

Hernando County School District

D. S. Parrott Middle School



2021-22 Schoolwide Improvement Plan

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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: 7/30/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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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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)	2020-21 Title I School	2020-21 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	41%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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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. 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.

Maintain an environment where 'Success and Pride' drives everything we do!

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Clifford, Chris	Principal	Oversees all aspects of school operations, specific responsibilities include Public Relations, Budgeting, Instructional Evaluations for Science, ELA, Electives, Guidance and classified staff - Lead Facilitator of Professional Development and school aspiring leaders.
McNaughton, Donald	Assistant Principal	Assist principal in all aspects of school operations, responsible for Professional Development, instructional evaluations for Social Studies, Mathematics, ESE, Paraprofessionals and Custodial departments. Oversees EST's and Facilities Management, Safe Schools - Emergency Drills, School Announcements.
Slone, Jodi	Dean	Responsibilities includes handling of student discipline; an important part of the administrative team where additional duties are executed as assigned. Supports Assistant Principal with Safe Schools, Emergency Drills and School Announcement.
Cavanaugh, Kasey	Reading Coach	Instructional Practices/Reading Coach - Offers instructional support for all departments with emphasis on Reading and ELA. Works with administrative team in the implementation and execution of coaching cycles.
Neal, Lamon	Behavior Specialist	School Behavior Specialist and an important part of the school's leadership team.
Smith, Kelly	School Counselor	Guidance Department Head - RTI Coordinator and Credit Recovery.
Curren, Valerie	Teacher, K-12	Science Department Head - Data Collection, SIP Implementation and Teacher support.
Sladek-Carsillo, Brandy	Teacher, K-12	Social Studies Department Head - Data Collection, SIP Implementation and Teacher support.
Whealton, Susan	Teacher, K-12	Electives Department Head - Data Collection, SIP Implementation and Teacher support.
Wiley, Linda	Teacher, ESE	ESE Department Head - Data Collection, Scheduling, SIP Implementation and Teacher support.
McCalla, Stacy	Teacher, K-12	ELA Department Head - Data Collection, SIP Implementation and Teacher support..
Sanborn, Robert	Teacher, K-12	Math Department Head - Data Collection, SIP Implementation and Teacher support.

Name	Position Title	Job Duties and Responsibilities
Seitz, Christopher	Teacher, K-12	Resource Teacher - Data collection, SIP implementation, teacher support; additional duties are executed as assigned.

Demographic Information

Principal start date

Friday 7/30/2021, Chris Clifford

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

Identify the number of instructional staff who left the school during the 2020-21 school year.

Identify the number of instructional staff who joined the school during the 2021-22 school year.

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 6/10/2021

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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	1	6	7	0	0	0	0	14	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	

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	1	6	7	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				47%	56%	54%	49%	57%	53%
ELA Learning Gains				49%	53%	54%	55%	55%	54%
ELA Lowest 25th Percentile				44%	47%	47%	45%	49%	47%
Math Achievement				55%	61%	58%	55%	65%	58%
Math Learning Gains				54%	55%	57%	53%	62%	57%
Math Lowest 25th Percentile				48%	51%	51%	48%	61%	51%
Science Achievement				49%	56%	51%	58%	59%	52%
Social Studies Achievement				63%	72%	72%	59%	75%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	44%	52%	-8%	54%	-10%
Cohort Comparison						
07	2021					
	2019	42%	53%	-11%	52%	-10%
Cohort Comparison		-44%				
08	2021					
	2019	47%	53%	-6%	56%	-9%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	44%	53%	-9%	55%	-11%
Cohort Comparison						
07	2021					
	2019	50%	62%	-12%	54%	-4%
Cohort Comparison		-44%				
08	2021					
	2019	63%	50%	13%	46%	17%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	50%	54%	-4%	48%	2%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	63%	75%	-12%	71%	-8%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	59%	41%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	21	48	50	21	32	27	23	25			
ELL	18	38	38	19	17			42			
BLK	19	36	39	27	31	20	39	27			
HSP	31	39	35	29	33	48	45	55	50		
MUL	54	50		38	47		56	71	60		
WHT	46	50	56	49	39	51	57	62	65		
FRL	36	45	46	37	38	44	44	53	47		
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		

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	9
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	29
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	30
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	41
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	54
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	53
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

- When analyzing data across grade levels, there was a noticeable growth in all subject areas with the exception of 7th grade Reading in which a deficit was noted.
- Current data trend for the 2020-2021 school year showed an academic decline in 6 of the 9 categories with a net loss of 17 points. This indicates a negative trend over the last two test cycles.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

