

Hernando County School District

West Hernando Middle School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	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 1/9/2018.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for West Hernando Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- 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.

Know the Good
Be the Good
Do the Good

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 in-service 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 provided Educators for Equity professional development for a team of teachers who monitor trend data for the impact of this training using the RtIB database. 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: Be Safe. Be Responsible, and Be Respectful. This theme is used to communicate to all students the importance of positive choices 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. 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. This is also supported by daily recognizing students who receive Superhero Cards that reflect a growth mindset and positive interactions with their peers and staff.

To further foster a climate of respect and support, WHMS would like to use SAC funds to provide a speaker for students to address the topics of appreciation for diversity and an understanding that not all disabilities are visible as well as an understanding of the importance of perseverance in the face of adversity.

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 school-wide behavior system consists of the establishment, modeling, teaching and re-teaching behavioral expectations which are grounded in Positive Behavior Support expectations and Character Education. The expectations are: Be Safe. Be Responsible, and Be Respectful. This theme is used to communicate to all students the importance of understanding the impact of positive choices to better themselves and assist others. Student behaviors and engagement are addressed in light of these expectations. At the beginning of each semester, grade level meetings are held to discuss expectations with all students. Individual students who exhibit behaviors that reflect the expectations are recognized with "Superhero" cards. 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 model 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 has online access to (and a print copy upon request) 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. Administrative, guidance, and Title I staff support classroom teachers in the implementation 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. 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 a 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 district 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 de-escalation 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 data is reported through Performance Matters Unify and the Rtl B data platform which 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	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	98	95	131	0	0	0	0	324	
One or more suspensions	0	0	0	0	0	0	90	67	111	0	0	0	0	268	
Course failure in ELA or Math	0	0	0	0	0	0	22	12	13	0	0	0	0	47	
Level 1 on statewide assessment	0	0	0	0	0	0	73	87	77	0	0	0	0	237	

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	85	65	60	0	0	0	0	210	

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 Teacher, and School Counselors. 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 referred to Saturday school and/or after school tutoring on Tuesday or Thursday, a Title I supported intervention, during which students receive supports from certified teachers in core academic areas.

To ensure literacy support matches student needs, students receive a diagnostic assessment and are progress monitored for reading proficiency using i-Ready. The HCSD provides this for students enrolled in Intensive Reading classes. WHMS would like to use SAC funds to extend this support to all students who scored below level three on the 2017 FSA.

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 mentor contact log that the teachers must fill out whenever they speak to the students or the students' parents. The mentor contact log is reviewed twice quarterly by administration 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 resolve problems.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

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 Operation HeartF.E.L.T., and Spring Hill First United Methodist Church 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 several staff participated in Stuff the Bus to secure school supplies for students.

C. Effective Leadership

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
Hicks, Gretchen	Instructional Coach
Sweeney, Julie	Assistant Principal
Fielder, Melanie	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, Julie Sweeney, serve as instructional leaders by conducting observations to monitor and support the implementation of instructional strategies which reflect Florida State Standards and includes the use of instruction aligned with standards, the effective use of formative assessments, 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 and close learning gaps. 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) with an increased emphasis on addressing the student needs revealed through the analysis of student work. The department chairs, Susan Pribil (Science), Deb Rollo (Social Studies), Michelle Mayhill (Math), and Gretchen Hicks (ELA) work with teachers to support these initiatives. This protocol involves the planning of rigorous, standards-based formative assessments followed by the analysis of student work in response to these assessments. The analysis monitors trends in student understanding and leads to the implementation of differentiated instructional strategies to remediate 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, Julie Sweeney, 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 Teacher, Kristi Langworthy, 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, Dr. Tubbs and Miss Langworthy assist in the implementation of Tier II Check In/Check Out with individual students. Department chairs, Michelle Mayhill—Math, Gretchen Hicks—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. Melanie Fielder, assessment teacher, coordinates all district and state formative and summative assessments, trains teachers in the use of Performance Matters Unify 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. The school based PBS team members 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 weekly under the direction of school principal, Lori Lessley. During the meeting the following information is presented: the Literacy Coach, Gretchen Hicks, 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 16-17 ELA FSA. Susan Jackson gives the Title I report, updating leadership team regarding Title I initiatives and processes. Each week, through department PLC meetings, the ELA department chair, Gretchen Hicks, 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. Melanie Fielder, Assessment Coordinator, presents any pertinent assessment information, including status of students in CTE and Algebra 1 courses. 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, WHMS receives federal funds to support student achievement. Title I funds also provide personnel, instructional resources, and support for parental engagement. The needs of our

