

Hernando County School District

# Frank W. Springstead High School



## 2021-22 Schoolwide Improvement Plan

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# Frank W. Springstead High School

3300 MARINER BLVD, Brooksville, FL 34609

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

## Demographics

**Principal: Dana Pearce**

Start Date for this Principal: 7/1/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	81%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (61%) 2017-18: B (59%) 2016-17: B (58%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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## Frank W. Springstead High School

3300 MARINER BLVD, Brooksville, FL 34609

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

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

### School Board Approval

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### SIP Authority

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

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

To promote an educational environment where students are challenged, successful, and inspired.

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

Advancing excellence, building community and choosing responsibility.

### School Leadership Team

**Membership**

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

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



Name	Position Title	Job Duties and Responsibilities
		<p>Use group process skills to enable staff members to work together effectively</p> <p>Work with teachers to increase student achievement scores on standardized tests</p> <p>Assist with maintaining the safety of students, staff and the school plant</p> <p>Use a systematic process to receive and provide feedback about the progress of work being done</p> <p>Establish open and effective communication with staff, PTA, School Advisory Committees and community groups to increase involvement, provide information and coordinate efforts to meet school goals</p> <p>Consider multiple perspectives and utilize available data when making decisions or recommendations for program changes and development</p> <p>Perform other duties as assigned by the principal and/or designee</p>
Markford, Rick	Assistant Principal	<p>Assist in the development and coordination of class schedules and school activities</p> <p>Collaborate with administration and staff in writing, implementing and monitoring the School Improvement Plan</p> <p>Assist with implementing and monitoring the curriculum</p> <p>Assist in monitoring and maintaining student discipline throughout the school</p> <p>Assist the principal in the overall administration of the school</p> <p>Assume responsibility of the principalship in the absence of the principal</p> <p>Assist with support, supervision and evaluation of staff as requested by the principal</p> <p>Use group process skills to enable staff members to work together effectively</p> <p>Work with teachers to increase student achievement scores on standardized tests</p> <p>Assist with maintaining the safety of students, staff and the school plant</p> <p>Use a systematic process to receive and provide feedback about the progress of work being done</p> <p>Establish open and effective communication with staff, PTA, School Advisory Committees and community groups to increase involvement, provide information and coordinate efforts to meet school goals</p> <p>Consider multiple perspectives and utilize available data when making decisions or recommendations for program changes and development</p> <p>Perform other duties as assigned by the principal and/or designee</p>
Sakser, Leslie	Assistant Principal	<p>Assist in the development and coordination of class schedules and school activities</p> <p>Collaborate with administration and staff in writing, implementing and monitoring the School Improvement Plan</p> <p>Assist with implementing and monitoring the curriculum</p>

Name	Position Title	Job Duties and Responsibilities
Weaver, John	Assistant Principal	<p>Assist in monitoring and maintaining student discipline throughout the school</p> <p>Assist the principal in the overall administration of the school</p> <p>Assume responsibility of the principalship in the absence of the principal</p> <p>Assist with support, supervision and evaluation of staff as requested by the principal</p> <p>Use group process skills to enable staff members to work together effectively</p> <p>Work with teachers to increase student achievement scores on standardized tests</p> <p>Assist with maintaining the safety of students, staff and the school plant</p> <p>Use a systematic process to receive and provide feedback about the progress of work being done</p> <p>Establish open and effective communication with staff, PTA, School Advisory Committees and community groups to increase involvement, provide information and coordinate efforts to meet school goals</p> <p>Consider multiple perspectives and utilize available data when making decisions or recommendations for program changes and development</p> <p>Perform other duties as assigned by the principal and/or designee</p>
		<p>Assist in the development and coordination of class schedules and school activities</p> <p>Collaborate with administration and staff in writing, implementing and monitoring the School Improvement Plan</p> <p>Assist with implementing and monitoring the curriculum</p> <p>Assist in monitoring and maintaining student discipline throughout the school</p> <p>Assist the principal in the overall administration of the school</p> <p>Assume responsibility of the principalship in the absence of the principal</p> <p>Assist with support, supervision and evaluation of staff as requested by the principal</p> <p>Use group process skills to enable staff members to work together effectively</p> <p>Work with teachers to increase student achievement scores on standardized tests</p> <p>Assist with maintaining the safety of students, staff and the school plant</p> <p>Use a systematic process to receive and provide feedback about the progress of work being done</p> <p>Establish open and effective communication with staff, PTA, School Advisory Committees and community groups to increase involvement, provide information and coordinate efforts to meet school goals</p> <p>Consider multiple perspectives and utilize available data when making decisions or</p>

