

Hernando County School District

West Hernando Middle School



2019-20 Schoolwide Improvement Plan

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West Hernando Middle School

14325 KEN AUSTIN PKWY, Brooksville, FL 34613

<https://www.hernandoschools.org/whms>

Demographics

Principal: Christopher Healy

Start Date for this Principal: 6/27/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (52%) 2016-17: C (50%) 2015-16: C (41%) 2014-15: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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<https://www.floridacims.org>.

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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.

One Team, One Goal, Soaring to New Heights!

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Healy, Chris	Principal	<p>Chris Healy - Principal and Julie Sweeney - Assistant Principal - convene monthly 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. These administrators also monitor classroom instruction and provide feedback for instruction improvement after formal and informal observations.</p> <p>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.</p> <p>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.</p> <p>Andrew Johnson - STEM Coach - models instructional strategies and provides feedback to teachers regarding current instructional practice and the impact on student performance. He supports improvement of instructional practice through the coaching cycle and providing timely and relevant professional development.</p> <p>Susan Jackson - Title I Facilitator - Supports school improvement through the management of Title I funds and programs to ensure services are delivered equitably and programs are implemented 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.</p> <p>This team meets the first Wednesday of each month from 4:30 PM to 6:00 PM.</p>
	Other	
	Assistant Principal	
	Teacher, K-12	
	Teacher, ESE	
	Instructional Coach	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	228	212	244	0	0	0	0	684
Attendance below 90 percent	0	0	0	0	0	0	24	64	53	0	0	0	0	141
One or more suspensions	0	0	0	0	0	0	57	83	53	0	0	0	0	193
Course failure in ELA or Math	0	0	0	0	0	0	50	137	96	0	0	0	0	283
Level 1 on statewide assessment	0	0	0	0	0	0	63	47	75	0	0	0	0	185

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	99	118	158	0	0	0	0	375

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	2	5	11	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	6	1	4	0	0	0	0	11

FTE units allocated to school (total number of teacher units)

55

Date this data was collected or last updated

Tuesday 8/27/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	77	134	129	0	0	0	0	340

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	77	134	129	0	0	0	0	340

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	44%	56%	54%	43%	54%	52%
ELA Learning Gains	47%	53%	54%	49%	56%	54%
ELA Lowest 25th Percentile	46%	47%	47%	41%	49%	44%
Math Achievement	56%	61%	58%	47%	62%	56%
Math Learning Gains	54%	55%	57%	51%	55%	57%
Math Lowest 25th Percentile	37%	51%	51%	49%	55%	50%
Science Achievement	50%	56%	51%	39%	50%	50%
Social Studies Achievement	66%	72%	72%	75%	74%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	228 (0)	212 (0)	244 (0)	684 (0)
Attendance below 90 percent	24 (141)	64 (133)	53 (149)	141 (423)
One or more suspensions	57 (21)	83 (66)	53 (59)	193 (146)
Course failure in ELA or Math	50 (14)	137 (28)	96 (8)	283 (50)
Level 1 on statewide assessment	63 (56)	47 (83)	75 (59)	185 (198)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	41%	52%	-11%	54%	-13%
	2018	41%	53%	-12%	52%	-11%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	43%	53%	-10%	52%	-9%
	2018	40%	51%	-11%	51%	-11%
Same Grade Comparison		3%				
Cohort Comparison		2%				
08	2019	50%	53%	-3%	56%	-6%
	2018	45%	54%	-9%	58%	-13%
Same Grade Comparison		5%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	57%	53%	4%	55%	2%
	2018	45%	53%	-8%	52%	-7%
Same Grade Comparison		12%				
Cohort Comparison						
07	2019	57%	62%	-5%	54%	3%
	2018	57%	63%	-6%	54%	3%
Same Grade Comparison		0%				
Cohort Comparison		12%				
08	2019	38%	50%	-12%	46%	-8%
	2018	37%	53%	-16%	45%	-8%
Same Grade Comparison		1%				
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	51%	54%	-3%	48%	3%
	2018	48%	56%	-8%	50%	-2%
Same Grade Comparison		3%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	67%	75%	-8%	71%	-4%
2018	69%	74%	-5%	71%	-2%
Compare		-2%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	94%	59%	35%	61%	33%
2018	95%	62%	33%	62%	33%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	16	32	31	25	37	26	24	38			
ELL	26	43		39	58	60		54			
ASN	82			73							
BLK	33	45	45	29	31	27	27	69			
HSP	39	41	36	47	55	41	38	60	43		
MUL	39	47	46	61	45	25	55	60			
WHT	46	49	48	61	58	41	57	68	61		
FRL	40	44	36	51	50	37	47	62	53		
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		

