Frank W. Springstead High School

2018-19 Schoolwide Improvement Plan

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Frank W. Springstead High School

3300 MARINER BLVD, Brooksville, FL 34609

https://www.hernandoschools.org/hhs

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)
High School 9-12	No	72%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

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

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.

To promote an educational environment where students are challenged, successful, and inspired.

Provide the school's vision statement.

Advancing excellence, building community and choosing responsibility.

School Leadership Team

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

Name	Title
Rufa, Carmine	Principal
Markford, Rick	Assistant Principal
McNaughton, Donald	Assistant Principal
Pearce, Dana	Assistant Principal
Weaver, John	Assistant Principal
Hafliger, Michael	Teacher, K-12
Wright, Brandon	Instructional Coach
Pusta, Rebecca	Teacher, K-12
Sweetwine, Darryl	Teacher, K-12
Imhof, John	Teacher, K-12
Prokop, Jennifer	School Counselor
Bennett, Mary	Teacher, K-12
DiLorenzo, Kathleen	Teacher, K-12
Kinsella-Gordon, Grace	Teacher, K-12
Kupcik, Dustin	Teacher, K-12
Altimari, Denise	Teacher, K-12
Sufficool, Vanessa	Teacher, K-12
Varghese, Jessica	Teacher, K-12
Temple, Vickie	Teacher, ESE
Espinosa, Rosanna	Teacher, K-12

Duties

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

Our leadership team consists of administrators, department heads and resource personnel. Springstead High School's administrative team includes a Principal and four Assistant Principals. Principal:

Mr. Rufa - Oversees all aspects of SHS's operation, specific responsibilities include Master Schedule, News Contact Person, Public Relations, Budgeting. Responsible for evaluations of Assistant Principals.

Assistant Principals:

Mr. Rick Markford - Oversees Transportation, Emergency Drills, Plant Operations,Social Media and Student Discipline (Seniors). Responsible for the Evaluations of Physical Education, Science, CTE and Custodial personnel.

Donald McNaughton - Oversees School Advisory Council (SAC) Assessment/Testing, Transportation, Bell Schedules, SIP, Edgenuity/E-School/ Grad Prep and Student Discipline (Juniors). Responsible for the Evaluations of Social Studies, ESE, and Guidance.

Mrs. Dana Pearce - Oversees Teacher Appreciation (Educator of the Month,TOY, Homecoming, College Fair, Advanced Placement Lead, Dual Enrollment/PHSC Liaison, Substitutes and Student Discipline (Freshmen). Responsible for the Evaluations of Math, Reading/ESOL, Foreign Language and Fine Arts.

John Weaver - Oversees Professional Development, Discovery, Crisis/Care Team, Edline/ Gradebook,

and Student Discipline (Sophomores). Responsible for the Evaluations of English, ROTC, Secretaries and Clinic staff.

Mary Bennett - Coordinates and monitors school-wide testing.

Grace Kinsella-Gordon - CT Department Chair

Rosanna Espinosa - Foreign Language Department Chair

Michael Hafliger - Math department Chair/PLC facilitator.

Dustin Kupcik - Athletic Director, assist with the implementation of the SIP, facilitates school wide and district initiatives within department.

Vanessa Sufficool - Science Department Chair

Brandon Wright - Co-Department Chair for Social Studies and boys cross country Track coach

Darryl Sweetwine - ROTC

Kathleen Dilorenzo - English Department Co-Chair

Jessica Varghese - English Department Co-Chair

John Imhof - IB Coordinator and Co-Department Chair for Social Studies Department

Vickie Temple - ESE Department Chair

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	0	0	0	124	13	24	34	195
One or more suspensions	0	0	0	0	0	0	0	0	0	35	83	113	40	271
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	22	59	98	89	268
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	120	100	91	41	352

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	105	141	153	97	496

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	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Saturday 8/11/2018

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	0	0	0	45	68	66	49	228
One or more suspensions	0	0	0	0	0	0	0	0	0	46	39	17	12	114
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	96	139	80	31	346
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	90	131	126	40	387

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	170	158	126	35	489

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	0	0	0	45	68	66	49	228
One or more suspensions	0	0	0	0	0	0	0	0	0	46	39	17	12	114
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	96	139	80	31	346
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	90	131	126	40	387

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	170	158	126	35	489

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?

Math learning gains for the bottom quartile were the lowest (39% proficiency - 1% and 6% less than the district and state respectively). This is a trend, algebra has traditionally been the assessment category with the lowest achievement over the past three (3) years.

Which data component showed the greatest decline from prior year?

Math achievement showed the greatest decline from the prior year. Our overall learning gains in math dropped 4% points, however our bottom 25% increased 8% points which matched the district but out performed the state.

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

Our school's performance exceeds the district in 7 of 8 categories and the state in 6 of 8 categories. Compared to the State average, our lowest school grade component was the bottom quartile in math which was 6% points below the state average of 45%.

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

Our ELA achievement showed the most improvement - increasing by 10 points. This is not a trend as ELA achievement has fluctuated over the past four assessment periods.