homeless students are supported through Title IX resources and a District Title I funded social worker for students and families in transition. WHMS also ensures students have access to healthy, nutritious breakfast and lunch through participation in the U.S. Department of Agriculture's National School Lunch Program. To support ESOL and immigrant students, Title III provides program services for English Language Learners. These students are further supported by participation in Language Arts Through ESOL courses when needed. For Professional Development, WHMS coordinates Title I and Title II funds to provide teachers with quality professional development for implementing Florida Standards using research-based strategies and programs with a demonstrated record of effectiveness. Students with Disabilities receive additional support through IDEA funded staff and materials. Inventory is maintained using the Alexandria electronic database to track the cost, funding source and location of resources purchased using federal and local funds.

The use of school personnel is maximized in order to meet the needs of all students so that student engagement and academic achievement are optimized. Working collaboratively, school personnel utilizes aspects of CPALMS to unpack Florida State Standards in the development of standards-based instruction. School leadership utilizes a variety of resources, including student attendance data, tardy data, frequency of office discipline referrals, mid-quarterly MTSS reviews, formative and summative assessment data, Rtl-B data, and Tier II data (student self-monitoring and Check In/Check Out) to assess the success of school-wide behavior and instructional strategies. Title I Federal funds are utilized to provide personnel, supplemental instructional materials, and coordinate collaborative planning and professional development. A resource teacher provides instruction in math, assisting students in overcoming skill deficits and reinforcing concepts covered in core 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
Jay Eggars	Parent
Kelly Muller	Parent
Juan Triana	Parent
Charlie Fiorentino	Parent
Charity Simpson	Teacher
Charlyn Hillman	Parent
Julie Sweeney	Education Support Employee
Josephine DeJesus Davis	Parent
Susan Pribil	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council met on October 5, 2017 and reviewed the prior year's School Improvement Plan. The original meeting was postponed due to the cancellation of school during Hurricane Irma. At the October SAC meeting, parents and staff were presented with data highlighting student achievement in the areas addressed by SIP goals in 2016-2017.

b. Development of this school improvement plan

The School Advisory Council met on October 5, 2017. At this meeting parents were asked to provide input regarding School Improvement Plan goals. Additionally, stakeholder input on the SIP goal was sought from parents and community members at the Title I Annual Meeting on October 10, 2017, 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 2016-17 - \$13,289.06

Title I Part A School-wide allocation (including Parent Involvement set-aside) - \$334,466.32

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 \$425.00 for Tivitz math to support interactive math lessons. The SAC budgeted \$2100.00 for white boards and cork boards for classroom displays of student work and Positive Behavioral Support information and motivational displays.

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 10, 2017, multiple backpack notices in the school newsletter, postings on the school's social media platform, and at the Title I Annual Meeting on October 10, 2017. To continue to solicit parental participation, SAC is advertised through automated calls, marquee notices, school website and social media pages and at school events such as parent workshops and honor roll assemblies. This will continue throughout the school year.

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
Hicks, Gretchen	Instructional Coach
Sweeney, Julie	Assistant Principal

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 2018 theme "Find Yourself in a Book" will be implemented with different activities throughout the year. Periodic essay contests will be conducted to encourage patriotism, community involvement, and social personal skills. 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 2018 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 remediate 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 resources, and CPALMS. They also participate in professional development on the topics of data-based problem solving, using data to drive instructional decisions, writing across content areas, and utilizing research-based best practices. School personnel work collaboratively as a whole and especially as grade level groups to further maximize student engagement and academic achievement. With each department having a common planning time, collaboration occurs in each content area.

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.

In conjunction with the district's R.I.S.E. mentor program, West Hernando's administration and the site based mentor, meet monthly with the new teachers to share processes and procedures. Our Title I Facilitator and administration are hosting a nine hour class based on Harry Wong's "First Days of School" to promote classroom management strategies.

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 assessed standard. Teachers collaborate to plan differentiated instruction to remediate 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 include 2017 FSA results, district progress monitoring, iReady, and Navigator assessment results. WHMS provides math support through a Title I funded math resource teacher, intensive reading through district allocations, a Literacy Coach 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, 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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 participate high school expectations presentations. We offer high school programs and courses, as well. Additionally, the district Parent Academy hosts an evening at Pasco Hernando State College highlighting college and career readiness opportunities offered at each of the district's high schools. Students see demonstrations of programs and speak to teachers, counselors and program specialists to gain deeper understanding of the scope of the programs offered.

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 Art I, 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.