- Science showed the greatest decline in performance, falling by 9% points from the prior assessment year (derived from 2019 assessment data), however, science was one of the two areas of positive growth (2021 assessment data). Factor(s) that contributed to this increase includes a more deliberate effort to spiral FCAT standards through the curriculum of all three grade levels.
- Based on the 2019 state assessment data, the trend noticed across African-American and SWD subgroups is cause for concern, showing an achievement gap of over 30 points across all areas in addition to the continuing decline in the ESSA index.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

- The contributing factors to the deficit in Science were believed to be the lack of spiraling standards across all grade levels and not reintroducing and reinforcing this content.
- To address this need for improvement, there has been a plan implemented to strategically place teachers in their specified areas of strength, strategically place classrooms to create the best possible learning environment, and incorporate PD and subject area coaches.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

- Based on progress monitoring from the prior year, the area that showed the most improvement was 8th grade Reading, showing tremendous growth in all subgroups.
- 8th grade math showed the most improvements increasing by 13% points from the prior year, exceeding the state and district averages.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The growth in 8th grade Math can be attributed to exposing more level 2s and 3s to advanced classes, creating a culture of higher expectations as well as providing additional support through intensive classes for level 1s and 2s.

The growth in 8th grade Reading can be attributed to the stability, collaborative strategies, and the deliberate efforts of the ELA teachers to address the reading standards within the curriculum.

What strategies will need to be implemented in order to accelerate learning?

- Students considered cusp students will be placed in a targeted learning environment .
- We will strategically place teachers in their proven areas of strength to best serve their students.
- Formulate strategies to assist students in “finding their why.”
- We will continue to run mentoring groups that create accountability and increase intrinsic motivation.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

- To provide an equitable learning experience for all students, UDL will be a primary focus for PD.
- Learner Active Technology Infused Classroom (LATIC) training will be provided to certain staff members to enhance the effectiveness of UDL.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

- We will continue to provide support for our equity groups through meetings and mentorships, as well as direct involvement of district staff.
- We will continue with home visits and PRIDE awards in an ongoing effort to bridge the gap between the school and the community.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Managing Accountability Systems**Area of Focus Description and Rationale:**

Based on feedback derived from faculty to include establishing clear expectations and procedures; consistency with the discipline process to ensure the behavior management system is executed with equity and consistency within the learning environment. The Management Accountability Systems will include but not limited to monitoring, analyzing and improving the performance and involvement of stakeholders. We will incorporate, specific teacher feedback and review school Office Discipline Referral (ODR) structures with focus on -

1. ESSA Subgroups
2. Family/Community Outreach Programs
3. Revamping of ISS
4. Targeted classroom discipline/insubordination pullout plan

The above leadership focus specifics will be a continuing effort to build strong student/teacher relationships to ensure ALL students have the opportunity to pursue individual greatness and success.

Measurable Outcome:

DSP will incorporate data derived from the classroom walkthrough tool/heat maps, as well as RTIB, and our schoolwide student behavior dashboard resulting in Effective or above rating on the Danielson observation tool (Danielson 2c) (Danielson 2d).

Additionally we will be incorporating the ability for our stakeholders to be engaged in brief survey opportunities which will provide ongoing real time data on the school's continuing performance.

Monitoring:

This area of focus will be monitored using data derived from classroom observations (CWT); customer service feedback surveys and student surveys.

Person responsible for monitoring outcome:

Chris Clifford (clifford_c@hcsb.k12.fl.us)

Evidence-based Strategy:

Disaggregation of the data will be critical in narrowing the achievement gaps between subgroups. Examining the outcomes will be data focused to include causal, descriptive and relational information.

Rationale for Evidence-based Strategy:

The rationale for selecting these specific strategies is to provide real time data which will be used to make informed decisions for continuing improvements.

Action Steps to Implement

Implement policies and procedures

Gather data from heat maps, RTIB, and student behavior dashboard.

Make adjustments based on the data analyzed

Person Responsible

Chris Clifford (clifford_c@hcsb.k12.fl.us)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	There is a continual decline in our targeted ESSA sub-groups; SWD, and Black students. Our SWD's are currently at 26% proficiency, while our Black students are at 29% proficiency. The Essential Question is - What changes do we want to see in our students? Our Lesson design process will keep this EQ in clear view as we continue with the focus on narrowing the achievement gap between subgroups and increasing student engagement.
Measurable Outcome:	<ul style="list-style-type: none"> - 3% Annual Yearly Progress through the 2023 school year. - Make allowances for student choice in the classroom 25% more of the time. - Engaging students in the learning process by empowerment, student choice, and differentiation.
Monitoring:	<ol style="list-style-type: none"> 1. Classroom Walkthroughs 2. UDL - facilitated lesson design 3. Learning Walks 4. Incorporate the 4 EQ as our way of work - <p>What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?</p>
Person responsible for monitoring outcome:	Donald McNaughton (mcnaughton_d@hcsb.k12.fl.us)
Evidence-based Strategy:	<ul style="list-style-type: none"> - Discovery inquiry based learning - Document based questioning techniques (DBQ) - Learning Centers - Project Based Learning - Reciprocal teaching
Rationale for Evidence-based Strategy:	The rationale is to ensure ALL students have the opportunity to pursue individual Greatness and Success!

