

Hernando County School District

# Hernando High School



## 2019-20 Schoolwide Improvement Plan

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# Hernando High School

700 BELL AVE, Brooksville, FL 34601

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

## Demographics

**Principal: Leechele Booker**

Start Date for this Principal: 7/24/2019

|  |   |
|--|---|
| <b>2019-20 Status</b><br>(per MSID File)   | Active  |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Combination School<br>PK, 6-12  |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education  |
| <b>2018-19 Title I School</b>  | No  |
| <b>2018-19 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 93%   |
| <b>2018-19 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students*<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>   | 2018-19: C (46%)<br>2017-18: C (50%)<br>2016-17: C (47%)<br>2015-16: C (47%)<br>2014-15: B (55%)  |
| <b>2019-20 School Improvement (SI) Information*</b>  |   |
| <b>SI Region</b>   | Central   |
| <b>Regional Executive Director</b>   | <a href="#">Lucinda Thompson</a>  |
| <b>Turnaround Option/Cycle</b>   | N/A   |
| <b>Year</b>  |   |
| <b>Support Tier</b>  |   |

| ESSA Status  | TS&I |
|--|------|
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</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 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](http://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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| <b>Budget to Support Goals</b>        | <b>0</b>  |

## Hernando High School

700 BELL AVE, Brooksville, FL 34601

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

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2018-19 Title I School | 2018-19 Economically Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|--|
| Combination School<br>PK, 6-12                   | No                     | 86%  |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                           | No                     | 28%  |

### School Grades History

| Year  | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|-------|---------|---------|---------|---------|
| Grade | C       | C       | C       | C       |

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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.**

Leopard Pride in all things. Bring it!

**Provide the school's vision statement.**

We will graduate all students prepared to go to work or college.

### 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   |
|---------------------|-----------|---|
| Booker,<br>Leechele | Principal | <p>Supervise all aspects of the school's educational program</p> <p>? Assume responsibility for development, implementation and evaluation of curriculum designed to better meet needs of students</p> <p>? Take action to increase student achievement scores on standardized tests</p> <p>? Assume responsibility in the development, revision, implementation and evaluation of the School Improvement Plan</p> <p>? Maintain high standard of student conduct and enforces discipline, according to due process rights to students</p> <p>? Assume responsibility for the implementation and observance of all board policies and regulations by the school's staff and students</p> <p>? Take action to build effective teams within the school</p> <p>? Effectively communicate with staff, students, parents and community groups</p> <p>? Establish and maintain a positive collaborative relationship with students' families to increase student achievement</p> <p>? Work with stakeholders to establish goals that are congruent with the school's continuous improvement efforts</p> <p>? Assume responsibility for the safety and administration of the school facilities</p> <p>? Act as a liaison between the school and community and encourage community participation in school life</p> <p>? Assume responsibility for assisting with hiring, training, supervising and evaluating school personnel</p> <p>? Make decisions regarding the effectiveness of employee performance including recommending dismissal when necessary</p> <p>? Conduct meetings of the staff for proper functioning of the school</p> <p>? Establish and maintain individual professional development plans linked to student performance and clearly-defined training activities that result in better student performance</p> <p>? Assume responsibility for the preparation and management of the school budget</p> <p>? Delegate authority and responsibility to appropriate personnel to insure that school activities and programs are effectively supervised and implemented</p> <p>? Use a systematic process to receive and provide feedback about the progress of work being done</p> <p>? Sustain focus and attention to detail</p> <p><b>PRINCIPAL</b></p> <p>? Perform other duties as assigned by the Assistant Superintendent of</p> |



