

D. S. Parrott Middle School



2014-15 School Improvement Plan

D. S. Parrott Middle School

19220 YOUTH DR, Brooksville, FL 34601

www.edline.net/pages/hcsb_dspms

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

70%

Alternative/ESE Center

No

Charter School

No

Minority

29%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	C	B

School Board Approval

This plan was approved by the Hernando County School Board on 11/18/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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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 resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Success and Pride in everything we do!

School Environment

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

We survey the students to find out what they are thinking, what they like about our school and what they would change. We then use the data from the survey to make changes to build the culture. We also provide training and support our staff in utilizing the first two weeks of school to comprehensively cover procedures and to "get-to-know" the students, and give the students multiple opportunities to get to know their peers. We kicked off the year, with a pre-school motivational speaker who addressed ways to appropriately understand and talk to students. We are focusing on Positive Behavior from our students and staff and have applied to become a gold level PBS model school for the 2014-15 school year. We have re-vamped our PBS program to make sure our focus is on all students, but with an emphasis to make sure those students who are always doing what they should do not get "overlooked". We have implemented a monthly no discipline lunch in the quad.

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

Our staff and administration are always out in the hallways in the morning, between classes and in the afternoon for dismissal. We are not only monitoring behavior most importantly, we are modeling positive behavior and respect as we greet the students and get to know them. We have re-vamped both our ISS and lunch detention, and we are sending out a clear message that classroom distractions and disrespectful behavior will not be tolerated in our DEN activities and our grade level meetings. We want students to feel safe at school and in the classroom. Teachers and staff have been trained and are implementing for the 2nd 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 while maintaining our direction towards our SIP goal of decreasing classroom disruptions this year.

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. We have also implemented the help of our PE sub(para) to do additional daily walkthroughs in new teachers classrooms and

classrooms where there are substitutes for the day. Administration and lead mentor, host a monthly "New Teacher Cadre" to support new teachers and train using Harry Wong, as our guide. We have a school-wide expectations that are taught and re-taught throughout our designated DEN time in the morning. All teachers and staff use a discipline tracking form, that we created and have changed over the past year based on staff/teacher input. The discipline tracking form follows our school-wide expectations and steps, with an emphasis on parent contact at each level except the first, which is a warning. We have re-vamped both our ISS and Lunch detention by creating set procedures, routines and expectations. We hired a veteran teacher to run ISS and have trained him in all of the procedures. We have also created a better way to communicate with our staff. After looking at data, we have decided to focus on our #1 discipline from last year, which is classroom disruptions. In addition to all of the above, we are working at using our PBS plan to emphasize classrooms without disruptions and students who do not disrupt.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

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

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Our early warning indicators are...

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

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	70	83	125	278
One or more suspensions	158	288	309	755
Course failure in ELA or Math	24	47	12	83
Level 1 on statewide assessment	72	80	59	211
	0	0	0	
	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	99	120	147	366

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

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

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

At four and a half weeks, the midway point in each nine weeks, guidance runs a report and identifies students who are failing or on the verge of failing any core classes. They conference with the student and help them in writing a plan and goals to improve their grades. They also enroll them in a grade recovery plan. The parents/guardians are contacted, plans, goals and expectations are shared with the parents/guardians. Students progress is monitored weekly. Teachers also conference with the student and work with them to recover their grades.

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

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

Students who earn one or more suspensions, whether in school or out of school are tracked using our school-wide discipline tracking form. When suspensions are issued, students and parent conferences are mandatory. At the time of conferences, students are given opportunities to set goals and make

plans to change their behavior or skills to control their behavior. They are also informed of future consequences, if behavior continues.

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

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

In an effort to support our retainees, each grade level guidance counselor registered them on Compass on the specific content areas they needed to complete in order to recover their credits. They conferenced with the students and the parents/guardians, reviewed the contract & expectations and shared opportunities for those who don't have computer or internet access, such as the open Compass lab at HHS this summer. A guidance counselor was available at least 2 days a week, throughout the entire summer to support students and parents. Our 8th grade students were monitored every week throughout the summer and parents were called and notified of their child's progress and informed of what they had left to complete. We started the summer with 30 8th grade retentions and all of them except 6 completed their credit recovery and moved on to their zoned high school. Students who were returning to us in 7th & 8th grade have been placed in face-to-face content classes they need to recover credits.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

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

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

Upload code is 0241, password DSPMS14

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

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

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

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

Program and the Families in Transition Social Worker)

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

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

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

Strategy Type-Extended Learning

Minutes added=2100/ student=35 hours/ student

240 minutes planning for teachers

Strategy Purpose(s)

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

Strategy Description

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

Strategy Rationale

DSPMS is a D school The 2013-2014FCAT showed 51% of the students are performing below satisfactory in reading and 55% of the students are performing below satisfactory in math. Additional hours in the content areas of Language Arts, Reading, Math, Science, and History will be offered, up to 10 hours a week, for teachers to develop common assessments, map newly adopted curricula, and to develop instructional practices more aligned to state standards and tested benchmarks.

