

West Hernando Middle School



2014-15 School Improvement Plan

West Hernando Middle School

14325 KEN AUSTIN PKWY, Brooksville, FL 34613

www.edline.net/pages/hcsb_whms

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

70%

Alternative/ESE Center

No

Charter School

No

Minority

25%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	B

School Board Approval

This plan was approved by the Hernando County School Board on 11/18/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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

Eagles....
E ngage in learning
A ct with kindness
G ive respect to all
L ead in a positive way
E xpect academic success and
S erve others

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Professional development is provided to assist school staff in understanding and appropriately addressing the cultural, social and emotional needs of students. All teachers attend inservice addressing the importance of creating trauma sensitive classrooms and modeling and teaching students to use appropriate cultural and social skills to exhibit culturally sensitive behavior and effectively resolve conflict. WHMS teachers possess, or are working toward, ESOL certification and work closely with the ESOL instructional and support staff to be cognizant of individual student needs that arise from cultural and language barriers. The ESOL staff is present in classrooms to provide students with immediate support with instruction. Teachers meet and work with parents to gain perspective in assisting students. Additionally, as a Title I school, WHMS employs a full time Parental Engagement Liaison to work with parents and the local community. This staff member actively works to connect parents to resources to support instruction and improve a family's ability to connect to our school.

Describe how the school creates an environment where students feel safe and respected before, during and after school

WHMS creates a safe and supportive environment through the systematic implementation of Positive Behavioral Supports. The expectations for positive student behavior are: Engage in Learning, Act with Kindness, Give Respect, Lead in a Positive Way, Expect Academic Success, and Serve Others. This communicates to all students that social and emotional well-being are important for academic success and that by focusing on the attributes of respect, kindness, and leadership, we create a safe and secure environment for all students. The staff at WHMS understands that students may be exposed to a variety of potentially traumatic events due to economic, emotional, and social conditions they experience outside of school. Professional development is provided to assist school staff in understanding how these events can affect a student's ability to respond appropriately to school behavioral and academic expectations. The training assists staff in appropriately addressing the social and emotional needs of students. All teachers attend in-service addressing the importance of creating trauma sensitive classrooms and modeling and teaching students to use appropriate social

skills to effectively respond to and resolve conflict. To ensure the safety of all students, staff are strategically placed in school common areas and hallways to monitor student behavior prior to school, during transitions, in the cafeteria, and after school. Students are encouraged to seek out adults to express concern for themselves or others. Involved students are interviewed and statements are followed up on to ensure that student voices are heard and concerns are addressed. Parents are contacted and individual students involved are counseled, school-wide expectations are emphasized and re-taught, and students are supported in overcoming skill deficits and interacting appropriately in the school environment. Additionally, the school nurse, certified school counselors, behavior specialists, and the school social worker work closely with teachers to identify students in need and provide individualized counseling. In extreme events, certified school counselors and the school resource officer work together, following district protocols to ensure that students do not compromise their own safety or the safety of other students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The schoolwide behavior system consists of the establishment, modeling, teaching and re-teaching of Tier I supports which are grounded in Positive Behavior Support expectations. The expectations are: Engage in Learning, Act with Kindness, Give Respect, Lead in a Positive Way, Expect Academic Success, and Serve Others. Student behaviors and engagement are stressed in light of these expectations. At the beginning of the school year, grade level meetings are held to discuss expectations with all students. Additional meetings with grade levels and classrooms are held each nine weeks to stress expected behaviors and to recognize appropriate choices. Individual students who exhibit behaviors that reflect the expectations are recognized with "Caught Soaring" tickets. These students are acknowledged during schoolwide announcements and receive reinforcers which include school supplies, selective seating at lunch, and other incentives. All school personnel are aware of the PBS expectations and post and stress them in their classroom and throughout campus. It is expected that 80% of the student body will respond appropriately to the Tier I PBS initiatives. In addition, each student receives and has online access to the Hernando County Schools Student Code of Conduct, which they and their parent/guardian acknowledge understanding and receipt through a signed form that is returned and documented by the discipline secretary. Additionally, classroom teachers implement MTSS/RtIB interventions with students who are committing Level 1 infractions as outlined in the Student Code of Conduct. Teachers document the implementation of at least 3 interventions such as re-teaching of expectations, adjusting student seating, a time out in another classroom, parent contact, and parent conferences. Students who do not respond to interventions are then referred to administration through an office discipline referral. Tier II initiatives are put into place for students who require additional support and instruction for behavior due to multiple office discipline referrals. Tier II initiatives include, listed in increasing intensity of support: weekly self-monitoring of behavior with administrative feedback, weekly check in/check out with guidance or administration, daily check in/check out with guidance or administration, reverse check in/check out with administration. At any time during the range of Tier II supports, students may attend behavioral management groups. It is expected that of the 15% of the students school-wide who receive Tier II interventions, 10% will respond successfully to the supports provided. Tier III interventions are initiated with students who require very intensive supports for behavior. These include individual meetings with certified school counselors and administration, additional parent conferences, and possible referral to the District Intervention Committee. Analysis of behavioral/discipline data is done weekly by the Dean of Students and administration to determine the effectiveness of Tier I, II, and III interventions.

As an ESE cluster site, serving students with emotional and behavioral disabilities and students with intellectual disabilities, additional supports for students include a classroom-based Level System and

specific Social Personal instructional lessons to assist students in overcoming skill deficits in social, emotional, and behavioral areas. Students also work with behavioral specialists.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The emphasis on the school-wide Positive Behavior Support expectations, which are: Engage in Learning, Act with Kindness, Give Respect, Lead in a Positive Way, Expect Academic Success, and Serve Others, communicates to all students that social and emotional well-being are important elements in experiencing academic success. Students who need additional supports are provided with mentors. The Take Two school wide initiative is a mentoring program. Based on academic, discipline, and attendance data, every teacher selects two students to mentor throughout the year. Teachers document support using a contact log that the teachers must fill out whenever they speak to the students or the students' parents. The contact log is turned in to administration at the end of each term. This program was initiated to help those students with two or more early warning indicators to establish a rapport with a staff member at school. Mentors address supplies needed, and academic, social and emotional challenges and work with the student to problem-solve using school-based and community resources including, but not limited to, certified school counselors, a Title I funded social worker for students and families in transition, and a school resource officer.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

West Hernando Middle School's early warning system includes monitoring students on a quarterly basis regarding attendance (10+ absences), number of disciplines (3+ disciplines), suspensions (1+), all courses failed the previous school year, grades at the present time, age, and English Language Arts and Mathematics FCAT scores from the previous year (2 or below).

