Hernando High School

leadership
analysis
Florida
college and career
students
ambitious
mission
school improvement
family and community involvement
striving
achievement
teaching
relationships
success
resources
areas of focus
instruction
needs assessment
strategic planning
collaboration
vision
learning
supportive environment
growth

2021-22 Schoolwide Improvement Plan

Table of Contents

Hernando High School

700 BELL AVE, Brooksville, FL 34601

https://www.hernandoschools.org/hhs

Demographics

Principal: Leechele Booker

Start Date for this Principal: 6/24/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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

Hernando High School

700 BELL AVE, Brooksville, FL 34601

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)
Combination School PK, 6-12	No	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		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	Position Title	Job Duties and Responsibilities
Booker, Leechele	Principal	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 Perform other duties as assigned by the Assistant Superintendent of Teaching and Learning and/or designee
Fields, Lorenzo	Assistant Principal	Assist in the development and coordination of class schedules and school activities Collaborate with administration and staff in writing, implementing and monitoring the School Improvement Plan Assist with implementing and monitoring the curriculum Assist in monitoring and maintaining student discipline throughout the school Assist the principal in the overall administration of the school Assume responsibility of the principalship in the absence of the principal Assist with support, supervision and evaluation of staff as requested by the principal Use group process skills to enable staff members to work together effectively Work with teachers to increase student achievement scores on standardized

Name	Position Title	Job Duties and Responsibilities
		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 Hernando 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
Merschbach, Brad	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 Hernando 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

Name	Position Title	Job Duties and Responsibilities
		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
Greene, Janice	School Counselor	Present lessons in academic success, career awareness and planning and social and personal growth and understanding 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 Provide information and skills to parents, school staff, administration and the community to enhance student achievement Assist parents in addressing school related problems and issues; refer students and their parents, as needed, to appropriate specialists, special programs and/or outside agencies Inform students and their parents as to pertinent test results and their implications for educational and career planning Advocate for equal access to programs and services for all students Review the school counseling program annually with other district counselors and administrators; establish a planning calendar for activities
Jones, Latressa	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 in-service training for school staff on testing and the use of progress monitoring and reporting programs

Name	Position Title	Job Duties and Responsibilities
		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

Thursday 6/24/2021, 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.*

0

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

1,050

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

3

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

3

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	
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 FSA ELA assessment	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	
Number of students with a substantial reading deficiency	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

Thursday 6/24/2021

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	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	

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	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	

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				40%	70%	61%	43%	62%	60%
ELA Learning Gains				35%	61%	59%	41%	52%	57%
ELA Lowest 25th Percentile				26%	52%	54%	31%	48%	52%
Math Achievement				41%	70%	62%	40%	68%	61%
Math Learning Gains				38%	58%	59%	34%	63%	58%
Math Lowest 25th Percentile				32%	58%	52%	36%	57%	52%
Science Achievement				57%	60%	56%	65%	63%	57%
Social Studies Achievement				58%	83%	78%	62%	82%	77%

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
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019	38%	51%	-13%	55%	-17%
Cohort Comparison		0%				
10	2021					
	2019	40%	49%	-9%	53%	-13%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	57%	67%	-10%	67%	-10%
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	59%	70%	-11%	70%	-11%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	35%	59%	-24%	61%	-26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	41%	55%	-14%	57%	-16%

Grade Level Data Review - Progress Monitoring Assessments

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

Grade 6				
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			

Grade 7				
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			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
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			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	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	16	28	12	20	29	32	23	28		77	35
ELL	20	40		40	50					92	45
BLK	22	26	18	27	27	22	48	53		86	19
HSP	40	42	47	44	37	50	65	52		100	47
MUL	35	44		39	41						

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
WHT	47	39	30	46	29	28	63	58		88	65
FRL	33	33	24	38	29	32	50	55		86	42
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	32	24	25	34	32	31	42		76	24
ELL	14	24	17		18			50			
BLK	24	34	23	28	41	38	28	37		86	28
HSP	36	35	30	26	21	27	39	50		75	42
MUL	45	25		41	13		50			100	46
WHT	42	35	26	45	42	32	65	61		86	57
FRL	37	31	22	36	37	32	49	51		82	41
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	37	35	29	41		33	14		73	21
ELL	24	35	30	18	25						
BLK	26	27	19	14	30	38	35	30		68	33
HSP	33	40	41	27	25	24	62	57		70	58
MUL	58	53		41	35						
WHT	47	42	31	47	36	38	68	68		82	67
FRL	41	41	30	35	32	35	57	53		70	53