| Name            | Title                  | Job Duties and Responsibilities   |
|-----------------|------------------------|---|
|                 |                        | Teaching and Learning<br>and/or designee  |
| Miller, Angela  | Assistant<br>Principal | <p>Assist in the development and coordination of class schedules and school activities</p> <p>? Collaborate with administration and staff in writing, implementing and monitoring the School Improvement Plan</p> <p>? Assist with implementing and monitoring the curriculum</p> <p>? Assist in monitoring and maintaining student discipline throughout the school</p> <p>? Assist the principal in the overall administration of the school</p> <p>? Assume responsibility of the principalship in the absence of the principal</p> <p>? Assist with support, supervision and evaluation of staff as requested by the principal</p> <p>? Use group process skills to enable staff members to work together effectively</p> <p>? Work with teachers to increase student achievement scores on standardized tests</p> <p>? Assist with maintaining the safety of students, staff and the school plant</p> <p>? Use a systematic process to receive and provide feedback about the progress of work being done</p> <p>? Establish open and effective communication with staff, PTA, School Advisory Committees and community groups to increase involvement, provide information and coordinate efforts to meet school goals</p> <p>? Consider multiple perspectives and utilize available data when making decisions or recommendations for program changes and development</p> <p>? Perform other duties as assigned by the principal and/or designee</p> |
| Kavanagh, Loren | Teacher,<br>K-12       | <p>Teach basic skills, concepts and social competencies</p> <p>? Identify long-range goals and specific objectives, and plan a program for individualized and group instruction</p> <p>? Demonstrate and use audio-visual teaching aids to present subject matter to students</p> <p>? Prepare, administer and correct tests and record results</p> <p>? Plan lessons, correct papers and hear oral presentations</p> <p>? Maintain order in classroom and in assigned duty areas</p> <p>? Hold conferences with pupils, parents, principal and/or support personnel regarding the pupil's academic and social development</p> <p>? Keep attendance and grade records as required by School Board Policy</p> <p>? Perform other duties as assigned by the principal and/or designee</p>   |

| Name            | Title               | Job Duties and Responsibilities  |
|-----------------|---------------------|--|
| Platt, Cheryl   | Teacher,<br>K-12    | <p>Teach basic skills, concepts and social competencies</p> <ul style="list-style-type: none"> <li>? Identify long-range goals and specific objectives, and plan a program for individualized and group instruction</li> <li>? Demonstrate and use audio-visual teaching aids to present subject matter to students</li> <li>? Prepare, administer and correct tests and record results</li> <li>? Plan lessons, correct papers and hear oral presentations</li> <li>? Maintain order in classroom and in assigned duty areas</li> <li>? Hold conferences with pupils, parents, principal and/or support personnel regarding the pupil's academic and social development</li> <li>? Keep attendance and grade records as required by School Board Policy</li> <li>? Perform other duties as assigned by the principal and/or designee</li> </ul>   |
| Fields, Lorenzo | Assistant Principal | <p>Assist in the development and coordination of class schedules and school activities</p> <ul style="list-style-type: none"> <li>? Collaborate with administration and staff in writing, implementing and monitoring the School Improvement Plan</li> <li>? Assist with implementing and monitoring the curriculum</li> <li>? Assist in monitoring and maintaining student discipline throughout the school</li> <li>? Assist the principal in the overall administration of the school</li> <li>? Assume responsibility of the principalship in the absence of the principal</li> <li>? Assist with support, supervision and evaluation of staff as requested by the principal</li> <li>? Use group process skills to enable staff members to work together effectively</li> <li>? Work with teachers to increase student achievement scores on standardized tests</li> <li>? Assist with maintaining the safety of students, staff and the school plant</li> <li>? Use a systematic process to receive and provide feedback about the progress of work being done</li> <li>? Establish open and effective communication with staff, PTA, School Advisory Committees and community groups to increase involvement, provide information and coordinate efforts to meet school goals</li> <li>? Consider multiple perspectives and utilize available data when making decisions or recommendations for program changes and development</li> <li>? Perform other duties as assigned by the principal and/or designee</li> </ul> |
| O'Rourke, Dan   | Assistant Principal | <p>Assist in the development and coordination of class schedules and school activities</p>   |

| Name           | Title            | Job Duties and Responsibilities  |
|----------------|------------------|--|
|                |                  | <p>? Collaborate with administration and staff in writing, implementing and monitoring the School Improvement Plan</p> <p>? Assist with implementing and monitoring the curriculum</p> <p>? Assist in monitoring and maintaining student discipline throughout the school</p> <p>? Assist the principal in the overall administration of the school</p> <p>? Assume responsibility of the principalship in the absence of the principal</p> <p>? Assist with support, supervision and evaluation of staff as requested by the principal</p> <p>? Use group process skills to enable staff members to work together effectively</p> <p>? Work with teachers to increase student achievement scores on standardized tests</p> <p>? Assist with maintaining the safety of students, staff and the school plant</p> <p>? Use a systematic process to receive and provide feedback about the progress of work being done</p> <p>? Establish open and effective communication with staff, PTA, School Advisory Committees and community groups to increase involvement, provide information and coordinate efforts to meet school goals</p> <p>? Consider multiple perspectives and utilize available data when making decisions or recommendations for program changes and development</p> <p>? Perform other duties as assigned by the principal and/or designee</p> |
| Greene, Janice | School Counselor | <p>Present lessons in academic success, career awareness and planning and social and personal growth and understanding</p> <p>? Assist students to maximize their educational experience by discovering and developing their special abilities</p> <p>? Assist students in understanding their aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data, and work with students in developing education and occupation plans in terms of such evaluation</p> <p>? Assist students in relating their interests, capabilities and aptitudes to life goals</p> <p>? Provide individual planning sessions to students in the areas of academic planning and success, career awareness and social and personal development based on sequential, grade appropriate objectives</p> <p>? Communicate with students and their parents regarding academic progress and graduation; work</p>  |