In addition to offering Commercial Art I, WHMS offers an Environmental Science elective in which students understand the impact of human interaction with the environment and careers related to this field.

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 Algebra, Commercial Art I, 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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

 = 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 analysis of student work, 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 analysis of student work, then classroom instruction will result in increased achievement for all students.

1a

G099130

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	41.0
ELA/Reading Gains	51.0
ELA/Reading Lowest 25% Gains	43.0
FSA Mathematics Achievement	48.0
Math Gains	53.0
Math Lowest 25% Gains	51.0
FCAT 2.0 Science Proficiency	40.0
Civics EOC Pass	76.0
Algebra I EOC Pass Rate	90.0

Targeted Barriers to Achieving the Goal 3

- Insufficient planning for seamless integration of formative assessments to gauge student understanding of content.
- Insufficient implementation of instructional strategies to address academic deficits identified through the use of formative assessments.
- Insufficient professional development to build capacity in the use of instructional strategies to differentiate instruction to meet student academic needs.

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 Literacy Instructional Practices Coach to support reading and writing in all content areas.
- 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 and the use of formative assessments to gauge student understanding and respond strategically, the minutes of PLC's, proficiency and learning gains as measured by FSA and school grade components, and review of lesson plans. Augmenting this will be data gathered during weekly walk-through of each core area by SBLT members and district support staff.

Person Responsible

Lori Lessley

Schedule

Monthly, from 9/11/2017 to 5/30/2018

Evidence of Completion

Evidence that the goal is being monitored will be action plans and reports from SBLT, 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 analysis of student work, then classroom instruction will result in increased achievement for all students. **1**

 G099130

G1.B1 Insufficient planning for seamless integration of formative assessments to gauge student understanding of content. **2**

 B266881

G1.B1.S1 Provide support for facilitated planning to ensure that formative assessments are embedded in daily instruction to monitor student understanding. **4**

 S282794

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**

Implement schedule for facilitated planning with departments. During biweekly meetings discuss and create lesson plans which incorporate formative assessments that are an integral part of the lesson. Monitor formatives for the appropriate level of rigor and standards alignment. Review lesson plans and monitor use of formative assessments during classroom observations.

Person Responsible

Lori Lessley

Schedule

Biweekly, from 9/18/2017 to 5/4/2018

Evidence of Completion

Lesson plans, formative assessments, classroom observation data

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

Administration, Title I Facilitator, and site-based literacy coach, with the assistance of district academic coaches will monitor facilitated lesson planning and the development of formative assessments, grade level discussions and departmental PLC's.

Person Responsible

Lori Lessley

Schedule

Biweekly, from 9/18/2017 to 5/4/2018

Evidence of Completion

Lesson plans, formative assessments, classroom observation data

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

Administration, Title I Facilitator, site-based literacy coach, along with District academic coaches, will provide information and resources, and will monitor lesson planning process by attending core department PLC's and participating in discussions regarding lesson plans and formative assessments.

Person Responsible

Lori Lessley


Schedule

Biweekly, from 9/11/2017 to 5/4/2018

Evidence of Completion

Lesson plans, formative assessments, classroom observation data.

G1.B2 Insufficient implementation of instructional strategies to address academic deficits identified through the use of formative assessments. 2

 B266882

G1.B2.S1 Teachers will implement standards-based, rigorous instructional practices that are responsive to academic needs made evident through the analysis of student work. 4

 S282795

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

Biweekly, from 9/4/2017 to 5/30/2018

Evidence of Completion

Evidence includes formative assessments, lesson plans, classroom observations, PLC sign in sheets.

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 9/12/2017 to 5/30/2018

Evidence of Completion

Lesson plans, classroom observations and Edviate 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 the analysis of student work are effectively implemented to address student academic needs.

Person Responsible

Lori Lessley

Schedule

Biweekly, from 9/11/2017 to 5/30/2018

Evidence of Completion

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

G1.B3 Insufficient professional development to build capacity in the use of instructional strategies to differentiate instruction to meet student academic needs. 2

 B266883

G1.B3.S1 Plan and facilitate professional development for the ELA department that assists teachers in successfully integrating the reading and writing standards. 4

 S282796

Strategy Rationale

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

Action Step 1 5

Plan professional development based on current research and cumulative trend data to build toolboxes for teachers to use for instructing students in reading and interpreting multiple sources of informational or fictional texts and in the use of that information to communicate understanding both verbally and in writing. HCSD has provided initial and follow-up training for Core Connections for ELA teachers. WHMS would like to use SAC funds to supplement this training with additional training sessions.

