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## West Hernando Middle School

14325 KEN AUSTIN PKWY, Brooksville, FL 34613

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

### Demographics

**Principal: Christopher Healy**

Start Date for this Principal: 8/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	96%
<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: C (51%) 2017-18: C (52%) 2016-17: C (50%)
<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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# West Hernando Middle School

14325 KEN AUSTIN PKWY, Brooksville, FL 34613

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

## School Grades History

	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Year</b> <b>Grade</b>	C	C	C	C

## School Board Approval

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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.**

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

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

Where Tradition Meets Technology!

### 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
Healy, Chris	Principal	Strengthen academic achievement by monitoring classroom instruction, providing feedback to staff, supporting continuous improvement through relevant and timely professional development and ensuring a safe, and productive learning environment. Foster a positive learning environment by actively working toward a collaborative and learner-focused school culture.
Swihart, Stacey	Assistant Principal	Support school-wide initiatives and ongoing practices to strengthen academic achievement by monitoring classroom instruction, providing feedback to staff, supporting continuous improvement through relevant and timely professional development and ensuring a safe, and productive learning environment. Foster a positive learning environment though a learner-focused school culture.
Fielder, Melanie	Other	Provide timely and actionable assessment data and trend analysis to ensure instructional data is available and comprehensible for the purpose of aligning instruction with standards and resources with student areas of need.
Langworthy, Kristi	Other	Support school safety and delivery of services specific to student needs. This includes academic and behavioral interventions. WHMS has seven self-contained classrooms serving students with significant cognitive and/or behavioral needs.
Johnson, Andrew	Instructional Coach	Model instructional strategies and provides feedback to teachers regarding current instructional practice and the impact on student performance. Support improvement of instructional practice through the coaching cycle and providing timely and relevant professional development.
Maybruch, Chloe	Reading Coach	Support literacy instruction by modeling instructional strategies and providing feedback to teachers regarding current instructional practice and the impact on student performance. Support improvement of instructional practice through the coaching cycle and providing timely and relevant professional development.
DeFilipis, Amy	Dean	Provides support for student behavior through MTSS, PBIS and implementing consequences prescribed in the district code of student conduct.
Jackson, Susan	Instructional Coach	Support student achievement through the implementation of Cambridge AICE courses. Support instructional staff to develop effective lessons, secure relevant resources, and monitor student progress. Support the implementation of Title I programs and resources and compliance with federal and state requirements for the use of these funds.

## Demographic Information



**Principal start date**

Wednesday 8/1/2018, Christopher Healy

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

0

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

30

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

54

**Total number of students enrolled at the school**

720

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

6

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

11

**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	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 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	0	0	0	0

**The number of students identified as retainees:**

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

**Date this data was collected or last updated**

Wednesday 6/9/2021

**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
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

**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				44%	56%	54%	43%	57%	53%
ELA Learning Gains				47%	53%	54%	46%	55%	54%
ELA Lowest 25th Percentile				46%	47%	47%	44%	49%	47%
Math Achievement				56%	61%	58%	51%	65%	58%
Math Learning Gains				54%	55%	57%	55%	62%	57%
Math Lowest 25th Percentile				37%	51%	51%	54%	61%	51%
Science Achievement				50%	56%	51%	50%	59%	52%
Social Studies Achievement				66%	72%	72%	71%	75%	72%

**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	41%	52%	-11%	54%	-13%
Cohort Comparison						
07	2021					
	2019	43%	53%	-10%	52%	-9%
Cohort Comparison		-41%				
08	2021					
	2019	50%	53%	-3%	56%	-6%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	57%	53%	4%	55%	2%
Cohort Comparison						
07	2021					
	2019	57%	62%	-5%	54%	3%
Cohort Comparison		-57%				
08	2021					
	2019	38%	50%	-12%	46%	-8%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	51%	54%	-3%	48%	3%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	75%	-8%	71%	-4%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	59%	35%	61%	33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