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	87	79	156	322
One or more suspensions	76	58	93	227
Course failure in ELA or Math	91	61	78	230
Level 1 on statewide assessment	69	48	54	171
Over age	28	17	18	63
3+ disciplines	36	35	38	109

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	132	114	195	441

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students who exhibit two or more early warning indicators are put on a self-monitoring plan at the beginning of the school year. The student self monitors specific areas for four to five weeks based on his/her data. Ms. Lessley (Principal) monitors sixth grade students, Mrs. McCurry (Teacher on Administrative Assignment) monitors seventh grade students, and Mrs. Kennedy (Assistant Principal) monitors eighth grade students. After four to five weeks, if the student has not turned in and/or not completed the self monitoring form, the student is put on a check in/out form with a specific mentor (guidance counselor, Take Two mentor, principal, assistant principal, or teacher on administrative assignment). The form must be completed by each student's teacher on a daily basis and shown to the student's mentor on a daily or weekly basis, dependent upon individual need, for discussion. If both of these interventions do not work with a student, there will be a parent/teacher/student conference scheduled. The student will also be assigned a Take Two mentor if he or she does not already have one. The student may also be assigned to an At-Risk Study Skills class.

The Take Two school wide initiative is a mentoring program. Based on academic, discipline and attendance data, every teacher selects two students to mentor throughout the year. Teachers document support using a contact log that the teachers must fill out whenever they speak to the students or the students' parents. The contact log is turned in to administration at the end of each term. This program was initiated to help those students with two or more early warning indicators to establish a rapport with a staff member at the school. Mentors address supplies needed, and academic, social and emotional challenges and work with the student to problem-solve using school-based and community resources including, but not limited to, certified school counselors, a Title I funded social worker for students and families in transition, and a school resource officer. All students with interventions are entered into the RTI:B USF database for tracking purposes.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school employs a full time Parental Engagement Liaison to work with parents and the local community. This staff member actively works to connect parents to resources to support instruction and improve a family's ability to connect to our school. The school recognizes community partners with a breakfast honoring their support. Additionally, community partners are welcome to participate in our Annual Meeting and Parent Institute by hosting a table with information for parents. Past participants / partners include the Hernando County Sheriff's Office, Hernando County Public Library, Suncoast Credit Union, Chick-Fil-A, YMCA, CiCi's Pizza, Coldstone Creamery, Locomo Skating Rink, Lowe's, Mariner Lanes, Publix, Rita's Italian Ice, Rainbow Rollerland, Sherwood Florist, Spring Hill Lanes, and Boys and Girls Club. Additionally, two community churches donated more than 100 backpacks for students. United

Way provided school supplies and staff participated in Stuff the Bus to secure school supplies for students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Lessley, Lori	Principal
Kennedy, Angela	Assistant Principal
Patterson, Jan	Teacher, K-12
Jackson, Susan	Other
LaBorante, Vince	Teacher, K-12
Mayhill, Michelle	Teacher, K-12
McCormack, Rene	Teacher, K-12
Torres, Amy	Dean
Pribil, Susan	Teacher, K-12
Rae, Lysandrae	Guidance Counselor
Rastatter, Alex	Teacher, K-12
Rollo, Deb	Teacher, K-12
Scott, Laura	Teacher, ESE
Eng, Vicki	Teacher, ESE
Solomon, Cecelia	Instructional Media
Tarr, Natalie	Guidance Counselor
Timilty, Elizabeth	Teacher, K-12
Diaz, Jesse	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The principal, Lori Lessley, and assistant principal, Angela Kennedy, serve as instructional leaders by conducting walkthroughs and observations to monitor and support the implementation of instructional strategies which reflect Florida State Standards and include the use of vocabulary acquisition strategies, graphic organizers, text marking, and student collaboration. The administration works closely with teachers to provide support and address areas of need so that teachers can focus on the planning and implementation of quality, standards-based instruction. The administration works closely with departments to analyze formative and summative assessment data to identify areas of academic strengths to build upon and gaps to address. The teacher on administrative assignment, Brandy McCurry, monitors discipline data, looking for trends and areas of concern that require attention to maximize student time in the classroom. She works with teachers and certified school counselors to address student behavior and student reported incidents. She also monitors the implementation of the school-wide Take Two mentoring program, and the Tier II self-monitoring initiative. These

programs are in place to provide students with emotional, social, and behavioral support so that they can fully engage in learning and experience academic success. School certified counselors, Natalie Tarr and Lysandra Rae, work closely with teachers and parents to enhance communication and lead problem-solving discussions regarding student behavioral and academic deficiencies. To further assist students, they assist in the implementation of Tier II Check In/Check Out with individual students. Department chairs, Michelle Mayhill—Math, Dana Wittke—Language Arts, Rene McCormack—Reading, Susan Pribil—Science, Deb Rollo—Social Studies, Brenda Cleveland—ESE, and Ginny Gaustad—Electives, work with their respective departments to ensure standards-based instruction, discuss and coordinate effective instructional strategies, develop common assessments, monitor implementation of district academic initiatives, and monitor and analyze assessment data to address student strengths and deficiencies. Alex Rastatter, assessment teacher, coordinates all district and state formative and summative assessments, trains teachers in the use of Performance Matters to access student data, and monitors attendance and tardy data to assist in the implementation of student specific interventions. The Title I Facilitator, Susan Jackson, monitors and implements programs and strategies using the federal Title I grant which funds supplemental staff, programs and materials. Team leaders, Laura Scott, Elizabeth Timilty, Vince LaBorante, Elizabeth Isbell, and Vicki Eng work together to implement the strategies of the Positive Behavior Support program which promote positive student behavior and recognize positive choices, ultimately increasing student engagement in academic activities. Cecelia Solomon, Media Specialist, leads the literacy team in promoting and implementing literacy skills across all curricula.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The School Based Leadership Team, meeting monthly under the direction of school principal, Lori Lessley, evaluates each area of academic and school community need in order to determine the best resource to meet that need. Members provide data, insight, and feedback based on their respective academic and behavioral responsibilities. As a Title I School, 69% of our students qualify for free or reduced-price meals. Title I funds provide instructional resources and support for parental engagement. The needs of our homeless students are supported through Title X resources and a District Title I funded social worker for students and families in transition. WHMS also ensures students have access to healthy, nutritious breakfast and lunch through participation in the U.S. Department of Agriculture's National School Lunch Program. To support ESOL and immigrant students, Title III provides program services for English Language Learners. These students are further supported by participation in Language Arts Through ESOL courses when needed. For Professional Development, WHMS coordinates Title I and Title II funds to provide teachers with quality professional development for implementing Florida Standards using research-based strategies and programs with a demonstrated record of effectiveness. Students with Disabilities receive additional support through IDEA funded staff and materials. Inventory is maintained using the Alexandria electronic database to track the cost, funding source and location of resources purchased using federal and local funds.