| Name               | Title | Job Duties and Responsibilities   |
|--------------------|-------|---|
|                    |       | <p>with students on an individual basis in the solution of personal and academic problems</p> <p>? Conduct structured, goal-oriented counseling sessions in systematic response to identified needs</p> <p>of groups of children; themes include academic skill building, social skill development, career awareness, conflict resolution, family issues and making health choices</p> <p>? Assist in students' transition to elementary, middle school, high school and to post high school options</p> <p>? Provide information and skills to parents, school staff, administration and the community to enhance student achievement</p> <p>? Assist parents in addressing school related problems and issues; refer students and their parents, as needed, to appropriate specialists, special programs and/or outside agencies</p> <p>? Inform students and their parents as to pertinent test results and their implications for educational and career planning</p> <p>? Advocate for equal access to programs and services for all students</p> <p>? Review the school counseling program annually with other district counselors and administrators; establish a planning calendar for activities</p> |
| Swackard, Arleatha | Other | <p>Coordinate the overall federal, state, district and school-based student assessment, accountability and progress monitoring programs</p> <p>? Maintain student assessment and progress monitoring records for state and district mandated testing</p> <p>? Maintain and support strict confidentiality of student records and data</p> <p>? Prepare and deliver inservice training for school staff on testing and the use of progress monitoring and reporting programs</p> <p>? Coordinate the distribution and interpretation of test results within and between schools</p> <p>? Report testing results and trends to faculty and other stakeholders</p> <p>? Assist all stakeholders in the use of data to influence the School Improvement Plan and drive instruction</p> <p>? Perform other duties as assigned by the principal and/or designee</p>   |

## 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 | 0 | 0 | 0 | 277 | 315 | 257 | 278 | 1127 |       |
| Attendance below 90 percent     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39  | 57  | 52  | 82  | 230  |       |
| One or more suspensions         | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38  | 32  | 19  | 21  | 110  |       |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |      |       |
| Level 1 on statewide assessment | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 76  | 100 | 66  | 31  | 273  |       |

**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 | 0 | 0 | 0 | 70 | 68 | 48 | 32 | 218 |       |

**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  |       |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |

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

68

**Date this data was collected or last updated**

Wednesday 7/24/2019

**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 | 0 | 0 | 0 | 129 | 6   | 5   | 8   | 148 |       |
| One or more suspensions         | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35  | 14  | 22  | 9   | 80  |       |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35  | 45  | 49  | 39  | 168 |       |
| Level 1 on statewide assessment | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 74  | 171 | 144 | 120 | 509 |       |
|                                 | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |     |       |
|                                 | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |     |       |
|                                 | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |     |       |
|                                 | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |     |       |
|                                 | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |     |       |

**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 | 0 | 0 | 0 | 110 | 92 | 88 | 51 | 341   |

**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 | 0 | 0 | 0 | 129 | 6   | 5   | 8   | 148   |
| One or more suspensions         | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35  | 14  | 22  | 9   | 80    |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35  | 45  | 49  | 39  | 168   |
| Level 1 on statewide assessment | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 74  | 171 | 144 | 120 | 509   |
|                                 | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|                                 | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|                                 | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|                                 | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|                                 | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |

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 | 0 | 0 | 0 | 110 | 92 | 88 | 51 | 341   |

