

Hernando County School District

Hernando High School



2020-21 Schoolwide Improvement Plan

Table of Contents

| | |
|---|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 15 |
| Planning for Improvement | 21 |
| Positive Culture & Environment | 22 |
| Budget to Support Goals | 0 |

Hernando High School

700 BELL AVE, Brooksville, FL 34601

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

Demographics

Principal: **Leechele Booker**

Start Date for this Principal: 8/29/2020

| | |
|--|---|
| 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 |
| 2019-20 Title I School | No |
| 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 93% |
| 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: C (46%) 2017-18: C (50%) 2016-17: C (47%) 2015-16: C (47%) |
| 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.

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 15 |
| Planning for Improvement | 21 |
| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Hernando High School

700 BELL AVE, Brooksville, FL 34601

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

School Demographics

| | | |
|--|--|--|
| <p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK, 6-12</p> | <p>2019-20 Title I School</p> <p>No</p> | <p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>89%</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>32%</p> |

School Grades History

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

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, position title, and job duties/responsibilities 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> |
| Platt, Cheryl | 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 |
|--------------------|------------------------|--|
| 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 ? 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 |

| Name | Title | Job Duties and Responsibilities |
|----------------|------------------|--|
| | | <p>plant</p> <ul style="list-style-type: none"> ? 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 with students on an individual basis in the solution of personal and academic problems ? 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 |

| Name | Title | Job Duties and Responsibilities |
|--------------------|-------|--|
| | | 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 | Coordinate the overall federal, state, district and school-based student assessment, accountability and progress monitoring programs ? 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 |

Demographic Information

Principal start date

Saturday 8/29/2020, Leechele Booker

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.

11

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) | Combination School PK, 6-12 |
| 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) | 93% |
| 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: C (46%) 2017-18: C (50%) 2016-17: C (47%) 2015-16: C (47%) |
| 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 . | |

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 | 0 |
| Attendance below 90 percent | 0 | 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 | 0 |
| Course failure in ELA | 0 | 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 | 0 |
| Level 1 on 2019 statewide ELA assessment | 0 | 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 | 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 | 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 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Date this data was collected or last updated

Saturday 8/29/2020

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 | 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 | 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 |

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 | 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 |

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 | |
| | (0) | (0) | (0) | (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 |
| 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% | | | | |
| 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 |

| 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 |
| 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 |
| 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% | 0 |
| 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% | 2 |
| 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 | 37 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| 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% | 0 |
| Multiracial Students | |
| Federal Index - Multiracial Students | 46 |
| 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 | |
|--|-----|
| 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 | 49 |
| 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 | 42 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

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.

The data component FSA/ELA Overall Achievement showed the lowest performance. The contributing factors are as follows:

1. Language Barrier
2. Parental Involvement
3. Need a Paraprofessional to assist in more than just Developmental Language Arts Class
4. Student Schedules
5. Accommodations

One of the biggest trends is with our overall ELA data as a whole. In 2018-19 Hernando High School students has consistently performed low at 40%.

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

The data component showing the greatest decline from the prior year is ELA Lowest 25%; this component declined by 13% with our ELL students. The contributing factors for the ELL Learning Gains Lowest 25% population are as follows:

1. Language Barrier
2. We need a Paraprofessional to assist in more than just one class
3. Students don't want to speak out in class; afraid of not pronouncing words correctly.
4. Parental Involvement

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.

The data component ELA Lowest 25th Percentile (26%) had the greatest gap (-28%) when compared to the State (54%) Average. A few of the factors that contributed to this gap is as follows:

1. For our SWD Subgroup, only 24% of its students scored proficiently, which is an 11% decrease from the previous year.
2. Our SWD Subgroup also declined in all ELA data components (ELA Achievement/-10%, ELA Learning Gains @ -11%, and ELA Learning Gains Lowest Quartile 25% @ 13%).

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

The Social Studies Achievement data component showed the Most Improvement with our Students with Disabilities increasing by 28%. The following new actions were implemented to help our Students with Disabilities:

1. Co-Teachers having more of an active role in the instructional delivery of instruction.
2. The increase of PIT Crew students being assigned to US History class to provide more support.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

While reflecting on the Early Warning System data, our area concern is our discipline data containing one or more suspensions.

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

1. To decrease the amount of lost instructional time due to the amount of OSS/ISS days.
2. To reduce course failures in ELA.
3. To decrease the number of 11th/12th Grade students with a GPA below 2.0.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: During this school year, we will focus on the area of instructional practices in ELA. The teachers will collaborate together on their lesson plans and focus on ensuring that the Essential Question, Standards and assignments are aligned.

Measurable Outcome: We want to increase our overall measurable outcome in ELA by 5%.

Person responsible for monitoring outcome: Lorenzo Fields (fields_l@hcsb.k12.fl.us)

Evidence-based Strategy: We will use the Progress Monitoring Data Quarterly to determine if we are progressing toward our goal.
We will review our Achieve 3000 Nine Weeks Exam Data

Rationale for Evidence-based Strategy: While reviewing our Needs Assessment data for our subgroups, we are not meeting the mark for the federal index goal.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

After identifying the areas of focus, the school leadership team will address the remaining schoolwide improvement priorities by:

1. By completing a monthly lesson plans check.
2. By assigning a PIT Crew student to our students in our subgroups who need assistance
3. By completing a data review for all students of grades, GPA and credits earned.

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.

Hernando High School addresses building positive school culture and environment by building caring relationships with all stakeholders (students, parents, teachers & staff, community and business owners). We use the following to communicate with our stakeholders to provide information regarding assessment, athletics, academic achievement, events and emergencies: School Website, School Facebook, Global Connect, and the School Advisory Committee.

We have individual celebrations for our students who get accepted at colleges, universities and the military. We also have events for our students who are offered and accept athletic scholarships. We have a Mentoring period built into our schedule every Tuesday/Thursday, so that our students can get tutoring and mentoring from our teachers and staff on campus.

We celebrate our students who make the honor roll at the end of each semester. Each year we recognize and induct alumni into our HHS Hall of Fame, to recognize their achievements while they were in high school and their achievements beyond.

We have built partnerships with our community business owners, who are HHS Alumni, by hosting their company or club's event on our campus (ex. Hernando Youth League, Jayne's Dance and Charlene's School of Dance).

For Veteran's Day, we invite Veterans from the community to attend our Veteran's Day Celebration around the flag pole, as we celebrate our teachers who have also previously fulfilled the Armed Services commitment.

We host events, such as the Naval Academy Band Concert, AAU Track & Field, and athletic camps during the summer.

Parent Family and Engagement Plan (PFEP) Link

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