

Hernando County School District

D. S. Parrott Middle School



2015-16 School Improvement Plan

D. S. Parrott Middle School

19220 YOUTH DR, Brooksville, FL 34601

www.edline.net/pages/hcsb_dspms

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	78%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	32%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Hernando County School Board on 11/17/2015.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	28
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	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

Students, teachers, staff and administration at D.S. Parrott Middle School will focus on growth by engaging in active and collaborative learning with high rigor that challenges, motivates and exceeds expectations, ensuring success and pride in everything we do!

Provide the school's vision statement

Success and Pride in everything we do!

School Environment

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

Students are surveyed to learn about their thoughts concerning likes and dislikes at school. Survey data is then used to make changes to enhance the culture. Training and support are provided to our staff by utilizing the first two weeks of school to comprehensively cover procedures and to "get-to-know" the students. The students are also given multiple opportunities to get to know their peers. PBS continues to be a focus for our students and staff. The PBS program continues to evolve to make sure our focus is on all students, making sure those students who are always doing what they should do not get "overlooked". We have implemented a monthly no discipline lunch in the quad.

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

Our staff and administration are present in the hallways in the morning, between classes and in the afternoon for dismissal. We are not only monitoring behavior most importantly, we are modeling positive behavior and respect as we greet the students and get to know them. We have re-vamped both our ISS and lunch detention, and we are sending out a clear message that classroom distractions and disrespectful behavior will not be tolerated in our DEN activities and our grade level meetings. We want students to feel safe at school and in the classroom. Teachers and staff have been trained and are implementing for the 3rd year our school-wide discipline tracking form with an emphasis on parent contact. We are asking the students, "Is your behavior enhancing learning or distracting learning?" and letting them answer in an effort to help them take ownership of his/her actions.

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

Our school-wide behavioral systems begins with training and support of our staff in classroom management. Administration makes daily appearances in all classrooms. Administration and lead mentor, host a monthly "New Teacher Cadre" to support new teachers and train using Harry Wong, as our guide. We have a school-wide expectations that are taught and re-taught throughout our designated DEN time in the morning. All teachers and staff use a discipline tracking form, which has been created and changed over the past year based on staff/teacher input. The discipline tracking form follows our school-wide expectations and steps, with an emphasis on parent contact at each

level except the first, which is a warning. ISS and Lunch detention has been improved by creating set procedures, routines and expectations. The ISS teacher teacher has been trained in all of the procedures.

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

Our guidance counselors start with incoming 6th graders and follow that grade level throughout the next three years. This insures they make decisions and support each students individual needs because they get to know each student and their family. Our counselors facilitate small social groups based on needed skills. (ex. ability to control anger, socialization concerns, etc...). Our leadership team is assigned students to mentor based on our Early Warning Systems. We meet with our assigned students monthly and do a data chat to go over what has happened and put in a monthly goal for each student. Each morning, students go to DEN (homeroom) for 30 minutes where they are taught school-wide prepared lessons on procedures, expectations, tolerance/bullying, study skills, positive behavior, PBS, etc.

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

Our early warning indicators are...

- * students with attendance below 90%
- *failure in any of the four core subjects (Language Arts, Math, Social Studies and Science) half way through the nine weeks and at the end of each nine weeks
- *level 1 scores on FCAT in Reading and/or Math
- *one or more in-school or out of school suspensions
- *5 or more disciplines & 10 or more disciplines
- *retentions

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	70	83	125	278
One or more suspensions	158	288	309	755
Course failure in ELA or Math	24	47	12	83
Level 1 on statewide assessment	72	80	59	211
	0	0	0	
	0	0	0	

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	99	120	147	366

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

Our early warning system is a proactive a plan of support in each of our early warning indicator areas. Our early warning indicators include students with attendance below 90%, failure in any of our four core subjects (Language Arts, Math, Social Studies and Science) half way through the nine weeks and at the end of each nine weeks, level 1 scores on assessments in Reading and/or Math, one or more in-school or out of school suspensions, 5 or more disciplines, 10 or more disciplines, and retainees.

