, lesson plans, classroom observations, Edivate observation reports.	5/26/2017 every-3-weeks
G1.B1.S1.MA1 🔑 M310878	Principal and Title I Facilitator, with the assistance of district academic coaches will monitor...	Lessley, Lori	9/12/2016	SWAP reports, formative assessments, classroom observations, SBLT action plans.	5/26/2017 every-3-weeks
G1.B1.S1.A1 🔑 A304948	Create, distribute, and implement data collection and implementation plan tools for grade level...	Lessley, Lori	9/12/2016	SWAP reports handed in at each PLC and SBLT meeting, sign-in sheets,	5/26/2017 every-3-weeks
G1.B2.S1.MA1 🔑 M310879	Classroom instruction and lesson plans will be monitored to ensure findings from SWAP process are...	Lessley, Lori	9/12/2016	Lesson plans, classroom observations, Edivate reports, course grade and FSA summative data.	5/26/2017 every-3-weeks
G1.B2.S1.MA1 🔑 M310880	Principal, along with instructional coaches, will monitor the implementation of instructional...	Lessley, Lori	9/12/2016	Lesson plans, classroom observations and Edivate Observation reports.	5/26/2017 biweekly
G1.B2.S1.A1 🔑 A304949	Grade level, same core content teachers will meet to discuss and reflect on student data and plan...	Lessley, Lori	9/12/2016	Evidence includes formative assessments, SWAP reports, lesson plans, classroom observations, PLC sign in sheets, action plan of SBLT.	5/26/2017 every-3-weeks
G1.B3.S1.MA1 🔑 M310881	Analysis of student work and student performance on course content, as well as outcome of formative...	Lessley, Lori	9/12/2016	Student work, student grades, FSA data, core course formative and summative assessment scores, lesson plans, observation reports, iReady and Navigator reports, SBLT action plans.	5/26/2017 biweekly
G1.B3.S1.MA1 🔑 M310882	Feedback, observation of professional development provided, conduct classroom observations to...	Lessley, Lori	9/12/2016	Lesson plans, classroom observations, Edivate Observation reports, PD agendas, PD sign in sheets.	5/26/2017 biweekly
G1.B3.S1.A1 🔑 A304950	Plan PD to address identified needs based on most current and cumulative trend data, to build...	Lessley, Lori	9/12/2016	Lesson plans, SWAP reports, classroom observations, Edivate Observation reports, action plan from SBLT.	5/26/2017 monthly

V. Professional Development Opportunities

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

G1. If instructional best practices are supported and reflect responsiveness to student data derived from the student work analysis protocol, then classroom instruction will result in increased achievement for all students.

G1.B1 Insufficient structures to support analysis of student work

G1.B1.S1 Provide formal support for student work analysis protocol with accountability at the grade level, department level and SBLT level.

PD Opportunity 1

Create, distribute, and implement data collection and implementation plan tools for grade level Student Work Analysis Protocol (SWAP). Create, distribute and implement synthesis tool to collect and communicate department trends from SWAP. Teacher leaders report SWAP, MTSS, and RtI data trends and actions to address identified needs at SBLT. Leaders also report impact of actions taken. Department Chairpersons attend district based facilitator training for SWAP process.

Facilitator

Lori Lessley, Susan Jackson, Leslie Salina, Tiffany Howard

Participants

Core Curriculum Teachers

Schedule

Every 3 Weeks, from 9/12/2016 to 5/26/2017

G1.B2 Lack of instructional response to student data

G1.B2.S1 Teachers will plan standards-based, rigorous lessons that incorporate instructional practices that reflect the findings of the student work analysis protocol (SWAP).

PD Opportunity 1

Grade level, same core content teachers will meet to discuss and reflect on student data and plan for and implement instructional next steps.

Facilitator

Lori Lessley, Susan Jackson, Tiffany Howard, Leslie Salinas

Participants

Core Curriculum Areas

Schedule

Every 3 Weeks, from 9/12/2016 to 5/26/2017

G1.B3 Insufficient professional development to build capacity in identification and application of instructional strategies

G1.B3.S1 Plan and facilitate professional development for faculty that addresses instructional needs as determined by observation reports.