Action Steps to Implement

1. Purposeful and effective lesson design
 2. Implementation of the lesson
 3. Incorporate the 4 EQ as our way of work -
- What do we want all students to know and be able to do?
How will we know if they learn it?
How will we respond when some students do not learn?
How will we extend the learning for students who are already proficient?

Person Responsible Chris Clifford (clifford_c@hcsb.k12.fl.us)

#3. Culture & Environment specifically relating to Early Warning Systems**Area of Focus
Description
and
Rationale:**

Building a bridge between the school and the community through sustained parent involvement, PBIS initiatives, ESE interventions, and SEL curriculum. Learned behavior and cultural practices will impact the learning environment. Through the initiative of building strong relationships with our stakeholders, we will ensure an environment where every individual has a voice and the opportunity for growth. The data shows our black students are 2.1 times more likely to receive a discipline referral; the achievement gap between the Black/SWD subgroups and their white counterparts shows continuing decline in achievement levels.

Measurable Outcome:

1. 25% reduction in discipline referrals
2. 90% attendance rate
3. Increase OVERALL Federal Index by 5%

Monitoring:

1. Analyze data from RTIB (discipline, attendance)
2. Monitor student progress (failure reports at each 4.5 and 9wk points)
3. AP Data analysis

Person responsible for monitoring outcome:

Chris Clifford (clifford_c@hcsb.k12.fl.us)

Evidence-based Strategy:

1. Targeting mentoring programs
2. Restorative practices
3. SEL Social Emotional Learning Curriculum
4. Everfi

Rationale for Evidence-based Strategy:

1. The rationale is to ensure ALL students have the opportunity to pursue individual Greatness and Success!
2. Narrowing achievement gap that exists between subgroups

Action Steps to Implement

1. Provide relevant PD to all staff
2. Continue to utilize district equity team resources/ support.
3. Build on community involvement programs - sustain parent involvement
4. SEL education - students and teachers for each semester

Person Responsible

[no one identified]

#4. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:	The African American as a subgroup comprises approximately 12% of the student body. Seventy Five (75%) of this target group have one or more referrals. This subgroup is 13% below the ESSA baseline; is disproportionately affected by discipline and is the only black subgroup in the district with a failing grade. Focusing on this subgroup will include 3 pillars (a) Improve Relationships by bridging the gap between students/teachers/families; (b) Use Positive Referrals to impact student behavior; (c) Achieve a 3% increase in student achievement for the 2021-2022 school year..
Measurable Outcome:	3% Annual Yearly Progress for the 2021-2022 school year. - Decrease the number of discipline referrals by 25% - Increase attendance of students below the 90% threshold by 25%
Monitoring:	The Danielson Framework for Teaching and Evaluation will be the primary tool used for monitoring the desired outcome. Domain 1-3 - Planning and Preparation/The Classroom Environment/Instruction - Facilitative Lesson Design - Classroom Walkthrough's (CWT's)
Person responsible for monitoring outcome:	Donald McNaughton (mcnaughton_d@hcsb.k12.fl.us)
Evidence-based Strategy:	Improved learning for students coupled with the improved knowledge and practices are of paramount importance in the continued effort of narrowing the Achievement Gap. Evidence-based Strategies will include but not limited to the following - 1. Build on cultural awareness to enhance sensitivity 2. Support student continued development through support programs such as Restorative Practices, Mentorship Programs, Role Models and Tutoring 3. Improved knowledge and practices in the learning environment to reach diverse learners, provide more student choice. 4. Use summative/formative data to in the planning process
Rationale for Evidence-based Strategy:	A positive school culture is critical in narrowing the achievement gap between subgroups - if students feel good and safe in their learning environment they will be more likely to take academic risks in their classrooms. In addition parents will be included in a more tangible manner as they are integrated more into the educational process. Closing the Achievement Gap will be a schoolwide responsibility!

