

Hernando County School District

D. S. Parrott Middle School



2016-17 Schoolwide Improvement Plan

D. S. Parrott Middle School

19220 YOUTH DR, Brooksville, FL 34601

<https://www.hernandoschools.org/dspms>**School Demographics**

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	D	C

**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 10/18/2016.

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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for D. S. Parrott Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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 and writing across content areas with high rigor that challenges, motivates and exceeds expectations, ensuring success and pride in everything we do!

b. Provide the school's vision statement.

Success and Pride in everything we do!

2. School Environment

a. 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. We have implemented a monthly no discipline lunch in the quad.

b. 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. Behavioral expectations are made clear to all students and are monitored in all locations throughout the school day. We want students to feel safe at school and in the classroom. Teachers and staff have been trained and are implementing for the 4th 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.

c. 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 OTL designee, host a monthly "New Teacher Cadre" to support new teachers and train using Harry Wong, as our model. We have 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. ISS and

Lunch detention has been improved by creating set procedures, routines and expectations. The ISS teacher has been trained in all of the procedures.

d. 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.

School counselors start with incoming 6th graders and follow that grade level throughout the next three years. This insures they make decisions and support each student and their individual needs getting 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. During first period, time is dedicated to the instructions on procedures, expectations, tolerance/bullying, study skills, positive behavior, PBS, etc. A selected group of students receive classroom guidance on a rotational schedule during 1st period DEN to address specific concerns.

3. Early Warning Systems

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

a. 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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	70	83	125	0	0	0	0	278
One or more suspensions	0	0	0	0	0	0	158	288	309	0	0	0	0	755
Course failure in ELA or Math	0	0	0	0	0	0	24	47	12	0	0	0	0	83
Level 1 on statewide assessment	0	0	0	0	0	0	72	80	59	0	0	0	0	211
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	99	120	147	0	0	0	0	366

c. 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 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. 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 where plans, goals and expectations are shared. 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 has been implemented as a grade recovery/credit recovery system to assist any student who is lacking in required core academics 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 developing 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 monitored via supportive walkthroughs by administration and Instructional Practices Coach. The IPC supports 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 are 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 creates and individual academic plan. Students may be scheduled to repeat a class or may be registered on Edgenuity in the specific content areas they needed to complete in order to be recover their credits. They conference with the students and the parents/guardians, review the contract & expectations and share opportunities for those who don't have computer or internet access.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Please see uploaded Parent Involvement Plan for 2016-2017

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, Brooksville Bowling Alley, Coney Island Drive In, Marshalls, Publix, Rainbow Rollerland, Stewart's Tree Farm, Walmart Distribution Center and Weeki Wachee Springs)

Many of our staff members participate in the "Stuff-the-Bus" initiative to help earn school supplies for our students in need. This allows our 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 cost sports physicals & health screenings, career development and life learning coaching, educational support for families , and community outreach for district wide programs and events. 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. Community and parent volunteers also assist with school programs and events.

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

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Gaustad, Brent	Principal
Cermak, Walter	Instructional Coach
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

b. Duties

1. 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

Walt Cermak, Instructional Practices-Writing & Social Studies Support and Implementation

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

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, Instructional Practices Coach - Reading Support and Implementation

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

2. 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, the Dean of students and Behavior Specialist 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Brent Gaustad	Principal
Walter Cermak	Education Support Employee
Nancy Robinson	Parent
Natalie Thieryung	Parent
Susan Dean	Student
Amy Anderson	Teacher
Pam Holcomb	Education Support Employee
Cindy Vandiver	Parent
John Vandiver	Parent
Jenny Myers	Parent
Christina Sowers	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. 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 August 29 at 4:30 p.m. School wide data and grades were discussed, as well as the development of two new goals for the 2016-17 SIP.

c. 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.

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

SAC began the 2015-16 school year with a budget of \$5648.29. During the year, SAC was asked to provide funds for a school wide initiative to support the PBS room in the amount of \$ 281.92 and \$870.00 for FASFEPA conference.

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

Yes

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

Yes, we are in compliance.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

- * Literacy Week
- *Book Fairs (2 per year)
- *School wide book challenges
- *Reading Counts
- *Classroom visitations to the Media Center
- *Book Clubs
- *Professional Author visitations

D. Public and Collaborative Teaching

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

1. 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. Monthly 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.

2. 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. Monthly New Teacher Cadre meetings designed to support and retain our teachers new to Parrott are scheduled allowing them to share their concerns, brainstorm and share ideas, observe in other classrooms, as well as, provide professional development on Classroom management and best practices to support PD initiatives.