**Grade Level Data Review - Progress Monitoring Assessments**

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

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	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				
	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
Science	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	18	26	23	17	38	42	13	34			
ELL	15	34	43	15	32	25		35			
ASN	64			50							
BLK	28	37	29	19	30	33	25	44			
HSP	33	38	29	30	34	35	30	55	59		
MUL	34	40		50	39		45				
WHT	40	35	21	40	33	40	49	48	57		
FRL	34	35	24	33	34	37	35	48	48		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	32	31	25	37	26	24	38			
ELL	26	43		39	58	60		54			

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

### 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	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	410
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	32



English Language Learners	
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	57
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	31
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	42
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	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

The most concerning trend across content areas is the decline in performance in every measured category except Math Lowest Quartile Learning Gains which saw an increase of one point. The other eight components of the school grade saw losses ranging from 5 to 21 points. The ESSA subgroups that remain an area of concern are Students with Disabilities and African American students. Given that losses occurred across all content areas, no single grade level is without concern.

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

Based on math i-Ready progress monitoring data and the comparison between 2019 and 2021 state assessments, the greatest need for improvement is in overall math proficiency and overall learning gains. From 2019 to 2021 math proficiency fell 20 points from 56% to 36%. Meanwhile learning gains in math fell 21 points from 54% to 33%. Learning gains in the bottom quartile showed a 1% improvement from 2019 so they are not one of the areas that need immediate improvement. Based on ELA i-Ready progress monitoring, and a comparison between 2019 and 2021 state assessments the most important need for improvement is learning gains among our bottom quartile students. 46% of our bottom quartile students made learning gains in 2019, but only 26% made gains in 2021. That is a 20% difference.

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

One contributing factor was starting the 2020-2021 school year with eleven instructional vacancies. By contrast, WHMS started the 2021-2022 school year with only one instructional vacancy.

Another major contributing factor was the lack of a certified 7th grade math teacher for the entire year. Another factor was staff turnover in the middle of the year. The digital learning platform was also a barrier for some students making learning gains. WHMS started the year with almost one third of students attending school through a digital platform and many of those students transitioned back to campus by the end of the school year. While students benefit from face-to-face instruction, the transition itself from digital learning at home to full time class attendance on campus presented additional adjustment challenges for some students.

An additional factor is that WHMS did not have an intensive reading teacher for half of the year. Further exacerbating this factor is that WHMS did not have a reading coach for half of the school year. The reading coach was hired in February.

New strategies taken to address the identified areas of need for improvement include support

teachers new to WHMS, an intensified focus on lesson planning, rigorous student tasks aligned to standards, and timely feedback to teachers as part of a schoolwide focus on systems of accountability.

WHMS will also use ESSER funds to provide tutoring beyond the school day or on Saturdays to support struggling students. These funds may be supplemented with funds from SAC or Title I.

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

The only area that showed improvement was Math Learning Gains for Lowest Quartile students. The learning gain was one percentage point of the 100 points available for this category.

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

Additional support was provided by the school instructional practices coach for STEM to support lesson development and delivery.

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

WHMS will accelerate learning by increasing the participation rate in Algebra I. Student data for existing students and new enrollees is evaluated to determine student readiness for this high school credit course. Additionally, WHMS will expand its Cambridge AICE offerings from one to three Global Perspectives classes and incorporate Cambridge AICE into all 2D, 3D, and Drawing I classes. This will be supported with additional funds from SAC. WHMS will also implement Amplify curriculum resources in ELA to support new state standards. Further increasing student acceleration is the addition of a new CTE Culinary course to ensure students have increased access to challenging course work. WHMS will also use ESSER funds to provide tutoring beyond the school day or on Saturdays to support students taking accelerated courses. These funds may be supplemented with funds from SAC or Title I.

**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.**

Professional development opportunities include facilitated planning with support from instructional practice coaches in Reading, ELA, Math, Science, and Cambridge AICE courses. This PD will be job-embedded as coaches plan with teachers, model lessons, and collaboratively analyze student data with classroom teachers to determine instructional implications of formative assessment data. This coaching cycle coupled with the Student Work Analysis Protocol will focus substantially on lesson planning. With new state standards and a newly adopted curriculum in ELA, this support is critical.