Action Steps to Implement

1. Provide relevant PD to all staff
2. Continue to utilize district equity team resources/ support.
3. Build on community involvement programs - sustain parent involvement
4. SEL education - students and teachers for each semester

Person Responsible Donald McNaughton (mcnaughton_d@hcsb.k12.fl.us)

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	The Students with Disabilities subgroup is in the second consecutive year of falling below the ESSA federal index of 42%. This group has underachieved by 26% points and is in the second year of achieving below 32%. Focusing on this subgroup will include 3 pillars (a) Improve Relationships by bridging the gap between students/teachers/families; (c) Achieve a 3% increase in student achievement for the 2021-2022 school year.
Measurable Outcome:	<ul style="list-style-type: none"> - 3% Annual Yearly Progress for the 2021-2022 school year. - Decrease the number of discipline referrals by 25% - Increase attendance of students below the 90% threshold by 25% <p>The Danielson Framework for Teaching and Evaluation will be the primary tool used for monitoring the desired outcome.</p>
Monitoring:	<p>Domain 1-3 - Planning and Preparation/The Classroom Environment/Instruction</p> <ul style="list-style-type: none"> - Facilitative Lesson Design - Classroom Walkthrough's (CWT's)
Person responsible for monitoring outcome:	Donald McNaughton (mcnaughton_d@hcsb.k12.fl.us)
Evidence-based Strategy:	<p>Improved learning for students coupled with the improved knowledge and practices are of paramount importance in the continued effort of narrowing the Achievement Gap. Evidence-based Strategies will include but not limited to the following -</p> <ol style="list-style-type: none"> 1. Build on cultural awareness to enhance sensitivity 2. Support student continued development through support programs such as Restorative Practices, Mentorship Programs, Role Models and Tutoring 3. Improved knowledge and practices in the learning environment to reach diverse learners, provide more student choice. 4. Use summative/formative data to in the planning process
Rationale for Evidence-based Strategy:	A positive school culture is critical in narrowing the achievement gap between subgroups - if students feel good and safe in their learning environment they will be more likely to take academic risks in their classrooms. In addition parents will be included in a more tangible manner as they are integrated more into the educational process.

Action Steps to Implement

1. Provide relevant PD to all staff
2. Continue to utilize district equity team resources/ support.
3. Build on community involvement programs - sustain parent involvement
4. SEL education - students and teachers for each semester

Person Responsible Donald McNaughton (mcnaughton_d@hcsb.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Additional Schoolwide Improvement Priorities include -

1. DISCIPLINE PROCEDURE

- Expectations (Teacher-Student-Parent communication)
- Proactive Social Emotional Learning (SEL) support
- P.A.S.S (Positive Alternative to School Suspension) - replaces ISS
- Timely Processing of Disciplines following clear and consistent guidelines
- Ensure there is Equity in the discipline process

2. RESTORATIVE PRACTICE

- Behavior Specialist pull small groups for interventions
- Proactive SEL Support
- Proactive Academic Support with focus on school's At Risk Population

These additional Schoolwide Improvement Priorities will have a direct correlation with the continued emphasis on Building School Culture. Parrott Middle School is determined to write 'her' own story - every child will receive the opportunity to pursue individual greatness and success!

3. STATEWIDE PERSONNEL DEVELOPMENT GRANT (SPDG)

- We will continue to utilize SIM progress monitoring tool to realize the continued improvement site goal efforts increasing student performance in all core subject areas.

a. Increase learning gains of the lowest 25% in Reading and Math by 3% from 45% to 48% by 2021 school year.

b. Increase overall proficiency in Reading and Math by 5% (current proficiency in Reading/Math is 47 and

55% respectively) and 3% annually through the 2022 school year for our three ESSA subgroups – (Blacks,

ELL's, SWD's)***being revised to reflect current data***

4. E-Hall pass will be incorporated for the 2021-2022 school year in the on-going effort to assist our staff in maximizing instruction and student accountability. E-Hall pass allows a more seamless process of providing out of class permission to students, track hallway activity and maximize instructional time. This tool is intended to improve accountability for both students, staff and enhance student security on campus.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

As a PBIS School, DSPMS fosters a positive school climate for students. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed. Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide. Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. The supports help students develop the skills they need to benefit from core programs at the school. At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. One of the school's SIP goals is centered around building strong teacher/student relationships to ensure all students are provided the opportunity to pursue individual greatness and success.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

D. S. Parrott Middle School is a Title I school that diligently fosters positive relationships with all stakeholders which include faculty/staff; parents, families and other community stakeholders.

1. Faculty/Staff
2. Parents and Families
3. Community

The three stakeholder groups are critical to the success and continued improvement in promoting a positive culture and environment at the school. Faculty and Staff interact with students daily; the staff engaged in relevant professional development and equity training to keep abreast with cultural sensitivity and awareness in the engagement of the various subgroups here at DS Parrott Middle School. The purpose is to build a classroom learning community and give students the strategies to help them manage their behavior to take ownership of their learning..

The school boasts a very involved and active School Advisory Council (SAC) which gives parents from a broad cross-section of our community the opportunity to become engaged in the operations and decision making of the school. The SAC is very instrumental in helping the school to secure funding for various programs designed to benefit all students.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00