

Hernando County School District

West Hernando Middle School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

This plan is pending approval by the Hernando County School Board.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Know the Good
Be the Good
Do the Good

School Leadership Team

Membership

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

Name	Title
Healy, Chris	Principal
Jackson, Susan	Other
Hicks, Gretchen	Instructional Coach
Sweeney, Julie	Assistant Principal
Fielder, Melanie	Teacher, K-12
Langworthy, Kristi	Teacher, ESE

Duties

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

Chris Healy - Principal and Julie Sweeney - Assistant Principal - convene weekly School Based Leadership Team (SBLT) meetings during which staff review data to identify areas of concern and collaboratively select and apply resources to address the identified needs.

Kristi Langworthy - ESE Support Specialist - supports school safety and delivery of services specific to student needs. This includes academic and behavioral interventions. WHMS has seven self-contained classrooms serving students with significant cognitive and/or behavioral needs.

Melanie Fielder - Assessment Teacher - provides timely and actionable assessment data and trend analysis to ensure instructional data is available and comprehensible for the purpose of aligning instruction with standards and resources with student areas of need. This team member also provides support for the MTSS process to ensure students are identified and services are delivered specific to the area of need.

Gretchen Hicks - Literacy Coach - models instructional strategies and provides feedback to teachers regarding current instructional practice and the impact on student performance. She supports improvement of instructional practice through the coaching cycle and providing timely and relevant professional development.

Susan Jackson - Title I Facilitator - Supports school improvement through the management of Title I funds and programs to ensure services are delivered equitably and with fidelity. This person also shares program data with staff and conducts an annual school-wide comprehensive needs assessment to plan for subsequent use of federal funds.

This team meets each Wednesday from 4:30 PM to 6:00 PM.

Early Warning Systems

Year 2017-18

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	141	133	149	0	0	0	0	423	
One or more suspensions	0	0	0	0	0	0	21	66	59	0	0	0	0	146	
Course failure in ELA or Math	0	0	0	0	0	0	14	28	8	0	0	0	0	50	
Level 1 on statewide assessment	0	0	0	0	0	0	56	83	59	0	0	0	0	198	

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	77	134	129	0	0	0	0	340	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	3	7	12	0	0	0	0	22	
Retained Students: Previous Year(s)	0	0	0	0	0	0	4	0	13	0	0	0	0	17	

Date this data was collected

Thursday 9/13/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

8th Grade Math at 37% proficient. Yes, this is a trend. 2014-15 41%, 2015-16 38%, 2016-17 37%, and 2017-2018 37%.

Which data component showed the greatest decline from prior year?

6th Grade English Language Arts from 50% to 41% proficiency (-9).

Which data component had the biggest gap when compared to the state average?

English Language Arts. WHMS 43% and State 53% proficient.

Which data component showed the most improvement? Is this a trend?

Science. This is not a trend.

Describe the actions or changes that led to the improvement in this area.

The Science Department used technology (Gizmos, Promethean) and Stem Scopes. There was a change in instructional personnel at the assessed grade level.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	43%	57%	53%	36%	50%	52%
ELA Learning Gains	46%	55%	54%	37%	50%	53%
ELA Lowest 25th Percentile	44%	49%	47%	32%	50%	45%
Math Achievement	51%	65%	58%	43%	60%	55%
Math Learning Gains	55%	62%	57%	45%	60%	55%
Math Lowest 25th Percentile	54%	61%	51%	40%	54%	47%
Science Achievement	50%	59%	52%	35%	51%	50%
Social Studies Achievement	71%	75%	72%	60%	73%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	141 (98)	133 (95)	149 (131)	423 (324)
One or more suspensions	21 (90)	66 (67)	59 (111)	146 (268)
Course failure in ELA or Math	14 (22)	28 (12)	8 (13)	50 (47)
Level 1 on statewide assessment	56 (73)	83 (87)	59 (77)	198 (237)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	41%	53%	-12%	52%	-11%
	2017	50%	52%	-2%	52%	-2%
Same Grade Comparison		-9%				
Cohort Comparison						
07	2018	40%	51%	-11%	51%	-11%
	2017	34%	51%	-17%	52%	-18%
Same Grade Comparison		6%				
Cohort Comparison		-10%				
08	2018	45%	54%	-9%	58%	-13%
	2017	35%	49%	-14%	55%	-20%
Same Grade Comparison		10%				
Cohort Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	45%	53%	-8%	52%	-7%
	2017	47%	53%	-6%	51%	-4%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2018	57%	63%	-6%	54%	3%
	2017	43%	61%	-18%	53%	-10%
Same Grade Comparison		14%				
Cohort Comparison		10%				
08	2018	37%	53%	-16%	45%	-8%
	2017	37%	53%	-16%	46%	-9%
Same Grade Comparison		0%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	48%	56%	-8%	50%	-2%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	0%	67%	-67%	63%	-63%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	69%	74%	-5%	71%	-2%
2017	74%	76%	-2%	69%	5%
Compare		-5%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	95%	62%	33%	62%	33%
2017	88%	59%	29%	60%	28%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		7%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	0%	50%	-50%	53%	-53%