Persons responsible

Administration

Title I Facilitator

SBLT Team

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

Strategy Type-Teacher Collaboration, Planning & Professional Development

3600 per teacher for PD/day Kagan, LFS,

PLCs 26 hours=1560 minutes.

Additional planning =1800 for 30hrs/teacher

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

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

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

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

Retired Teachers Organization, the Retired Senior Volunteer Program and the Families in Transition Social Worker)

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

Effective Leadership

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

School Leadership Team

Membership

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

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

Duties

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

Brent Gaustad, Principal- Lead Facilitator

Patty Martin, Assistant Principal-PLC Development and implementation

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

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

Robin Bell-Hall, Instructional Practices-Math & Science Support and Implementation

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

Dyane Maxey, Assessment-Data collection and distribution

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

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

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

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

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

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

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

Linda Wiley, ESE Department Head-Data, SIP Implementation & Teacher Support
 Amy Anderson, Title 1 Implementation Facilitator-Data, SIP Implementation, Title 1 funding/support

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Our School Based Leadership is divided into smaller groups in order to be able to fine tune our focus. On Thursday mornings, from 7:00 - 8:50 Brent Gaustad, Patty Martin and Nate Brown meet and review the week. We address questions and concerns by the staff and make decisions together. We discuss our focus for the up and coming week and delegate roles and duties. At 8:00am, we are joined by Dyane Maxey, our assessment coordinator, Kris Noto our Parent Coordinator and Amy Anderson our Title One Instructional Facilitator to discuss data, programs, Title I funding/support. We create a plan of action.

On Monday mornings, from 8:00 - 8:50, Brent Gaustad, Patty Martin, Nate Brown and all of our Department Chairs meet. At these weekly meetings, administration disseminates information that needs to be shared with the departments, we ask for input on items that come up at our Thursday Admin meeting and we get individualized information on what's going on in each department. We also address any concerns and/or issues.

On Friday, our RTI Team meets from 10:00-12:00. Patty Martin, Nate Brown, Kelly Hanlon and specific department chairs/members (depending on the content area focus) meet and discuss students who are struggling academically and/or behaviorally to determine which tier in the intervention process they should be in and create a plan of action to support the students. The content area department chairs bring data to support what's happening in their departments and we work together to create a plan of action to support the students in need within that specific content.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Brent Gaustad	Principal
Patty Martin	Principal
Lisa Becker	Education Support Employee
Crissi Brandhuber	Teacher
Carolyn Bronson	Parent
Nathaniel Brown	Education Support Employee
Walter Cermak	Education Support Employee
Patricia Cloud	Parent
Nikki cook	Parent
Lori Ellis	Parent
Corrine Ertl	Parent
Pam Everett	Education Support Employee
Kirstin Foulks	Teacher
Jessica Hill	Teacher
Talitha Keen-Combs	Parent
Meriem McLaughlin	Parent
Alexa Neal	Teacher
Kris Noto	Education Support Employee
Kelly Price	Parent
Yanet Queija	Parent
Debra Reardon	Parent
Nancy Robinson	Parent
Amy Southall	Parent
Christina Sowers	Parent
Natalie Thierjung	Parent
Kristen Williams	Teacher

Duties

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

Evaluation of last year's school improvement plan

Throughout the 2013-14 school year, administration shared assessment data and ongoing progress on targeted SIP strategies with the SAC. Parents were given the opportunity at each meeting to ask questions and provide input.

Development of this school improvement plan

SAC is involved in the development and monitoring of the School Improvement Plan through review and input. In May during the last SAC meeting we go over the data and what some of our needs for the upcoming school year may be. SAC is also responsible for the allotment and dissemination of School Improvement Funds. SAC conducted its initial meeting on August 25th at 4:30 p.m. School wide data and grades were discussed, as well as, the development of two new goals for the 2014-15

SIP. Implementation, strategies, monitoring and finalization of the SIP approval process will be determined at the September 29, 2014 SAC meeting.