The use of school personnel is maximized in order to meet the needs of all students so that student engagement and academic achievement are optimized. Working collaboratively, school personnel utilizes aspects of Learning Focused Strategies to unpack Florida State Standards in the development of curriculum maps, unit-based student learning maps, essential questions, formative assessments, vocabulary acquisition exercises, authentic collaboration among students, activities which promote interaction with text and build comprehension skills, and activities which incorporate blended technology. School personnel draw upon expertise in instruction garnered through years of training in Learning Focused Strategies to collaborate and prepare professional development presentations for the benefit of the entire faculty. Working in departmental cohorts teachers utilize

resources including the Common Core Companion, Common Core 360, and CPALMS, to present in-service on the topics of authentic collaboration: getting kids talking, promoting social and intellectual growth, meaningful writing and text marking, using informational text to support reading instruction, differentiated instruction, vocabulary acquisition, and essential questions for essential learning. School personnel work collaboratively as a whole and especially as grade level groups to promote school-wide behavioral expectations to further maximize student engagement and academic achievement. School leadership utilizes a variety of resources, including student attendance data, tardy data, frequency of office discipline referrals, mid-quarter D and F reports, formative and summative assessment data, Rtl-B data, and Tier II data (student self-monitoring and Check In/Check Out) to assess the success of school-wide behavior and instructional strategies. Title I Federal funds are utilized to provide personnel, supplemental instructional materials, and coordinate collaborative planning and professional development. Resource teachers provide instruction in both reading and math, assisting students in overcoming skill deficits and reinforcing concepts covered in first tier instruction. Supplemental materials purchased, include technology which provides valuable learning opportunities for students enhancing differentiated instruction and inquiry activities. The Title I facilitator and the administration work together, meeting several times per week to problem solve, discuss allocation of resources to maximize gains for students, and monitor and ensure compliance with federal guidelines.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Lori Lessley	Principal
Janis Patterson	Teacher
Tula Kelleher	Education Support Employee
Barbara Punchak	Teacher
Stacy Bryant	Parent
Rose DeJesus	Parent
Angel Gallardo	Parent
Wendy Hallett	Parent
Lisa Isbell	Teacher
Harry Jackson	Parent
Susan Jackson	Teacher
Joe Klukowski	Parent
Vince LaBorante	Teacher
Margie Laboy	Parent
Jessica Levija	Teacher
Kelly Long	Parent
Brandy McCurry	Teacher
Lucy Morilla	Parent
Matt Mulvaney	Parent
Terri Neugebauer	Parent
Joanne Pryzbyla	Teacher
Alex Rastatter	Teacher
Arlene Rodriguez	Teacher
Laura Scott	Teacher
Tina Shumate	Parent
Charity Simpson	Teacher
Mari-Celeste Sowers	Parent
Millie Strmensky	Parent
Denise Zurawski	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council met at the end of the 2013-2014 school year and evaluated the school improvement plan based on the extent to which the school improvement goals were met. Student achievement, attendance, and discipline data were reviewed.

Development of this school improvement plan

The WHMS SAC was asked to provide input at the end of the 2013-2014 school year regarding the areas of potential focus for the 2014-2015 school improvement plan. The 2014-2015 SAC members received information regarding the requirements of the plan for this school year, and also had the opportunity to participate in the development of this plan by contributing to the goal statement, barriers to achieving the goal, and strategies for overcoming the barriers and meeting the goal. SAC members completed an online problem analysis survey using Survey Monkey.

Preparation of the school's annual budget and plan

The SAC determined that, with the balance brought forward of \$4,750.41, it would be prudent to set aside \$2,000 for student planners for 2015-2016. Currently, the only other pending request is for \$750 to provide monthly recognition for students nominated for Eagle Pride based on academic achievement or exemplary behavior.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Last year, the SAC received \$3,689.00, and had a balance brought forward of \$3,061.41. The 2013-2014 SAC funded student planners in the amount of \$2,000. The balance brought forward to 2014-2015 is \$4,750.41.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

In order to meet SAC requirements, the school has notified parents and the community via the school marquee, the Global Connect school automated telephone messenger system, an informational flyer given out at open campus on August 14, 2014, a backpack notice in the school newsletter, and at the Title I Annual Meeting on October 9, 2014.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Solomon, Cecelia	Instructional Media
Patterson, Jan	Teacher, K-12
Rastatter, Alex	Teacher, K-12
Rollo, Deb	Teacher, K-12
Hickey, Janice	Teacher, K-12
Blackwell, Leanne	Teacher, K-12
Kelleher, Tula	Other
Diaz, Jesse	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The WHMS Literacy Leadership Team promotes literacy and meaningful engagement with text throughout the school year. To increase student awareness of peer literacy, "We Read a Lot" signs

are posted for each classroom. Contests are conducted for the classrooms that achieve the most pages read. Students and teachers add to their classroom posters as they complete readings. "I am reading _____" signs are posted for all adults on campus to display, encouraging the discussion of books among adults and students. Additionally, a program used in the past at WHMS, "I am reading..." lanyards and pins, is being revived. Items for the program have been ordered. Students will display the book titles they are currently reading on a lanyard, and will receive pins for completing books. The Literacy Leadership Team believes that the promotion of reading will encourage reluctant readers to engage with self-selected text, thereby increasing their exposure to a variety of texts. Finally, daily events are planned for the 2016 Literacy Week in January including a parent Reading Rally workshop to support parents as they encourage literacy at home.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