When a student has been absent 3 days unexcused a warning letter is mailed home home. After 5 unexcused absences within a 30 day period or 10 unexcused within a 90 day period parents are required to come in for a truancy case staffing with guidance and school social worker. Their attendance is reviewed and plan of action is discussed. They are informed that at 15 unexcused absences within a 90 day period, they can be recommended for a district truancy hearing.

At four and a half weeks, the midway point in each nine weeks, guidance runs a report and identifies students who are failing or on the verge of failing any core classes. They conference with the student and help them in writing a plan of action to improve their grades. They also enroll them in a grade recovery plan. The parents/guardians are contacted, plans, goals and expectations are shared with the parents/guardians. Students progress is monitored weekly. Teachers also conference with the student and work with them to recover their grades. iReady is used as a diagnostic and academic support program to identify specific academic areas requiring support and an individually developed program to address students'needs. Edgenuity is being implemented as a grade recovery/credit recovery system to assist any student who is lacking in required cored academic and credits.

At the end of each nine weeks, guidance identifies students who have failed for the nine weeks. They conference with the student and help them in writing a plan and goals to improve their grades. They also enroll them in a credit recovery plan. The parents/guardians are contacted, plans, goals and expectations are shared with the parents/guardians. Students progress is monitored weekly.

Students who score a level 1 on Reading and/or Math are placed in intensive reading and/or math classes. Reading classes are taught by reading endorsed teachers. All intensive classes are slated for approx. 15 students. All intensive classes are monitored daily by an additional supportive walkthroughs by administration and support staff. Instructional practices coaches work with intensive teachers to ensure best practices are being implemented and instruction is based on standards driven lessons. Intensive teachers have been trained in LFS and Kagan and are expected to include collaborative structures in most lessons. Instructional practice coaches will support implementation. They will also disaggregate data and share with all teachers to drive their instruction.

Students who earn one or more suspensions, whether in school or out of school are tracked using our school-wide discipline tracking form. When suspensions are issued, students and parent conferences are mandatory. At the time of conferences, students are given opportunities to set goals and make plans to change their behavior or skills to control their behavior. They are also informed of future consequences, if behavior continues.

Students who earn 5 or more disciplines begin RTI interventions and are taken to the RTI committee to create a plan of action (behavior plan) with the goal of changing behavior. Parents are invited and encouraged to attend all meetings and be an active part in the final decisions.

Students with 10 or more disciplines from the previous school year will be contacted by guidance and/or administration to set up a plan for this school year that includes strategies to avoid repeating behaviors from last year. Behavior plans and goals are sent to parents to sign and return.

In an effort to support our retainees, each grade level guidance counselor registered them on Edgenuity in the specific content areas they needed to complete in order to be recover their credits. They conferenced with the students and the parents/guardians, reviewed the contract & expectations and shared opportunities for those who don't have computer or internet access. A guidance counselor was available at least 2 days a week, throughout the entire summer to support students and parents. Our 8th grade students were monitored every week throughout the summer and parents were called and notified of their child's progress and informed of what they had left to complete.

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

1. Describe how the school works at building positive relationships with families.....etc

a. Will the school use its PIP (Parental Involvement Plan) to satisfy this questions

YES . PIP is ready to be uploaded. See attachments in email.

Upload code is 0241, password DSPMS14

2. 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.

A variety of teachers, staff and administrators solicit and develop relationships and collaborative projects with a several local businesses and non-profit organizations to support our school through the donation of money, volunteers and in-kind resources. (Some of our business partners include: Adventure Nursery, Coney Island Drive In, Marshalls, Publix, Rainbow Rollerland, Stewart's Tree Farm and Weeki Wachee Springs)

Local non-profit organizations provide weekend food for students in need or transition, health programs, reduced sports physicals, health screenings, and career development and life learning coaching, support families, and community outreach for district wide programs and events.