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

Additional services to ensure sustainability include on site support from district coaches, school-based instructional coaches to facilitate lesson planning an ESE support specialist to ensure students with disabilities receive behavioral and academic support and a dean to work with administration and staff to ensure a safe and orderly learning environment as students return from digital learning to full time face-to-face instruction.

Additional support needed would include continued Title I funding to support supplemental resources for classroom instruction and parental engagement.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Leadership specifically relating to Managing Accountability Systems**

**Area of Focus Description and Rationale:** Rationale: As part of the school-wide improvement efforts WHMS has focused substantially on lesson planning and development during Professional Learning Communities during the past three academic years. To further support this, a more formalized accountability system will be implemented this year to provide teachers with uniform feedback and actionable data to improve their lesson planning.

**Measurable Outcome:** 100% of teacher lesson plans will contain all required components.

**Monitoring:** WHMS will use SAC funds to purchase Planbook.com to provide a standardized tool for developing and recording lesson plans. Plans will be reviewed weekly and teachers who are missing one or more components to their lesson plans will receive written feedback and have three days to revise the lesson plans to include the missing elements. WHMS instructional coaches will provide additional support in this area for teachers who demonstrate this need.

**Person responsible for monitoring outcome:** Stacey Swihart (swihart\_s@hcsb.k12.fl.us)

**Evidence-based Strategy:** A Baylor, A Kitsantas, H Chung - Educational Technology, 2001 - JSTOR  
 Research evidence clearly indicates that instructional planning plays a critical role in teaching and school learning (Clark & Dunn, 1991).

**Rationale for Evidence-based Strategy:** Stiliana Milkova  
 Center for Research on Learning and Teaching  
 A lesson plan is the instructor’s road map of what students need to learn and how it will be done effectively during the class time. A successful lesson plan addresses and integrates these three key components:

- Objectives for student learning
  - Teaching/learning activities
  - Strategies to check student understanding
- Specifying concrete objectives for student learning will help determine the kinds of teaching and learning activities to use in class, while those activities will define how to check whether the learning objectives have been accomplished. [https://crlt.umich.edu/gsis/p2\\_5](https://crlt.umich.edu/gsis/p2_5)

**Action Steps to Implement**

Provide professional development for teachers on the required components for an effective lesson plan and how to reflect those elements using Planbook.com

**Person Responsible** Stacey Swihart (swihart\_s@hcsb.k12.fl.us)

Review lesson plans weekly and provide feedback to teachers

**Person Responsible** Stacey Swihart (swihart\_s@hcsb.k12.fl.us)

Provide individualized support for teachers needing assistance with lesson planning.

**Person Responsible** Chloe Maybruch (maybruch\_c@hcsb.k12.fl.us)

Provide individualized support for teachers needing assistance with lesson planning.

**Person Responsible** Andrew Johnson (johnson\_a@hcsb.k12.fl.us)

Provide individualized support for teachers needing assistance with lesson planning.

**Person Responsible** Susan Jackson (jackson\_susan@hcsb.k12.fl.us)

**#2. Instructional Practice specifically relating to Collaborative Planning**

**Area of Focus Description and Rationale:** Collaborative Planning was identified as a critical means to improving lesson quality. By planning collaboratively with administration and instructional coaches, teachers will develop rigorous standards-aligned lessons. This is especially important in the implementation of new standards and a new textbook adoption in ELA and the introduction of Cambridge AICE courses to increase academic rigor.

**Measurable Outcome:** Student learning gains for bottom quartile students will increase by 15 percentage points in ELA and 10 percentage points in Math (as measured by the FSA) as a result of weekly collaborative planning.

**Monitoring:** Progress will be monitored through i-Ready data and formative classroom assessments to identify students who are not progressing.