Person Responsible

Lori Lessley

Schedule

Monthly, from 9/11/2017 to 5/30/2018

Evidence of Completion

Lesson plans, classroom observations, student work products, artifacts from PLC and PD meetings.

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 9/11/2017 to 5/30/2018

Evidence of Completion

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

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

Analysis of student work as well as outcome data for formative and summative assessments

Person Responsible

Lori Lessley











Schedule

Biweekly, from 9/11/2017 to 5/30/2018

Evidence of Completion

Student work, student grades, FSA data, core course formative and summative assessment scores, lesson plans, observation 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
2018					
G1.B1.S1.MA1  M414643	Administration, Title I Facilitator, site-based literacy coach, along with District academic...	Lessley, Lori	9/11/2017	Lesson plans, formative assessments, classroom observation data.	5/4/2018 biweekly
G1.B1.S1.MA1  M414644	Administration, Title I Facilitator, and site-based literacy coach, with the assistance of district...	Lessley, Lori	9/18/2017	Lesson plans, formative assessments, classroom observation data	5/4/2018 biweekly
G1.B1.S1.A1  A381557	Implement schedule for facilitated planning with departments. During biweekly meetings discuss and...	Lessley, Lori	9/18/2017	Lesson plans, formative assessments, classroom observation data	5/4/2018 biweekly
G1.MA1  M414649	Data collected will include classroom observation data of student engagement in correlation to...	Lessley, Lori	9/11/2017	Evidence that the goal is being monitored will be action plans and reports from SBLT, formative assessments, FSA data, lesson plans, and classroom observation reports.	5/30/2018 monthly
G1.B2.S1.MA1  M414645	Classroom instruction and lesson plans will be monitored to ensure findings from the analysis of...	Lessley, Lori	9/11/2017	Lesson plans, classroom observations, Edivate reports, course grade and FSA summative data.	5/30/2018 biweekly
G1.B2.S1.MA1  M414646	Principal, along with instructional coaches, will monitor the implementation of instructional...	Lessley, Lori	9/12/2017	Lesson plans, classroom observations and Edivate Observation reports.	5/30/2018 biweekly
G1.B2.S1.A1  A381558	Grade level, same core content teachers will meet to discuss and reflect on student data and plan...	Lessley, Lori	9/4/2017	Evidence includes formative assessments, lesson plans, classroom observations, PLC sign in sheets.	5/30/2018 biweekly
G1.B3.S1.MA1  M414647	Analysis of student work as well as outcome data for formative and summative assessments	Lessley, Lori	9/11/2017	Student work, student grades, FSA data, core course formative and summative assessment scores, lesson plans, observation reports	5/30/2018 biweekly
G1.B3.S1.MA1  M414648	Feedback, observation of professional development provided, conduct classroom observations to...	Lessley, Lori	9/11/2017	Lesson plans, classroom observations, Edivate Observation reports, PD agendas, PD sign in sheets.	5/30/2018 biweekly
G1.B3.S1.A1  A381559	Plan professional development based on current research and cumulative trend data to build...	Lessley, Lori	9/11/2017	Lesson plans, classroom observations, student work products, artifacts from PLC and PD meetings.	5/30/2018 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 analysis of student work, then classroom instruction will result in increased achievement for all students.

G1.B1 Insufficient planning for seamless integration of formative assessments to gauge student understanding of content.

G1.B1.S1 Provide support for facilitated planning to ensure that formative assessments are embedded in daily instruction to monitor student understanding.

PD Opportunity 1

Implement schedule for facilitated planning with departments. During biweekly meetings discuss and create lesson plans which incorporate formative assessments that are an integral part of the lesson. Monitor formatives for the appropriate level of rigor and standards alignment. Review lesson plans and monitor use of formative assessments during classroom observations.

Facilitator

Lori Lessley, Susan Jackson, Julie Sweeney, Gretchen Hicks, Tiffany Howard, Stefany Syblis

Participants

Core Curriculum Teachers

Schedule

Biweekly, from 9/18/2017 to 5/4/2018

G1.B2 Insufficient implementation of instructional strategies to address academic deficits identified through the use of formative assessments.

G1.B2.S1 Teachers will implement standards-based, rigorous instructional practices that are responsive to academic needs made evident through the analysis of student work.

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, Gretchen Hicks, Stefany Syblis

Participants

Core Curriculum Areas

Schedule

Biweekly, from 9/4/2017 to 5/30/2018

G1.B3 Insufficient professional development to build capacity in the use of instructional strategies to differentiate instruction to meet student academic needs.

G1.B3.S1 Plan and facilitate professional development for the ELA department that assists teachers in successfully integrating the reading and writing standards.

