WEST HERNANDO MIDDLE SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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!

B. School Leadership Team

School Leadership Team
For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Chris Healy

Position Title
Principal

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #2

Employee's Name
Leslie Sakser

Position Title
Assistant Principal

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #3

Employee's Name

Jessica Buse

Position Title

Instructional Coach

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Melanie Fielder

Position Title

Assessment Coordinator

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Kristi Langworthy

Position Title

ESE Support Specialist

Job Duties and Responsibilities

No Answer Entered

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 1114(b)(2))*

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Parents, Students, Team Leaders, Department Chairs, SAC - reviewed data and shared input for SIP development.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

Goal progress will be monitored and discussed after each progress monitoring cycle. Plan may be revised based on assessment data.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**48.7%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: C*** **2021-22: C** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ELA Achievement *	46	44	53	40	40	49	36	43	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	53	50	56				41		
ELA Learning Gains Lowest 25%	54	48	50				30		
Math Achievement *	57	48	60	44	42	56	43	34	36
Math Learning Gains	61	56	62				51		
Math Learning Gains Lowest 25%	77	65	60				56		
Science Achievement *	44	38	51	34	39	49	40	47	53
Social Studies Achievement *	68	60	70	53	59	68	65	53	58
Graduation Rate								47	49
Middle School Acceleration	64	62	74	57	54	73	80	54	49
College and Career Readiness								68	70
ELP Progress		38	49	29	60	40	60	63	76

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	524
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
58%	46%	50%	41%		51%	52%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	40%	Yes	5	
English Language Learners	55%	No		
Asian Students	52%	No		
Black/African American Students	47%	No		
Hispanic Students	59%	No		
Multiracial Students	60%	No		
White Students	60%	No		
Economically Disadvantaged Students	56%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	25%	Yes	4	1
English Language Learners	29%	Yes	2	1
Asian Students	38%	Yes	1	
Black/African American Students	33%	Yes	3	
Hispanic Students	42%	No		
Multiracial Students	45%	No		
White Students	50%	No		
Economically Disadvantaged Students	41%	No		

		2021-22 ESSA SUBGROUP DATA SUMMARY		
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	34%	Yes	3	
English Language Learners	33%	Yes	1	
Native American Students				
Asian Students	50%	No		
Black/African American Students	39%	Yes	2	
Hispanic Students	47%	No		
Multiracial Students	53%	No		
Pacific Islander Students				
White Students	51%	No		
Economically Disadvantaged Students	46%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	46%		53%	54%	57%	61%	77%	44%	68%	64%			
Students With Disabilities	17%		46%	42%	31%	60%	76%	27%	46%	15%			
English Language Learners	39%		53%	47%	47%	74%	93%	29%					
Asian Students	50%		42%		50%	67%							
Black/African American Students	28%		52%	53%	42%	57%	70%	27%	54%	40%			
Hispanic Students	50%		54%	52%	60%	67%	74%	39%	73%	62%			
Multiracial Students	57%		68%		67%	69%		40%	43%	73%			
White Students	47%		51%	57%	58%	57%	81%	51%	71%	67%			
Economically Disadvantaged Students	43%		51%	52%	55%	60%	74%	38%	63%	65%			

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	40%				44%			34%	53%	57%			29%
Students With Disabilities	18%				29%			15%	43%	20%			
English Language Learners	30%				29%			0%	58%				
Asian Students	38%				38%								
Black/African American Students	25%				35%			22%	50%				
Hispanic Students	42%				42%			29%	49%	49%			
Multiracial Students	34%				41%			50%	17%	82%			
White Students	44%				48%			39%	60%	58%			
Economically Disadvantaged Students	35%				39%			30%	45%	54%			

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	36%		41%	30%	43%	51%	56%	40%	65%	80%			60%
Students With Disabilities	17%		33%	24%	24%	49%	57%	23%	45%				
English Language Learners	24%		24%	13%	19%	42%	59%	15%	38%				60%
Native American Students													
Asian Students	50%				50%								
Black/African American Students	22%		36%	67%	33%	43%	52%	8%	50%				
Hispanic Students	32%		42%	24%	40%	50%	54%	34%	57%	75%			60%
Multiracial Students	30%		39%		44%	56%		40%	88%	73%			
Pacific Islander Students													
White Students	40%		41%	23%	46%	51%	55%	49%	69%	83%			
Economically Disadvantaged Students	33%		37%	24%	40%	50%	57%	35%	57%	79%			