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

Our Teacher mentor program is provided and monitored through the District's program R.I.S.E. A teacher leader has been assigned to attend multiple training opportunities throughout the year. This teacher leader will assume responsibility for implementing the District's new mentoring program at DSPMS for the following school year. Within our school, new teachers are paired with experienced teachers to provide support and guidance.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 is 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 allow teachers to collaborate and are focused on standards driven instruction. Staff members are provided training and have access to C-Palms, Educators Evaluating Quality Instructional Products (Equip) and Edviation. Teachers participate in 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 classrooms through the use of a school wide common board configuration. Data is collected by Instructional Practices Coaches and administration and is shared with staff and used as a formative assessment to drive our PD. Researched based instructional practices are used in lesson development which include Learning Focused Strategies (LFS) and Kagan strategies.

b. Instructional Strategies

1. 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.

2. 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

The 2015-16 FSA showed 51% of the students are performing below satisfactory in reading and 48% 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 FSA, 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If standards driven rigorous lessons and ambitious instruction are implemented to support active engagement of students, then improved student achievement will be realized.
- G2.** The formative assessment protocol will be implemented with fidelity to evaluate the effectiveness of the assessment and its impact on student achievement.

Strategic Goals Detail

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

G1. If standards driven rigorous lessons and ambitious instruction are implemented to support active engagement of students, then improved student achievement will be realized. 1a

G084312

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	59.0
Math Gains	67.0
ELA/Reading Lowest 25% Gains	51.0
Algebra I EOC Pass Rate	95.0
AMO Math - All Students	73.0
Math Lowest 25% Gains	60.0
Civics EOC Pass	69.0
FCAT 2.0 Science Proficiency	55.0

Targeted Barriers to Achieving the Goal 3

- teacher consistency - instructional preparation and delivery

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common Planning
- PLC's/PD - Kagan, LFS, Higher Order Thinking
- Title One supplemental programs
- Walkthrough Data
- Common Assessments
- Common lesson plan template

Plan to Monitor Progress Toward G1. 8

Walk through data

Person Responsible

Brent Gaustad

Schedule

Weekly, from 8/31/2016 to 5/17/2017

Evidence of Completion

Walk through data will show lessons plans that are driven by and aligned with standards and active student engagement.

G2. The formative assessment protocol will be implemented with fidelity to evaluate the effectiveness of the assessment and its impact on student achievement. 1a

G084313

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0
ELA/Reading Gains	59.0
Math Gains	67.0
ELA/Reading Lowest 25% Gains	51.0
Algebra I EOC Pass Rate	95.0
AMO Math - All Students	73.0
Math Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	55.0
Civics EOC Pass	69.0

Targeted Barriers to Achieving the Goal 3

- Teachers may be unfamiliar with the formative assessment protocol process

Resources Available to Help Reduce or Eliminate the Barriers 2

- IP coaches
- Organize to lead training
- Common planning
- PLCs dedicated to the preparation of data

Plan to Monitor Progress Toward G2. 8

Progress monitoring will be achieved through the use of standardized periodic assessment and data analysis to determine mastery.

Person Responsible

Brent Gaustad

Schedule

Monthly, from 8/31/2016 to 5/24/2017

Evidence of Completion

Analysis of data indicating student proficiency and/or growth toward mastery.

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

 = Problem Solving Step  S123456 = Quick Key

G1. If standards driven rigorous lessons and ambitious instruction are implemented to support active engagement of students, then improved student achievement will be realized. **1**

 G084312

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

 B224018

G1.B5.S1 Increase teacher discourse about consistent instructional practices and implementation of effective teaching strategies. **4**

 S236403

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**

Through PLCs analysis and discourse between teachers and facilitators.

Person Responsible

Susan Dean

Schedule

Weekly, from 8/24/2016 to 5/17/2017

Evidence of Completion

Regular submission of documentation to IPCs.

Action Step 2 **5**

Person Responsible

Schedule

Evidence of Completion

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

Review of lesson plans and walkthrough data.

Person Responsible

Susan Dean

Schedule

Weekly, from 8/24/2016 to 5/17/2017

Evidence of Completion

Lesson plans and analysis of walkthrough data.

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

Walkthrough data will show improved engagement and rigor.

Person Responsible

Brent Gaustad

Schedule

Weekly, from 8/31/2016 to 5/17/2017

Evidence of Completion

Engagement domain from Danielson evaluation.

G2. The formative assessment protocol will be implemented with fidelity to evaluate the effectiveness of the assessment and its impact on student achievement. 1

 G084313

G2.B1 Teachers may be unfamiliar with the formative assessment protocol process 2

 B224019

G2.B1.S1 Professional development will be provided teachers in the formative assessment protocol process. Teachers will be able to implement the process during common planning and PLCs. 4

 S236404

Strategy Rationale

Teachers will better be able to determine the standards students have struggled with or have mastered to improve student achievement.