Community volunteers also assist with many school programs, science and history fairs. (These partners include: Operation HeartFELT , Hernando Youth Initiative (HYI), Adult education, Junior Achievement, Bay Care Health, Retired Teachers Organization, the Retired Senior Volunteer Program and the Families in Transition Social Worker)

We provide recognition of our partners through the Title I Parental Engagement Liaison who sends thank you notes after each event/donation and certificates at our year end Night of Excellence ceremony.

p. 11

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

Dept head mtgs.Minutes added to the school year: 32 hours/ teacher= 1920 minutes/teacher

Strategy Type-Extended Learning

Minutes added=2100/ student=35 hours/ student

240 minutes planning for teachers

Strategy Purpose(s)

Instruction in core academic subjects, remediation and enrichment activities that contribute to a well rounded. education; teacher planning, collaboration and professional development

Strategy Description

To increase the instructional time for all students through remediation, tutoring and enrichment.

Strategy Rationale

DSPMS is a D school The 2013-2014FCAT showed 51% of the students are performing below satisfactory in reading and 55% of the students are performing below satisfactory in math. Additional hours in the content areas of Language Arts, Reading, Math, Science, and History will be offered, up

to 10 hours a week, for teachers to develop common assessments, map newly adopted curricula, and to develop instructional practices more aligned to state standards and tested benchmarks.

Persons responsible

Administration

Title I Facilitator

SBLT Team

Data that is or will be collected and how it is analyzed to determine the effectiveness of the strategy Formative, data from assessments including but not limited to FCAT, FAIR, SAM and subject area common assessments will be used to select and place students in the subject areas of need. Interim, Summative and qualitative data will be collected, monitored analyzed and disaggregated by the Title I Facilitator, coaches, department chairs and administrators during weekly SBLT meetings.

Strategy Type-Teacher Collaboration, Planning & Professional Development

3600 per teacher for PD/day Kagan, LFS,

PLCs 26 hours=1560 minutes.

Additional planning =1800 for 30hrs/teacher

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

A variety of teachers, staff and administrators solicit and develop relationships and collaborative projects with a several local businesses and non-profit organizations to support our school through the donation of money, volunteers and in-kind resources. (Some of our business partners include: Adventure Nursery, Coney Island Drive In, Marshalls, Publix, Rainbow Rollerland, Stewart's Tree Farm, Walmart and Weeki Wachee Springs)

We also had 19 staff member and administration participate in this years "Stuff-the-Bus" initiative to help earn school supplies for our students in need. This allowed my staff to be out in the community to talk needs with the community stakeholders.

Local non-profit organizations provide weekend food for students in need or transition, health programs, reduced sports physicals, health screenings, and career development and life learning coaching, support families, and community outreach for district wide programs and events. Community volunteers also assist with many school programs, science and history fairs. (These partners include: Operation HeartFELT , Hernando Youth Initiative (HYI), Adult education, Junior Achievement, Bay Care Health, Retired Teachers Organization, the Retired Senior Volunteer Program and the Families in Transition Social Worker)

We provide recognition of our partners through the Title I Parental Engagement Liaison who sends thank you notes after each event/donation and certificates at our year end Night of Excellence ceremony.

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:

Name	Title
Gaustad, Brent	Principal
Cermak, Walter	Instructional Coach
Branduber, Crissi	Teacher, K-12
Curren, Valerie	Teacher, K-12
Kusnierczak, Lauren	Teacher, K-12
McCalla, Stacy	Teacher, K-12
Neal, Alexa	Teacher, K-12
Sanborn, Robert	Teacher, K-12
Whealton, Susan	Teacher, K-12
Wiley, Linda	Teacher, ESE
Anderson, Amy	Other
Dean, Susan	Assistant Principal
Roberts, Peter	Instructional Coach

Duties

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

Brent Gaustad, Principal- Lead Facilitator

Susan Dean, Assistant Principal-PD Development and implementation

Nathaniel Brown, Dean of Students/Discipline-Discipline implementation & data collection

Walt Cermak, Instructional Practices-Writing & Reading Support and Implementation

Peter Roberts, Instructional Practices-Math & Science Support and Implementation

Crissi Brandhuber, Media Specialist-PLC development and presentation, Lead Mentor

