

Hernando County School District

Weeki Wachee High School



2021-22 Schoolwide Improvement Plan

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Weeki Wachee High School

12150 VESPA WAY, Weeki Wachee, FL 34614

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

Demographics

Principal: Ed Larose

Start Date for this Principal: 7/10/2021

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

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Weeki Wachee High School

12150 VESPA WAY, Weeki Wachee, FL 34614

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>86%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>33%</p>

School Grades History

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

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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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Adesso, Lore	Assessment Coordinator	<p>Read and interpret test data and federal, state and district mandated testing requirements. Organize logistics for all school-wide testing and the distribution of results. Organize and conduct training sessions for administrators, students, parents, teachers and support staff. Judge and evaluate the ability level of new students to assist in placement decisions. Organize, analyze and interpret test data to teachers, parents and students. Manage time effectively to meet clock and calendar deadlines. Coordinates the overall federal, state, district and school-based student assessment, accountability and progress monitoring programs for the school. Maintains student assessment and progress monitoring records for state and district mandated testing for WWHS. Maintain and support strict confidentiality of student records and data. Prepares and delivers in-service training for school staff on testing and the use of progress monitoring and reporting programs. Coordinates the distribution and interpretation of test results within and between schools. Reports testing results and trends to faculty and other stakeholders. Assists all stakeholders in the use of data to influence the School Improvement Plan and drive instruction. Monitors and reports student discipline data through RTIB and HERO platforms. Participates in the School Advisory Counsel. Performs other duties as assigned by the principal and/or designee.</p>
Shelby, Sarah		<p>Assist in the development and coordination of class schedules and school activities. Collaborate with administration and staff in writing, implementing and monitoring the School Improvement Plan. Assist with implementing and monitoring the curriculum. Assist in monitoring and maintaining student discipline throughout the school. Assist the principal in the overall administration of the school and assumes responsibility of the principalship in the absence of the principal. Assist with support, supervision and evaluation of staff as requested by the principal. Use group process skills to enable staff members to work together effectively. Work with teachers to increase student achievement scores on standardized tests. Assist with maintaining the safety of students, staff and the school plant. Use a systematic process to receive and provide feedback about the progress of work being done. Establish open and effective communication with staff, PTA, School Advisory Committees and community groups to increase involvement, provide information and coordinate efforts to meet school goals. Consider multiple perspectives and utilize available data when making decisions or recommendations for program changes and development. Perform other duties as assigned by the principal and/or designee.</p>
Murrman, Mildred		<p>Assist in the development and coordination of class schedules and school activities. Collaborate with administration and staff in writing, implementing and monitoring the School Improvement Plan. Assist with implementing and monitoring the curriculum. Assist in monitoring and maintaining student discipline throughout the school. Assist the principal in the overall administration of the school and assumes responsibility of the principalship in the absence of the principal. Assist with support,</p>