## 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             | 40%    | 70%      | 61%   | 38%    | 64%      | 57%   |
| ELA Learning Gains          | 35%    | 61%      | 59%   | 40%    | 57%      | 57%   |
| ELA Lowest 25th Percentile  | 26%    | 52%      | 54%   | 33%    | 48%      | 51%   |
| Math Achievement            | 41%    | 70%      | 62%   | 42%    | 70%      | 58%   |
| Math Learning Gains         | 38%    | 58%      | 59%   | 36%    | 63%      | 56%   |
| Math Lowest 25th Percentile | 32%    | 58%      | 52%   | 30%    | 60%      | 50%   |
| Science Achievement         | 57%    | 60%      | 56%   | 60%    | 59%      | 53%   |
| Social Studies Achievement  | 58%    | 83%      | 78%   | 58%    | 79%      | 75%   |

**EWS Indicators as Input Earlier in the Survey**

| Indicator                       | Grade Level (prior year reported) |       |       |          |           |          |          | Total     |
|---------------------------------|-----------------------------------|-------|-------|----------|-----------|----------|----------|-----------|
|                                 | 6                                 | 7     | 8     | 9        | 10        | 11       | 12       |           |
| Number of students enrolled     | 0 (0)                             | 0 (0) | 0 (0) | 277 (0)  | 315 (0)   | 257 (0)  | 278 (0)  | 1127 (0)  |
| Attendance below 90 percent     | 0 (0)                             | 0 (0) | 0 (0) | 39 (129) | 57 (6)    | 52 (5)   | 82 (8)   | 230 (148) |
| One or more suspensions         | 0 (0)                             | 0 (0) | 0 (0) | 38 (35)  | 32 (14)   | 19 (22)  | 21 (9)   | 110 (80)  |
| Course failure in ELA or Math   | 0 (0)                             | 0 (0) | 0 (0) | 0 (35)   | 0 (45)    | 0 (49)   | 0 (39)   | 0 (168)   |
| Level 1 on statewide assessment | 0 (0)                             | 0 (0) | 0 (0) | 76 (74)  | 100 (171) | 66 (144) | 31 (120) | 273 (509) |

**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 |        |          |                            |       |                         |
|                       | 2018 |        |          |                            |       |                         |
| Cohort Comparison     |      |        |          |                            |       |                         |
| 07                    | 2019 |        |          |                            |       |                         |
|                       | 2018 |        |          |                            |       |                         |
| Cohort Comparison     |      | 0%     |          |                            |       |                         |
| 08                    | 2019 |        |          |                            |       |                         |
|                       | 2018 |        |          |                            |       |                         |
| Cohort Comparison     |      | 0%     |          |                            |       |                         |
| 09                    | 2019 | 38%    | 51%      | -13%                       | 55%   | -17%                    |
|                       | 2018 | 43%    | 50%      | -7%                        | 53%   | -10%                    |
| Same Grade Comparison |      | -5%    |          |                            |       |                         |
| Cohort Comparison     |      | 38%    |          |                            |       |                         |
| 10                    | 2019 | 40%    | 49%      | -9%                        | 53%   | -13%                    |
|                       | 2018 | 40%    | 48%      | -8%                        | 53%   | -13%                    |
| Same Grade Comparison |      | 0%     |          |                            |       |                         |
| Cohort Comparison     |      | -3%    |          |                            |       |                         |

| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      |        |          |                            |       |                         |
| 07                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |

| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |

| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      |        |          |                            |       |                         |

| BIOLOGY EOC  |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2019         | 57%    | 67%      | -10%                  | 67%   | -10%               |
| 2018         | 64%    | 58%      | 6%                    | 65%   | -1%                |
| Compare      |        | -7%      |                       |       |                    |
| CIVICS EOC   |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2019         |        |          |                       |       |                    |
| 2018         |        |          |                       |       |                    |
| HISTORY EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2019         | 59%    | 70%      | -11%                  | 70%   | -11%               |
| 2018         | 62%    | 68%      | -6%                   | 68%   | -6%                |
| Compare      |        | -3%      |                       |       |                    |
| ALGEBRA EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2019         | 35%    | 59%      | -24%                  | 61%   | -26%               |
| 2018         | 37%    | 62%      | -25%                  | 62%   | -25%               |
| Compare      |        | -2%      |                       |       |                    |
| GEOMETRY EOC |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2019         | 41%    | 55%      | -14%                  | 57%   | -16%               |
| 2018         | 42%    | 45%      | -3%                   | 56%   | -14%               |
| Compare      |        | -1%      |                       |       |                    |