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
2023-24 SPRING						
Ela	6	54%	55%	-1%	54%	0%
Ela	7	42%	45%	-3%	50%	-8%
Ela	8	33%	33%	0%	51%	-18%
Ela	9	90%	54%	36%	53%	37%
Math	6	47%	50%	-3%	56%	-9%
Math	7	39%	42%	-3%	47%	-8%
Math	8	68%	51%	17%	54%	14%
Science	8	42%	41%	1%	45%	-3%
Civics		64%	62%	2%	67%	-3%
Algebra		73%	44%	29%	50%	23%
Geometry		*data suppressed due to fewer than 10 students or all tested students scoring the same.*				
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics		*data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was 8th grade Math. Proficiency improved 35% points from 2023 to 2024.
- MTSS groups restructured to include iReady and small group instruction
- MTSS groups were implemented earlier in the year
- Intensive Math classes supported by iReady coach for the last 10 weeks prior to FAST testing - 2x weekly
- Intensive Math classes implemented acceleration strategies to support grade level courses
- 7th Grade Accelerated Math classes covered 8th grade benchmarks per district curriculum map

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was 8th Grade ELA at 33% proficiency.
- 2022-2023 7th grade ELA was one of the lowest performing areas
- Top students were removed to take 9th grade AICE ELA - took 9th Grade FAST test

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

7th grade Math declined 9% points from 48% to 39%
- All advanced students took 7th grade accelerated math and tested on the 8th grade FAST test
8th grade ELA declined 9% points from 42% to 33%
- All advanced students took 9th grade AICE ELA and tested on the 9th grade FAST test

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap when compared to the state average is 8th grade ELA with

18% points below state average.

- 7th Grade ELA students were the lowest group coming into the year
- One of two classrooms was led by long term substitutes for the majority of the first semester and then replaced with a first year teacher

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our main area of concern is student attendance.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Staff accountability - curriculum, professionalism, parent communication
2. Student accountability - attendance, data chats, behavior

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Through classroom walkthroughs, student instructional activities are not reaching the depth of the standards. This has resulted in 47% proficiency in 6th grade Math (-5%) and 39% proficiency in 7th grade Math (-9%).

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

6th grade Math - 47% (-5%)
   • Increase proficiency by 5% points
7th grade Math - 39% (-9%)
   • Increase proficiency by 5% points

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

   • Facilitated Planning - monthly through PLCs, norms and expectations, structured sessions using ALDs
   • Standards Mastery - reflected and monitored in lesson plans, executed through standardized success starters with data submitted every two weeks
   • SBLT review of data

Person responsible for monitoring outcome
Chris Healy

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Facilitated lesson planning is the chosen strategy to increase benchmark alignment. School leadership will attend planning sessions. The focus will be on using the ALDs and BIG-M guide and creating a common standards mastery implementation plan.

Rationale:
This strategy will support teachers with knowledge of the benchmarks and common misconceptions so that tasks and assessments are aligned. This will benefit both new and veteran teachers and help ensure that pacing is adequate. Facilitated planning will also provide a platform for job-embedded professional learning and identify coaching supports needed.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Establish structure for planning

Person Monitoring:	**By When/Frequency:**
Chris Healy	By end of First 9 Weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Create master schedule to ensure common planning for content areas to include intensive teacher. Create SBLT and leadership team meeting schedules with agendas. Create planning protocol to include norms, pre-planning expectations, materials needed, and place to collect evidence. Create look-for tool and share with teachers.

Action Step #2
Implementation

Person Monitoring:	**By When/Frequency:**
Chris Healy	Within the first month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Create a success starter guide to implement standards mastery on a daily basis. Create a standardized form for classroom use for completion of standards mastery questions/tasks. Create a schedule for submission of evidence.

Action Step #3
Monitor

Person Monitoring:	**By When/Frequency:**
Chris Healy	Every 2 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will submit evidence of standards mastery implementation during collaborative and facilitated planning PLC sessions.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL), Black/African American Students (BLK)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Through classroom walkthroughs, student instructional activities are not reaching the depth of the standards. This has resulted in 47% proficiency in 6th grade Math (-5%) and 39% proficiency in 7th grade Math (-9%)

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

6th grade Math - 47% (-5%)
  • Increase proficiency by 5% points
7th grade Math - 39% (-9%)
  • Increase proficiency by 5% points

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

  • Facilitated Planning - monthly through PLCs, norms and expectations, structured sessions using ALDs
  • Standards Mastery - reflected and monitored in lesson plans, executed through standardized success starters with data submitted every two weeks
  • SBLT review of data

Person responsible for monitoring outcome

Chris Healy

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Facilitated lesson planning is the chosen strategy to increase benchmark alignment. School leadership will attend planning sessions. The focus will be on using the ALDs and BIG-M guide and creating a common standards mastery implementation plan.