To ensure that WHMS teachers are planning collaboratively and designing and delivering instruction that is aligned to the Florida State Standards, the master schedule was developed with common planning time for departments. A calendar for collaborative planning meetings is in place for teachers on a bi-weekly basis. Teachers are utilizing this planning to also create professional development for their peers on a variety of school initiatives that encourage student engagement, foster collaboration, and increase student achievement. Teachers draw upon expertise in instruction garnered through years of training in Learning Focused Strategies to collaborate and prepare professional development presentations for the benefit of the entire faculty. Working in departmental cohorts teachers utilize resources including the Common Core Companion, Common Core 360, and CPALMS, to present inservice on the topics of authentic collaboration—getting kids talking, promoting social and intellectual growth, meaningful writing and text marking, using informational text to support reading instruction, differentiated instruction, vocabulary acquisition, and essential questions for essential learning. School personnel work collaboratively as a whole and especially as grade level groups to promote school-wide behavioral expectations to further maximize student engagement and academic achievement.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

WHMS works to create a productive and celebratory educational atmosphere to both draw and retain highly qualified teachers. Recruiting strategies include establishing WHMS as a place where teachers want to work, where teachers feel supported professionally and personally, where opportunities to collaborate within and across curriculum areas is a priority, and where the academic, social, and emotional well-being of all students is the priority. Professional development is provided to assist teachers in the understanding of students, the development of behavior management and instructional strategies, and to maximize the opportunities to lead others in learning and professional growth. When a teacher is new to WHMS, a mentor is assigned who can support the new teacher's assimilation into our school culture. Support is provided for learning school procedures and key personnel who provide information and material resources.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

WHMS has no teachers who qualify for the mentoring program at this time.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Working collaboratively, teachers of core instructional programs utilize aspects of Learning Focused Strategies to unpack Florida State Standards in the development of curriculum maps, unit-based student learning maps, essential questions, formative assessments, vocabulary acquisition exercises, authentic collaboration among students, activities which promote interaction with text and build comprehension skills, and activities which incorporate blended technology. Core teachers work in departmental cohorts to utilize resources including the Common Core Companion, Common Core 360, and CPALMS, to maximize student engagement and develop and reinforce critical thinking skills by encouraging authentic collaboration among students, meaningful writing and text marking, the understanding of informational text, the development of vocabulary acquisition skills, and the ability to meaningfully incorporate the use technology in learning. Teachers constantly reflect through professional collaboration and the examination of student academic data to identify standards in need of further instruction and to vary instructional strategies so that student engagement and academic growth and proficiency are maximized.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Based on 2014 summative FCAT and FAA data, and progress monitoring provided through the use of FAIR and Performance Matters SAM assessments, WHMS provides intensive math through a Title I funded math resource teacher, intensive reading through district allocations, additional resource reading classes using Title I funds and extended learning opportunities through Saturday School and Title I Extended Learning programs. Students with significant cognitive disabilities receive support through the use of Access Points to provide appropriate accommodated instruction. Students are afforded opportunities to access advanced curriculum through high school Algebra I, Geometry, English I, and Drawing I classes offered on campus, Commercial and Technical Art for industry certification and additional student-selected courses available on site through distance learning from e-Hernando or Florida Virtual School. Additionally, instruction is modified through the use of differentiated menu options in eighth grade social studies classes, collaborative instructional strategies in all math classes and co-teach and support using highly qualified ESE teachers in the general education classrooms. Additional support is provided to every student through a 35 minute study skills period each day. During this period, teachers provide additional instructional support for students struggling to master concepts.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Weekend Program

Minutes added to school year: 3,240

Saturday School offers instructional support for three hours each Saturday from September 20th until March 28th. This program is staffed by certified teachers who work with students referred to this program.

Strategy Rationale

Increasing instructional time and providing a different teacher and different setting may decrease the number of students failing one or more classes.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Rastatter, Alex, rastatter_a@hcsb.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students are referred based on having a grade of D or F in one or more classes. Data collected will be the student's grade at the time of referral and again at the next grading period. The reduction in the number of students failing will provide evidence of program effectiveness.

Strategy: Extended School Day

Minutes added to school year: 1,800

Title I funded Extended Learning serves students scoring below proficiency in reading, math or science. Research-proven effective materials and programs are used to close achievement gaps. Students participate in 30 hours of intensive instruction in the area of greatest academic need.

Strategy Rationale

Increasing time for learning should increase student achievement.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

If a Developmental Scale Score is provided for FSA, this data can be compared to the prior year to evaluate learning gains. This data for participating students can also be compared to eligible, non-participating students to measure program effectiveness.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

West Hernando Middle School faculty and staff participate in transitional staffings for incoming 6th grade students and outgoing 8th grade students; vertical teaming collaboration with 5th grade teachers from our feeder schools; and collaborative events with Central High School's ROTC program. Additionally, WHMS hosts an evening sixth grade orientation each spring for students who will be attending WHMS the following school year. These students and parents tour the campus, meet staff, and attend a presentation highlighting WHMS programs and resources. High school transition is supported by site visits from receiving high schools to support students in the selection of courses, ROTC, International Baccalaureate, fine arts, and career and technical programs offered at our district's five high schools.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

West Hernando Middle School guidance counselors ensure that students participate in college and career readiness through the Social Studies department. In 8th grade, the counselors work with the teachers throughout the second semester so all students complete the CHOICES planners and receive high school expectations presentations. We offer high school programs and courses, as well.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The school currently offers Commercial Technical Arts, a course through which students can earn industry certification.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