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	517
Total Components for the Federal Index	11
Percent Tested	88%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30

Students With Disabilities	
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	46
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
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	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data 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 Instructional Leadership Team	
Area of Focus Description and Rationale:	District walkthrough data revealed that 60% of classroom instruction was not standards-aligned, based on the standard displayed.
Measurable Outcome:	Administration will monitor lesson plans at least twice per quarter using the lesson plan checklist for student engagement, standards alignment, rigorous instructional practices, differentiation and instructional delivery methods. At least 80% of observed lesson plans will result in teachers achieving a ranking of "effective" or "highly effective" in Domain 1.
Monitoring:	Administration will access digital lesson plans while performing classroom walkthroughs. Heat maps will be generated to determine the percentage of "effective" and "highly effective" rankings in Domain 1.
Person responsible for monitoring outcome:	Dan O'Rourke (orourke_d@hcsb.k12.fl.us)
Evidence-based Strategy:	Universal Design for Learning (UDL) training has been provided to staff in order to facilitate student engagement, standards alignment, rigorous instructional practices, differentiation and instructional delivery methods in the lesson planning process.
Rationale for Evidence-based Strategy:	UDL is designed to differentiate instruction utilizing student-driven instruction based on multiple learning styles, levels of proficiency. background and culture. District staff has provided UDL training to all staff members.

Action Steps to Implement

Subject area administrators will monitor the submission of electronic lesson plans at least twice per quarter. Teachers will be encouraged to update and provide standards-based lesson plans in accordance with their respective curriculum maps.

Person Responsible	Dan O'Rourke (orourke_d@hcsb.k12.fl.us)

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	District walkthrough data revealed that the 46.7% of students observed were "somewhat" or "not yet" engaged in the observed lessons. Based on the 2020-2021 Student Engagement Survey data showed that 41.3% of students find their classes "seldom" or "rarely/never" interesting.
Measurable Outcome:	Students will be intellectually engaged in the lessons, as evidenced by classroom walkthrough data. Classroom walkthrough data as measured in component 3C will show that 80% of walkthroughs will be rated as "effective" or "highly effective".
Monitoring:	Monitoring will occur through lesson plan checks in concordance with walkthrough data. With a focus on utilizing the UDL format for creating multiple means of engagement throughout the lessons.
Person responsible for monitoring outcome:	Brad Merschbach (merschbach_b@hcsb.k12.fl.us)
Evidence-based Strategy:	UDL will be implemented to ensure student engagement for area of focus.
Rationale for Evidence-based Strategy:	UDL collaborative lesson planning ties directly to student engagement. District supplied training materials were provided during the 2020-2021 school year. Follow up training will be ongoing throughout the 2021-2022 school year.

Action Steps to Implement

1. Collaborative/Common Planning based on subject area will provided to staff to create lessons that incorporate student engagement.
2. Administration will conduct walkthroughs that will prioritize a focus on student engagement in the lessons.
3. Review of walkthrough data every 4 1/2 weeks with a goal target of 80% of observed lessons resulting in "effective" or "highly effective"
4. Lesson plans will be monitored by administration at least twice per quarter to review documented student engagement in the lessons.

Person Responsible	Lorenzo Fields (fields_l@hcsb.k12.fl.us)

No description entered

Person Responsible	[no one identified]

#3. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Based on district walkthrough data, Nearly 30% of observed classroom lessons were not standard aligned.
Measurable Outcome:	Teachers will create standard aligned lessons in their classroom. Administration will monitor standard alignment through lesson plan checks, with 80% "effective" or "highly effective" on walkthroughs in Domain 1: Planning and Preparation.
Monitoring:	Administration will complete at least 2 lesson plan checks per quarter. Administrative walkthroughs will utilize a review of lesson plans and board configurations to check for standard aligned instruction. Domain 1 will show results of 80% "effective" or "highly effective" during administrative walkthroughs.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Hernando High School will be utilizing the SPDG funds to train our staff in SIM Content Enhancement, and Learning Strategies for our Extreme Reading classes. This grant will provide our staff with the opportunity to become more knowledgeble in the above areas, so that they may provide more rigorous lessons and differentiation opportunities.
Rationale for Evidence-based Strategy:	These strategies are used to provide multiple teaching and learning opportunities for students. Teachers will have a variety of research-based strategies to reach different types of learners and promote student engagement.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the 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.

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.

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

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
		Total:	$0.00