Rationale:
This strategy will support teachers with knowledge of the benchmarks and common misconceptions so that tasks and assessments are aligned. This will benefit both new and veteran teachers and help ensure that pacing is adequate. Facilitated planning will also provide a platform for job-embedded professional learning and identify coaching supports needed.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Establish Structure for Planning

Person Monitoring:	**By When/Frequency:**
Chris Healy	end of first 9 Weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Create master schedule to ensure common planning for content areas to include intensive teacher and grade level ESE co-teachers. Include ELL support paraprofessional in content area facilitated planning sessions. Create SBLT and leadership team meeting schedules with agendas. ESE department chair to be included as a member of the SBLT. Create planning protocol to include norms, pre-planning expectations, materials needed, and place to collect evidence. Create look-for tool and share with teachers.

Action Step #2
Implementation

Person Monitoring:	**By When/Frequency:**
Chris Healy	within first month of school

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Create a success starter guide to implement standards mastery on a daily basis. Create a standardized form for classroom use for completion of standards mastery questions/tasks. Create a schedule for submission of evidence.

Action Step #3
Monitor

Person Monitoring:	**By When/Frequency:**
Chris Healy	Every 2 Weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will submit evidence of standards mastery implementation during collaborative and facilitated planning PLC sessions. Review of accommodation tracking sheets and standards mastery evidence should be included in quarterly progress reports by ESE case managers.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Through a review of attendance records and teacher input, gaps in student attendance has been identified as a major area of concern and contributing factor to reduced academic achievement.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase student attendance
- 80% students will meet the 90% attendance benchmark per the District Student Progression Plan

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- Weekly attendance reports will be distributed to staff identifying students who have fallen below 90%
- Students with high numbers of absences will be addressed in weekly Student Success Team meetings
- Attendance data will be discussed at monthly SBLT and team leader meetings

Person responsible for monitoring outcome

Leslie Sakser

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the

identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
PBiS is the chosen strategy for implementing attendance reform. Eligibility for monthly PBiS events will include attendance criteria. Additionally, incentives based on attendance will be implemented at more frequent intervals.

Rationale:
The rationale for selecting this strategy to address attendance concerns is that PBiS is an established program within the school. Adding at attendance component to the existing program allows for seamless integration.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Identification

Person Monitoring:	**By When/Frequency:**
Leslie Sakser	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Designated staff will prepare and distribute a report weekly that identifies students who have fallen below 90% attendance.

Action Step #2
Intervention

Person Monitoring:	**By When/Frequency:**
Leslie Sakser	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students identified as having less than 90% attendance will be discussed at weekly Student Success Team meeting. Interventions will be implemented. These interventions will include: parent contact, student conferences, guidance referral, etc.

Action Step #3
Motivation

Person Monitoring:	**By When/Frequency:**
Leslie Sakser	Varied

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monthly PBiS events will include an attendance component for qualification. Students not meeting the attendance requirement may have their ability to participate in extracurricular activities limited. Reinforcement provided regularly for students who are demonstration above 90% attendance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

All Title I schools share their SIP, UniSIG budget, and SWP with stakeholders during SAC and Title I Committee Meetings. Initial achievement data and findings are shared, and then goals, strategies, and metrics are discussed for input and feedback. In the Title I Annual Meeting packets, information on participating in SAC and Title I Committee Meetings is shared, and details on where to find copies of the SIP are included. For families unable to attend the Annual Meeting, packets get sent home. Administrators share updates on SIP progress in various forums throughout the school year. Parents are encouraged to seek support from site-based personnel and members from the Federal Programs Department as needed for clarification regarding any district SIPs, UniSIG budgets, and SWPs.