Name	Position Title	Job Duties and Responsibilities
		<p>recommendations for program changes and development</p> <p>Perform other duties as assigned by the principal and/or designee</p>
Bennett, Mary	Administrative Support	<p>Coordinate the overall federal, state, district and school-based student assessment, accountability and progress monitoring programs</p> <p>Maintain student assessment and progress monitoring records for state and district mandated testing</p> <p>Maintain and support strict confidentiality of student records and data</p> <p>Prepare and deliver inservice training for school staff on testing and the use of progress monitoring and reporting programs</p> <p>Coordinate the distribution and interpretation of test results within and between schools</p> <p>Report testing results and trends to faculty and other stakeholders</p> <p>Assist all stakeholders in the use of data to influence the School Improvement Plan and drive instruction</p> <p>Perform other duties as assigned by the principal and/or designee</p>
Altimari, Denise	Teacher, K-12	<p>Teach basic skills, concepts and social competencies</p> <p>Identify long-range goals and specific objectives, and plan a program for individualized and group instruction</p> <p>Demonstrate and use audio-visual teaching aids to present subject matter to students</p> <p>Prepare, administer and correct tests and record results</p> <p>Plan lessons, correct papers and hear oral presentations</p> <p>Maintain order in classroom and in assigned duty areas</p> <p>Hold conferences with pupils, parents, principal and/or support personnel regarding the pupil's academic and social development</p> <p>Keep attendance and grade records as required by School Board Policy</p> <p>Perform other duties as assigned by the principal and/or designee</p>
Espinosa, Rosanna	Teacher, K-12	<p>Teach basic skills, concepts and social competencies</p> <p>Identify long-range goals and specific objectives, and plan a program for individualized and group instruction</p> <p>Demonstrate and use audio-visual teaching aids to present subject matter to students</p> <p>Prepare, administer and correct tests and record results</p> <p>Plan lessons, correct papers and hear oral presentations</p> <p>Maintain order in classroom and in assigned duty areas</p> <p>Hold conferences with pupils, parents, principal and/or support personnel regarding the pupil's academic and social development</p> <p>Keep attendance and grade records as required by School Board Policy</p> <p>Perform other duties as assigned by the principal and/or designee</p>
Hafliger, Michael	Teacher, K-12	<p>Teach basic skills, concepts and social competencies</p> <p>Identify long-range goals and specific objectives, and plan a program for individualized and group instruction</p> <p>Demonstrate and use audio-visual teaching aids to present subject matter to students</p>

Name	Position Title	Job Duties and Responsibilities
		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
Imhof, John	Magnet Coordinator	Assist in identifying magnet students Provide materials and methods for teaching magnet students Assist in reviewing, analyzing and relaying information relative to magnet programs Conduct ongoing professional development to educate school staff and parents on current best practices relating to magnet programs Assure that parents are informed of students' progress through continuous communication Hold Magnet training for all staff members during preschool Place students in Magnet programs Order and obtain all necessary supplies for Magnet programs Solicit donations and create business partnerships to support the Magnet School Program Perform other duties as assigned by the principal and/or designee

## Demographic Information

### Principal start date

Monday 7/1/2019, Dana Pearce

**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.*

**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.*

### Total number of teacher positions allocated to the school

102

### Total number of students enrolled at the school

Identify the number of instructional staff who left the school during the 2020-21 school year.

Identify the number of instructional staff who joined the school during the 2021-22 school year.