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

Intense focus on improving RIGOR in instruction; providing personalized learning for students coupled with our ongoing Student Work Analysis Protocol (SWAP) and Core Connections in ELA; these are strategies which contributed to the academic gains achieved in the 2017-18 school year.
Major School Initiative - "Providing Purposeful Instruction".
Teachers were extremely deliberate in their PLC's where they used data to drive and modify instruction. This year the Administrative team implemented academic opportunity time (AOT) during lunches - this program is based on the concept "Zeros are not Allowed" ensuring students completed all assignments. In addition, Grad Prep was launched to provide added instructional time in ELA, Reading and Math on Saturdays where an average of 50 students per week was in attendance and received added instruction in Critical Thinking, Reading and Math.

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	57%	48%	56%	50%	44%	52%
ELA Learning Gains	57%	48%	53%	40%	37%	46%
ELA Lowest 25th Percentile	46%	39%	44%	25%	26%	38%
Math Achievement	51%	47%	51%	50%	45%	43%
Math Learning Gains	49%	43%	48%	46%	40%	39%
Math Lowest 25th Percentile	39%	40%	45%	35%	33%	38%
Science Achievement	66%	58%	67%	63%	64%	65%
Social Studies Achievement	77%	68%	71%	78%	71%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	**10**	**11**	**12**	
Attendance below 90 percent	124 (45)	13 (68)	24 (66)	34 (49)	195 (228)
One or more suspensions	35 (46)	83 (39)	113 (17)	40 (12)	271 (114)
Course failure in ELA or Math	22 (96)	59 (139)	98 (80)	89 (31)	268 (346)
Level 1 on statewide assessment	120 (90)	100 (131)	91 (126)	41 (40)	352 (387)

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
09	2018	55%	50%	5%	53%	2%
	2017	48%	46%	2%	52%	-4%
Same Grade Comparison		7%				
Cohort Comparison						
10	2018	57%	48%	9%	53%	4%
	2017	47%	42%	5%	50%	-3%
Same Grade Comparison		10%				
Cohort Comparison		9%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2018	64%	58%	6%	65%	-1%
2017	73%	67%	6%	63%	10%
Compare		-9%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	75%	68%	7%	68%	7%
2017	79%	69%	10%	67%	12%
Compare		-4%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	44%	62%	-18%	62%	-18%
2017	42%	59%	-17%	60%	-18%
Compare		2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	51%	45%	6%	56%	-5%
2017	57%	50%	7%	53%	4%
Compare		-6%			

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	31	52	50	25	38	33	43	47		64	13
ELL	23	33	36	23	43	39	42	43		54	
ASN	92	71									
BLK	35	45	27	26	35	40	40	85		96	43
HSP	49	49	38	42	48	40	62	70		84	58
MUL	65	57		56	57		72	88		81	62
WHT	61	61	55	56	50	41	67	78		90	63
FRL	51	53	42	46	48	38	61	75		87	58

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	12	30	25	22	44	41	25	69		57	38
ELL	6	32	26	26	29	26	40	53		50	
ASN	88	63		77	59		100				
BLK	43	57	40	38	32	27	56	62		93	69
HSP	40	46	38	51	39	20	72	80		84	64

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
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
MUL	43	59		38	28	45				91	70
WHT	48	48	43	57	45	33	75	81		88	67
FRL	39	47	41	46	38	28	67	80		80	63

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	ELA/Social Studies Curriculum Alignment
Rationale	2018-19 ELA FSA for both 10th and 11th grades will include Social Studies standards. There are already literacy standards included in the Social Studies Curriculum. Incorporate higher order thinking strategies, stimulus based questions during instruction to increase classroom RIGOR and foster a learning environment to encourage strategic thinking and logical reasoning.
Intended Outcome	Increase ELA FSA Performance by 5% points for 10th Grade Increase ELA learning gains of the lowest 25%
Point Person	Carmine Rufa (rufa_c@hcsb.k12.fl.us)

Action Step

Description	Curriculum Mapping during the month of July (English and Social Studies) ELA/SS PLC collaboration monthly SWAP -Student Work Analysis Protocol drives instruction
Person Responsible	Donald McNaughton (mcnaughton_d@hcsb.k12.fl.us)

Plan to Monitor Effectiveness

Description	Formative/Summative Assessments Classroom Walkthrough's Admin Support during PLC's weekly
Person Responsible	Carmine Rufa (rufa_c@hcsb.k12.fl.us)

Activity #2	
Title	Building Relationships/Trust with Students - Take Two
Rationale	Studies have shown strong relationships within the school building has positive impact on student achievement and preparation for post high school.
Intended Outcome	Increased Performance in student achievement Decreasing discipline referrals (ODR's) for Level 2 and 3 Increase student Attendance
Point Person	Dana Pearce (pearce_d@hcsb.k12.fl.us)
Action Step	
Description	1. Staff Professional Development facilitated by Brian Mendler*Acclaimed National Motivation Speaker. 2. Follow up PD with staff quarterly to reinforce importance of building and maintaining relationships with students. 3. Implement Restorative Practice as a measure to improve and repair relationships.
Person Responsible	Dana Pearce (pearce_d@hcsb.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Monthly monitoring of attendance and discipline data - Quarterly conferences with teachers involved in the take two initiative Quarterly guidance credit checks will be used as a tool to assess impact program has on students with 2 or more early warning indicators.
Person Responsible	Donald McNaughton (mcnaughton_d@hcsb.k12.fl.us)