Positive Relationships With Parents, Families and other Community Stakeholders
Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Teachers and administrators use multiple strategies to contact families, and other community stakeholders including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff, to engage with community agencies and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through Skyward Family Access Portal, (4) inviting families, and other

community stakeholders to participate in SAC and PTA Boards, (5) inviting families, and other community stakeholders to attend PTA meetings and participate in school related events, (6) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (7) advertising events on school marquees, actively participating and inviting families, and other stakeholder to the Family and Community Engagement Teams quarterly meetings, (9) and numerous other out-reach strategies developed by school staff.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

- MTSS groups will meet twice weekly with a combination of iReady intervention and small group instruction to strengthen core curriculum
- Small groups will be built within core classes to enhance acceleration
- Facilitated planning structures will utilize tools such as ALDs, Big-M guide, benchmarks, test specs, and curriculum maps, in order to create meaningful lessons that fully explore the depth of rigor needed to master benchmarks

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Using a collaborative approach, each school-based leadership team builds its SIP with the district's Curriculum, Instruction, and Assessment team, comprised of representatives from the Assessment and Accountability, College and Career Programs, Curriculum, Exceptional Student Education, Federal Programs, Student Services, Instructional Technology, Technology, and Information Services, and Professional Development Departments. Work sessions include time for information share-outs, question and answer sessions, and plan building. This collaboration allows for cross-coordination between federal grants, departments, and access to support agencies and programs. This cross-coordination includes but is not limited to Title I, II, III, IV, IX, McKinney-Vento, IDEA, MTSS, Carl Perkins, the Early Learning Coalition, BayCare, the Dawn Center, and Wilton-Technical College to meet the needs of students. Once plans are built, school leaders share details with their stakeholders.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

School based mental health staff are identified as school psychologists, school counselors, school social workers and nurses. Hernando County follows the MTSS Tiered process - Tier 1- all Hernando County Schools are Positive Behavior Support Schools. In addition, Hernando County Schools has a fulltime masters level school social worker at each school site. Each school MTSS team monitors the early warning indicators (academic, behavior, attendance) Each school site has a referral process that is documented and sent to the social worker to assess the student to determine if they would benefit from additional services and support with parental consent. In addition, our MTSS process refers students for additional support that may include mentoring, tier 2 behavioral/emotional intervention, referrals to community agencies and data is collected on these referrals.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

Hernando Schools recognizes the importance in preparation for, and awareness of postsecondary opportunities and the workforce as a crucial aspect of secondary education that aims to equip students with the skills, knowledge, and resources necessary to succeed in their chosen career paths after high school. All five of our high schools, four middle schools, three K-8 schools and four elementary schools offer courses that provide students with the opportunity to engage in career and technical education (CTE) program activities.

Our CTE programs combine academic instruction with hands-on training and experience. They can range from fields such as healthcare, manufacturing, technology, and trades to business, agriculture, and more. Students who participate in our CTE programs gain practical skills that can lead to direct entry into the workforce or provide a strong foundation for further education. Through these programs, students are offered the opportunity to develop specific skills and knowledge relevant to a particular industry or profession.

Work-based learning experiences through our cooperative education programs (OJT), offer students the opportunity to gain practical work experience while still in high school. These experiences provide valuable insights into specific industries, help students apply classroom learning to real-world situations, and allow them to develop essential workplace skills. Work-based learning can also help students build professional networks and enhance their resumes.

To broaden students' access to postsecondary opportunities, HCSD offers advanced coursework that allows students to earn college or postsecondary credit while still in high school. Through dual enrollment our students can enroll in five six postsecondary institutions, enabling them to take college-level courses alongside their regular high school curriculum. These courses are taught by qualified high school teachers who meet college standards. By successfully completing these courses, students can earn both high school and college credit, thereby accelerating their progress toward a postsecondary degree.

Addressing Problem Behavior and Early Intervening Services
Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

All schools use a tiered system to support the various needs of students. Tier 1 includes the core instruction and system that is provided to all students. Tier 2, or supplemental instruction and intervention, is provided to some students not meeting expectations and is often delivered to small groups of students who will likely benefit from instruction focused on the same target skill(s). Tier 3, or intensive intervention, is intended for a few students experiencing significant barriers to learning or behavior. Tier 2 and 3 interventions are evidence-based, aligned with Tier 1, and include additional instructional time focused on critical skills. Schools utilize the PBIS framework.

Professional Learning and Other Activities
Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

The LEA will implement professional learning activities that are focused on areas that will lead to greater student achievement through Standards based professional development. These learning activities will include LEA-wide initiatives that will provide consistency and understanding in instructional methodology, high impact instructional strategies in ELA, math, science and writing, web-based learning tools, instruction that is driven by student performance outcomes from progress

monitoring and state assessments. The LEA- initiatives will include addressing the learning needs of our diverse population, particularly ELL students, students with disabilities, and students that are not meeting performance expectations on state standards. In addition, learning activities that focus on the learning needs of students that are unique to each school will be provided. These areas of focus are determined through an analysis of student performance data reported through a comprehensive needs assessment completed by each school, surveys conducted across the district with instructional staff to determine the needs of each school and specific learning needs and interests of personnel.