PD Opportunity 1

Plan PD to address identified needs based on most current and cumulative trend data, to build toolboxes for teachers to use when students need alternative instruction in a concept or skill, and for infusing ELA standards in all core content to demonstrate student understanding.

Facilitator

Lori Lessley, Susan Jackson, Tiffany Howard, Leslie Salinas

Participants

Faculty

Schedule

Monthly, from 9/12/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Create, distribute, and implement data collection and implementation plan tools for grade level Student Work Analysis Protocol (SWAP). Create, distribute and implement synthesis tool to collect and communicate department trends from SWAP. Teacher leaders report SWAP, MTSS, and RtI data trends and actions to address identified needs at SBLT. Leaders also report impact of actions taken. Department Chairpersons attend district based facilitator training for SWAP process.				$60,631.97
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0253 - West Hernando Middle School			$2,353.97
			Notes: Student planners to facilitate communication between school and home and materials and supplies for parent workshops			
	5100	510-Supplies	0253 - West Hernando Middle School	Title I, Part A		$4,758.11
			Notes: Materials and supplies for classroom instruction in response to SWAP data			
	5100	530-Periodicals	0253 - West Hernando Middle School	Title I, Part A		$3,210.89
			Notes: Periodical to promote literacy across disciplines to improve student mastery of Florida standards			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0253 - West Hernando Middle School	Title I, Part A		$16,500.00
			Notes: Promethean Panels /boards to support blended technology			
	6500	100-Salaries	0253 - West Hernando Middle School	Title I, Part A		$27,000.00
			Notes: Full time lab manager to support use of technology in classrooms and lab settings			
	6500	510-Supplies	0253 - West Hernando Middle School	Title I, Part A		$900.00
			Notes: Materials and supplies to clean, restock and maintain Title I labs and mobile computer carts			
	5100	692-Computer Software Non-Capitalized	0253 - West Hernando Middle School	Title I, Part A		$4,409.00
			Notes: Gizmo and Scholastic Science Flix to support technology in the classroom and leveled texts to present key science concepts at multiple reading levels			
	6150	100-Salaries	0253 - West Hernando Middle School	Title I, Part A		$1,200.00
			Notes: Salary for staff to provide training for parents			
	6150	510-Supplies	0253 - West Hernando Middle School	Title I, Part A		$300.00
			Notes: Printing materials for parent workshops and resources to inform parents of available Title I materials and programs			

2	G1.B2.S1.A1	Grade level, same core content teachers will meet to discuss and reflect on student data and plan for and implement instructional next steps.				$235,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0253 - West Hernando Middle School	Title I, Part A		$10,400.00
			Notes: Salaries and benefits for Extended Learning			
	6300		0253 - West Hernando Middle School	Title I, Part A		$3,800.00
			Notes: Substitutes for facilitated planning			
	6300	130-Other Certified Instructional Personnel	0253 - West Hernando Middle School	Title I, Part A		$11,000.00
			Notes: Facilitated planning with teachers after school and extended day to respond to identified needs			
	6300	100-Salaries	0253 - West Hernando Middle School	Title I, Part A		$210,000.00
			Notes: Resource Teachers and Title I Facilitator to support instructional delivery			
	6300	510-Supplies	0253 - West Hernando Middle School	Title I, Part A		$700.00
			Notes: Materials and supplies to support next steps			
3	G1.B3.S1.A1	Plan PD to address identified needs based on most current and cumulative trend data, to build toolboxes for teachers to use when students need alternative instruction in a concept or skill, and for infusing ELA standards in all core content to demonstrate student understanding.				$2,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	0253 - West Hernando Middle School	Title I, Part A		$900.00
			Notes: Supplies for professional development			
	6400	300-Purchased Services	0253 - West Hernando Middle School	Title I, Part A		$1,100.00
			Notes: Substitutes for professional development and facilitated planning to implement professional development			
	6300	330-Travel	0253 - West Hernando Middle School	Title I, Part A		$50.00
			Notes: Travel to participate in professional development relevant to school improvement or Title I Part A program implementation			
	6300	730-Dues and Fees	0253 - West Hernando Middle School	Title I, Part A		$50.00
			Notes: Registration fee to participate in professional development			
					Total:	$298,631.97