Dyane Maxey, Assessment-Data collection and distribution

Kelly Hanlon, Guidance Department Head-RTI Coordinator & Credit Recovery

Lauren Kusnierczak, SS Department Head-Data Collection, SIP Implementation & Teacher support

Alexa Neal, Reading Department Head-Data, SIP Implementation, Teacher support & PLC coordinator

Valerie Curren, Science Department Head-Data, SIP Implementation & Teacher Support

Robert Sanborn, Math Department Head-Data, SIP Implementation & Teacher Support

Stacey McCalla, Lang. Arts Department Head-Data, SIP Implementation & Teacher Support

Susan Whealton, Electives Department Head-Data, SIP Implementation & Teacher Support

Linda Wiley, ESE Department Head-Data, SIP Implementation & Teacher Support

Amy Anderson, Title 1 Implementation Facilitator-Data, SIP Implementation, Title 1 funding/support

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

Our RTI Team meets each week. Participants include administration, guidance and department chairs/members with specific student concerns. Academic and behavioral supports are reviewed for individual students and the multi-tiered intervention process is implemented as needed to meet the specific needs of students reviewed. Content area department chairs furnish current data to support progress in their departments. The team collaborates to create a plan of action to support the needs

of the student. Our School Based Leadership team is comprised of representatives from across all academic content areas and special programs within the school. Meetings have historically been divided into smaller subgroups to focus on specific school, student and curricular needs. Weekly, Administrators and the Dean of students meet and review the week. Questions and concerns by the staff are reviewed and addressed as a team. The focus for the up coming week is discussed, roles and responsibilities are assigned. Also participating in this meeting are the Assessment Coordinator and Title One Instructional Facilitator. The Title One Instructional Facilitator may discuss data, programs, Title I funding/support. A plan of action will be developed based of the report given and implemented as designed by the SBLT.

Weekly, Administrators and Department Chairs meet to share and disseminate information. Members of the team are asked for input on agenda items presented and department specific information is shared. During these meeting any concerns or pending issues are discussed and/or reviewed. Plans are created to address specific needs as identified by the team.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Brent Gaustad	Principal
Crissi Brandhuber	Teacher
Nathaniel Brown	Education Support Employee
Walter Cermak	Education Support Employee
Kirstin Foulks	Teacher
Jessica Hill	Teacher
Alexa Neal	Teacher
Nancy Robinson	Parent
Natalie Thieryung	Parent
Kristen Williams	Teacher
Susan Dean	Student

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

Administration shared assessment data and ongoing progress on targeted SIP strategies with the SAC. Parents were given the opportunity at each meeting to ask questions and provide input.

Development of this school improvement plan

SAC is involved in the development and monitoring of the School Improvement Plan through review and input. During the last SAC meeting of the year data was reviewed and projected school needs for the upcoming school year were discussed. SAC is responsible for the allotment and dissemination of School Improvement Funds. SAC conducted its initial meeting on September 9 at 4:30 p.m. School wide data and grades were discussed, as well as the development of two new goals for the 2015-16 SIP.

Preparation of the school's annual budget and plan

The SAC treasurer reports on the SAC budget at each meeting. Title I shares information on their budget and asks for SAC/parent input. Administration shares information on the school budget and allocations.

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

SAC began the 2014-15 school year with a budget of \$5648.29. During the year, SAC was asked to provide funds for several school wide initiatives. \$1,000.00 to support the Night of Excellence Trophies and Medallions for all grades was requested and approved. PAW bucks and PBS store student incentive items costing \$1,500.00 was requested and approved.

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

Yes

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

Yes, we are in compliance.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Branduber, Crissi	Teacher, K-12
Cermak, Walter	Instructional Coach
McCalla, Stacy	Teacher, K-12
Neal, Alexa	Teacher, K-12
Roberts, Peter	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

- * Literacy Week
- *Book Fairs (2 per year)
- *School wide book challenges
- *Reading Counts
- *Classroom visitations to the Media Center
- *Book Clubs
- *Professional Author visitations
- *Media Specialist (Crissi Brandhuber) attends the FAME conference each year and bring back innovative ideas

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

The master schedule has been developed to include common planning by content area with ESE teachers planning with the content area they support. Our PD is delivered through collaborative learning and reflection with a reoccurring focus on planning and instruction that allows for time to share and

show. We have regularly scheduled meetings by departments. Weekly PD has been scheduled with focus placed on increasing student engagement and achievement. Opportunities for cross-curricular peer observation to reinforce concepts across content have been included in the PD schedule. Affording opportunities for teachers to learn from their peers.

