

Hernando County School District

D. S. Parrott Middle School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	16
Budget to Support Goals	0

D. S. Parrott Middle School

19220 YOUTH DR, Brooksville, FL 34601

<https://www.hernandoschools.org/dspms>

Demographics

Principal: Chris Clifford

Start Date for this Principal: 7/22/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (50%) 2017-18: C (52%) 2016-17: B (54%) 2015-16: C (53%) 2014-15: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Hernando County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	B	C

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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	Job Duties and Responsibilities
LaRose, Ed	Principal	Oversees all aspects of school operations, specific responsibilities include Public Relations, Budgeting, evaluations of instructional personnel and classified staff - Lead Facilitator.
Cermak, Walter	Instructional Coach	Instructional Practices - Reading, ELA and Social Studies Implementation.
Curren, Valerie	Teacher, K-12	Science Department Head - Data Collection, SIP Implementation and Teacher support.
Sanborn, Robert	Teacher, K-12	Math Department Head - Data Collection, SIP Implementation and Teacher support.
Sladek-Carsillo, Brandy	Teacher, K-12	Social Department Head - Data Collection, SIP Implementation and Teacher support.
Whealton, Susan	Teacher, K-12	Electives Department Head - SIP Implementation and Teacher support.
Slone, Jodi	Other	Assessment, Lead ESOL Teacher - ensures compliance with State requirements, tracking, assessing and community outreach for all ESOL and post ESOL students. Data Collection and Distribution.
Smith, Kelly	School Counselor	Guidance Department Head - RTI Coordinator and Credit Recovery.
Wiley, Linda	Teacher, ESE	ESE Department Chair
McNaughton, Donald	Assistant Principal	Assist principal in all aspects of school operations, responsible for instructional evaluations, EST, PD Development and Implementation.
Cavanaugh, Kasey	Teacher, K-12	ELA Department Head - Data Collection, SIP Implementation and Teacher support.

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	264	232	220	0	0	0	0	716	
Attendance below 90 percent	0	0	0	0	0	0	131	171	144	0	0	0	0	446	
One or more suspensions	0	0	0	0	0	0	31	85	84	0	0	0	0	200	
Course failure in ELA or Math	0	0	0	0	0	0	3	18	34	0	0	0	0	55	
Level 1 on statewide assessment	0	0	0	0	0	0	91	81	72	0	0	0	0	244	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	112	134	120	0	0	0	0	366	

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	4	10	26	0	0	0	0	40	
Students retained two or more times	0	0	0	0	0	0	8	6	8	0	0	0	0	22	

FTE units allocated to school (total number of teacher units)

44

Date this data was collected or last updated

Wednesday 7/24/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	104	105	107	0	0	0	0	316	

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	104	105	107	0	0	0	0	316	

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	56%	54%	44%	54%	52%
ELA Learning Gains	49%	53%	54%	54%	56%	54%
ELA Lowest 25th Percentile	44%	47%	47%	50%	49%	44%
Math Achievement	55%	61%	58%	57%	62%	56%
Math Learning Gains	54%	55%	57%	54%	55%	57%
Math Lowest 25th Percentile	48%	51%	51%	56%	55%	50%
Science Achievement	49%	56%	51%	53%	50%	50%
Social Studies Achievement	63%	72%	72%	70%	74%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	264 (0)	232 (0)	220 (0)	716 (0)
Attendance below 90 percent	131 (62)	171 (83)	144 (98)	446 (243)
One or more suspensions	31 (36)	85 (51)	84 (50)	200 (137)
Course failure in ELA or Math	3 (6)	18 (5)	34 (26)	55 (37)
Level 1 on statewide assessment	91 (59)	81 (42)	72 (60)	244 (161)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	44%	52%	-8%	54%	-10%
	2018	44%	53%	-9%	52%	-8%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	42%	53%	-11%	52%	-10%
	2018	41%	51%	-10%	51%	-10%
Same Grade Comparison		1%				
Cohort Comparison		-2%				
08	2019	47%	53%	-6%	56%	-9%
	2018	57%	54%	3%	58%	-1%
Same Grade Comparison		-10%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	44%	53%	-9%	55%	-11%
	2018	46%	53%	-7%	52%	-6%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2019	50%	62%	-12%	54%	-4%
	2018	57%	63%	-6%	54%	3%
Same Grade Comparison		-7%				
Cohort Comparison		4%				
08	2019	63%	50%	13%	46%	17%
	2018	50%	53%	-3%	45%	5%
Same Grade Comparison		13%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	50%	54%	-4%	48%	2%
	2018	57%	56%	1%	50%	7%
Same Grade Comparison		-7%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	63%	75%	-12%	71%	-8%
2018	59%	74%	-15%	71%	-12%
Compare		4%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	59%	41%	61%	39%
2018	88%	62%	26%	62%	26%
Compare		12%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	45%	-45%	56%	-56%