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	39	35	23	43	42	5	50			
ELL	23	39		30	41						
BLK	30	44	43	31	42	53	44	58			
HSP	42	49	45	48	54	47	37	75	80		
MUL	30	33		45	58			58			
WHT	45	46	44	54	56	54	56	72	54		
FRL	38	45	41	46	53	48	47	67	44		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	35	38	17	41	44	28	50			
ELL	27	55	60	27	39	45					
BLK	21	29	17	17	39	56	20	71			
HSP	36	47	36	38	47	50	35	72	46		
MUL	43	57		55	55						
WHT	48	52	47	53	53	46	43	79	54		
FRL	41	48	41	44	48	48	39	72	46		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	English Language Arts, Math, Science and Social Studies
Rationale	By improving instructional practices in core content classrooms through Professional Learning Communities, Facilitated Lesson Planning, and focusing on student work products we will increase student achievement.
Intended Outcome	By deploying instructional practices responsive to student data, we anticipate an increase of three percentage points proficiency in each state-assessed area and an increase of three percentage points in learning gains for students in ELA and Math with an increase of three percentage points in learning gains for bottom quartile students in ELA and Math.
Point Person	Chris Healy (healy_c@hcsb.k12.fl.us)
Action Step	
	Implement schedule for facilitated lesson planning with departments. This will ensure that the depth of the standards are being addressed with the appropriate level of rigor.
Description	Grade level, same subject, core content teachers will meet to create, review, and reflect on student formative data. Teachers will implement classroom interventions based on results of the student formative assessments. Support will be sought from the School Advisory Council to support improved instructional practices by funding materials or professional development where appropriate.
Person Responsible	Chris Healy (healy_c@hcsb.k12.fl.us)
Plan to Monitor Effectiveness	
Description	We will review lesson plans during classroom walkthroughs to ensure formative assessments are being planned and implemented. Where instructional deficiencies are noted, support will be provided by district and school-based instructional practice coaches to increase lesson rigor and alignment with state standards. The administrative team will facilitate the Student Work Analysis Protocol (SWAP) and provide relevant feedback to ensure that instructional implications are brought back into the classroom to ensure follow through.
Person Responsible	Chris Healy (healy_c@hcsb.k12.fl.us)

Activity #2	
Title	Behavior and Absenteeism
Rationale	Student data for absences and suspensions indicate a need for increased emphasis on Positive Behavioral Supports and adult intervention to guide students to make appropriate choices in the school setting.
Intended Outcome	By providing additional support for behavior and attendance, the percentage of students with attendance below 90% should decrease by two percentage points and the percentage of students with out-of-school suspension should decrease by two percentage points.
Point Person	Chris Healy (healy_c@hcsb.k12.fl.us)
Action Step	
Description	Maintain quarterly PBS activities while supporting frequent positive feedback (Super Hero Cards). Provide check-in/check-out support for students when recommended by the ESE Support Specialist or Dean of Students. Support will be sought from the School Advisory Council to provide PBS events.
Person Responsible	Chris Healy (healy_c@hcsb.k12.fl.us)
Plan to Monitor Effectiveness	
Description	The effectiveness of these actions will be monitored through discipline data in TERMS and Early Warning System data in Performance Matters Unify.
Person Responsible	Chris Healy (healy_c@hcsb.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

West Hernando Middle School is a Title I school and fosters positive relationships with parents, families, and other community stakeholders. Regular print and digital communication includes automated calls, flyers and backpack notices and our website. We also use Facebook to inform our community about WHMS activities, achievements and initiatives and invite community feedback. WHMS also convenes monthly School Advisory Council and Title I Committee meetings to hear stakeholder input relevant to school improvement and parent concerns. We also convene a Title I Annual Meeting, host parent conferences throughout the year, and foster parental engagement through parent workshops such as Math Mania and STEAM.

PFEP Link

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

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.

Through our school-wide Positive Behavior Support program, WHMS communicates to all students that social and emotional well-being are essential to their success. Students who need additional supports are provided with mentors. The mentor will review academic, discipline, and attendance data. When possible, students are paired with a preferred adult. Teachers document support using a contact log that the teachers fill out whenever they speak to the students or the students' parents. This program will help those students with two or more early warning indicators to establish a rapport with a staff member. 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 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 Specialist to assist in de-escalation of behaviors and to provide supports to students in self-contained settings to ensure emotional and behavioral interventions are provided appropriately and in a timely manner.

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. 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 including ROTC, International Baccalaureate, fine arts, and career and technical programs offered at our district's five high schools.

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, Chris Healy. During this meeting the team reviews discipline and academic data and progress toward achievement goals. Each week, through department PLC meetings, staff review data and instructional implications from the Student Work Analysis Protocol (SWAP). Melanie Fielder, Assessment teacher, presents pertinent assessment information, including status of students in CTE and Algebra 1 courses. All members consider information presented and provide insight and feedback based on their respective academic and behavioral responsibilities. Working together staff 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 by the Title I facilitator using the Alexandria electronic database to track the cost, funding source and location of resources purchased using federal and local funds.

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 including resource teachers for intensive reading and math to support 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 to discuss allocation of resources to maximize gains for students, and monitor to ensure compliance with federal guidelines. Effective and efficient use of Title I resources is further supported by a district review of every Title I funded program to ensure implementation protocols are met. This ensures resources are used in the manner intended to increase the likelihood of a high return on investment in terms of student outcome data.

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 activities. In 8th grade, the counselors work with the teachers throughout the second semester so all students participate in high school expectation presentations. WHMS offers high school programs and courses including Algebra 1, Drawing 1, Digital Art and Design 1, and access to online enrollment in high school credit Spanish. 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 at each high school. This event also highlights dual enrollment, International Baccalaureate, and ROTC options.

Part V: Budget

Total:	\$0.00
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