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

Our faculty and staff work diligently in an effort to create an environment of support and rapport. We are working on a more positive image in the community to promote recruitment of teachers. PLC's and PD opportunities are specifically designed based on our SIP goals, walkthrough data and teacher input to help develop them as professionals and to support them towards implementation of our expectations of best practices. We have a very strong Mentor/Mentee program. Monthly New Teacher Cadre meetings designed to support and retain our teachers new to Parrott by allowing them to vent, brainstorm and share ideas, observe in other classrooms, as well as, provide professional development on Classroom management and best practices to support PLC initiatives.

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

Our Teacher mentor program is supportive and growing. We currently are working on more quality teachers becoming CET certified. Crissi Brandhuber is our Lead Mentor. She has been a mentor for many years and has created a plan for each pairing of mentor - mentee. Mentors are paired with mentees based on experience and common content areas when possible. Meetings between mentor and mentee are on a regular basis as well as classroom observations, feedback and reflection on observations. All our mentors are highly effective and experienced teachers able to share best practices and guide developing teachers. When selecting mentors we look for experience, work ethic, attitude, initiative, creativity and professionalism.

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

Curriculum maps aligned to the Florida Standards are provided each academic area which guide lesson planning. PD has been provided to assist teachers in unpacking standards to better understand and develop standards driven lesson plans. PD is designed around data driven instruction based on Florida Standards. Common planning and common assessment development allowed teachers to collaborate and are focused on standards driven instruction. Staff members will be trained and have access to C-Palms, Educators Evaluating Quality Instructional Products (Equip) and Edviation (formally PD360). Teachers will participate in a lesson study that is based on the use of standard(s) to create the lesson. Additionally, the Instructional Practices Coaches and administrators will conduct walkthroughs to ensure fidelity, support teachers in implementing what's being taught in PD (i.e. planning lessons based on standards), and make sure students are aware of the standards being taught and why. This information is provided daily within classroom by the use of a school wide common board configuration. Data will be collected by Instructional Practices Coaches and administration that will be shared with staff and used as a formative assessment to drive our PD. Our faculty has been trained in Learning Focused Strategies (LFS) and Kagan.

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

Prior year's data from the Reading and Math FCAT to identify students who need intensive instruction will be used to determine appropriate placement. Our intensive teachers plan with the regular content teachers and are using the areas of need to plan lessons that directly support the data from the state assessments, teacher input and common assessments. Baseline data will be taken at the beginning of the school year that will be used as formative assessment to differentiate instruction within the intensive classes. iReady will be used as a diagnostic tool to assess all students and their individual needs. Based on need students will be scheduled into academic support classes to close learning gaps and to enhance learning. The regular content classes will do mini-lessons and spiral back to re-teach areas of need and support instruction in the intensive classes. In addition to the intensive reading and math classes, we have built in time in the morning to provide Tier III instruction to students. We have a large population of students who would benefit from Tier III instruction, in an effort to meet the needs of our students to the best of our abilities, we will be focusing our Tier III instruction with our students who have been retained and/or our students with level 1 scores in math and/or reading and are failing core classes at four and half weeks into each nine weeks.

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: Extended School Day

Minutes added to school year: 2,100

To increase the instructional time for all students through remediation, tutoring and enrichment. The increase in DEN time each day to provide academic support for those students in need. iReady data will be used to determine a student's priority academic need. Students will be placed accordingly for academic support.