**Person responsible for monitoring outcome:** Stacey Swihart (swihart\_s@hcsb.k12.fl.us)

**Evidence-based Strategy:** Teachers meet weekly with job-alike colleagues, instructional practice coaches, and administrators to develop and refine lesson plans, review instructional implications of student performance on formative assessments, and plan next steps. This cycle is ongoing throughout the year.

Collaborative Strategic Planning as Illustration of the Principles of Systems Change  
Stephanie A. Stollar, Rita L. Poth, Michael J. Curtis (PhD, NCSP) & Rachel M. Cohen  
Pages: 181-197 Published online: 27 Dec 2019

**Rationale for Evidence-based Strategy:** This strategy was selected based on the number of staff new to teaching or new to WHMS coupled with the need to improve student performance based on FSA data. The resources specific to this strategy are the new curriculum resources, district coaching staff and school-based instructional practice coaches.

**Action Steps to Implement**

Develop weekly PLC/Collaborative Planning schedule

**Person Responsible** Stacey Swihart (swihart\_s@hcsb.k12.fl.us)

Facilitate weekly planning sessions with ELA and Intensive Reading teachers

**Person Responsible** Chloe Maybruch (maybruch\_c@hcsb.k12.fl.us)

Facilitate weekly planning sessions with Math, Intensive Math, and Science teachers

**Person Responsible** Andrew Johnson (johnson\_a@hcsb.k12.fl.us)

Facilitate weekly planning sessions with Social Studies and Electives teachers

**Person Responsible** Susan Jackson (jackson\_susan@hcsb.k12.fl.us)

Provide timely student performance data from i-Ready

**Person Responsible** Melanie Fielder (fielder\_m@hcsb.k12.fl.us)

Review lesson plans and observe classroom instruction for evidence of rigorous standards-aligned instructions.

**Person Responsible** Stacey Swihart (swihart\_s@hcsb.k12.fl.us)

Secure additional resources as needed from Title I, School Advisory Council and school funds to facilitate the implementation of rigorous, engaging instruction to meet the diverse needs of students.

**Person Responsible** Chris Healy (healy\_c@hcsb.k12.fl.us)

Secure resources such as IXL to facilitate progress monitoring for student acceleration. This will support teachers planning around student needs as gains are made throughout the year. These resources will be incorporated into lesson plans at the point of need.

**Person Responsible** Stacey Swihart (swihart\_s@hcsb.k12.fl.us)



**#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

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

**Measurable Outcome:** WHMS will use PBIS to reduce student disciplines and increase student attendance. Measurable outcome: 80% of students will be eligible for 80% of PBIS activities. This includes school-wide and grade-level activities.

**Monitoring:** Discipline and Attendance data will be monitored weekly and reported monthly at School Based Leadership Team meetings. Data will be reported quarterly to the School Advisory Council (SAC). PBIS activities will be reported monthly (if applicable) to SAC.

**Person responsible for monitoring outcome:** Amy DeFilipis (defilipis\_a@hcsb.k12.fl.us)

**Evidence-based Strategy:** (2010) Catherine P. Bradshaw, Mary M. Mitchell, and Philip J. Leaf. Journal of Positive Behavior Interventions. Schoolwide Positive Behavioral Interventions and Supports (SWPBIS) is a universal, schoolwide prevention strategy that is currently implemented in over 9,000 schools across the nation to reduce disruptive behavior problems through the application of behavioral, social learning, and organizational behavioral principles. This study uses data from a 5-year longitudinal randomized controlled effectiveness trial of SWPBIS conducted in 37 elementary schools to examine the impact of training in SWPBIS on implementation fidelity as well as student suspensions, office discipline referrals, and academic achievement.

**Rationale for Evidence-based Strategy:** WHMS receives support from the University of South Florida in the form of training and print and online resources. Both PBS and PBIS are grounded in the notion of creating a life of quality and purpose, made possible by a supportive environment. No one assessment, intervention or problem-solving approach is a “PBS approach.” Rather, PBS and PBIS are inclusive of multiple evidence-based strategies that respect the dignity of the individual with behavioral needs as well as the systems and participants that support the individual. – Kincaid et al., 2016

**Action Steps to Implement**

Develop school-wide PBIS plan for 2021-2022 in collaboration with school stakeholders.