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

Name	Position Title	Job Duties and Responsibilities
		<p>facilities. Act as a liaison between the school and community and encourage community participation in school life. Assume responsibility for assisting with hiring, training, supervising and evaluating school personnel. Make decisions regarding the effectiveness of employee performance including recommending dismissal when necessary. Conduct meetings of the staff for proper functioning of the school. Establish and maintain individual professional development plans linked to student performance and clearly-defined training activities that result in better student performance. Assume responsibility for the preparation and management of the school budget. Delegate authority and responsibility to appropriate personnel to insure that school activities and programs are effectively supervised and implemented. Use a systematic process to receive and provide feedback about the progress of work being done. Sustain focus and attention to detail.</p>
<p>Bass, Steve</p>		<p>Teacher of Chorus and Musical Theater: Attend departmental meetings as a member of the School Based Leadership Team. Teach basic skills, concepts and social competencies. Identify long-range goals and specific objectives, and plan a program for individualized and group instruction. Demonstrate and use audio-visual teaching aids to present subject matter to students. Prepare, administer and correct tests and record results. Plan lessons, correct papers and hear oral presentations. Maintain order in classroom and in assigned duty areas. Hold conferences with pupils, parents, principal and/or support personnel regarding the pupil's academic and social development. Keep attendance and grade records as required by School Board Policy.</p>
<p>Clark, Damien</p>		<p>Teacher of SOCIAL STUDIES: Attend departmental meetings as a member of the School Based Leadership Team. Teach basic skills, concepts and social competencies. Identify long-range goals and specific objectives, and plan a program for individualized and group instruction. Demonstrate and use audio-visual teaching aids to present subject matter to students. Prepare, administer and correct tests and record results. Plan lessons, correct papers and hear oral presentations. Maintain order in classroom and in assigned duty areas. Hold conferences with pupils, parents, principal and/or support personnel regarding the pupil's academic and social development. Keep attendance and grade records as required by School Board Policy.</p>
<p>Jordan, T.J.</p>		<p>Teacher of SCIENCE: Attend departmental meetings as a member of the School Based Leadership Team. Teach basic skills, concepts and social competencies. Identify long-range goals and specific objectives, and plan a program for individualized and group instruction. Demonstrate and use audio-visual teaching aids to present subject matter to students. Prepare, administer and correct tests and record results. Plan lessons, correct papers and hear oral presentations. Maintain order in classroom and in assigned duty</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p>
<p>Mihok, Kirsten</p>		<p>Teacher of Varying Exceptionalities Attend departmental meetings as a member of the School Based Leadership Team. Teach students with disabilities to include but not limited to learning disabilities, physically handicapped, emotionally behaviorally disturbed and intellectual disabilities. Study and be able to use assessment information. Develop and implement Individual Educational Plans (IEPs) based upon diagnostic data. Serve as a resource to general education teachers and provide assistance to them in remediating children with disabilities. Teach and remediate students based upon their needs. Keep records of children's progress and report progress at regular designated intervals. Attend in-service training to improve skills and knowledge. Order well in advance materials and equipment to expand and improve the program. Submit an annual program evaluation, according to district procedures, to the principal and the Director of Exceptional Student Education.</p>
<p>Dejesus, Michael</p>		<p>Teacher of MATH: Attend departmental meetings as a member of the School Based Leadership Team. Teach basic skills, concepts and social competencies. Identify long-range goals and specific objectives, and plan a program for individualized and group instruction. Demonstrate and use audio-visual teaching aids to present subject matter to students. Prepare, administer and correct tests and record results. Plan lessons, correct papers and hear oral presentations. Maintain order in classroom and in assigned duty areas. Hold conferences with pupils, parents, principal and/or support personnel regarding the pupil's academic and social development. Keep attendance and grade records as required by School Board Policy.</p>
<p>Ross, Charlene</p>		<p>Teacher of MATH: Attend departmental meetings as a member of the School Based Leadership Team. Teach basic skills, concepts and social competencies. Identify long-range goals and specific objectives, and plan a program for individualized and group instruction. Demonstrate and use audio-visual teaching aids to present subject matter to students. Prepare, administer and correct tests and record results. Plan lessons, correct papers and hear oral presentations. Maintain order in classroom and in assigned duty areas. Hold conferences with pupils, parents, principal and/or support personnel regarding the pupil's academic and social development. Keep attendance and grade records as required by School Board Policy.</p>
<p>Maternowski, Adam</p>		<p>Teacher of SOCIAL STUDIES: Attend departmental meetings as a member of the School Based Leadership Team. Teach basic skills, concepts and social competencies.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Identify long-range goals and specific objectives, and plan a program for individualized and group instruction. Demonstrate and use audio-visual teaching aids to present subject matter to students. Prepare, administer and correct tests and record results. Plan lessons, correct papers and hear oral presentations. Maintain order in classroom and in assigned duty areas. Hold conferences with pupils, parents, principal and/or support personnel regarding the pupil's academic and social development. Keep attendance and grade records as required by School Board Policy.</p>
<p>Quarto, Mike</p>		<p>Teacher of READING: Attend departmental meetings as a member of the School Based Leadership Team. Teach basic skills, concepts and social competencies. Identify long-range goals and specific objectives, and plan a program for individualized and group instruction. Demonstrate and use audio-visual teaching aids to present subject matter to students. Prepare, administer and correct tests and record results. Plan lessons, correct papers and hear oral presentations. Maintain order in classroom and in assigned duty areas. Hold conferences with pupils, parents, principal and/or support personnel regarding the pupil's academic and social development. Keep attendance and grade records as required by School Board Policy.</p>
<p>Linauer, Marlise</p>		<p>Teacher of World Languages: Attend departmental meetings as a member of the School Based Leadership Team. Teach basic skills, concepts and social competencies. Identify long-range goals and specific objectives, and plan a program for individualized and group instruction. Demonstrate and use audio-visual teaching aids to present subject matter to students. Prepare, administer and correct tests and record results. Plan lessons, correct papers and hear oral presentations. Maintain order in classroom and in assigned duty areas. Hold conferences with pupils, parents, principal and/or support personnel regarding the pupil's academic and social development. Keep attendance and grade records as required by School Board Policy.</p>
<p>Skipper, Patrick</p>		<p>Teacher of CTE: Attend departmental meetings as a member of the School Based Leadership Team. Teach basic skills, concepts and social competencies. Identify long-range goals and specific objectives, and plan a program for individualized and group instruction. Demonstrate and use audio-visual teaching aids to present subject matter to students. Prepare, administer and correct tests and record results. Plan lessons, correct papers and hear oral presentations. Maintain order in classroom and in assigned duty areas. Hold conferences with pupils, parents, principal and/or support personnel regarding the pupil's academic and social development. Keep attendance and grade records as required by School Board Policy.</p>
<p>Bouchard, Kathleen</p>		<p>Teacher of ENGLISH: Attend departmental meetings as a member of the School Based</p>