Strategy Rationale

Current data is not yet available. DSPMS was a D school. The 2013-14 FCAT showed 51% of the students are performing below satisfactory in reading and 55% of the students are performing below satisfactory in math. Additional hours in the content areas of Language Arts, Reading, Math, Science, and History will be offered, up to 10 hours a week, for teachers to develop common assessments, map newly adopted curricula, and to develop instructional practices more aligned to state standards and tested benchmarks.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Gaustad, Brent, gaustad_b@hcsb.k12.fl.us

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

Formative data from assessments including but not limited to FCAT, FAIR, SAM and subject area common assessments will be used to select and place students in the subject areas of need. Interim, Summative and qualitative data will be collected, monitored, analyzed and disaggregated by the Title I facilitator, coaches, department chairs and administrators during weekly SBLT meetings.

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

Our certified school counselors remain with their grade level cohorts for the 3 years they are at DSPMS.

In an effort to support our incoming 6th graders, counselors visit our feeder elementary schools to provide information on elective menus, answer any questions and become a familiar face to the students. In addition, elementary schools are invited to DSPMS to tour our school, meet the administration, front office staff and leaders of after school activities/sports to alleviate any fear students may have transitioning from elementary and generate excitement about their possible options.

For our 8th graders who will be transitioning to high school, counselors from Hernando High school come to our school, talk to students, provide information on elective menus and answer any questions the students have.

Guidance presents lessons on career readiness to all 8th grade students during social studies through the Florida Choices program. This helps 8th graders in choosing a vocational path for high school.

Title I night is an opportunity for new and returning students to DSPMS to conference with teachers and ask questions about our school and the education we are providing.

Open House, during pre-school week, is implemented to support all students who will be attending DSPMS by giving them an opportunity to complete required paperwork for the new year, get schedules, meet teachers, and ask questions to better prepare for the first day(weeks) of school.

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Incorporate standards driven rigorous lessons and ambitious instruction that support active engagement of students.

- G2.** DSPMS will target teacher collegiality in order to achieve a common purpose, student achievement, while respecting each other's ability to work towards the school's goal of increasing engagement and rigor.

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. Incorporate standards driven rigorous lessons and ambitious instruction that support active engagement of students. **1a**

G072919

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	70.0
ELA/Reading Gains	65.0
Math Gains	64.0
ELA/Reading Lowest 25% Gains	73.0
Algebra I EOC Pass Rate	95.0
AMO Math - All Students	69.0
Math Lowest 25% Gains	62.0
FCAT 2.0 Science Proficiency	46.0

Resources Available to Support the Goal **2**

- Common Planning
- PLC's/PD - Kagan, LFS, Higher Order Thinking
- Title One and/or DA/SIG funding
- Walkthrough Data
- Common Assessments
- Common lesson plan template

Targeted Barriers to Achieving the Goal **3**

- teacher consistency - instructional preparation and delivery

Plan to Monitor Progress Toward G1. **8**

Walk through data

Person Responsible

Brent Gaustad

Schedule

Weekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Walk through data will show lessons plans that are driven by standards and student engagement. We will also incorporate speed walk-through that aligns with our PD focus areas. Utilize iReady baseline data.

G2. DSPMS will target teacher collegiality in order to achieve a common purpose, student achievement, while respecting each other's ability to work towards the school's goal of increasing engagement and rigor.

1a

G072920

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	70.0
ELA/Reading Gains	65.0
Math Gains	64.0
ELA/Reading Lowest 25% Gains	73.0
Algebra I EOC Pass Rate	95.0
AMO Math - All Students	69.0
Math Lowest 25% Gains	62.0
FCAT 2.0 Science Proficiency	46.0

Resources Available to Support the Goal 2

- IP coaches
- SBLT
- Organize to lead training
- PLC's - Kagan and LFS strategies

Targeted Barriers to Achieving the Goal 3

- Some teachers feel they are not given proper input into decision making.

Plan to Monitor Progress Toward G2. 8

Expected outcomes related to Task Force initiatives.

Person Responsible

Brent Gaustad

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Completed action plans.

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. Incorporate standards driven rigorous lessons and ambitious instruction that support active engagement of students. **1**

 G072919

G1.B5 teacher consistency - instructional preparation and delivery **2**

 B190389

G1.B5.S1 Utilizing a common lesson plan template. **4**

 S201794

Strategy Rationale

Consistency across all disciplines incorporating all the district and school non-negotiables will be monitored weekly in an effort to achieve quality consistent instruction.