Activity #3	
Title	Grad Prep
Rationale	Preparing SHS students to be productive citizens by advancing excellence, building community and choosing responsibility.
Intended Outcome	Increase proficiency in Algebra 1 by 5 points to 56%; Math learning gains from 49% - 52% and lowest 25% from 39% - 42% Increase proficiency/learning gains in ELA from 57% to 60% and ELA lowest 25% from 46 to 49% Increase graduation rates by 3% through 2022 - 97%
Point Person	Donald McNaughton (mcnaughton_d@hcsb.k12.fl.us)
Action Step	
Description	1. Identify ELA/Math lowest 25th percentile 2. Send formal letters re: Grad Prep to homes outlining program detail 3. Progress Monitor students' performance in all core classes on a quarterly basis
Person Responsible	Donald McNaughton (mcnaughton_d@hcsb.k12.fl.us)
Plan to Monitor Effectiveness	
Description	1. Use of Formative and Summative assessments (9wk Exams) 2. Assess Quarterly student performance in all core classes 3. Monitor attendance data weekly
Person Responsible	Donald McNaughton (mcnaughton_d@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, § 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.

The School Advisory Council consists of parents, community members, teachers, and administrators who collaborate in the decision making process related to the school's mission and vision. Parents are kept informed via Chalk, Global Connect, the marquee, parent-teacher conferences, Open Campus, Back to School Night,and monthly IB/AP Parent Nights. The school is a member of the Chamber of Commerce and has has an active School Advisory Council (SAC) that plays a critical role in key functional/advisory areas.

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.

Certified School Guidance Counselors, an on-site mental health professional, social worker, and community support specialists provide a safe place for students to express concerns and receive support. Multiple support groups exist on campus to include: Alateen, PFLAG, Bay Care, Hospice, Healthy Relationships, Anger Management, and AA/NA. Administrators meet with students to provide conflict resolution. Teachers and students are trained each semester on bullying awareness and prevention to ensure awareness is maintained at the highest order.

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

To support incoming cohorts, guidance counselors visit feeder schools to provide information to our incoming 9th graders pertaining to graduation requirements, test specifications, course offerings, athletics, clubs, and support groups available to students. An 8th grade parent night is held for students and parents to meet faculty, learn about course offerings, and activities available on campus. National Honors Society offers a College Prep class to assist students with test-taking strategies and skills needed for success on the ACT and SAT. A peer tutoring schedule has been established for each content area. To ensure outgoing students are academically prepared for their next level of education, students are screened for and placed in college-prep classes in math and English as needed. Guidance Counselors through constant collaboration focuses on those students not on track for graduation. Students are scheduled for e-school and Edgenuity to ensure credit requirements are being met. Progress Monitoring in concert with Department Administrators are done on a quarterly basis with credit check on a semester basis. Counselors will also generate D/F reports and meet with those students individually followed up with parent written notification. At the end of each semester, counselors will meet with students in groups to review grade repair policies with students. Counselors will also be communicating with their students using the Remind App to disseminate vital information. Students are constantly being reminded to sign up for their counselors remind APP - this has been a resounding success.

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.

Resources include current textbook adoptions for ELA and math that align with the Florida Standards. Resources have been purchased for hands-on activities/labs. CPALMS is utilized to align instruction to the standards. Personnel are placed strategically based on their strength and student need. Additional faculty have been hired with their emphasis on providing students opportunities to recover credits, allowing for on-time graduation. Training has been provided for teachers in Vocabulary Acquisition and Comprehension Instructional Sequence to help them determine the high-yield strategies to maximize proficiency in these all academic areas. Teachers utilize complex texts to expose students to rigorous reading passages and an analysis with higher-order questioning. Administrators monitor instructional practices utilizing a weekly walk-through schedule. Teachers will be trained throughout the year on how to create a PLC culture for examining and analyzing student work; reaching a concensus about student proficiency; and diagnosong strenghts and needs after reaching concensus

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

Dual enrollment courses are offered on the high school campus and at the local community college. A college fair is held each semester. Military recruiters visit the campus frequently to provide information for students interested in enlisting. Local college representatives meet with interested students to provide them with admission criteria, scholarship opportunities and keen insight into college life. Industry

certification courses are offered and provide students an invaluable link to the private sector. SAT and ACT tests are offered on site, providing students with the maximum possible opportunities to obtain success on these entrance exams. The PSAT is offered to all 10th graders providing the school with a list of students who have the potential of being successful in Advanced Placement courses. The PSAT also provides students with resources to assist them in gaining the skills needed to be successful on the SAT exam. Extensive course offerings in Advanced Placement and International Baccalaureate allow students to advance their high school portfolio and possibly receive college credit.

Part V: Budget

Total:	**$0.00**