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	19	35	26	19	35	41	8	21			
ELL	11	43	50	28	52	40					
BLK	15	35	42	27	41	34	16	37	10		
HSP	42	42	33	52	55	48	50	75	36		
MUL	49	48		67	58			40			
WHT	54	53	51	61	57	53	55	68	42		
FRL	36	45	42	47	51	47	38	55	31		
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			
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	518
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Civics/Math (7th) Grade showed the lowest performance of -12% compared to the district
 - Change of teacher mid-year in both subjects was a major factor impacting student performance.

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

Math (7th) and Science (8th) grades showed the greatest decline of -7% in student achievement from the prior year
 - Change of teacher in mid year disrupted instruction flow/consistency in Math
 - Science has traditionally been an area of strength, however the enrichment program was not implemented as in prior years.

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

Math (6th) grade had the greatest achievement gap (-11%) compared to the state average. The school's average has lagged behind the states' for two consecutive years indicating a trend. Forty seven (47) percent of incoming 6th graders were not proficient on 5th grade Math and 28% scored a level 1.

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

Math (8th) grade showed the most improvement.
 - Making instructional changes at the end of the first quarter in algebra made a huge difference.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

a) Student attendance - over 50% of students (across all grade levels) fell below the 90% threshold, over 90% of students rely on the school bus. Instruction cannot occur if students are not in school and with over half of the student body in this statistical category, it resulted in an adverse effect on student achievement data.

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

1. Increase ESSA Federal Index by 5% for all students and sustained growth of 5% through 2023 for our three focus subgroups (SWD/Blacks and ELL's) in Reading and Math.
2. Provide relevant PD in the ongoing effort to ensure students are consistently exposed to high levels of RIGOR in the classroom.
3. Realize a 30% reduction in the number of students falling below the 90% attendance requirement.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Student Engagement
Rationale	Data indicates students represented in the three identified sub-groups (SWD's/ELL's/ Blacks) did not make adequate yearly progress in Reading and Math.
State the measurable outcome the school plans to achieve	A five (5%) increase in the ESSA Federal Index for all students from 52% to 57% for the 2019-20 school year. In addition, the school plans include sustained growth among the three identified subgroups in Reading and Math by 5 percentage points per year through the 2022-23 school year.
Person responsible for monitoring outcome	Ed LaRose (larose_e@hcsb.k12.fl.us)
Evidence-based Strategy	As we continue to strive to increasing student achievement, as a school we will ensure all students are challenged and equipped with the tools necessary to succeed by - a) provide clear and rigorous learning objectives b) Use HOTS to increase classroom RIGOR c) Ensure purposeful practice is infused in bellwork/exit tickets and homework assignments d) Incorporate use of more collaborative structures during instruction e) Provide timely feedback to students
Rationale for Evidence-based Strategy	Research shows that Evidence-Based Strategies have a great impact on student achievement data. Teachers can make a great difference in impacting student learning when they incorporate Evidenced-based strategies during instruction.
Action Step	
Description	1. Additional support for the lowest quartile students - I-Ready Reading and Math 2. Dedicated IPC's in reading and math 3. Teachers will progress monitor students and conduct data chats weekly during PLC's with particular focus on /SWAP/students of concern. 4. Provide data derived from Classroom Walkthrough's (CWT's) to teachers timely.
Person Responsible	Donald McNaughton (mcnaughton_d@hcsb.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Student progress will be monitored by teachers/IPC's during weekly PLC meetings, mentors and administration on a regular basis. School MTSS meets weekly to discuss the students on our Student of Concern list to ensure the necessary support systems are in place to ensure their success. Students will be monitored academically with special attention placed on the early warning indicators. There will also be an ongoing effort to bridge the gap between the community and the school through our home visitation initiative.