**Person Responsible** Amy DeFilipis (defilipis\_a@hcsb.k12.fl.us)

Engage students and staff in PBIS behavior and attendance goals through grade level meetings during the first week of school.

**Person Responsible** Amy DeFilipis (defilipis\_a@hcsb.k12.fl.us)

Monitor student behavior data through the RtI B database.

**Person Responsible** Kristi Langworthy (langworthy\_k@hcsb.k12.fl.us)

Plan and execute PBIS activities.

**Person Responsible** Amy DeFilipis (defilipis\_a@hcsb.k12.fl.us)

Monitor and report eligibility and participation rates to School Based Leadership Team.

**Person Responsible** Amy DeFilipis (defilipis\_a@hcsb.k12.fl.us)

Secure additional resources as needed from Title I, School Advisory Council and school funds to implement the PBIS to meet the diverse needs of students.

**Person Responsible** Amy DeFilipis (defilipis\_a@hcsb.k12.fl.us)

**#4. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description and Rationale:**

While many WHMS students with disabilities make learning gains in routine school years, this subgroup has consistently fallen below ESSA guidelines for proficiency. This longitudinal data coupled with the disruption to face-to-face instruction in 2019-2020 with no terminal state assessment data and the multiple delivery models (brick and mortar, digital, hybrid) employed during 2020-2021, increase the urgency for supporting this population.

**Measurable Outcome:**

The measurable outcome desired for this group is a 4 percentage point increase in proficiency in ELA and Math as measured from the 2021 to the 2022 FSA.

**Monitoring:**

Progress toward this goal will be monitored using i-Ready initial placement and progress monitoring data to track student progress and provide meaningful intervention as needed. This data will be reported during problem-solving sessions at School Based Leadership Team Meetings. Additional progress monitoring will occur using SWAP process as inclusion teachers monitor progress for SWD students on formative assessments to ensure misconceptions are addressed immediately. Further progress monitoring will occur by monitoring classroom grades at the midterm and end of term to identify students who are failing to progress on classroom assignments. Midterm progress reports will be sent home in print to all parents to ensure parents are aware of student progress regardless of parent access to Skyward or the internet.

**Person responsible for monitoring outcome:**

Chris Healy (healy\_c@hcsb.k12.fl.us)

**Evidence-based Strategy:**

According to i-Ready published results ([http://www.ectacfl.net/uploads/2/2/1/6/22162720/i-ready\\_essa\\_brochure\\_2017](http://www.ectacfl.net/uploads/2/2/1/6/22162720/i-ready_essa_brochure_2017)) - Across all grades, students receiving i-Ready Instruction experienced score gains 3% to 86% greater than those who did not receive i-Ready Instruction. Across all grades, students receiving i-Ready Instruction experienced score gains 25% to 61% greater than those who did not receive i-Ready Instruction.

The i-Ready study data was also analyzed by using four subgroups: non-Caucasian students, students with disabilities, economically disadvantaged students, and English language learners. Overall, the students in these subgroups receiving i-Ready Instruction experienced greater learning gains than students in the same subgroup who did not receive i-Ready Instruction. This indicates that in general, i-Ready Instruction can enhance learning gains for students in these subgroups.

ESSA defines four categories of research evidence for an effective intervention. Under ESSA, a promising intervention should be supported by at least one correlational study that controls for selection bias. Another goal of the research was to understand the impact of i-Ready Instruction, while controlling for selection bias, and validate that i-Ready meets the Level 3 ESSA criteria.

**Rationale for Evidence-based Strategy:**

Curriculum Associates conducted an ANCOVA analysis and corrected for selection bias using students' prior i-Ready Diagnostic scores....Using the resulting sample of over 270,000 ELA students and over 250,000 mathematics students, the research showed that under statistical controls for prior test scores, students receiving i-Ready Instruction demonstrated greater gains on the spring i-Ready Diagnostic than students who did not receive i-Ready Instruction.