Preparation of the school's annual budget and plan

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

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

SAC began the 2013-14 school year with a budget of \$1448.60. During the year, SAC voted to allocate \$1300.00 to provide FCAT incentives for students who moved up a level. This left SAC with \$648.60 for the 2014-15 school year.

Additional funds were released in the summer in the amount of \$3891.40.

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

Yes

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

Yes, we are in compliance.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

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

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

This year's master schedule has common planning by content area and all ESE teachers have common planning with the content they support. Our PLC's are 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, as well as, grade level meetings. We have scheduled 4 PLC's in a row to do lesson study so teachers will be able to participate and not have to stay later, due to our time change. We will also implement opportunities for cross-curricular planning to reinforce concepts across content. Administration is focusing on more "Paw"sitive shout outs.

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

We are very supportive of our staff 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. This year, we had two teachers return to work here and we had two substitutes continue their education in an effort to be able to teach here. We plan PLC's and PD specifically designed based on our SIP goals, walkthrough data and teacher input to help develop them as professionals and to support them towards implementation of our expectations of best practices. We have a very supportive Mentor/Mentee program. We also have monthly New Teacher Cadre meetings designed to support and retain our teachers new to Parrott by allowing them to vent, brainstorm and share ideas, observe in other classrooms, as well as, provide professional development on Classroom management and best practices to support PLC initiatives.

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

Our Teacher mentor program is supportive and growing. We currently are working on more quality teachers becoming CET certified. Crissi Brandhuber is our Lead Mentor. She has been a mentor for many years and has created a plan for each pairing of mentor - mentee.

Stacy McCalla will mentor Kathleen Callan and Erika Sweeney. Mrs. McCalla is our Language Arts department chair and a highly effective Language Arts teacher. She will mentor both of these new Language Arts teachers.

Crissi Brandhuber will mentor Theresa DeCroix. Crissi is our media specialist but left the classroom just a few years ago as a highly qualified Lang. Arts/ Reading teacher. She will mentor our new reading teacher.

Janet Ginart will mentor Kirsten Foulks. Mrs. Ginart has been a department chair and math resource teacher at her previous assignment at the highschool level. She has great classroom management but also allows her students to learn through collaborative structures and student talk. She will mentor Mrs. Foulks, our new science teacher who needs support in classroom management and in ways to teach students other than lecture.

Yesenia Choquette will mentor Daryl Cox. Mrs. Choquette is returning to Parrott this year and is a highly effective teacher leader. She has a very positive attitude and energy, which matches that of Mrs. Cox, our new ESE teacher.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Each core academic subject is required to have a curriculum map aligned to the Florida Standards. We have put into place a plan for all of our PLC's to focus on Florida Standards, their direct connection to lesson planning and the use of our core instructional programs. Staff members will be trained and have access to C-Palms, Educators Evaluating Quality Instructional Products (Equip) and Edviation (formally PD360). Teachers will be participating in a lesson study that is based on the use of standard(s) to create the lesson. Additionally, the Instructional Practices Coaches and administrators will conduct walkthroughs to ensure fidelity, support teachers in implementing what's being taught in PLC's (i.e. planning lessons based on standards), and make sure students are away of the standards being taught and why. Data will be collected by Instructional Practices Coaches and administration that will be shared with staff and used as a formative assessment to drive our PLC focus'.

Our faculty have been trained in Learning Focused Strategies (LFS) and Kagan. We will incorporate the best practice strategies in our standards driven lessons to promote student engagement. We are also following the Gradual Release Model.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

We used our 2014-15 data from the Reading and Math FCAT to identify students who need intensive instruction. 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. The regular content classes will do mini-lessons and spiral back to re-teach areas of need and support instruction in the intensive classes. In addition to the intensive reading and math classes, we have built in time in the morning to provide Tier III instruction to students. We have a large population of students who would benefit from Tier III instruction, in an effort to meet the needs of our students to the best of our abilities, we will be focusing our tier III instruction with our students who have been retained and/or our students with level 1 scores in math and/or reading and are failing core classes at four and half weeks into each nine weeks.

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

Strategy: Extended School Day

Minutes added to school year: 2,100

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

Strategy Rationale

DSPMS is a D school. The 2013-14 FCAT showed 51% of the students are performing below satisfactory in reading and 55% of the students are performing below satisfactory in math. Additional hours in the content areas of Language Arts, Reading, Math, Science, and History will be offered, up to 10 hours a week, for teachers to develop common assessments, map newly adopted curricula, and to develop instructional practices more aligned to state standards and tested benchmarks.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Martin, Patty, martin_p@hcsb.k12.fl.us

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

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

In an effort to support our incoming 6th graders, Guidance Counselors go to 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 take a 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 from high school, guidance 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 also teaches lessons on career readiness to all 8th grader during social studies through the Florida Choices program. This helps 8th graders in choosing a vocational path for highschool.