Induction and Mentoring Support - The LEA will implement the use of TOSAs to increase the effectiveness of beginning teachers as well as teachers that are new to the district. The TOSA will provide embedded professional learning to beginning teachers, as well as, those teachers that are new to the district and/or identified as struggling. The school-based administrators and TOSA will work closely together with the beginning teachers and new teachers through the new teacher induction program to identify the indicators in the performance appraisal instrument (Danielson) that need strengthening and then assign specific domains for the beginning teacher / new teacher to complete. This strategy gives the administrator, TOSA, and teacher the freedom to provide purposeful and meaningful professional learning that is individualized to the need of the teacher. The TOSA will additionally be actively involved in the mentoring program for new teachers: to include induction content trainings, mentor trainings, clinical education, site visits to support mentors/ mentees, etc. In addition, the TOSA will assist with recruitment and retention efforts during the year. The TOSA will be actively engaged in these professional learning activities daily throughout the school year.

In an effort to recruit and support our new teachers, the LEA will provide a new teacher induction program for all new teachers to our district. The program will consist of four (4) face to face training days and ongoing mentoring and collegial work in like groups. This program is designed to meet the professional needs of new teachers through professional collaboration with trained mentors. We recognize that new teachers will need different levels of support, according to their experience and certification status. Mentors are required to have yearly training, meet with their mentees monthly and complete the observation cycle once per semester at an average of 30+ hours per year. To target high needs schools, we will be utilizing classroom supplements that will enable a mentor at a designated high needs site to mentor for one period daily for the year.

Capacity building for Administrators - The LEA will support all school leaders with participation in professional development opportunities that will lead to strengthening their skills as an instructional leader in ELA, math, science and writing, as well as, high impact instructional strategies, high student

engagement that is meaningful and rigorous. School-based leaders will also receive professional learning opportunities to further their skills in how to use observation data, honing their skills with inter-rater reliability, giving quality feedback to personnel, how to optimize the strengths of school based personnel, how to analyze student data and how to use the analysis to make informed decisions to drive curriculum and instruction. Professional Learning activities for School-Based Leaders, district leaders and aspiring leaders will be supported through a variety of conferences, the Superintendent's Leadership Academy, Principal and Assistant Principal Cadre's, the Aspiring Leaders Academy, learning walk, book studies and through one-on-one guidance from the supervising district administrators. HCSD provides professional development for current and prospective school leaders through the Gulf Coast Partnership through USF for the Level II Principal certification program.

Endorsement Course Offerings- The LEA will implement a program for teachers who are flagged as out of field. The retention of effective teachers is essential to the district and this should increase the percentage of teachers that are retained.

The use of instructional coaches - The LEA will implement the use of Instructional Coaches to increase the effectiveness of all teachers through effective evaluation and high quality, personalized professional development. The Instructional Coaches at each school will provide job embedded professional learning to all teachers regardless of where each teacher's skill level resides on the mastery spectrum. Additionally, the instructional coaches will lead LEA wide initiatives that will provide consistency and understanding of instructional methodology, high impact instructional strategies, data analysis of student performance assessment outcomes and other professional learning activities that are focused on the learning needs of students that is unique to each school. For teachers that are struggling, the school based administrators and Instructional Coaches will work closely together with those teachers to identify the indicators in the performance appraisal instrument (Danielson) that need strengthening and then assign specific domains for the teacher to complete. This strategy will give the administrator and Instructional Coach the freedom to provide purposeful and meaningful professional learning that is individualized to the need of each teacher to strengthen their instructional practices and increase student performance outcomes. Instructional Coaches will use a variety of professional learning strategies (one on one, job embedded, group PD) to deliver PD to teachers at each school including the intensive coaching cycle, modeling, and mentoring.

Strategies to Assist Preschool Children
Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

The school district's Early Learning Specialist collaborates with the Early Learning Coalition to

welcome district kindergartners into district schools through various means; this includes a transition fair, information videos, social media posts on registration requirements, school open house schedules, and appropriate supplies. Schools also host separate Kindergarten open house events for students and families in support of gaining access to campus in a less crowded manner with more individualized attention.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.	**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00