The results of this study were statistically significant...The significance of the findings provides support for i-Ready as a program that meets the criteria for ESSA Level 3: Promising Evidence.

## Action Steps to Implement

Review student performance on i-Ready initial assessment and identify areas of need.

**Person Responsible** Chris Healy (healy\_c@hcsb.k12.fl.us)

Monitor classroom instruction for fidelity of program implementation.

**Person Responsible** Chris Healy (healy\_c@hcsb.k12.fl.us)

Provide targeted support for teachers in ELA and Intensive Reading based on classroom observations.

**Person Responsible** Chloe Maybruch (maybruch\_c@hcsb.k12.fl.us)

Provide targeted support for teachers in Intensive Math based on classroom observations.

**Person Responsible** Andrew Johnson (johnson\_a@hcsb.k12.fl.us)

Continue to review progress monitoring data and conduct problem-solving conferences during collaborative planning sessions.

**Person Responsible** Amy DeFilipis (defilipis\_a@hcsb.k12.fl.us)

Ensure students receive IEP accommodations and the student's Individualized Education Plan is aligned to the needs of the student based on current classroom performance. The ESE department chairperson will support inclusion teachers in this process.

**Person Responsible** Laura Scott (scott\_l@hcsb.k12.fl.us)

Convene monthly School Based Leadership Team meetings to review student performance and behavior data to identify students for whom additional intervention is needed.

**Person Responsible** Chris Healy (healy\_c@hcsb.k12.fl.us)

ESE Support Specialist meets with students in this subgroup who need additional behavioral support. This staff member also provides curriculum support in self-contained classrooms.

**Person Responsible** Kristi Langworthy (langworthy\_k@hcsb.k12.fl.us)

Secure additional resources as needed from Title I, School Advisory Council and school funds to facilitate the implementation of rigorous, engaging instruction to meet the diverse needs of students.

**Person Responsible** Chris Healy (healy\_c@hcsb.k12.fl.us)

**#5. ESSA Subgroup specifically relating to African-American**

**Area of Focus Description and Rationale:** While many WHMS African American students make learning gains in routine school years, this subgroup has consistently fallen below ESSA guidelines for proficiency. This longitudinal data coupled with the disruption to face-to-face instruction in 2019-2020 with no terminal state assessment data and the multiple delivery models (brick and mortar, digital, hybrid) employed during 2020-2021, increase the urgency for supporting this population.

**Measurable Outcome:** The measurable outcome desired for this group is a 4 percentage point increase in proficiency in ELA and Math as measured from the 2021 to the 2022 FSA.

**Monitoring:** Progress toward this goal will be monitored using i-Ready initial placement and progress monitoring data to track student progress and provide meaningful intervention as needed. This data will be reported during problem-solving sessions at School Based Leadership Team Meetings. Further progress monitoring will occur by monitoring classroom grades at the midterm and end of term to identify students who are failing to progress on classroom assignments. Midterm progress reports will be sent home in print to all parents to ensure parents are aware of student progress regardless of parent access to Skyward or the internet.

**Person responsible for monitoring outcome:** Chris Healy (healy\_c@hcsb.k12.fl.us)

**Evidence-based Strategy:** According to i-Ready published results ([http://www.ectacfl.net/uploads/2/2/1/6/22162720/i-ready\\_essa\\_brochure\\_2017](http://www.ectacfl.net/uploads/2/2/1/6/22162720/i-ready_essa_brochure_2017)) - Across all grades, students receiving i-Ready Instruction experienced score gains 3% to 86% greater than those who did not receive i-Ready Instruction. Across all grades, students receiving i-Ready Instruction experienced score gains 25% to 61% greater than those who did not receive i-Ready Instruction.