West Hernando Middle School guidance counselors ensure that students participate in college and career readiness through the Social Studies department. In 8th grade, the counselors work with the teachers throughout the second semester so all students complete the CHOICES planners and receive high school expectations presentations. We offer high school programs and courses, as well. Collaboration between the CTE teacher and core content area teachers is encouraged.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Based on the high school feedback report, our counselors and administration work to ensure that students are placed appropriately with highly qualified and highly effective teachers in core academic areas. We offer several high school courses, including English I, Algebra, Geometry, and high school Drawing I to increase the number of students entering their ninth grade year with high school credit(s). High school expectations are taught through a collaborative effort between U.S. History teachers and guidance counselors in grade 8.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** If we provide a safe and orderly environment with high expectations for students and staff, then we will see a decrease in the number of students with less than 90% average daily attendance and a decrease in office discipline referrals and instructional days lost to ISS and OSS as measured by TERMS and Rtl:B data with monthly monitoring. This should also decrease the number of students failing a language arts or math course and the number of students failing two or more core courses.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we provide a safe and orderly environment with high expectations for students and staff, then we will see a decrease in the number of students with less than 90% average daily attendance and a decrease in office discipline referrals and instructional days lost to ISS and OSS as measured by TERMS and Rtl:B data with monthly monitoring. This should also decrease the number of students failing a language arts or math course and the number of students failing two or more core courses. 1a

 G046773

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	5.0
2+ Behavior Referrals	22.0
One or More Suspensions	22.0
Course Failures ELA	7.0
Course Failures Mathematics	9.0
2+ Course Failures - Middle Grades	15.0
FCAT 2.0 Science Proficiency	54.0

Resources Available to Support the Goal 2

- Title I Part A funding for professional development, parental engagement, and classroom resources
- Extended Learning for students scoring Level 1, 2 or 3 on 2014 FCAT in reading, math or science
- Saturday School for students with a D or F in any class
- Study Hall with Instructional Support
- Positive Behavior Supports School-wide program
- Reading Resource Teacher to provide supplemental instruction for students scoring Level 1 on 2014 FCAT in reading
- Math Resource Teacher to provide supplemental instruction for students scoring Level 1 or 2 on 2014 FCAT in math
- Teacher on Administrative Assignment - to progress monitor behavioral data and support positive school climate
- Assessment Teacher - to progress monitor academic data and support instructional improvement
- District Reading Coach to support research-based instructional practices
- Parental Engagement Liaison to support student learning through family involvement
- Full time Media Specialist to promote literacy across all disciplines
- Title I funded labs with full time lab manager to support instruction in reading, math, and science

Targeted Barriers to Achieving the Goal 3

- Effective classroom management strategies needed to diminish a high recidivism rate for classroom disruptions
- Insufficient student engagement resulting in high absenteeism and high office discipline referrals
- Need for parental awareness of new Florida Standards and the connection between attendance and achievement

- Need for engaging PBS activities to improve student behavior
- Insufficient time for some students to master content in the instructional period

Plan to Monitor Progress Toward G1. 8

Data collected will be the progress report and report card D and F lists and final performance on district-selected and state-specified End of Course assessments.

Person Responsible

Lori Lessley

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Evidence that the goal is being monitored will be minutes from SBLT or leadership meetings at which D and F reports are reviewed. Student participation and impact on grades of those students will be reviewed by school administration. Additionally, student performance on End of Course assessments will be evaluated to determine gains over prior year (eighth grade only for comparison data).

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we provide a safe and orderly environment with high expectations for students and staff, then we will see a decrease in the number of students with less than 90% average daily attendance and a decrease in office discipline referrals and instructional days lost to ISS and OSS as measured by TERMS and RtI:B data with monthly monitoring. This should also decrease the number of students failing a language arts or math course and the number of students failing two or more core courses. **1**

 G046773

G1.B2 Effective classroom management strategies needed to diminish a high recidivism rate for classroom disruptions **2**

 B116320

G1.B2.S1 Increase classroom management professional development opportunities for teachers with a high rate of office discipline referrals and offer those teachers opportunities to observe teachers with proven effective classroom management. **4**

 S138151

Strategy Rationale

By offering multiple strategies for teachers to increase their efficacy in managing classroom behaviors, the high recidivism rate of classroom disruptions should diminish.

Action Step 1 **5**

Ms. Lessley will identify teachers in need of additional strategies for effectively managing classroom disruptions. Identification will be based on frequency of referrals and severity of incidents from referring teacher. Provide support through First Days of School Videos and book study using First Days of School (or alternate selection).

Person Responsible

Lori Lessley

Schedule

Biweekly, from 8/18/2014 to 5/25/2015

Evidence of Completion

Evidence will be minutes of book study meetings and action plan developed by participants.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Person Responsible

Lori Lessley

Schedule

Biweekly, from 11/10/2014 to 5/25/2015

Evidence of Completion

Evidence of monitoring of fidelity of implementation will be anecdotal notes from classroom walkthroughs.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Effectiveness of implementation will be monitored using the RtIB database to measure the reduction in classroom referrals or severity of incidents for teachers participating in the book study.

Person Responsible

Lori Lessley

Schedule

Monthly, from 12/1/2014 to 5/25/2015


Evidence of Completion

Data collected will be monthly RtIB database reports and anecdotal walkthrough records.

G1.B3 Insufficient student engagement resulting in high absenteeism and high office discipline referrals 2

 B116321

G1.B3.S1 Supplement district resources with Explore Learning Gizmo instructional resources. 4

 S128844

Strategy Rationale

The highly engaging nature of these virtual labs will increase student understanding of key concepts

Action Step 1 5

Implement use of Gizmo labs in each science classroom with access to mobile laptop carts.

Person Responsible

Susan Pribil

Schedule

Biweekly, from 9/2/2014 to 5/1/2015

Evidence of Completion

bi-weekly support through department meetings as evidenced by minutes from meetings and sign-in sheet from training

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Training will be provided on October 1, with ongoing support from department chairperson through bi-weekly meetings. Implementation will be monitored by classroom walk-through and informal visits to observe use of Gizmo labs

Person Responsible

Susan Pribil

Schedule

Biweekly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Training sign-in sheets, department meeting sign-in sheets and agendas and minutes reflecting support for this strategy.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administration will conduct a periodic walk-through to observe implementation of Gizmo labs.

Person Responsible

Lori Lessley


Schedule

Monthly, from 10/8/2014 to 5/1/2015

Evidence of Completion

Anecdotal notes from administration indicating observation of Gizmo lessons.

G1.B3.S2 Utilizing cooperative learning groups and collaborative structures in math instruction that enhance the learning activities provided by the Pearson textbook. 4

 S129966

Strategy Rationale

The students will be taught to engage in meaningful discussions and transfer group discussions to written articulation of problem-solving processes.

