

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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK, 6-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
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* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (46%) 2017-18: C (50%) 2016-17: C (47%) 2015-16: C (47%) 2014-15: B (55%)
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

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

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, Leechele	Principal	<p>Supervise all aspects of the school’s educational program</p> <ul style="list-style-type: none"> ? Assume responsibility for development, implementation and evaluation of curriculum designed to better meet needs of students ? Take action to increase student achievement scores on standardized tests ? Assume responsibility in the development, revision, implementation and evaluation of the School Improvement Plan ? Maintain high standard of student conduct and enforces discipline, according to due process rights to students ? Assume responsibility for the implementation and observance of all board policies and regulations by the school’s staff and students ? Take action to build effective teams within the school ? Effectively communicate with staff, students, parents and community groups ? Establish and maintain a positive collaborative relationship with students’ families to increase student achievement ? Work with stakeholders to establish goals that are congruent with the school’s continuous improvement efforts ? Assume responsibility for the safety and administration of the school facilities ? Act as a liaison between the school and community and encourage community participation in school life ? Assume responsibility for assisting with hiring, training, supervising and evaluating school personnel ? Make decisions regarding the effectiveness of employee performance including recommending dismissal when necessary ? Conduct meetings of the staff for proper functioning of the school ? Establish and maintain individual professional development plans linked to student performance and clearly-defined training activities that result in better student performance ? Assume responsibility for the preparation and management of the school budget ? Delegate authority and responsibility to appropriate personnel to insure that school activities and programs are effectively supervised and implemented ? Use a systematic process to receive and provide feedback about the progress of work being done ? Sustain focus and attention to detail <p>PRINCIPAL</p> <ul style="list-style-type: none"> ? Perform other duties as assigned by the Assistant Superintendent of

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

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

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> ? Collaborate with administration and staff in writing, implementing and monitoring the School Improvement Plan ? Assist with implementing and monitoring the curriculum ? Assist in monitoring and maintaining student discipline throughout the school ? Assist the principal in the overall administration of the school ? Assume responsibility of the principalship in the absence of the principal ? Assist with support, supervision and evaluation of staff as requested by the principal ? Use group process skills to enable staff members to work together effectively ? Work with teachers to increase student achievement scores on standardized tests ? Assist with maintaining the safety of students, staff and the school plant ? Use a systematic process to receive and provide feedback about the progress of work being done ? 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 ? Consider multiple perspectives and utilize available data when making decisions or recommendations for program changes and development ? Perform other duties as assigned by the principal and/or designee

Greene, Janice	School Counselor	<p>Present lessons in academic success, career awareness and planning and social and personal growth and understanding</p> <ul style="list-style-type: none"> ? Assist students to maximize their educational experience by discovering and developing their special abilities ? 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 ? Assist students in relating their interests, capabilities and aptitudes to life goals ? 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 ? Communicate with students and their parents regarding academic progress and graduation; work
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Name	Title	Job Duties and Responsibilities
		<p>with students on an individual basis in the solution of personal and academic problems</p> <ul style="list-style-type: none"> ? Conduct structured, goal-oriented counseling sessions in systematic response to identified needs of groups of children; themes include academic skill building, social skill development, career awareness, conflict resolution, family issues and making health choices ? Assist in students' transition to elementary, middle school, high school and to post high school options ? Provide information and skills to parents, school staff, administration and the community to enhance student achievement ? 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 ? Inform students and their parents as to pertinent test results and their implications for educational and career planning ? Advocate for equal access to programs and services for all students ? Review the school counseling program annually with other district counselors and administrators; establish a planning calendar for activities
Swackard, Arleatha	Other	<p>Coordinate the overall federal, state, district and school-based student assessment, accountability and progress monitoring programs</p> <ul style="list-style-type: none"> ? Maintain student assessment and progress monitoring records for state and district mandated testing ? Maintain and support strict confidentiality of student records and data ? Prepare and deliver inservice training for school staff on testing and the use of progress monitoring and reporting programs ? Coordinate the distribution and interpretation of test results within and between schools ? Report testing results and trends to faculty and other stakeholders ? Assist all stakeholders in the use of data to influence the School Improvement Plan and drive instruction ? Perform other duties as assigned by the principal and/or designee

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	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	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	0
Students retained two or more times	0	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

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	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	

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	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

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	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
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	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
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	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.

ESSA Federal Index	
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	
Title	Increase ELA Learning Gains
Rationale	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%.
State the measurable outcome the school plans to achieve	To increase the Learning Gains of our ESE Students by 15% on the FSA/ELA.
Person responsible for monitoring outcome	Lorenzo Fields (fields_l@hcsb.k12.fl.us)
Evidence-based Strategy	Achieve 3000 Edgenuity Virtual Tutor Extreme Reading
Rationale for Evidence-based Strategy	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.
Action Step	
Description	<ol style="list-style-type: none"> 1. We will use the previous years Assessment Data to identify the strands that the students are performing the lowest. 2. Utilize Common Planning between General Education Teachers and Co-Teachers to determine which students require differentiated instruction and/or pull out. 3. Monitor the students progress through formative assessments (Writing, Quizzes, Project Based Learning, and Group Assignments) 4. Reading Teacher will implement multiple ACT/SAT test taking strategies from. 5. Students will participate in a Boot Camp prior to taking the FSA/ELA to review any identified weaknesses. 6. Teachers and students will monitor progress using the Achieve 3000 program.
Person Responsible	Lorenzo Fields (fields_l@hcsb.k12.fl.us)

#2	
Title	Literacy Across All Content Areas
Rationale	Based on ELA School Data we are embracing a School Wide effort to increase literacy and student achievement in all areas.
State the measurable outcome the school plans to achieve	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.
Person responsible for monitoring outcome	Lorenzo Fields (fields_l@hcsb.k12.fl.us)
Evidence-based Strategy	Achieve 3000 Student Work Analysis Protocol Reading Strategies
Rationale for Evidence-based Strategy	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).
Action Step	
Description	<ol style="list-style-type: none"> 1. Literacy Leadership Team will meet bi-weekly to share best practices. 2. Literacy Leadership Team will provide reflections based on departmental feedback in reference to reading strategies implemented from Professional Development provided by Reading Coach. 3. Teachers will provide student work samples and share instructional implications as it pertains to reading strategies. 4. Additional English Language Arts/Reading Professional Development will be provided twice per semester. 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.
Person Responsible	Lorenzo Fields (fields_l@hcsb.k12.fl.us)

#3	
Title	Mathematics Learning Gains of the Lowest 25 Percent
Rationale	A focus on the Mathematics Lowest 25th Percentile may have a positive effect on Learning Gains and Achievement.
State the measurable outcome the school plans to achieve	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).
Person responsible for monitoring outcome	Angela Miller (miller_a@hcsb.k12.fl.us)
Evidence-based Strategy	ALEKS Progress Monitoring System PIT Crew Cap all Algebra A/B Classes at 23 Students Additional intensive math instruction class
Rationale for Evidence-based Strategy	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.
Action Step	
Description	<ol style="list-style-type: none"> 1. Cap all Algebra A/B classes at 23 students. 2. Provide Co-Teachers training on mathematics content and professional development for highly effective co-teaching strategies. 3. Provide A/B classes with PIT Crew students to assist with students who need extra assistance. 4. Utilize ALEKS Progress Monitoring System to provide data analysis on each student to help us adjust our planning if necessary. 5.
Person Responsible	[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).