DSPMS will increase academic achievement of the bottom quartile students in Reading and Math by providing supplementary learning opportunities and intensive instruction in all content areas.

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 Schoolwide Improvement Plan 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.

Positive relationships with parents, families, and other community stakeholders will begin by purchasing planners through Title I funds that will be utilized as a tool for communication between the school personnel and families. Supplies will also be purchased to support the advertisement of parent and family engagement events hosted at DSPMS. In addition, supplies will be purchased with Title I funds to continue building parent and family engagement through activities such as Parrott in the Park, Grandparents Day at School, and Bring your Dad to School Day to build and increase family engagement at home, family outreach, and school site activities. DSPMS will also use Title I funds to print Title I student compacts and the Parental Involvement Plan summaries. A color printer and related supplies, such as toner and paper, are being budgeted to assist with the advertisement of parent and family engagement events and workshops.

A variety of professional learning options focused on parent and family engagement will be provided to teachers, including those offered by the HCSB Parent Academy, the HCSD Students and Families in Transition team, and the assigned Title I Facilitator. Topics include communicating with parents, dealing with discipline at home, and working with families from a culture of poverty.

The Title I Facilitator and school personnel will coordinate with the ESOL Lead Teacher and utilize Title III funds (if available) to provide the proper translation of documents to ensure increased parent participation.

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.

Our certified school counselors remain with their grade level cohorts throughout the students' stay at DSPMS fostering strong working relationship. The knowledge acquired through these relationships becomes beneficial if need for specific intervention becomes evident. The need for potential intervention is discussed at a

'Students of Concern' meeting which is held weekly. Participants include administration, guidance and department chairs/teachers with specific student concerns. Academic and behavioral supports are reviewed for individual students and a multi-tiered intervention process, if warranted, is implemented to meet the specific needs of students reviewed for both academic and behavioral concerns. The team collaborates to create and implement a plan of action to address the concerns raised. These plans are reviewed and evaluated for effectiveness on a regular basis and are modified as appropriate to meet the needs of the student.

Students identified in need of social-emotional support may have their needs met via a multi-tiered system of support which may include daily check in check with a mentor, participating in a weekly mentoring group, school based counseling, social worker referral or referral for outside clinical counseling. Students placed on check in check out monitoring will have their behaviors evaluated daily by each teacher using our PRIDE computer application. The student's success throughout the learning

experience is recorded and reviewed by committee to determine continued placement in the program or dismissal based on appropriate behavior over a predetermined length of time.

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

In an effort to support our incoming 6th graders, counselors visit our feeder elementary schools to provide information on elective courses offered, answer any questions about the middle school experience and become a familiar face to the students. In addition, elementary schools are invited to DSPMS to tour the 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. Parent nights are planned allowing both parents and students the opportunity to become familiar with the school.

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.

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.

During the first few weeks of the school year a Title I night is scheduled and provides an opportunity for new and returning students and the families to conference with teachers and ask any questions they may have about the school and the middle school curriculum and requirements. A presentation by the Title I Facilitator describes the supports provided through Title I.

To support 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.

Student data is the driving force behind many of the decisions made to meet student needs. The master schedule is developed to meet state curriculum requirements and certified teachers are assigned to instruct. Students are placed according to their individual data results into classes to address deficits in reading and math in addition to advanced classes for those whose data indicate. A comprehensive needs assessment is developed annually to determine the best use of federal funds through Title I. The Principal and Title I facilitator review the plan for effectiveness and efficiency. Title I funds have supported personnel additions to include Instructional Practices Coaches to support content teachers and paraprofessionals to provide additional support to students within the classroom. Weekly SBLT meetings are scheduled to discuss needs and services and develop strategies to provide the highest level of support available to all students.

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

Certified School Counselors provided instruction within the classroom through My Career Shines in an effort to introduce students to possible career interests. Career readiness lessons are presented to all 8th grade students during social studies to expose students to various career paths.