Title I night is an opportunity for new and returning students to DSPMS to conference with teachers

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

College and Career Readiness

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

N/A

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Incorporate standards driven lesson planning and instruction that supports active engagement of students.

- G2.** Reduce the number of classroom disruptions/disciplines in an effort to support teachers' ability to increase authentic student engagement

Strategic Goals Detail

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

G1. Incorporate standards driven lesson planning and instruction that supports active engagement of students. 1a

G041049

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	66.0
ELA/Reading Gains	65.0
Math Gains	64.0
ELA/Reading Lowest 25% Gains	73.0
Algebra I EOC Pass Rate	95.0
AMO Math - All Students	64.0
Math Lowest 25% Gains	62.0
FCAT 2.0 Science Proficiency	46.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Inability to have time to plan collaboratively and reflect
- lack of background knowledge of FL standards

Plan to Monitor Progress Toward G1. 8

Walk through data

Person Responsible

Brent Gaustad

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Walk through data will show lessons planned that are driven by standards and student engagement. We will also incorporate PLC/PC speed walk-through that aligns with our PLC focus areas.

G2. Reduce the number of classroom disruptions/disciplines in an effort to support teachers' ability to increase authentic student engagement 1a

G038564

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	66.0
ELA/Reading Gains	65.0
Math Gains	64.0
ELA/Reading Lowest 25% Gains	73.0
Algebra I EOC Pass Rate	95.0
AMO Math - All Students	64.0
Math Lowest 25% Gains	62.0
FCAT 2.0 Science Proficiency	46.0

Resources Available to Support the Goal 2

- Common Planning
- PBS
- ISS
- DEN

Targeted Barriers to Achieving the Goal 3

- Inconsistent ISS procedures
- Teachers not following school wide procedures/discipline tracking form

Plan to Monitor Progress Toward G2. 8

Discipline Data

Person Responsible

Nathaniel Brown

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Discipline data will be collected and data on the proper use of our school wide discipline tracking form

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy


1 = Problem Solving Step  S123456 = Quick Key

G1. Incorporate standards driven lesson planning and instruction that supports active engagement of students.


1

 G041049

G1.B1 Inability to have time to plan collaboratively and reflect **2**

 B100212

G1.B1.S1 Common Planning **4**

 S115623

Strategy Rationale

To give content area teachers time to properly plan and reflect.

Action Step 1 **5**

Provide common planning for all content areas.

Person Responsible

Patty Martin

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Use of common planning and an increase in standards driven lesson plans. Lessons will be more engaging and comprehensive with more reflection.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Common planning will be included in master calendar

Person Responsible

Patty Martin

Schedule

On 6/3/2015

Evidence of Completion

Teachers using common planning

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

walkthrough data on collaborative lesson planning

Person Responsible

Patty Martin


Schedule

On 6/3/2015

Evidence of Completion

Walkthrough data

G1.B6 lack of background knowledge of FL standards **2**

 B104326

G1.B6.S1 To plan PLC's/PD to support our staff in unpacking and understanding the standards **4**

 S115498

Strategy Rationale

If teachers understand the standards then they can plan standards driven lessons that engage students

Action Step 1 **5**

PLC/PD based on standards driven lessons 3 times a month.

Person Responsible

Patty Martin

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Standards driven lessons incorporated by teachers after PLC/PD. Instructional Practices coaches will monitor implementation and report progress for future training.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 **6**

Walkthrough data will be collected

Person Responsible

Patty Martin

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson plans driven by standards and actual lessons observed driven by standards

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Walkthrough data will be collected on standards driven lessons & checks for understanding done during PLC's

Person Responsible

Patty Martin

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Walkthrough data using our own walkthrough checklist on lessons that are driven by standards

G2. Reduce the number of classroom disruptions/disciplines in an effort to support teachers' ability to increase authentic student engagement 1

 G038564

G2.B1 Inconsistent ISS procedures 2

 B092600

G2.B1.S1 Set stronger and consistent consequences and procedures in ISS 4

 S115597

Strategy Rationale

Students will not want to go to ISS so it will hopefully deter students from going there. Consistent procedures will ensure consistent consequences to all of the students.

