

Hernando County School District

West Hernando Middle School



2020-21 Schoolwide Improvement Plan

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West Hernando Middle School

14325 KEN AUSTIN PKWY, Brooksville, FL 34613

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

Demographics

Principal: Christopher Healy

Start Date for this Principal: 9/9/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
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* Asian Students* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (52%) 2016-17: C (50%) 2015-16: C (41%)
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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14325 KEN AUSTIN PKWY, Brooksville, FL 34613

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

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)
Middle School 6-8	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

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

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SIP Authority

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<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.

The mission of West Hernando Middle School, a community of diverse learners, is to provide a rigorous, relevant and collaborative learning experience where success and dedication are celebrated within a safe, caring environment.

Provide the school's vision statement.

"Embrace the Journey"

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
Healy, Chris	Principal	<p>Chris Healy - Principal and Stacey Swihart - Assistant Principal - convene monthly School-Based Leadership Team (SBLT) meetings during which staff review data to identify areas of concern and collaboratively select and apply resources to address the identified needs. These administrators also monitor classroom instruction and provide feedback for instruction improvement after formal and informal observations.</p> <p>Kristi Langworthy - ESE Support Specialist - supports school safety and delivery of services specific to student needs. This includes academic and behavioral interventions. WHMS has seven self-contained classrooms serving students with significant cognitive and/or behavioral needs.</p> <p>Melanie Fielder - Assessment Teacher - provides timely and actionable assessment data and trend analysis to ensure instructional data is available and comprehensible for the purpose of aligning instruction with standards and resources with student areas of need. This team member also provides support for the MTSS process to ensure students are identified and services are delivered specific to the area of need.</p> <p>Andrew Johnson - STEM Coach - models instructional strategies and provides feedback to teachers regarding current instructional practice and the impact on student performance. He supports improvement of instructional practice through the coaching cycle and providing timely and relevant professional development.</p> <p>Susan Jackson - Title I Facilitator - Supports school improvement through the management of Title I funds and programs to ensure services are delivered equitably and programs are implemented with fidelity. This person also shares program data with staff and conducts an annual school-wide comprehensive needs assessment to plan for subsequent use of federal funds.</p> <p>This team meets the first Wednesday of each month from 4:30 PM to 6:00 PM.</p>
	Other	
	Assistant Principal	
	Teacher, K-12	
	Teacher, ESE	
Johnson, Andrew	Instructional Coach	

Demographic Information

Principal start date

Wednesday 9/9/2020, Christopher Healy

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.*

24

Total number of teacher positions allocated to the school

54

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
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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	
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

Wednesday 9/9/2020

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	228	212	244	0	0	0	0	684	
Attendance below 90 percent	0	0	0	0	0	0	24	64	53	0	0	0	0	141	
One or more suspensions	0	0	0	0	0	0	57	83	53	0	0	0	0	193	
Course failure in ELA or Math	0	0	0	0	0	0	50	137	96	0	0	0	0	283	
Level 1 on statewide assessment	0	0	0	0	0	0	63	47	75	0	0	0	0	185	

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

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

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	2	5	11	0	0	0	0	18	
Students retained two or more times	0	0	0	0	0	0	6	1	4	0	0	0	0	11	

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	228	212	244	0	0	0	0	684	
Attendance below 90 percent	0	0	0	0	0	0	24	64	53	0	0	0	0	141	
One or more suspensions	0	0	0	0	0	0	57	83	53	0	0	0	0	193	
Course failure in ELA or Math	0	0	0	0	0	0	50	137	96	0	0	0	0	283	
Level 1 on statewide assessment	0	0	0	0	0	0	63	47	75	0	0	0	0	185	

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

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

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	2	5	11	0	0	0	0	18	
Students retained two or more times	0	0	0	0	0	0	6	1	4	0	0	0	0	11	

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

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

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(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	41%	52%	-11%	54%	-13%
	2018	41%	53%	-12%	52%	-11%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	43%	53%	-10%	52%	-9%
	2018	40%	51%	-11%	51%	-11%
Same Grade Comparison		3%				
Cohort Comparison		2%				
08	2019	50%	53%	-3%	56%	-6%
	2018	45%	54%	-9%	58%	-13%
Same Grade Comparison		5%				
Cohort Comparison		10%				

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

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

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

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	95%	62%	33%	62%	33%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	32	31	25	37	26	24	38			
ELL	26	43		39	58	60		54			
ASN	82			73							
BLK	33	45	45	29	31	27	27	69			
HSP	39	41	36	47	55	41	38	60	43		
MUL	39	47	46	61	45	25	55	60			
WHT	46	49	48	61	58	41	57	68	61		
FRL	40	44	36	51	50	37	47	62	53		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	39	35	23	43	42	5	50			
ELL	23	39		30	41						
BLK	30	44	43	31	42	53	44	58			
HSP	42	49	45	48	54	47	37	75	80		
MUL	30	33		45	58			58			
WHT	45	46	44	54	56	54	56	72	54		
FRL	38	45	41	46	53	48	47	67	44		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	35	38	17	41	44	28	50			
ELL	27	55	60	27	39	45					
BLK	21	29	17	17	39	56	20	71			
HSP	36	47	36	38	47	50	35	72	46		
MUL	43	57		55	55						
WHT	48	52	47	53	53	46	43	79	54		
FRL	41	48	41	44	48	48	39	72	46		

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	460
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	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	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	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	54
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	47
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.