### Demographic Data

## Early Warning Systems

### 2021-22

**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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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		
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**

Thursday 6/10/2021

**2020-21 - 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	0	461	442	432	385	1720
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	
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	

**2020-21 - 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	0	461	442	432	385	1720
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	
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		

**Part II: Needs Assessment/Analysis****School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				61%	49%	56%	57%	48%	56%
ELA Learning Gains				53%	45%	51%	57%	48%	53%
ELA Lowest 25th Percentile				47%	36%	42%	46%	39%	44%
Math Achievement				56%	51%	51%	51%	47%	51%
Math Learning Gains				47%	45%	48%	49%	43%	48%
Math Lowest 25th Percentile				40%	38%	45%	39%	40%	45%
Science Achievement				82%	68%	68%	66%	58%	67%
Social Studies Achievement				79%	71%	73%	77%	68%	71%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	58%	51%	7%	55%	3%
Cohort Comparison						
10	2021					
	2019	59%	49%	10%	53%	6%
Cohort Comparison		-58%				

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
2021					
2019	78%	67%	11%	67%	11%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	76%	70%	6%	70%	6%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	43%	59%	-16%	61%	-18%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	59%	55%	4%	57%	2%

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.



Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	14	30	26	23	29	23	33	38		84	38
ELL	25	58	53	20	14		29	45		97	61
ASN	86	82		75			100			100	75
BLK	53	37	20	37	26	25	61	40		83	38
HSP	42	43	43	38	28	30	47	60		96	56

2021 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 2019-20	C & C Accel 2019-20
MUL	56	46		45	21		73	60		93	54
WHT	59	47	38	49	29	26	63	66		92	70
FRL	44	41	34	35	23	20	49	58		90	58
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	24	42	32	31	46	46	42	71		76	23
ELL	34	48	39	30	42	39	25	46		89	53
ASN	73	57		82	60		86			100	73
BLK	35	40	33	38	42	47	55	64		88	64
HSP	51	52	52	43	46	37	71	70		85	56
MUL	65	56		73	54		100			93	71
WHT	66	55	47	61	48	41	87	84		89	62
FRL	52	51	48	48	45	41	75	70		87	52
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	31	52	50	25	38	33	43	47		64	13
ELL	23	33	36	23	43	39	42	43		54	
ASN	92	71									
BLK	35	45	27	26	35	40	40	85		96	43
HSP	49	49	38	42	48	40	62	70		84	58
MUL	65	57		56	57		72	88		81	62
WHT	61	61	55	56	50	41	67	78		90	63
FRL	51	53	42	46	48	38	61	75		87	58

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	34
Total Points Earned for the Federal Index	557
Total Components for the Federal Index	11
Percent Tested	92%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	86
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

**What strategies will need to be implemented in order to accelerate learning?**

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Leadership specifically relating to Walkthroughs**

**Area of Focus Description and Rationale:** During the 2020-2021 school year, the administrative team completed the minimum number of walkthroughs needed to complete the annual evaluations for teachers. Additionally, in the staff engagement survey, teachers relayed that an area for improvement is the visibility of administrators. Therefore, an emphasis on walkthroughs is an area of focus for 2021-2022.

**Measurable Outcome:** Every classroom teacher will receive at least one walkthrough every two weeks.

**Monitoring:** Administration will create and follow a schedule giving each administrator a zone to cover every two weeks.

**Person responsible for monitoring outcome:** Dana Pearce (pearce\_d@hcsb.k12.fl.us)

**Evidence-based Strategy:** The Danielson evaluation rubric will be used to conduct the walkthroughs.

**Rationale for Evidence-based Strategy:** The Danielson Rubric is used to gauge teacher performance for their annual evaluation. The rubric allows administration to provide teachers with specific feedback on areas of strength and weakness.

**Action Steps to Implement**

Create the zones and schedule administrators for each zone in bi-weekly walkthroughs. Publish the schedule so teachers know who will be coming through their room and on which domain will be of focus.

**Person Responsible** Leslie Sakser (sakser\_l@hcsb.k12.fl.us)

Administrators will conduct the walkthroughs, submitting the completed domain through Frontline with specific feedback for teachers. Administrators will submit a checklist of their completed zones bi-weekly to the Principal.