Action Step 1 5

Revamping ISS with consistent and proven structure and procedures.

Person Responsible


Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Discipline data and reflection of process and procedures with person in charge of ISS and Discipline Task Force

G2.B4 Teachers not following school wide procedures/discipline tracking form 2

 B104406

G2.B4.S1 Re-teach the school wide procedures and expectations to the staff and to the students through DEN time 4

 S115622

Strategy Rationale

To support the teachers in properly using our school wide system

Action Step 1 5

Re-teach school-wide procedures, expectations and discipline tracking form to teachers and students through DEN time.

Person Responsible

Patty Martin

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Discipline Data and use of discipline tracking form

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

Discipline data

Person Responsible

Nathaniel Brown

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Discipline Data

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

Disciplines will be attached to discipline tracking forms

Person Responsible

Nathaniel Brown

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Discipline data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide common planning for all content areas.	Martin, Patty	8/18/2014	Use of common planning and an increase in standards driven lesson plans. Lessons will be more engaging and comprehensive with more reflection.	6/3/2015 daily
G1.B6.S1.A1	PLC/PD based on standards driven lessons 3 times a month.	Martin, Patty	8/18/2014	Standards driven lessons incorporated by teachers after PLC/PD. Instructional Practices coaches will monitor implementation and report progress for future training.	6/3/2015 biweekly
G2.B1.S1.A1	Revamping ISS with consistent and proven structure and procedures.		8/18/2014	Discipline data and reflection of process and procedures with person in charge of ISS and Discipline Task Force	6/3/2015 daily
G2.B4.S1.A1	Re-teach school-wide procedures, expectations and discipline tracking form to teachers and students through DEN time.	Martin, Patty	8/18/2014	Discipline Data and use of discipline tracking form	6/3/2015 weekly
G1.MA1	Walk through data	Gaustad, Brent	8/18/2014	Walk through data will show lessons planned that are driven by standards and student engagement. We will also incorporate PLC/PC speed walk-through that aligns with our PLC focus areas.	6/3/2015 weekly
G1.B6.S1.MA1	Walkthrough data will be collected on standards driven lessons & checks for understanding done during PLC's	Martin, Patty	8/18/2014	Walkthrough data using our own walkthrough checklist on lessons that are driven by standards	6/3/2015 biweekly
G1.B6.S1.MA1	Walkthrough data will be collected	Martin, Patty	8/18/2014	Lesson plans driven by standards and actual lessons observed driven by standards	6/3/2015 biweekly
G1.B1.S1.MA1	walkthrough data on collaborative lesson planning	Martin, Patty	8/18/2014	Walkthrough data	6/3/2015 one-time
G1.B1.S1.MA1	Common planning will be included in master calendar	Martin, Patty	8/18/2014	Teachers using common planning	6/3/2015 one-time
G2.MA1	Discipline Data	Brown, Nathaniel	8/18/2014	Discipline data will be collected and data on the proper use of our school wide discipline tracking form	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B4.S1.MA1	Disciplines will be attached to discipline tracking forms	Brown, Nathaniel	8/18/2014	Discipline data	6/3/2015 daily
G2.B4.S1.MA1	Discipline data	Brown, Nathaniel	8/18/2014	Discipline Data	6/3/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Incorporate standards driven lesson planning and instruction that supports active engagement of students.

G1.B1 Inability to have time to plan collaboratively and reflect

G1.B1.S1 Common Planning

PD Opportunity 1

Provide common planning for all content areas.

Facilitator

Patty Martin, Walt Cermak, Erika McDowell, Crissy Brandhuber

Participants

Teachers

Schedule

Daily, from 8/18/2014 to 6/3/2015

G1.B6 lack of background knowledge of FL standards

G1.B6.S1 To plan PLC's/PD to support our staff in unpacking and understanding the standards

PD Opportunity 1

PLC/PD based on standards driven lessons 3 times a month.

Facilitator

Martin, Cermak, Bell, McDowell, Brandhuber

Participants

teachers

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

G2. Reduce the number of classroom disruptions/disciplines in an effort to support teachers' ability to increase authentic student engagement

G2.B4 Teachers not following school wide procedures/discipline tracking form

G2.B4.S1 Re-teach the school wide procedures and expectations to the staff and to the students through DEN time

PD Opportunity 1

Re-teach school-wide procedures, expectations and discipline tracking form to teachers and students through DEN time.

Facilitator

Patty Martin and Nate Brown

Participants

Teachers and Students

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Budget Rollup

Summary

Description	Total
Grand Total	0