Math Lowest 25th Percentile Learning Gains

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

Math Lowest 25th Percentile Learning Gains (dropped 17 points)

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

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

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

Math Achievement (increased 5 points)

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

Attendance below 90% - Because students have not been in school since March 13, 2020 due to the Covid 19 pandemic, WHMS administration and staff anticipate challenges in this area as students return to school or participate in the digital home learning option. Staff will closely monitor student attendance in face-to-face and digital classes in order to address concerns at the earliest possible point of intervention. WHMS will also closely monitor students with disabilities to ensure learning gaps are identified and addressed.

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

1. Bottom Quartile in Reading
2. Bottom Quartile in Math
3. Students with Disabilities

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Data Indicates ELA students demonstrated 41% proficiency. Math students demonstrated 56% proficiency and Science students demonstrated 50% proficiency. Each of these measures is below state average proficiency percentages. By improving instructional practices in core content classrooms to provide differentiated instruction we will increase student achievement. This focus will include Professional Learning Communities, Facilitated Lesson Planning, implementing the coaching cycle, and focusing on student work products.
Measurable Outcome:	By deploying instructional practices responsive to student data, we anticipate an increase of three percentage points proficiency in each state assessed area and an increase of three percentage points in learning gains for ELA and Math students. WHMS also anticipates an increase of three percentage points in learning gains for bottom quartile students. Interim progress monitoring will occur through classroom walk-through, review of formative data and follow-up instruction, and review of lesson plans reflecting differentiation of instruction.
Person responsible for monitoring outcome:	Chris Healy (healy_c@hcsb.k12.fl.us)
Evidence-based Strategy:	Instructional Coaching Cycle Student Work Analysis Protocol Thinking Maps Technology Integration Extended Learning
Rationale for Evidence-based Strategy:	Instructional Coaching Cycle - Improve lesson planning and classroom instruction Student Work Analysis Protocol - Use data to drive instruction and remediation Thinking Maps - Provide a common language and visual tools for communicating thought Technology Integration - Increase student engagement Extended Learning - Provide additional learning time and support for students exhibiting learning gaps

Action Steps to Implement

Coaches meet with departments to facilitate lesson planning and engage in the coaching cycle for identified areas of need.

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

Teachers meet by department twice each month to complete the Student Work Analysis Protocol (SWAP) and report on instructional outcomes. The administrative team will facilitate and monitor meetings and provide relevant feedback to ensure that instructional implications are brought back to the classroom to ensure follow-through.

Person Responsible Stacey Swihart (swihart_s@hcsb.k12.fl.us)

School will develop and maintain an Equity Team to examine the causes and develop interventions to close the achievement gap for subgroups performing below the ESSA Federal Index threshold of 41. For WHMS in 2020, those subgroups are Students with Disabilities and African American students.

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

Increase student engagement using the following:

Thinking Maps online tool will be provided to all teachers to support students clarifying their understanding of key concepts using a common visual tool.

Deploy Promethean panels in each classroom to increase student engagement. Increase use of z-Space, Gizmos and other technology and web-based resources in science classrooms. Monitor use of resources through classroom walk-through observations and lesson plan review.

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

Monitor use of resources through classroom walk-through observations and lesson plan review.

Review lesson plans during classroom walk-through observations to ensure formative assessments are being planned and implemented. Where instructional deficiencies are noted, support will be provided by district and school-based coaches to increase lesson rigor and alignment with state standards.

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

Inform the School Advisory Council of progress toward each goal and seek support for additional resources as needed to improve student achievement and engagement.

Person Responsible Stacey Swihart (swihart_s@hcsb.k12.fl.us)

Monitor student progress through classroom benchmark assessments and i-Ready assessments.

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

Use PBIS to strengthen school climate and improve school-wide behavior and attendance.

Person Responsible Laura Scott (scott_l@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.

Attendance is a signification priority. Monitor school-wide and subgroup attendance data and include monthly reports to School Based Leadership Team for the purpose of identifying and addressing absenteeism trends.

The Equity Team will review school-wide attendance data to identify trends by subgroup, grade level, and time of day as well as monthly trends.

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.

West Hernando Middle School is a Title I school and works hard to foster positive relationships with parents, families, and other community stakeholders. Regular print and digital communication includes automated calls, flyers and backpack notices and our website. We also use Facebook to inform our community about WHMS activities, achievements and initiatives and invite community feedback. WHMS also convenes monthly School Advisory Council and Title I Committee meetings to hear stakeholder input relevant to school improvement and parent concerns. WHMS also convenes a Title I Annual Meeting, host sparent conferences throughout the year, and fosters parental engagement through parent workshops such as Math Mania and STEAM.

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

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

To support student transitioning to WHMS, West Hernando Middle School faculty and staff participate in transitional staffings for incoming 6th grade students and outgoing 8th grade students. Additionally, WHMS hosts an evening sixth grade orientation each spring for students who will be attending WHMS the following school year. These students and parents tour the campus, meet staff, and attend a presentation highlighting WHMS programs and resources.

WHMS also foster a positive school climate for students as a PBIS school. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed. Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide. Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school. At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.

Parent Family and Engagement Plan (PFEP) Link

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