**Person Responsible** Dana Pearce (pearce\_d@hcsb.k12.fl.us)



**#2. Instructional Practice specifically relating to Student Engagement**

<b>Area of Focus Description and Rationale:</b>	Based on Frontline data of teacher walkthroughs and our Student Engagement survey, Student Engagement was identified as our lowest scoring domain on the Danielson rubric.
<b>Measurable Outcome:</b>	In the 2020-2021 school year, 44% of our teachers received an Effective or Highly Effective rating in student engagement (Domain 2C). We will see an increase of 3% in teacher performance according to the Danielson rubric (Domain 2C). Additionally, we will see an improvement in the Student Engagement Survey.
<b>Monitoring:</b>	Administrators will evaluate student engagement during every walkthrough in addition to the domain of focus. Additionally, administrators will be detailed in their feedback/notes to identify what they witness in the classroom referring to student engagement.
<b>Person responsible for monitoring outcome:</b>	Dana Pearce (pearce_d@hcsb.k12.fl.us)
<b>Evidence-based Strategy:</b>	Professional Development for teachers will concentrate on the breakdown of the Danielson domains as well as UDL and other teaching strategies (differentiated instruction, small group) that will increase student engagement.
<b>Rationale for Evidence-based Strategy:</b>	Danielson is the evaluation tool used for teachers. UDL is a District focus.

**Action Steps to Implement**

Professional Development sessions are scheduled site based and district wide

**Person Responsible** Leslie Sakser (sakser\_l@hcsb.k12.fl.us)

**#3. Culture & Environment specifically relating to Student Attendance**

<b>Area of Focus Description and Rationale:</b>	Student attendance reflects on student performance. The percentage of students with below 90 percent attendance is higher than desired.
<b>Measurable Outcome:</b>	Students attendance will increase by 3 percent.
<b>Monitoring:</b>	Data will be retrieved monthly
<b>Person responsible for monitoring outcome:</b>	John Weaver (weaver_j@hcsb.k12.fl.us)
<b>Evidence-based Strategy:</b>	Positive Behavior Intervention and Supports (PBIS) will be implemented focusing on student attendance.
<b>Rationale for Evidence-based Strategy:</b>	PBIS is known to increase student attendance.

**Action Steps to Implement**

PBIS strategies will be implemented and monitored by the PBIS committee.

**Person Responsible** John Weaver (weaver\_j@hcsb.k12.fl.us)

**#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****Area of Focus  
Description and  
Rationale:**

ELL and ESE students have lower performance scores than their peers.

**Measurable  
Outcome:**

SWD and ELL subgroups will increase their performance by three percent.

**Monitoring:**

The ELA and EOC exams will be used for measurement

**Person  
responsible for  
monitoring  
outcome:**

Mary Bennett (bennett\_m@hcsb.k12.fl.us)

**Evidence-based  
Strategy:**

Co-teaching training, Universal Design for Learning, and ESOL professional development will be conducted. Students will be involved in the Pit Crew as well as the Take-Two mentoring programs.

**Rationale for  
Evidence-based  
Strategy:**

The research based strategies are proven effective.

**Action Steps to Implement**

Low performing students in each subgroup (SWD and ELL) will be identified.

**Person  
Responsible**

Mary Bennett (bennett\_m@hcsb.k12.fl.us)

Identified students will be assigned a Pit-Crew peer mentor.

**Person  
Responsible**

Vickie Temple (temple\_v@hcsb.k12.fl.u)

Identified students will be assigned an adult mentor through the Take-Two program.

**Person  
Responsible**

Leslie Sakser (sakser\_l@hcsb.k12.fl.us)

Teachers will routinely attend professional development that focuses on the needs of SWD and ELL students.

**Person  
Responsible**

Leslie Sakser (sakser\_l@hcsb.k12.fl.us)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Our data shows that our discipline data is higher than the state and lower than the district. Our primary area of concern is drug/public order incidence. Our secondary area of concern is violent incidence. To monitor we will examine the discipline data monthly. The implementation of PBIS will also help to reduce the number of incidences.**

### 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.

Our school is implementing PBIS as a school-wide initiative. The PBIS committee participated in trainings to learn how to implement this new initiative at FW.Springstead High School.

#### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Teachers will participate in all PBIS initiatives. Students will participate in PBIS activities. Families will be made aware of the PBIS initiative and how they can participate if choose.

### Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
Total:			\$0.00