Name	Position Title	Job Duties and Responsibilities
		Leadership Team. Teach basic skills, concepts and social competencies. Identify long-range goals and specific objectives, and plan a program for individualized and group instruction. Demonstrate and use audio-visual teaching aids to present subject matter to students. Prepare, administer and correct tests and record results. Plan lessons, correct papers and hear oral presentations. Maintain order in classroom and in assigned duty areas. Hold conferences with pupils, parents, principal and/or support personnel regarding the pupil's academic and social development. Keep attendance and grade records as required by School Board Policy.

Demographic Information

Principal start date

Saturday 7/10/2021, Ed Larose

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

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

Total number of students enrolled at the school

1,168

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

2

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

2

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	366	313	310	308	1297
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	46	19	12	77
One or more suspensions	0	0	0	0	0	0	0	0	0	0	48	45	39	18	150
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	58	31	56	145
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	33	37	0	70
Level 1 on 2019 statewide FSA ELA assessment	0	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	0
Number of students with a substantial reading deficiency	0	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	117	89	93	299

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	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	0	0	0	0	0
Attendance below 90 percent	0	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	0
Course failure in ELA	0	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	0
Level 1 on 2019 statewide ELA assessment	0	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	0

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

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

The number of students identified as retainees:

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

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

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

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

The number of students identified as retainees:

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

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				45%	49%	56%	42%	48%	56%
ELA Learning Gains				47%	45%	51%	46%	48%	53%
ELA Lowest 25th Percentile				35%	36%	42%	37%	39%	44%
Math Achievement				50%	51%	51%	43%	47%	51%
Math Learning Gains				46%	45%	48%	44%	43%	48%
Math Lowest 25th Percentile				42%	38%	45%	46%	40%	45%
Science Achievement				65%	68%	68%	53%	58%	67%
Social Studies Achievement				72%	71%	73%	57%	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	39%	51%	-12%	55%	-16%
Cohort Comparison						
10	2021					
	2019	46%	49%	-3%	53%	-7%
Cohort Comparison		-39%				

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	62%	67%	-5%	67%	-5%

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	70%	70%	0%	70%	0%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	40%	59%	-19%	61%	-21%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	58%	55%	3%	57%	1%

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				
	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			
	Number/% Proficiency	Fall	Winter	Spring

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	43	45	22	24	27	36	36		100	11
ELL		25			45					91	20
BLK	29	38	50	35	27		36			100	46
HSP	30	38	26	30	24	35	40	50		98	53
MUL	35	38		23	10			55		100	27