Action Step 1 5

The use of effective collaborative learning activities throughout the school year.

Person Responsible

Michelle Mayhill

Schedule

Biweekly, from 10/27/2014 to 5/26/2015

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

The department chair will monitor fidelity of implementation through department meeting minutes and agendas. Issues noted in lesson plans and concerns raised by department members will be resolved in department meetings.

Person Responsible

Michelle Mayhill

Schedule

Monthly, from 10/27/2014 to 5/26/2015

Evidence of Completion

Meeting minutes and agendas

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Administration will conduct classroom walkthroughs during the use of collaborative learning activities.

Person Responsible

Lori Lessley


Schedule

Monthly, from 10/27/2014 to 5/25/2015

Evidence of Completion

Notes collected and feedback provided to teachers.

G1.B3.S3 Students will use a weekly self-evaluation tool in Reading classes to monitor their level of engagement and completion rate for daily classroom activities and homework. 4

 S130837

Strategy Rationale

As students become more aware of how they are performing on a daily basis and how this contributes to academic achievement, engagement should increase directly affecting student achievement.

Action Step 1 5

Teachers will use Student Weekly Self-Evaluation sheets in class to track student engagement.

Person Responsible

Rene McCormack

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Department chair will collect copies of Weekly Self Evaluations from each teacher.

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Department Chair will review collected sheets and provide feedback to teachers regarding trends observed in data collected.

Person Responsible

Rene McCormack

Schedule

Monthly, from 10/14/2014 to 6/2/2015

Evidence of Completion

Evidence for fidelity of implementation will be Department Meeting Agendas and Minutes reflecting review and discussion of Weekly Self Evaluation sheets.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Administration will meet with department chairperson to review trend data and revise implementation if needed.

Person Responsible

Angela Kennedy


Schedule

Monthly, from 10/20/2014 to 6/5/2015

Evidence of Completion

Feedback from administration regarding trend data matching student self-monitoring frequency with D and F report for Reading classes will be shared at SBLT meetings.

G1.B3.S4 Students will work with differentiated menus in Social Studies that provide curriculum choices. These menus are aligned to the standards-based curriculum that is delivered in the classrooms. 4

 S130956

Strategy Rationale

When children work on self-selected tasks the level of engagement increases. Aligning these menus to state standards ensures students are actively engaged in content relevant to adopted curricula.

Action Step 1 5

Teachers will effectively use curriculum menus throughout their lessons to offer students engaging choices for acquiring and demonstrating mastery of Social Studies curriculum.

Person Responsible

Deb Rollo

Schedule

Weekly, from 10/27/2014 to 5/27/2015

Evidence of Completion

Lesson plans indicating use of menus.

Plan to Monitor Fidelity of Implementation of G1.B3.S4 6

Teachers will use collaborative planning to effectively support the implementation and use of these menus in their lesson plans.

Person Responsible

Deb Rollo

Schedule

Biweekly, from 10/27/2014 to 5/27/2015

Evidence of Completion

Meeting minutes and agendas

Plan to Monitor Effectiveness of Implementation of G1.B3.S4 7

Administration will conduct classroom walkthroughs during the lessons in which the menus are being used.

Person Responsible

Angela Kennedy


Schedule

Monthly, from 10/27/2014 to 5/27/2015

Evidence of Completion

Comments from the observation provided to teachers with feedback on Edivation (PD 360).

G1.B3.S5 The language arts department will teach text marking strategies to increase reading comprehension. The department will utilize the text marking tools featured within the online version of the textbook, allowing students to practice and prepare for the online state assessment. By using text marking features, students will be able to directly cite text evidence and provide detailed responses for given prompts. This will align with the FSA to be given in March. 4

 S138341

Strategy Rationale

By actively interacting with text, students will be more engaged in reading tasks and student achievement will increase.

Action Step 1 5

Teach students to use text marking strategies to increase engagement in reading.

Person Responsible

Dana Wittke

Schedule

Quarterly, from 10/27/2014 to 5/18/2015

Evidence of Completion

Department chairperson will collect department meeting agendas and minutes reflecting discussion and implementation of this strategy.

Plan to Monitor Fidelity of Implementation of G1.B3.S5 6

Department chairperson and administrative walk-through visits will occur to monitor implementation

Person Responsible

Angela Kennedy

Schedule

Quarterly, from 11/3/2014 to 5/25/2015

Evidence of Completion

Anecdotal notes from classroom visits will reflect implementation with fidelity or follow-up discussion with teacher to adjust implementation.

Plan to Monitor Effectiveness of Implementation of G1.B3.S5 7

As classroom visits occur, if implementation is noted to be lacking fidelity, administration, reading coach and department chair will provide additional coaching and support.

Person Responsible

Angela Kennedy

Schedule

Quarterly, from 11/3/2014 to 5/25/2015

Evidence of Completion

Anecdotal notes from classroom visit and coaching support notes from reading coach will indicate fidelity of implementation

G1.B4 Need for parental awareness of new Florida Standards and the connection between attendance and achievement 2

 B116322

G1.B4.S1 WHMS will provide parent workshops to familiarize parents with print and electronic resources to understand the content and format of Florida Standards Assessments and the role attendance plays in student achievement. 4

 S138404

Strategy Rationale

If parents understand what is expected of students and are provided with resources to use with their children, parents will be better prepared to support learning.

Action Step 1 5

Parents will be provided three workshops addressing Florida Standards Assessments, Reading and Math.

Person Responsible

Tula Kelleher

Schedule

Every 6 Weeks, from 11/19/2014 to 2/10/2015

Evidence of Completion

Evidence of completion of this activity will be parent sign-in sheets and Title I Event Response Forms.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Title I Facilitator will monitor the planning, preparation and completion of this activity through face-to-face meetings with the Title I Parental Engagement Liaison and Assessment Teacher.

Person Responsible

Susan Jackson

Schedule

Every 6 Weeks, from 11/19/2014 to 2/10/2015

Evidence of Completion

Evidence will include sign-in sheets, Event Response Forms and meeting minutes.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Effectiveness of implementation will be monitored by the Parental Engagement Liaison through attendance data and feedback from participants.