**Subgroup Data**

| <b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b> |                 |               |                    |                  |                |                     |                 |                |                  |                          |                                |
|--|-----------------|---------------|--------------------|------------------|----------------|---------------------|-----------------|----------------|------------------|--------------------------|--------------------------------|
| <b>Subgroups</b>                                 | <b>ELA Ach.</b> | <b>ELA LG</b> | <b>ELA LG L25%</b> | <b>Math Ach.</b> | <b>Math LG</b> | <b>Math LG L25%</b> | <b>Sci Ach.</b> | <b>SS Ach.</b> | <b>MS Accel.</b> | <b>Grad Rate 2017-18</b> | <b>C &amp; C Accel 2017-18</b> |
| SWD  | 22              | 32            | 24                 | 25               | 34             | 32                  | 31              | 42             |                  | 76                       | 24                             |
| ELL  | 14              | 24            | 17                 |                  | 18             |                     |                 | 50             |                  |                          |                                |
| BLK  | 24              | 34            | 23                 | 28               | 41             | 38                  | 28              | 37             |                  | 86                       | 28                             |
| HSP  | 36              | 35            | 30                 | 26               | 21             | 27                  | 39              | 50             |                  | 75                       | 42                             |
| MUL  | 45              | 25            |                    | 41               | 13             |                     | 50              |                |                  | 100                      | 46                             |
| WHT  | 42              | 35            | 26                 | 45               | 42             | 32                  | 65              | 61             |                  | 86                       | 57                             |
| FRL  | 37              | 31            | 22                 | 36               | 37             | 32                  | 49              | 51             |                  | 82                       | 41                             |
| <b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b> |                 |               |                    |                  |                |                     |                 |                |                  |                          |                                |
| <b>Subgroups</b>                                 | <b>ELA Ach.</b> | <b>ELA LG</b> | <b>ELA LG L25%</b> | <b>Math Ach.</b> | <b>Math LG</b> | <b>Math LG L25%</b> | <b>Sci Ach.</b> | <b>SS Ach.</b> | <b>MS Accel.</b> | <b>Grad Rate 2016-17</b> | <b>C &amp; C Accel 2016-17</b> |
| SWD  | 26              | 37            | 35                 | 29               | 41             |                     | 33              | 14             |                  | 73                       | 21                             |
| ELL  | 24              | 35            | 30                 | 18               | 25             |                     |                 |                |                  |                          |                                |
| BLK  | 26              | 27            | 19                 | 14               | 30             | 38                  | 35              | 30             |                  | 68                       | 33                             |
| HSP  | 33              | 40            | 41                 | 27               | 25             | 24                  | 62              | 57             |                  | 70                       | 58                             |
| MUL  | 58              | 53            |                    | 41               | 35             |                     |                 |                |                  |                          |                                |
| WHT  | 47              | 42            | 31                 | 47               | 36             | 38                  | 68              | 68             |                  | 82                       | 67                             |
| FRL  | 41              | 41            | 30                 | 35               | 32             | 35                  | 57              | 53             |                  | 70                       | 53                             |
| <b>2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b> |                 |               |                    |                  |                |                     |                 |                |                  |                          |                                |
| <b>Subgroups</b>                                 | <b>ELA Ach.</b> | <b>ELA LG</b> | <b>ELA LG L25%</b> | <b>Math Ach.</b> | <b>Math LG</b> | <b>Math LG L25%</b> | <b>Sci Ach.</b> | <b>SS Ach.</b> | <b>MS Accel.</b> | <b>Grad Rate 2015-16</b> | <b>C &amp; C Accel 2015-16</b> |
| SWD  | 8               | 18            | 13                 | 17               | 24             | 21                  | 21              | 25             |                  | 63                       | 30                             |
| ELL  | 21              | 33            |                    | 25               | 23             |                     |                 |                |                  |                          |                                |
| BLK  | 15              | 31            | 25                 | 14               | 24             | 31                  | 27              | 33             |                  | 86                       | 33                             |
| HSP  | 38              | 38            | 43                 | 41               | 44             | 47                  | 58              | 50             |                  | 81                       | 27                             |
| MUL  |                 |               |                    | 43               | 33             |                     |                 | 64             |                  |                          |                                |
| WHT  | 42              | 43            | 36                 | 45               | 37             | 26                  | 65              | 62             |                  | 79                       | 59                             |
| FRL  | 30              | 36            | 32                 | 38               | 37             | 29                  | 53              | 53             |                  | 72                       | 43                             |