PD Opportunity 1

Plan professional development based on current research and cumulative trend data to build toolboxes for teachers to use for instructing students in reading and interpreting multiple sources of informational or fictional texts and in the use of that information to communicate understanding both verbally and in writing. HCSD has provided initial and follow-up training for Core Connections for ELA teachers. WHMS would like to use SAC funds to supplement this training with additional training sessions.

Facilitator

Lisa Redman, Tiffany Howard

Participants

ELA and ELA Inclusion Teachers

Schedule

Monthly, from 9/11/2017 to 5/30/2018

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	Implement schedule for facilitated planning with departments. During biweekly meetings discuss and create lesson plans which incorporate formative assessments that are an integral part of the lesson. Monitor formatives for the appropriate level of rigor and standards alignment. Review lesson plans and monitor use of formative assessments during classroom observations.				\$76,352.14
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0253 - West Hernando Middle School			\$3,615.12
			Notes: Student planners to facilitate communication between school and home and materials and supplies for parent workshops			
	5100	644-Computer Hardware Non-Capitalized	0253 - West Hernando Middle School			\$36.67
			Notes: Cables for Promethean Active Panels			
	5100	510-Supplies	0253 - West Hernando Middle School	Title I, Part A		\$16,401.94
			Notes: Materials and supplies for classroom instruction in response to SWAP data. This includes STEMSCOPES resources to address science standards.			
	5100	530-Periodicals	0253 - West Hernando Middle School	Title I, Part A		\$1,994.40
			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		\$7,742.70
			Notes: Promethean Panels /boards to support blended technology			
	6500	100-Salaries	0253 - West Hernando Middle School	Title I, Part A		\$22,533.44
			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		\$350.00
			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		\$4,587.92
			Notes: Gizmo to support technology in the classroom			
	6150	510-Supplies	0253 - West Hernando Middle School	Title I, Part A		\$325.00
			Notes: Printing materials for parent workshops and resources to inform parents of available Title I materials and programs			

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	5100	622-Audio Visual Materials Non-Capitalized	0253 - West Hernando Middle School	Title, I Part A		\$6,200.00
			<i>Notes: Data projectors, and speakers to support instruction</i>			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0253 - West Hernando Middle School	Title, I Part A		\$905.10
			<i>Notes: Stands for Promethean Active Panels</i>			
	5100	350-Repairs and Maintenance	0253 - West Hernando Middle School	Title, I Part A		\$1,155.00
			<i>Notes: Installation and maintenance for Promethean Active Panels</i>			
	6500	200-Employee Benefits	0253 - West Hernando Middle School	Title, I Part A		\$10,504.85
			<i>Notes: Full time lab manager to support use of technology in classrooms and lab settings</i>			
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.				\$149,215.50
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0253 - West Hernando Middle School	Title I, Part A		\$10,400.00
			<i>Notes: Salaries and benefits for Extended Learning</i>			
	6300		0253 - West Hernando Middle School	Title I, Part A		\$3,800.00
			<i>Notes: Substitutes for facilitated planning</i>			
	6300	130-Other Certified Instructional Personnel	0253 - West Hernando Middle School	Title I, Part A		\$11,000.00
			<i>Notes: Facilitated planning with teachers after school and extended day to respond to identified needs</i>			
	6300	100-Salaries	0253 - West Hernando Middle School	Title I, Part A		\$123,715.50
			<i>Notes: Resource Teacher and Title I Facilitator to support instructional delivery</i>			
	6300	510-Supplies	0253 - West Hernando Middle School	Title I, Part A		\$300.00
			<i>Notes: Materials and supplies to support next steps</i>			
3	G1.B3.S1.A1	Plan professional development based on current research and cumulative trend data to build toolboxes for teachers to use for instructing students in reading and interpreting multiple sources of informational or fictional texts and in the use of that information to communicate understanding both verbally and in writing. HCSD has provided initial and follow-up training for Core Connections for ELA teachers. WHMS would like to use SAC funds to supplement this training with additional training sessions.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	0253 - West Hernando Middle School	Title I, Part A		\$500.00
			<i>Notes: Supplies for professional development</i>			

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	6400	750-Other Personal Services	0253 - West Hernando Middle School	Title I, Part A		\$2,800.00
			<i>Notes: Substitutes for professional development and facilitated planning to implement professional development</i>			
	6300	750-Other Personal Services	0253 - West Hernando Middle School	Title I, Part A		\$1,700.00
			<i>Notes: Substitute for Title I funded Resource Teacher</i>			
Total:						\$230,567.64