The i-Ready study data was also analyzed by using four subgroups: non-Caucasian students, students with disabilities, economically disadvantaged students, and English language learners. Overall, the students in these subgroups receiving i-Ready Instruction experienced greater learning gains than students in the same subgroup who did not receive i-Ready Instruction. This indicates that in general, i-Ready Instruction can enhance learning gains for students in these subgroups.

ESSA defines four categories of research evidence for an effective intervention. Under ESSA, a promising intervention should be supported by at least one correlational study that controls for selection bias. Another goal of the research was to understand the impact of i-Ready Instruction, while controlling for selection bias, and validate that i-Ready meets the Level 3 ESSA criteria.

**Rationale for Evidence-based Strategy:** Curriculum Associates conducted an ANCOVA analysis and corrected for selection bias using students' prior i-Ready Diagnostic scores....Using the resulting sample of over 270,000 ELA students and over 250,000 mathematics students, the research showed that under statistical controls for prior test scores, students receiving i-Ready Instruction demonstrated greater gains on the spring i-Ready Diagnostic than students who did not receive i-Ready Instruction.

The results of this study were statistically significant...The significance of the findings provides support for i-Ready as a program that meets the criteria for ESSA Level 3: Promising Evidence.

**Action Steps to Implement**

Review student performance on i-Ready initial assessment and identify areas of need.

**Person Responsible** Chris Healy (healy\_c@hcsb.k12.fl.us)

Monitor classroom instruction for fidelity of program implementation.

**Person Responsible** Chris Healy (healy\_c@hcsb.k12.fl.us)

Secure additional resources as needed from Title I, School Advisory Council and school funds to facilitate the implementation of rigorous, engaging instruction to meet the diverse needs of students.

**Person Responsible** Chris Healy (healy\_c@hcsb.k12.fl.us)

Continue to review progress monitoring data and conduct problem-solving conferences during collaborative planning sessions.

**Person Responsible** Amy DeFilipis (defilipis\_a@hcsb.k12.fl.us)

Convene monthly School Based Leadership Team Meetings to review student performance and behavior data to identify students for whom additional intervention is needed.

**Person Responsible** Chris Healy (healy\_c@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.

## 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.

West Hernando Middle School is a Title I school and works hard to foster positive relationships with parents, families, and other community stakeholders. Regular print and digital communication includes automated calls, flyers, backpack notices and public postings on our website and social media platforms. We also use Facebook to inform our community about WHMS activities, achievements, and initiatives and invite community feedback. WHMS convenes a Title I Annual Meeting, hosts parent conferences throughout

the year, and fosters parental engagement through parent workshops on topics of interest indicated by parents through a parent survey sent to parents each year.

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

To support student transitioning to WHMS, West Hernando Middle School faculty and staff participate in transitional staffing meetings for incoming 6th grade students and outgoing 8th grade students. Additionally, WHMS hosts an afternoon open house prior to the start of the school year. Students and parents tour the campus, meet staff, and receive print information about how to participate in parent leadership groups such as the School Advisory Council and Title I Committee.

WHMS also foster a positive school climate for students as a PBIS school as described in the Planning for Improvement section of this plan.

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

WHMS convenes monthly School Advisory Council and Title I Committee meetings to hear stakeholder input relevant to school improvement and address parent concerns. Two recurring agenda items at these meetings are Principal's Report and Parent Concerns. The Principal's Report serves to update parents on academic performance, school activities, and opportunities for parent involvement. Parent Concerns is an open forum for parents to speak about any aspect of WHMS. These concerns are addressed at that meeting when possible, and followed up during subsequent meetings when more research is needed to respond to the parent concern.

Parents also participate in the development and revision of the Title I Compact and Title I Parent and Family Engagement Plan in order to ensure services delivered to parents align with needs indicated by parents of students attending WHMS. The plan is distributed to parents at the Title I Annual Meeting and sent home by backpack to parents who are not able to attend the Title I Annual Meeting. Strong parental support fosters a positive culture and school environment by ensuring parents are informed and supportive of school initiatives.

**Part V: Budget**

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

1	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: African-American	\$0.00
<b>Total:</b>			<b>\$0.00</b>