

Hernando County School District

D. S. Parrott Middle School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	C	C*

School Board Approval

This plan was approved by the Hernando County School Board on 9/6/2018.

SIP Authority

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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!

Provide the school's vision statement.

Success and Pride in everything we do!

School Leadership Team

Membership

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

Name	Title
LaRose, Ed	Principal
Cermak, Walter	Instructional Coach
Curren, Valerie	Teacher, K-12
Sanborn, Robert	Teacher, K-12
Dean, Susan	Assistant Principal
Sladek-Carsillo, Brandy	Teacher, K-12
Whealton, Susan	Teacher, K-12
Anderson, Amy	Other
Neal, Alexa	Instructional Coach
Slone, Jodi	Other
Smith, Kelly	School Counselor
Wiley, Linda	Teacher, ESE

Duties

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

Edward Larose, Principal - Lead Facilitator
Susan Dean, Assistant Principal-PD Development and implementation
Walt Cermak, Instructional Practices Coach-Writing and Social Studies Support and Implementation
Dyane Maxey, Assessment-Data collection and distribution
Kelly Smith, Guidance Department Head- RtI Coordinator and Credit Recovery
Alexa Neal, Instructional Practices Coach- Reading & Social Studies Support and Implementation
Valerie Curren, Science Department Head -Data, SIP Implementation and Teacher Support
Robert Sanborn, Math Department Head - Data, SIP Implementation and Teacher Support
Brandy Sladek-Carsillo, Social Studies Department Head-Data, SIP Implementation and Teacher Support
Susan Whealton, Electives Department Head-Data, SIP Implementation and Teacher Support
Linda Wiley, ESE Department Head-Data, SIP Implementation and Teacher Support

Amy Anderson, Title 1 Implementation Facilitator - DATA, SIP Implementation, Title 1 Funding/
 Support

Early Warning Systems

Year 2017-18

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	62	83	98	0	0	0	0	243
One or more suspensions	0	0	0	0	0	0	36	51	50	0	0	0	0	137
Course failure in ELA or Math	0	0	0	0	0	0	6	5	26	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	0	0	0	59	42	60	0	0	0	0	161

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	104	105	107	0	0	0	0	316

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	35	20	29	0	0	0	0	84
Retained Students: Previous Year(s)	0	0	0	0	0	0	14	4	9	0	0	0	0	27

Date this data was collected

Monday 9/10/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	96	98	106	0	0	0	0	300
One or more suspensions	0	0	0	0	0	0	72	64	70	0	0	0	0	206
Course failure in ELA or Math	0	0	0	0	0	0	7	16	11	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	0	0	0	52	38	62	0	0	0	0	152
	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	
	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	
	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	83	86	81	0	0	0	0	250

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	96	98	106	0	0	0	0	300
One or more suspensions	0	0	0	0	0	0	72	64	70	0	0	0	0	206
Course failure in ELA or Math	0	0	0	0	0	0	7	16	11	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	0	0	0	52	38	62	0	0	0	0	152
	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	
	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	
	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	83	86	81	0	0	0	0	250

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Sixth grade math dropped 5% in performance decreasing from 51% to 46%.

Which data component showed the greatest decline from prior year?

The Civics data component performed the lowest earning 59% down 9% from the previous year 68%.

Which data component had the biggest gap when compared to the state average?

When compared with the state average, Civics showed the biggest gap with a 12% difference, 59% compared to 71%.

Which data component showed the most improvement? Is this a trend?

Grade 8 ELA showed the most improvement with a 13% increase from 44% to 57% in the same grade comparison. The data for the past 3 years remained relatively stable, reporting 8th grade scores: 43.8%, 42.7% and 43.8%. The increase of 13% does not indicate a trend.

Describe the actions or changes that led to the improvement in this area.