Person Responsible

Tula Kelleher


Schedule

Every 6 Weeks, from 11/19/2014 to 2/10/2015


Evidence of Completion

Evidence will be sign-in sheets and tabulated data from Event Response Forms.

G1.B6 Insufficient time for some students to master content in the instructional period **2**

 B116326

G1.B6.S1 Provide Saturday School for students failing any course **4**

 S128200

Strategy Rationale

Increased instructional time with support specific to the assignments and content missed should increase student achievement

Action Step 1 **5**

Students who have a D or an F in any class will be provided with an opportunity to attend Saturday School

Person Responsible

Alex Rastatter

Schedule

Weekly, from 9/20/2014 to 3/28/2015

Evidence of Completion

Student sign-in sheets, semi-quarterly D and F reports, parent call log, teacher referrals

Plan to Monitor Fidelity of Implementation of G1.B6.S1 **6**

Program coordinator and dean of discipline will track teacher referrals, parent contacts and student participation

Person Responsible

Alex Rastatter

Schedule

Weekly, from 9/20/2014 to 3/28/2015

Evidence of Completion

Teacher referral forms, Student sign-in sheets, Parent contact logs, D and F reports

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Track student progress over multiple semi-quarterly grade reports after the first referral

Person Responsible

Alex Rastatter

Schedule

Quarterly, from 9/20/2014 to 3/28/2015

Evidence of Completion

Assessment teacher will submit semi-quarterly report, beginning October 20th indicating the status of students previously referred to Saturday School with a grade of D or F.

G1.B6.S2 Provide Extended Learning for students with achievement Level 1 or 2 on 2014 FCAT reading or math 4

 S128253

Strategy Rationale

Increased instructional time with support specific to the skill deficiency should increase student achievement

Action Step 1 5

Provide a Title I funded Extended Learning program for students before school or on Saturday.

Person Responsible

Susan Jackson

Schedule

Weekly, from 12/8/2014 to 3/26/2015

Evidence of Completion

Student sign-in sheets, staff payroll records

Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

A program facilitator will support student enrollment, secure training (if needed) to implement the research-based program, observe Extended Learning instruction and monitor attendance

Person Responsible

Susan Jackson

Schedule

Weekly, from 12/8/2014 to 3/26/2015

Evidence of Completion

Title I facilitator will collect attendance data and walk-through data and share with administration weekly.

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7

Administration will review data provided by the Title I Facilitator and provide additional support as needed

