Weeki Wachee High School

2020-21 Schoolwide Improvement Plan

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Weeki Wachee High School

12150 VESPA WAY, Weeki Wachee, FL 34614

https://www.hernandoschools.org/wwhs

Demographics

Principal: Ed Larose

Start Date for this Principal: 9/18/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2019-20 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: B (56%) 2017-18: C (52%) 2016-17: C (49%) 2015-16: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	84%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	C

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Where all members of the school community are responsible for ensuring learning and academic achievement for all students.

Provide the school's vision statement.

Weeki Wachee High School, we're all about students. Where all students make a years worth of growth.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
La Barbara, Troy	Principal	Mr. LaBarbara serves as the instructional leader who works with faculty and staff regularly to identify needs, set and monitor goals. In addition, he is the safety leader who works to ensure that all have a safe work environment. He oversees all operations of the school.
Burgess, Laura	Assistant Principal	Mrs. Kane oversees professional development, school improvement, the Reading Department, the ELA Department, the Science Department, and the Fine Arts Department. She also serves on the safety team and handles student discipline.
Shelby, Sarah	Assistant Principal	Mrs. Shelby oversees MTSS, the Math Department, CTE, the Social Science Department and the Guidance Department. She also serves on the safety team and handles student discipline.
Murrman, Mildred	Assistant Principal	Mrs. Murrman oversees School Safety, the ESE Department and the PE Department. She also handles student discipline.
Adesso, Lore	Teacher, K-12	Assessment Coordinator
Clark, Damien	Teacher, K-12	Department Chair, Social Science
Clark, Summer	School Counselor	Department Chair, Guidance
Jordan, T.J.	Teacher, K-12	Department Chair, Science
Mihok, Kirsten	Teacher, ESE	Department Chair, Exceptional Student Education
Dejesus, Michael	Teacher, K-12	Department Chair, Math
Ross, Charlene	Teacher, K-12	Department Chair, Math
Maternowski, Adam	Teacher, K-12	Department Chair. Social Science
Quarto, Mike	Teacher, K-12	Department Chair, Reading
Linauer, Marlise	Teacher, K-12	Department Chair, World Languages
Skipper, Patrick	Teacher, K-12	Department Chair, Career and Technical Education
Bouchard, Kathleen	Teacher, K-12	Department Chair, ELA 11 &12

Name	Title	Job Duties and Responsibilities
Campbell, Roxanne	Teacher, K-12	Department Chair, Fine Arts
Jones, Kimberly	Teacher, K-12	Department Chair, Physical Education
Bass, Steve	Teacher, K-12	Department Chair, Fine Arts

Demographic Information

Principal start date
Friday 9/18/2020, Ed Larose

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
14

Total number of teacher positions allocated to the school
70

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2019-20 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: B (56%)
	2017-18: C (52%)
	2016-17: C (49%)
	2015-16: C (48%)

2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	<u>Lucinda Thompson</u>
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <u>click here</u>.

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	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	0	0	0	

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	

Date this data was collected or last updated

Friday 9/18/2020

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	330	284	282	334	1230
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	1	1	2	5
One or more suspensions	0	0	0	0	0	0	0	0	0	28	10	19	16	73
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	9	30	1	0	40
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	79	72	58	48	257

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	137	95	107	115	454

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	

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	330	284	282	334	1230
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	1	1	2	5
One or more suspensions	0	0	0	0	0	0	0	0	0	28	10	19	16	73
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	9	30	1	0	40
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	79	72	58	48	257

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	137	95	107	115	454

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	

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	45%	49%	56%	36%	42%	53%
ELA Learning Gains	47%	45%	51%	36%	43%	49%
ELA Lowest 25th Percentile	35%	36%	42%	30%	39%	41%
Math Achievement	50%	51%	51%	50%	49%	49%
Math Learning Gains	46%	45%	48%	40%	40%	44%
Math Lowest 25th Percentile	42%	38%	45%	31%	32%	39%
Science Achievement	65%	68%	68%	58%	67%	65%
Social Studies Achievement	72%	71%	73%	63%	69%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	39%	51%	-12%	55%	-16%
	2018	37%	50%	-13%	53%	-16%
Same Grade Comparison		2%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2019	46%	49%	-3%	53%	-7%
	2018	44%	48%	-4%	53%	-9%
Same Grade Comparison		2%				
Cohort Comparison		9%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	67%	-5%	67%	-5%
2018	52%	58%	-6%	65%	-13%
Compare		10%			
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	70%	70%	0%	70%	0%
2018	55%	68%	-13%	68%	-13%
Compare		15%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	40%	59%	-19%	61%	-21%
2018	52%	62%	-10%	62%	-10%
Compare		-12%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	58%	55%	3%	57%	1%
2018	37%	45%	-8%	56%	-19%
Compare		21%			