Action Step 1 **5**

Common template has been developed and approved by the SBLT as well as the OTL.

Person Responsible

Susan Dean

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Every Friday it is mandatory to turn in the next weeks lesson plan and have it approved by IP coaches.

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Weekly collection and review of the following week's lesson plans.

Person Responsible

Susan Dean

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plan

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Walk through data will show improved engagement and rigor.

Person Responsible

Brent Gaustad

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Engagement domain from Danielson evaluation.

G2. DSPMS will target teacher collegiality in order to achieve a common purpose, student achievement, while respecting each other's ability to work towards the school's goal of increasing engagement and rigor. 1

G072920

G2.B4 Some teachers feel they are not given proper input into decision making. 2

B190393

G2.B4.S1 We will utilize the organizing to lead strategies and SBLT to broaden the leadership participation 4

S201798

Strategy Rationale

By increasing the number of teacher leaders we will effectively increase the buy-in of our staff. This in turn will foster collegiality and trust of their fellow educators.

Action Step 1 5

Task Force groups were created in an effort to target school need as well as increase staff leadership opportunities.

Person Responsible

Brent Gaustad

Schedule

On 5/31/2016

Evidence of Completion

Meeting notes will be turned in.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Each Task Force will have an Action Plan that will be turned in to Administration.

Person Responsible

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Timelines within the action plans.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Increase in the 5Essentials data for the collaborative teaching portion.

Person Responsible

Brent Gaustad

Schedule

Monthly, from 5/14/2015 to 5/18/2016

Evidence of Completion

Monitor the monthly Task Force action plans.

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.B5.S1.A1	Common template has been developed and approved by the SBLT as well as the OTL.	Dean, Susan	8/24/2015	Every Friday it is mandatory to turn in the next weeks lesson plan and have it approved by IP coaches.	6/3/2016 weekly
G2.B4.S1.A1	Task Force groups were created in an effort to target school need as well as increase staff leadership opportunities.	Gaustad, Brent	8/24/2015	Meeting notes will be turned in.	5/31/2016 one-time
G1.B5.S1.A2	[no content entered]			once	
G1.MA1	Walk through data	Gaustad, Brent	8/18/2015	Walk through data will show lessons plans that are driven by standards and student engagement. We will also incorporate speed walk-through that aligns with our PD focus areas. Utilize iReady baseline data.	6/3/2016 weekly
G1.B5.S1.MA1	Walk through data will show improved engagement and rigor.	Gaustad, Brent	8/24/2015	Engagement domain from Danielson evaluation.	6/3/2016 weekly
G1.B5.S1.MA1	Weekly collection and review of the following week's lesson plans.	Dean, Susan	8/24/2015	Lesson plan	6/3/2016 weekly
G2.MA1	Expected outcomes related to Task Force initiatives.	Gaustad, Brent	8/17/2015	Completed action plans.	6/3/2016 monthly
G2.B4.S1.MA1	Increase in the 5Essentials data for the collaborative teaching portion.	Gaustad, Brent	5/14/2015	Monitor the monthly Task Force action plans.	5/18/2016 monthly
G2.B4.S1.MA1	Each Task Force will have an Action Plan that will be turned in to Administration.		8/24/2015	Timelines within the action plans.	6/3/2016 biweekly

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. Incorporate standards driven rigorous lessons and ambitious instruction that support active engagement of students.

G1.B5 teacher consistency - instructional preparation and delivery

G1.B5.S1 Utilizing a common lesson plan template.

PD Opportunity 1

Common template has been developed and approved by the SBLT as well as the OTL.

Facilitator

Instructional practices coaches, department leaders

Participants

All teachers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B5.S1.A1	Common template has been developed and approved by the SBLT as well as the OTL.	\$0.00
2	G1.B5.S1.A2		\$0.00
3	G2.B4.S1.A1	Task Force groups were created in an effort to target school need as well as increase staff leadership opportunities.	\$0.00
Total:			\$0.00