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	46	44	38	46	36	30	61	58		98	59
FRL	35	40	31	33	31	30	44	56		98	51
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	44	33	31	40	34	24	44		96	36
ELL	24	45	50	18	35		40			100	43
BLK	39	47	33	26	31	24	47	36		100	45
HSP	34	37	28	44	41	25	53	66		100	60
MUL	54	61		59	50		91	85			
WHT	47	49	36	54	48	51	68	75		97	66
FRL	41	44	32	47	46	41	57	66		96	61
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	39	30	26	46	42	44	55		86	36
ELL	15	50	45	26	41		23			72	54
BLK	28	50	36	27	46	36	38	62		82	43
HSP	33	46	39	40	45	52	38	29		88	57
MUL	45	37		32	30		55	64		92	67
WHT	45	46	36	46	45	46	58	62		88	61
FRL	36	42	34	39	42	44	50	53		83	57

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	49
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	53
Total Points Earned for the Federal Index	543
Total Components for the Federal Index	11
Percent Tested	88%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36

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	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	45
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	43
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	41
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	52
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	46
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. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale: Based on PL schedules from the previous years and teacher/student surveys, new standards for ELA & Reading, and school wide focus on ESE, ESSA, and acceleration (Advanced Placement, AVID, DE, etc.), we need to support teachers in standards based instruction that reflects relevance and equity and diversity. The focus on professional learning was selected to adjust and improve the areas based on the specific needs of the school. For example, standards based instruction of new BEST standards, differentiation, student engagement, and relevance.

Measurable Outcome: Ongoing professional learning will produce standards based lesson plans (Danielson 1c and 1e) that align to observable standards based instruction (Danielson 3a) as indicated by an effective or highly effective marking at least 85% of the time as noted by administrative walk-through observations.

Monitoring: * Monitor standards-based lesson plans through facilitated planning
* Evidence through focused walk through observations in Frontline observation tool

Person responsible for monitoring outcome: Mildred Murrman (murrman_m@hcsb.k12.fl.us)

Evidence-based Strategy: Facilitated standards-based common planning ensures a set time and place for teachers to collaborate on best practices and teaching strategies.

Rationale for Evidence-based Strategy: Facilitated common planning assists educators in planning standards aligned lesson and following through with implementing those plans. Professional discussions among colleagues and across various levels of teaching experience helps teachers grow and develop into stronger teachers. When administrators join these planning sessions it facilitates a cohesive planning model for students.

Action Steps to Implement

Review and analyze survey data and develop a master schedule that incorporates common planning for core subject areas.

Person Responsible Ed LaRose (larose_e@hcsb.k12.fl.us)

Schedule facilitated planning sessions with subject area teachers.

Person Responsible Ed LaRose (larose_e@hcsb.k12.fl.us)

Building walk-throughs focused on observable practices that support the approved plans for the specific subject areas.

Person Responsible Ed LaRose (larose_e@hcsb.k12.fl.us)

Admin will review observable practices bi-weekly to discuss which teachers need additional support during the next planning session.

Person Responsible Ed LaRose (larose_e@hcsb.k12.fl.us)

If a teacher needs additional support, the administrator supervising that subject area teacher will provide additional support through a meeting to discuss the concerns and make a plan.

Person Responsible Ed LaRose (larose_e@hcsb.k12.fl.us)

#2. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: Equity of student enrollment in advance-level classes was a noticeable concern both district wide as well as at WWHS, therefore, in order to become a more culturally inclusive school, we will review data on Equal opportunities for all students in all academic areas and strategically encourage students who traditionally have not participated in advance leveled courses.

Measurable Outcome: In an effort to close the achievement gap, we are increasing participation in advanced level courses to include students who normally do not participate in these courses. Currently, our ESSA data sits at 41, and we intend to maintain or increase that number through this process.

Monitoring: To monitor the desired outcome, WWHS will monitor course enrollment and grade distribution data.

Person responsible for monitoring outcome: Sarah Shelby (shelby_s@hcsb.k12.fl.us)

Evidence-based Strategy: Monitoring of student enrollment in advanced placement courses and process for support to encourage students to complete the courses with a plan for catching students who wish to drop a course as an intervention to prevent decreased enrollment.

Rationale for Evidence-based Strategy: Our district has a goal to increase enrollment in rigorous coursework for students in traditionally underserved populations. We reviewed and discussed EOS student survey data with an EOS representative and focus areas were determined.

Action Steps to Implement

EOS student survey completed and reviewed.

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

Students are selected and placed in Advanced Placement and Pre-AP classes.