**ESSA Data**

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

| <b>ESSA Federal Index</b>   |      |
|---|------|
| ESSA Category (TS&I or CS&I)  | TS&I |
| OVERALL Federal Index – All Students  | 48   |
| OVERALL Federal Index Below 41% All Students                                    | NO   |
| Total Number of Subgroups Missing the Target                                    | 4    |
| Progress of English Language Learners in Achieving English Language Proficiency | 69   |
| Total Points Earned for the Federal Index                                       | 533  |

| ESSA Federal Index   |     |
|--|-----|
| Total Components for the Federal Index   | 11  |
| Percent Tested   | 98% |
| Subgroup Data  |     |
| Students With Disabilities   |     |
| Federal Index - Students With Disabilities                                     | 34  |
| 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                                      | 24  |
| English Language Learners Subgroup Below 41% in the Current Year?              | YES |
| 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   |     |
| Asian Students Subgroup Below 41% in the Current Year?                         | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32%                  |     |
| Black/African American Students  |     |
| Federal Index - Black/African American Students                                | 37  |
| 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  | 40  |
| Hispanic Students Subgroup Below 41% in the Current Year?                      | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32%               |     |
| Multiracial Students   |     |
| Federal Index - Multiracial Students   | 46  |
| Multiracial Students Subgroup Below 41% in the Current Year?                   | NO  |

| Multiracial Students   |     |
|--|-----|
| 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   | 49  |
| 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                                | 42  |
| 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.**

2019 ELL ELA achievement was 14%, this was our lowest performing data component. This was a 10% drop from 2018. Some contributing factors may have been a lack of monitoring ELL accommodations, a lack of training for staff and a lack of resources for staff to utilize.

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

There was a 13% (30% to 17%) decline in ELL LG Lowest 25%. These factors would be similar to the ones mentioned above. We also saw a 33% increase in brand new ELL students.

**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.**

ELA Lowest 25% had the greatest gap, 28%, (school 26%, state 54%) compared to the state. Some factors that contributed to this gap were losing a 10th grade English teacher mid year and hiring a brand new teacher at the beginning of the year.

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

Math learning gains increased from 34% - 38%. Math classes were given the majority of Peer Inclusion Team servant leaders. These leaders serve in a one on one capacity to support the struggling math students. We have implemented the Aleks data tracking program in the Algebra 1A/B classes. Teachers have been

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

Level 1 on statewide assessments and course failures in ELA and Math. In order to increase the gains in our lowest performing ELA and Math students we are front loading those classes (including intensive reading) with Peer Inclusion Team. This is our 80 strong student-centered program of servant leaders that are on course to graduate and have shown proficiency on the statewide assessments. This "one to one" assistance reflected a 36% growth in learning gains for the lowest quartile in 2018-2019. Algebra 1A/B classes are utilizing the Aleks progress monitoring tool with fidelity. Reading classes have initiated the Extreme Reading and Achieve 3000 programs.

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

1. Make gains (in all areas) with our SWD and ELL students
2. Focus on improving instruction on the standards for ELA and Math
3. Close the gap of our minority students in AP classes
4. Focus on ensuring that our teachers are using formatives to assess the students and provide feedback.
5. Make sure that the students are handling multiple text, reading and writing daily.

## Part III: Planning for Improvement

### Areas of Focus:

| #1  |  |
|---|--|
| <b>Title</b>  | Increase ELA Learning Gains  |
| <b>Rationale</b>  | We are working to increase the learning gains of our ELA students. Our 3 lowest 2018-2019 subgroups performed as follows: SWD - 22%, ELL - 14%, Black - 24%, increasing their Learning Gains will reflect an increase in our overall proficiency. We believe that this will also assist us in reaching the Federal Index mark of 41%.  |
| <b>State the measurable outcome the school plans to achieve</b> | To increase the Learning Gains of our ESE Students by 15% on the FSA/ELA.  |
| <b>Person responsible for monitoring outcome</b>                | Lorenzo Fields (fields_l@hcsb.k12.fl.us)   |
| <b>Evidence-based Strategy</b>                                  | Achieve 3000<br>Edgenuity Virtual Tutor<br>Extreme Reading   |
| <b>Rationale for Evidence-based Strategy</b>                    | The Edgenuity Virtual Tutor and the Achieve 3000 programs will assess the strands or standards and determine where they are performing the lowest. The program will also prescribe lessons which will assist the students in increasing their overall performance on the FSA/ELA.  |
| <b>Action Step</b>  |  |
| <b>Description</b>  | <ol style="list-style-type: none"> <li>1. We will use the previous years Assessment Data to identify the strands that the students are performing the lowest.</li> <li>2. Utilize Common Planning between General Education Teachers and Co-Teachers to determine which students require differentiated instruction and/or pull out.</li> <li>3. Monitor the students progress through formative assessments (Writing, Quizzes, Project Based Learning, and Group Assignments)</li> <li>4. Reading Teacher will implement multiple ACT/SAT test taking strategies from.</li> <li>5. Students will participate in a Boot Camp prior to taking the FSA/ELA to review any identified weaknesses.</li> <li>6. Teachers and students will monitor progress using the Achieve 3000 program.</li> </ol> |
| <b>Person Responsible</b>                                       | Lorenzo Fields (fields_l@hcsb.k12.fl.us)   |