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	30	44	33	31	40	34	24	44		96	36
ELL	24	45	50	18	35		40			100	43
BLK	39	47	33	26	31	24	47	36		100	45
HSP	34	37	28	44	41	25	53	66		100	60
MUL	54	61		59	50		91	85			
WHT	47	49	36	54	48	51	68	75		97	66
FRL	41	44	32	47	46	41	57	66		96	61
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	24	39	30	26	46	42	44	55		86	36
ELL	15	50	45	26	41		23			72	54
BLK	28	50	36	27	46	36	38	62		82	43
HSP	33	46	39	40	45	52	38	29		88	57
MUL	45	37		32	30		55	64		92	67
WHT	45	46	36	46	45	46	58	62		88	61
FRL	36	42	34	39	42	44	50	53		83	57
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	24	30	29	34	33	31	50		71	38
ELL	18	24		41	38						
BLK	34	40	33	38	41	40	45	46		86	42
HSP	29	34	11	44	42	29	50	54		94	43
MUL	20	15		42	33		40				
WHT	37	36	35	53	41	32	60	66		89	55
FRL	29	33	25	46	42	34	49	58		89	48

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)	N/A

ESSA Federal Index	
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	636
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning	
Area of Focus Description and Rationale:	After reviewing our school-wide data and achievement gap data, we have selected professional learning to support the teachers in the areas of professional development, instruction, and engagement strategies. These opportunities will directly impact student learning to increase student achievement in all content areas school-wide.
Measurable Outcome:	Measurable outcomes will be obtained from FSA ELA state assessments, formative classroom data, as well as, district nine week exam data. Our goal is for the FSA ELA overall achievement will be increased by 3 percentage points.
Person responsible for monitoring outcome:	Troy La Barbara (labarbara_t@hcsb.k12.fl.us)
Evidence-based Strategy:	The evidence based strategy to be implemented is reflective practices. We will use data analysis to disseminate the data for review and reflection. Reflective practices will be used identify areas of continued improvement.
Rationale for Evidence-based Strategy:	Reflective practices has been selected due to its impact on identifying areas of continued improvement and the development of action plans.

Action Steps to Implement	
AVID Strategy Professional development and implementation	
Person Responsible	Laura Burgess (burgess_l@hcsb.k12.fl.us)
Equal Opportunity Schools (EOS) intervention.	
Person Responsible	Sarah Shelby (shelby_s@hcsb.k12.fl.us)
Student Work Analysis Protocol (SWAP) through Professional learning communities (PLC).	
Person Responsible	Laura Burgess (burgess_l@hcsb.k12.fl.us)
Co-Teach / Team teaching professional development	
Person Responsible	Laura Burgess (burgess_l@hcsb.k12.fl.us)
Cultural Walkthrough expectation guide	
Person Responsible	Troy La Barbara (labarbara_t@hcsb.k12.fl.us)

#2. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	In order to become a culturally inclusive school, we will review data on the equal opportunities for all students in all academic areas. Increased participation in higher rigorous coursework by all students through recruiting and encouraging students who traditionally have not participated in these courses.
Measurable Outcome:	Measurable outcomes will be defined by enrollment and success of the identified students in those higher rigorous courses, for example in AP, DE, and Honors.
Person responsible for monitoring outcome:	Sarah Shelby (shelby_s@hcsb.k12.fl.us)
Evidence-based Strategy:	Strategies using EOS as a foundation for increasing recruitment will be accomplished through mentoring. Staff mentoring will be the basis of communicating academic opportunities for rigorous coursework to identify potential students not participating in such courses.
Rationale for Evidence-based Strategy:	Mentoring is an individual communication method that can be used to enlist and empower students that would not choose to participate in higher rigorous courses such as AP, DE, or Honors.

Action Steps to Implement

Equal Opportunities Schools (EOS) recruitment action plan

Person Responsible	Sarah Shelby (shelby_s@hcsb.k12.fl.us)

AVID elective course

Person Responsible	Mildred Murrman (murrman_m@hcsb.k12.fl.us)

Outreach activities such as AP Capstone information parent night, student socials. etc..

Person Responsible	Sarah Shelby (shelby_s@hcsb.k12.fl.us)

Outreach activities for AVID including parent nights, student representation at school events (Open Campus, 8th grade orientation).

Person Responsible	Mildred Murrman (murrman_m@hcsb.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

WWHS will implement a Tier 3 focus on SWD and lowest quartile students that are struggling in ELA and math. These will be pull-out sessions for students through their elective classes and administered by teachers receiving a stipend funded through Cares Act.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Weeki Wachee High School addresses school culture through a variety of character education activities throughout the year. Weeki Wachee has been a model school for Positive Behavior Interventions and Supports for the past 5 years. In addition, we have a Student Spirit Team that works with Administration on developing school activities to increase school spirit and create an accepting environment for all. The School Advisory Council also works with Administration and the Student Spirit Team to provide activities for character education, and community partners support our activities through donations.

Parent Family and Engagement Plan (PFEP) Link

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