Grade 8 ELA has incorporated Core Connections into their lesson delivery. The team of teachers has remained the same over the past several years.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	49%	57%	53%	43%	50%	52%
ELA Learning Gains	55%	55%	54%	54%	50%	53%
ELA Lowest 25th Percentile	45%	49%	47%	45%	50%	45%
Math Achievement	55%	65%	58%	58%	60%	55%
Math Learning Gains	53%	62%	57%	63%	60%	55%
Math Lowest 25th Percentile	48%	61%	51%	55%	54%	47%
Science Achievement	58%	59%	52%	50%	51%	50%
Social Studies Achievement	59%	75%	72%	65%	73%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	62 (96)	83 (98)	98 (106)	243 (300)
One or more suspensions	36 (72)	51 (64)	50 (70)	137 (206)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Course failure in ELA or Math	6 (7)	5 (16)	26 (11)	37 (34)
Level 1 on statewide assessment	59 (52)	42 (38)	60 (62)	161 (152)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	44%	53%	-9%	52%	-8%
	2017	40%	52%	-12%	52%	-12%
Same Grade Comparison		4%				
Cohort Comparison						
07	2018	41%	51%	-10%	51%	-10%
	2017	40%	51%	-11%	52%	-12%
Same Grade Comparison		1%				
Cohort Comparison		1%				
08	2018	57%	54%	3%	58%	-1%
	2017	44%	49%	-5%	55%	-11%
Same Grade Comparison		13%				
Cohort Comparison		17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	46%	53%	-7%	52%	-6%
	2017	51%	53%	-2%	51%	0%
Same Grade Comparison		-5%				
Cohort Comparison						
07	2018	57%	63%	-6%	54%	3%
	2017	55%	61%	-6%	53%	2%
Same Grade Comparison		2%				
Cohort Comparison		6%				
08	2018	50%	53%	-3%	45%	5%
	2017	42%	53%	-11%	46%	-4%
Same Grade Comparison		8%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	57%	56%	1%	50%	7%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	59%	74%	-15%	71%	-12%
2017	68%	76%	-8%	69%	-1%
Compare			-9%		

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	88%	62%	26%	62%	26%
2017	93%	59%	34%	60%	33%
Compare			-5%		

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	45%	-45%	56%	-56%
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	32	32	14	42	43	23	24			
ELL	21	36	25	26	46	40					
BLK	26	46	42	28	46	48	31	36			

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
HSP	50	45	27	53	49	44	65	69	38		
MUL	46	48		48	50						
WHT	54	59	52	61	55	47	59	61	46		
FRL	45	52	42	50	50	47	55	52	38		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	3	35	36	12	40	47	13	48			
ELL	25	38		25	33						
BLK	17	39	39	36	49	41	15	54			
HSP	47	59	62	49	46	42	29	65	31		
MUL	50	65		48	60		62				
WHT	47	55	50	63	55	63	64	72	56		
FRL	39	52	51	52	54	57	45	65	43		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Lowest Quartile

Rationale Data indicates students identified as lowest quartile did not make significant academic gains.

Intended Outcome The intended outcome will be increased progress and growth among those students identified within the lowest quartile by implementing additional supports and opportunities for remediation.

Point Person Walter Cermak (cermak_w@hcsb.k12.fl.us)

Action Step

Description Additional supports will be afforded the lowest quartile students to include iReady Reading, iReady Math, Math XL. Each student will be assigned a mentor to monitor academic progress as well as early warning indicators.

Person Responsible Alexa Neal (neal_a@hcsb.k12.fl.us)

Plan to Monitor Effectiveness

Description Student progress will be monitored by teachers, IPC's, mentors and Administration on a regular basis. Identified students will meet with assigned mentors to review grades, attendance and disciplines. Students will be monitored for academic progress, daily attendance and any behavioral concerns Parent contact will be made to enlist support and provide student progress information.

Person Responsible Susan Dean (dean_s@hcsb.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Please see uploaded Parent Involvement Plan for 2018-2019.

PFEP Link

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

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 review progress or areas of concern, and develop a monthly goal for each student. Daily, 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 4th period to address specific concerns.

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 My Career Shines. 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, receive schedules, meet teachers, and ask questions to better prepare for the first day(weeks) of school.

In an effort to further support the students with special needs transitioning to DSPMS, ESE teachers attend transition meetings for the incoming 6th grade students. The outgoing 8th grade students also complete an additional career cluster survey to identify career interest and High School ESE teachers participate in their transition to High School IEP meetings.

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 Response to Intervention (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. The Title I Facilitator will implement funding requests for teacher supplies as needed and will maintain an inventory to assist in the development of future purchase requests based on the school's Comprehensive Needs Assessment 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.

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

Counselors and teachers participate in a College and Career Readiness night sponsored by the District to supply information to parents and students about fields of study following graduation.

Part V: Budget

Total:	\$0.00
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