| #2  |  |
|---|--|
| <b>Title</b>  | Literacy Across All Content Areas  |
| <b>Rationale</b>  | Based on ELA School Data we are embracing a School Wide effort to increase literacy and student achievement in all areas.  |
| <b>State the measurable outcome the school plans to achieve</b> | Increase ELA Achievement by 3%, ELA, Learning Gains by 4% and ELA Lowest 25th Percentile by 5% and an increase in overall achievement in all subject areas.  |
| <b>Person responsible for monitoring outcome</b>                | Lorenzo Fields (fields_l@hcsb.k12.fl.us)   |
| <b>Evidence-based Strategy</b>                                  | Achieve 3000<br>Student Work Analysis Protocol<br>Reading Strategies   |
| <b>Rationale for Evidence-based Strategy</b>                    | Administration will conduct classroom walkthroughs and will also be involved in the Common Planning process for the ELA and Reading Teachers (Mr. Fields/ Mr. O'Rourke).   |
| <b>Action Step</b>  |  |
| <b>Description</b>  | <ol style="list-style-type: none"> <li>1. Literacy Leadership Team will meet bi-weekly to share best practices.</li> <li>2. Literacy Leadership Team will provide reflections based on departmental feedback in reference to reading strategies implemented from Professional Development provided by Reading Coach.</li> <li>3. Teachers will provide student work samples and share instructional implications as it pertains to reading strategies.</li> <li>4. Additional English Language Arts/Reading Professional Development will be provided twice per semester.</li> <li>5. The Literacy Leadership Team, professional learning communities will continue to focus on the Student work Analysis Protocol process with continued monitoring of standard based instruction.</li> </ol> |
| <b>Person Responsible</b>                                       | Lorenzo Fields (fields_l@hcsb.k12.fl.us)   |

| #3  |   |
|---|---|
| <b>Title</b>  | Mathematics Learning Gains of the Lowest 25 Percent   |
| <b>Rationale</b>  | A focus on the Mathematics Lowest 25th Percentile may have a positive effect on Learning Gains and Achievement.   |
| <b>State the measurable outcome the school plans to achieve</b> | 2019-2020 Goal for the Mathematics Lowest 25th Percentile is a 5% increase from 32% (2018-2019) to 37% and overall Math Achievement (2019-2020).  |
| <b>Person responsible for monitoring outcome</b>                | Angela Miller (miller_a@hcsb.k12.fl.us)   |
| <b>Evidence-based Strategy</b>                                  | ALEKS Progress Monitoring System<br>PIT Crew<br>Cap all Algebra A/B Classes at 23 Students<br>Additional intensive math instruction class   |
| <b>Rationale for Evidence-based Strategy</b>                    | ALEKS will use adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. Peer Inclusion Team (PIT Crew) student leaders will be in those classes intervening and serving students on a one on one basis. Smaller class and additional instruction will assist in decreasing achievement gaps.   |
| <b>Action Step</b>  |   |
| <b>Description</b>  | <ol style="list-style-type: none"> <li>1. Cap all Algebra A/B classes at 23 students.</li> <li>2. Provide Co-Teachers training on mathematics content and professional development for highly effective co-teaching strategies.</li> <li>3. Provide A/B classes with PIT Crew students to assist with students who need extra assistance.</li> <li>4. Utilize ALEKS Progress Monitoring System to provide data analysis on each student to help us adjust our planning if necessary.</li> <li>5.</li> </ol> |
| <b>Person Responsible</b>                                       | [no one identified]   |

#### 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).**