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

Pull reports to determine which students are scheduled to be first time Advanced Placement and Pre-AP students and call them with personal invitation to attend a pre-Open Campus parent/student information session to learn about AP/pre-AP

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

Implement process for students to drop an AP class which includes a meeting with guidance, parents, administration, and the principal. Specifically:

First step - student meets with guidance -- then

Second step - student meets with the administrator over the subject area.

If a student is about to drop his or her last AP class, then the student will follow the above steps and the last step would be to meet with the principal.

Person Responsible Ed LaRose (larose_e@hcsb.k12.fl.us)

A spread sheet will be developed to monitor and document students who request and/or successfully drop AP classes to include the teacher, the class, and the reasons given to drop.

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

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: From 2018 to 2019, students with disabilities increased 6 percentage points in ELA achievement, decreased 5 percentage points in math, 20 percentage points in science and 11 percentage points in social studies respectively. If this pattern continues, WWHS could fall below the 41% mark for the federal index.

Measurable Outcome: Students with disabilities will increase scores in all categories of the school grade components by at least 5 percentage points.

Monitoring: To monitor success, WWHS will monitor grade distribution data in core subject areas for students with disabilities.

Person responsible for monitoring outcome: Laura Burgess (burgess_l@hcsb.k12.fl.us)

Evidence-based Strategy: WWHS will continue its VIP peer monitoring program, and case managers for students with disabilities will complete grade distribution data chat forms for students in their caseload, ESE teachers will attend common planning sessions with their co-teachers and contribute to the planning process.

Rationale for Evidence-based Strategy: Resources used to select this strategy were based on school grade data from 2018 to 2019. Including ESE teachers in the facilitated planning process will provide educators the opportunity to use the skills they learned last year in their UDL training. Adding the case managers in the data analysis measure for grade distribution will provide an added layer of support for SWDs to prevent failure and provide remediation when needed.

Action Steps to Implement

Identify and enroll students to participate in the VIP program (both mentors and mentees).

Person Responsible Laura Burgess (burgess_l@hcsb.k12.fl.us)

Develop facilitated lesson planning schedule where ESE teachers attend and contribute to sessions.

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

Gather and analyze grade distribution data for SWDs on the previously developed grade distribution form as supplied by the case managers.

Person Responsible Ed LaRose (larose_e@hcsb.k12.fl.us)

#4. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale: After reviewing school data, determining areas of growth for the school, and pinpointing what structures needed to be in place, we determined that the need to manage accountability systems was woven throughout our plans.

Measurable Outcome: Lesson will be observably aligned to standards at least 85% of the time as noted in "effective" and "highly effective" in Frontline.
At least 41% of ESSA group students enrolled in Advanced placement and Pre-AP classes will remain in class and complete coursework.

Monitoring: Managing accountability systems will be monitored through weekly meetings with the administrative team to review, discuss, and respond to data. The systems are lesson plans, observable teaching, enrollment data, and student grade distribution data.

Person responsible for monitoring outcome: Ed LaRose (larose_e@hcsb.k12.fl.us)

Evidence-based Strategy: Monitoring systems in place for standards based lesson plans, observable standards aligned lessons, enrollment data analysis, and ESE performance monitoring will improve student learning outcomes in multiple areas of school grade and student growth.

Rationale for Evidence-based Strategy: Lesson plans, observations of teaching and learning, and analysis and action based on enrollment data are our accountability systems. In order for a plan to be effective, it must be reviewed and monitored.

Action Steps to Implement

Develop and monitor facilitated lesson planning PLCs/PD.

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

Develop and complete focused walk-through schedule with follow-up data analysis.

Person Responsible: Laura Burgess (burgess_l@hcsb.k12.fl.us)

Develop a system of data analysis for ESSA group enrollment.

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

Gather and analyze grade distribution for subject areas to include ESE and ESSA sub-groups every 4.5 weeks.

Person Responsible: Ed LaRose (larose_e@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.

Violent incidents, drug/alcohol, and tobacco use were the greatest concerns last school year. This year, we will increase efforts to support student behavior through PBIS and it will be monitored through the RTIB platform as well as in our district supplied database (Skyward) and our purchased "points system" (Hero). This information will be gathered and shared by our assessment coordinator through SBLT and faculty meetings.

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: Instructional Practice: Professional Learning	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
4	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00
Total:			\$0.00