Action Step 1 5

Professional Development will be provided for faculty by instructional coaches.

Person Responsible

Alexa Neal

Schedule

Monthly, from 8/31/2016 to 8/31/2016

Evidence of Completion

The completed protocol will be reviewed for accuracy and compliance. Lesson plans indicating reteaching of standards identified as problematic for students will be documented. In PLCs teachers will continue using the protocol and will submit the analysis documentation to administration.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Review of submitted protocols summaries, student achievement data, lesson plans, and walkthrough data.

Person Responsible

Brent Gaustad

Schedule

On 5/17/2017

Evidence of Completion

Completed protocol summaries, lesson plans, student achievement and walkthrough data, will be submitted to IPCs for fidelity purposes.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Following initial professional development, IPCs will monitor implementation of the protocol with fidelity during PLCs.

Person Responsible

Brent Gaustad










Schedule

Monthly, from 8/31/2016 to 5/24/2017

Evidence of Completion

Protocol summaries, lesson plans, walk through data collection, and student progress monitoring achievement data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B5.S1.A2  A304926	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.A1  A304927	Professional Development will be provided for faculty by instructional coaches.	Neal, Alexa	8/31/2016	The completed protocol will be reviewed for accuracy and compliance. Lesson plans indicating reteaching of standards identified as problematic for students will be documented. In PLCs teachers will continue using the protocol and will submit the analysis documentation to administration.	8/31/2016 monthly
G1.MA1  M310842	Walk through data	Gaustad, Brent	8/31/2016	Walk through data will show lessons plans that are driven by and aligned with standards and active student engagement.	5/17/2017 weekly
G1.B5.S1.MA1  M310840	Walkthrough data will show improved engagement and rigor.	Gaustad, Brent	8/31/2016	Engagement domain from Danielson evaluation.	5/17/2017 weekly
G1.B5.S1.MA1  M310841	Review of lesson plans and walkthrough data.	Dean, Susan	8/24/2016	Lesson plans and analysis of walkthrough data.	5/17/2017 weekly
G1.B5.S1.A1  A304925	Through PLCs analysis and discourse between teachers and facilitators.	Dean, Susan	8/24/2016	Regular submission of documentation to IPCs.	5/17/2017 weekly
G2.B1.S1.MA1  M310844	Review of submitted protocols summaries, student achievement data, lesson plans, and walkthrough...	Gaustad, Brent	8/31/2016	Completed protocol summaries, lesson plans, student achievement and walkthrough data, will be submitted to IPCs for fidelity purposes.	5/17/2017 one-time
G2.MA1  M310845	Progress monitoring will be achieved through the use of standardized periodic assessment and data...	Gaustad, Brent	8/31/2016	Analysis of data indicating student proficiency and/or growth toward mastery.	5/24/2017 monthly
G2.B1.S1.MA1  M310843	Following initial professional development, IPCs will monitor implementation of the protocol with...	Gaustad, Brent	8/31/2016	Protocol summaries, lesson plans, walk through data collection, and student progress monitoring achievement data.	5/24/2017 monthly

V. Professional Development Opportunities

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

G1. If standards driven rigorous lessons and ambitious instruction are implemented to support active engagement of students, then improved student achievement will be realized.

G1.B5 teacher consistency - instructional preparation and delivery

G1.B5.S1 Increase teacher discourse about consistent instructional practices and implementation of effective teaching strategies.

PD Opportunity 1

Through PLCs analysis and discourse between teachers and facilitators.

Facilitator

Instructional practices coaches, department leaders, and teacher leaders.

Participants

All teachers

Schedule

Weekly, from 8/24/2016 to 5/17/2017

G2. The formative assessment protocol will be implemented with fidelity to evaluate the effectiveness of the assessment and its impact on student achievement.

G2.B1 Teachers may be unfamiliar with the formative assessment protocol process

G2.B1.S1 Professional development will be provided teachers in the formative assessment protocol process. Teachers will be able to implement the process during common planning and PLCs.

PD Opportunity 1

Professional Development will be provided for faculty by instructional coaches.

Facilitator

District level Reading Coaches

Participants

All DSPMS teacher

Schedule

Monthly, from 8/31/2016 to 8/31/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B5.S1.A1	Through PLCs analysis and discourse between teachers and facilitators.	\$0.00
2	G1.B5.S1.A2		\$0.00
3	G2.B1.S1.A1	Professional Development will be provided for faculty by instructional coaches.	\$0.00
Total:			\$0.00