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
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	460
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math Lowest 25th Percentile Gains

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math Lowest 25th Percentile Gains (dropped 17 points)

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math Lowest 25th Percentile Gains (WHMS 37% and State 51%; Difference of 14 percentage points)

Which data component showed the most improvement? What new actions did your school take in this area?

Math Achievement (up 5 points)

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

math and SWD performance

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

- 1.
- 2.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	English Language Arts, Math, Science, Social Studies
Rationale	Data indicates ELA students demonstrated 41 percent proficiency. Math students demonstrated 56 percent proficiency. Social Studies demonstrated 66 percent proficiency and Science demonstrated 50 percent proficiency. Each of these measures is below state average proficiency percentages. By improving instructional practices in core content classrooms through Professional Learning Communities, Facilitated Lesson Planning, implementing the coaching cycle, and focusing on student work products, we will increase student achievement.
State the measurable outcome the school plans to achieve	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 overall with an increase of three percentage points in learning gains for bottom quartile students in ELA and Math.
Person responsible for monitoring outcome	Chris Healy (healy_c@hcsb.k12.fl.us)
Evidence-based Strategy	Instructional Coaching Cycle Student Work Analysis Protocol Thinking Maps Technology Integration
Rationale for Evidence-based Strategy	Instructional Coaching Cycle - Improve lesson planning and classroom instruction Student Work Analysis Protocol - Use data to drive instruction and remediation Thinking Maps - Provide a common language and visual tools for communicating thought Technology Integration - Increase student engagement
Action Step	
Description	<ol style="list-style-type: none"> 1. Coach(es) meet with departments to facilitate lesson planning and coaching cycle 2. Teachers meet by department twice each month to complete SWAP and report on instructional outcomes. The administrative team will facilitate and monitor 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. 3. First year school-wide implementation - one new map each week for the first eight weeks of school 4. Four Thinking Maps ambassadors attended intensive training during June 2019 and will support each department through the implementation process 5. Deploy Promethean panels in each core classroom 6. Increase z-Space units in science classrooms 7. Introduce Nearpod as a vehicle for instruction 8. 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. 9 Inform the School Advisory Council of progress toward each goal and seek support for additional resources as needed to improve student achievement and engagement. 10. Monitor effectiveness of strategies through i-Ready diagnostic and progress monitoring

data for all students and i-Ready weekly data for intensive classes.

11. Monitor student progress through classroom benchmark assessments.

Person Responsible Chris Healy (healy_c@hcsb.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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 works hard to foster 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.

Parents also participate in the development and revision of the Title I Compact and Title I Parent Involvement Plan. The plan is distributed to parents at the Title I Annual Meeting and sent home by backpack to parents who are not able to attend the Title I Annual Meeting.

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.

Staff at West Hernando Middle School who support the social-emotional needs of students include a full time guidance counselor, social worker, dean of students, ESE support specialist and an itinerant staffing specialist. Social-emotional needs are also supported by a full-time School Resource officer who ensures students feel safe at school and know they can report concerns.

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 SBLT meets monthly 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, staff review data and instructional implications from the Student Work Analysis Protocol (SWAP). Melanie Fielder, Assessment teacher, presents assessment information, including status of students in CTE and Algebra 1 courses.

Title I provides personnel, instructional resources, and support for parental engagement. Homeless students are supported through Title IX. 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. For Professional Development, WHMS coordinates Title I and Title II funds to provide quality professional development. 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.

School leadership utilizes student attendance data, tardy data, frequency of office discipline referrals, quarterly MTSS reviews, assessment data, RtI-B data, and Tier II data to assess the success of behavior and instructional strategies.

Title I funds are utilized to provide a STEM Coach and Literacy Coach to support teachers in providing standards-aligned instruction to overcome skill deficits and reinforce concepts. 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.

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.