Person Responsible

Lori Lessley

Schedule

Weekly, from 12/8/2014 to 3/26/2015

Evidence of Completion

Walk-through data and student progress monitoring data will be collected.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B6.S1.A1	Students who have a D or an F in any class will be provided with an opportunity to attend Saturday School	Rastatter, Alex	9/20/2014	Student sign-in sheets, semi-quarterly D and F reports, parent call log, teacher referrals	3/28/2015 weekly
G1.B6.S2.A1	Provide a Title I funded Extended Learning program for students before school or on Saturday.	Jackson, Susan	12/8/2014	Student sign-in sheets, staff payroll records	3/26/2015 weekly
G1.B3.S1.A1	Implement use of Gizmo labs in each science classroom with access to mobile laptop carts.	Pribil, Susan	9/2/2014	bi-weekly support through department meetings as evidenced by minutes from meetings and sign-in sheet from training	5/1/2015 biweekly
G1.B3.S2.A1	The use of effective collaborative learning activities throughout the school year.	Mayhill, Michelle	10/27/2014	Lesson plans	5/26/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S3.A1	Teachers will use Student Weekly Self-Evaluation sheets in class to track student engagement.	McCormack, Rene	10/6/2014	Department chair will collect copies of Weekly Self Evaluations from each teacher.	5/29/2015 weekly
G1.B3.S4.A1	Teachers will effectively use curriculum menus throughout their lessons to offer students engaging choices for acquiring and demonstrating mastery of Social Studies curriculum.	Rollo, Deb	10/27/2014	Lesson plans indicating use of menus.	5/27/2015 weekly
G1.B2.S1.A1	Ms. Lessley will identify teachers in need of additional strategies for effectively managing classroom disruptions. Identification will be based on frequency of referrals and severity of incidents from referring teacher. Provide support through First Days of School Videos and book study using First Days of School (or alternate selection).	Lessley, Lori	8/18/2014	Evidence will be minutes of book study meetings and action plan developed by participants.	5/25/2015 biweekly
G1.B3.S5.A1	Teach students to use text marking strategies to increase engagement in reading.	Wittke, Dana	10/27/2014	Department chairperson will collect department meeting agendas and minutes reflecting discussion and implementation of this strategy.	5/18/2015 quarterly
G1.B4.S1.A1	Parents will be provided three workshops addressing Florida Standards Assessments, Reading and Math.	Kelleher, Tula	11/19/2014	Evidence of completion of this activity will be parent sign-in sheets and Title I Event Response Forms.	2/10/2015 every-6-weeks
G1.MA1	Data collected will be the progress report and report card D and F lists and final performance on district-selected and state-specified End of Course assessments.	Lessley, Lori	10/1/2014	Evidence that the goal is being monitored will be minutes from SBLT or leadership meetings at which D and F reports are reviewed. Student participation and impact on grades of those students will be reviewed by school administration. Additionally, student performance on End of Course assessments will be evaluated to determine gains over prior year (eighth grade only for comparison data).	5/1/2015 monthly
G1.B6.S1.MA1	Track student progress over multiple semi-quarterly grade reports after the first referral	Rastatter, Alex	9/20/2014	Assessment teacher will submit semi-quarterly report, beginning October 20th indicating the status of students previously referred to Saturday School with a grade of D or F.	3/28/2015 quarterly
G1.B6.S1.MA1	Program coordinator and dean of discipline will track teacher referrals, parent contacts and student participation	Rastatter, Alex	9/20/2014	Teacher referral forms, Student sign-in sheets, Parent contact logs, D and F reports	3/28/2015 weekly
G1.B3.S1.MA1	Administration will conduct a periodic walk-through to observe implementation of Gizmo labs.	Lessley, Lori	10/8/2014	Anecdotal notes from administration indicating observation of Gizmo lessons.	5/1/2015 monthly
G1.B3.S1.MA1	Training will be provided on October 1, with ongoing support from department chairperson through bi-weekly meetings. Implementation will be monitored by classroom walk-through and informal visits to observe use of Gizmo labs	Pribil, Susan	10/1/2014	Training sign-in sheets, department meeting sign-in sheets and agendas and minutes reflecting support for this strategy.	5/1/2015 biweekly
G1.B2.S1.MA1	Effectiveness of implementation will be monitored using the RtIB database to measure the reduction in classroom referrals or severity of incidents for teachers participating in the book study.	Lessley, Lori	12/1/2014	Data collected will be monthly RtIB database reports and anecdotal walkthrough records.	5/25/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1	[no content entered]	Lessley, Lori	11/10/2014	Evidence of monitoring of fidelity of implementation will be anecdotal notes from classroom walkthroughs.	5/25/2015 biweekly
G1.B4.S1.MA1	Effectiveness of implementation will be monitored by the Parental Engagement Liaison through attendance data and feedback from participants.	Kelleher, Tula	11/19/2014	Evidence will be sign-in sheets and tabulated data from Event Response Forms.	2/10/2015 every-6-weeks
G1.B4.S1.MA1	Title I Facilitator will monitor the planning, preparation and completion of this activity through face-to-face meetings with the Title I Parental Engagement Liaison and Assessment Teacher.	Jackson, Susan	11/19/2014	Evidence will include sign-in sheets, Event Response Forms and meeting minutes.	2/10/2015 every-6-weeks
G1.B6.S2.MA1	Administration will review data provided by the Title I Facilitator and provide additional support as needed	Lessley, Lori	12/8/2014	Walk-through data and student progress monitoring data will be collected.	3/26/2015 weekly
G1.B6.S2.MA1	A program facilitator will support student enrollment, secure training (if needed) to implement the research-based program, observe Extended Learning instruction and monitor attendance	Jackson, Susan	12/8/2014	Title I facilitator will collect attendance data and walk-through data and share with administration weekly.	3/26/2015 weekly
G1.B3.S2.MA1	Administration will conduct classroom walkthroughs during the use of collaborative learning activities.	Lessley, Lori	10/27/2014	Notes collected and feedback provided to teachers.	5/25/2015 monthly
G1.B3.S2.MA1	The department chair will monitor fidelity of implementation through department meeting minutes and agendas. Issues noted in lesson plans and concerns raised by department members will be resolved in department meetings.	Mayhill, Michelle	10/27/2014	Meeting minutes and agendas	5/26/2015 monthly
G1.B3.S3.MA1	Administration will meet with department chairperson to review trend data and revise implementation if needed.	Kennedy, Angela	10/20/2014	Feedback from administration regarding trend data matching student self-monitoring frequency with D and F report for Reading classes will be shared at SBLT meetings.	6/5/2015 monthly
G1.B3.S3.MA1	Department Chair will review collected sheets and provide feedback to teachers regarding trends observed in data collected.	McCormack, Rene	10/14/2014	Evidence for fidelity of implementation will be Department Meeting Agendas and Minutes reflecting review and discussion of Weekly Self Evaluation sheets.	6/2/2015 monthly
G1.B3.S4.MA1	Administration will conduct classroom walkthroughs during the lessons in which the menus are being used.	Kennedy, Angela	10/27/2014	Comments from the observation provided to teachers with feedback on Edivation (PD 360).	5/27/2015 monthly
G1.B3.S4.MA1	Teachers will use collaborative planning to effectively support the implementation and use of these menus in their lesson plans.	Rollo, Deb	10/27/2014	Meeting minutes and agendas	5/27/2015 biweekly
G1.B3.S5.MA1	As classroom visits occur, if implementation is noted to be lacking fidelity, administration, reading coach and department chair will provide additional coaching and support.	Kennedy, Angela	11/3/2014	Anecdotal notes from classroom visit and coaching support notes from reading coach will indicate fidelity of implementation	5/25/2015 quarterly
G1.B3.S5.MA1	Department chairperson and administrative walk-through visits will occur to monitor implementation	Kennedy, Angela	11/3/2014	Anecdotal notes from classroom visits will reflect implementation with fidelity or follow-up discussion with teacher to adjust implementation.	5/25/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we provide a safe and orderly environment with high expectations for students and staff, then we will see a decrease in the number of students with less than 90% average daily attendance and a decrease in office discipline referrals and instructional days lost to ISS and OSS as measured by TERMS and RtI:B data with monthly monitoring. This should also decrease the number of students failing a language arts or math course and the number of students failing two or more core courses.

G1.B3 Insufficient student engagement resulting in high absenteeism and high office discipline referrals

G1.B3.S1 Supplement district resources with Explore Learning Gizmo instructional resources.

PD Opportunity 1

Implement use of Gizmo labs in each science classroom with access to mobile laptop carts.

Facilitator

Trainer from Explore Learning

Participants

Science and Math teachers

Schedule

Biweekly, from 9/2/2014 to 5/1/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: If we provide a safe and orderly environment with high expectations for students and staff, then we will see a decrease in the number of students with less than 90% average daily attendance and a decrease in office discipline referrals and instructional days lost to ISS and OSS as measured by TERMS and Rtl:B data with monthly monitoring. This should also decrease the number of students failing a language arts or math course and the number of students failing two or more core courses.	77,800
Grand Total	77,800

Goal 1: If we provide a safe and orderly environment with high expectations for students and staff, then we will see a decrease in the number of students with less than 90% average daily attendance and a decrease in office discipline referrals and instructional days lost to ISS and OSS as measured by TERMS and Rtl:B data with monthly monitoring. This should also decrease the number of students failing a language arts or math course and the number of students failing two or more core courses.

Description	Source	Total
B3.S1.A1 - Gizmo subscription and substitutes for training	Title I Part A	4,200
B3.S1.A1 - Lab Manager to support infusion of Gizmo into math and science classrooms	Title I Part A	32,000
B3.S1.A1		0
B4.S1.A1 - Parental Engagement Liaison to coordinate parental engagement and support parent involvement through workshops addressing academic, social and emotional needs of middle school students.	SIG 1003(a)	36,000
B6.S2.A1 - Extended Learning for Reading, Math, Science Salaries and Materials	Title I Part A	5,600
Total Goal 1		77,800