

Hernando County School District

D. S. PARROTT MIDDLE SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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!

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Chris Clifford

Position Title

Principal

Job Duties and Responsibilities

Oversees all aspects of school operations, specific responsibilities include Public Relations, Budgeting, Instructional Evaluations for Science, Math, Electives, Guidance and classified staff- Lead Facilitator of Professional Development and school aspiring leaders.

Leadership Team Member #2

Employee's Name

Brandon Wright

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist principal in all aspects of school operations, responsible for Professional Development, instructional evaluations for Social Studies, ELA, ESE, Paraprofessionals and Custodial departments. Oversees EST's and Facilities Management, Safe Schools- Emergency Drills, School Announcements.

Leadership Team Member #3

Employee's Name

Kelly Smith

Position Title

School Counselor

Job Duties and Responsibilities

Guidance Department Chair - monitors students academic progress and handles credit recovery.

Leadership Team Member #4

Employee's Name

Lamon Neal

Position Title

Behavior Specialist

Job Duties and Responsibilities

School Behavior specialist - coordinates student behavior interventions, works with admin team to develop and facilitate mentoring groups

Leadership Team Member #5

Employee's Name

Stacy McCalla

Position Title

Assessment Coordinator

Job Duties and Responsibilities

Coordinates state and district assessments and assists in monitoring student assessment data.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

No Answer Entered

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

No Answer Entered

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	38.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.	2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							107	120	192	419
One or more suspensions							30	54	69	153
Course failure in English Language Arts (ELA)							5	18	38	61
Course failure in Math							7	23	46	76
Level 1 on statewide ELA assessment							67	83	112	262
Level 1 on statewide Math assessment							79	69	75	223
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							110	101	139	350

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	34	44	53	30	40	49	34	43	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	47	50	56				33		
ELA Learning Gains Lowest 25%	39	48	50				28		
Math Achievement *	45	48	60	33	42	56	40	34	36
Math Learning Gains	60	56	62				49		
Math Learning Gains Lowest 25%	66	65	60				48		
Science Achievement *	32	38	51	39	39	49	45	47	53
Social Studies Achievement *	50	60	70	39	59	68	50	53	58
Graduation Rate								47	49
Middle School Acceleration	50	62	74	58	54	73	59	54	49
College and Career Readiness								68	70
ELP Progress		38	49	23	60	40		63	76

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	47%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	423
Total Components for the FPPI	9
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
47%	40%	43%	48%		52%	52%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	33%	Yes	5	
English Language Learners	43%	No		
Black/African American Students	41%	No		
Hispanic Students	43%	No		
Multiracial Students	46%	No		
White Students	48%	No		
Economically Disadvantaged Students	43%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	14%	Yes	4	4
English Language Learners	23%	Yes	2	2
Black/African American Students	27%	Yes	4	3
Hispanic Students	37%	Yes	1	
Multiracial Students	32%	Yes	1	
White Students	44%	No		
Economically Disadvantaged Students	35%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	24%	Yes	3	3

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	25%	Yes	1	1
Native American Students				
Asian Students				
Black/African American Students	31%	Yes	3	2
Hispanic Students	41%	No		
Multiracial Students	41%	No		
Pacific Islander Students				
White Students	46%	No		
Economically Disadvantaged Students	41%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	34%		47%	39%	45%	60%	66%	32%	50%	50%			
Students With Disabilities	10%		37%	36%	17%	61%	64%	18%	24%				
English Language Learners	20%		62%		50%	57%		25%					
Black/African American Students	21%		40%	48%	28%	60%	72%	21%	37%				
Hispanic Students	33%		47%	42%	44%	60%	52%	22%	46%	45%			
Multiracial Students	31%		45%	33%	45%	65%	83%	14%	55%				
White Students	38%		48%	36%	48%	60%	65%	37%	53%	50%			
Economically Disadvantaged Students	31%		43%	37%	40%	61%	67%	25%	44%	39%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	30%				33%			39%	39%	58%			23%
Students With Disabilities	8%				11%			16%	21%				
English Language Learners	21%				21%			13%	20%				42%
Black/African American Students	22%				16%			29%	28%	42%			
Hispanic Students	27%				27%			22%	32%	75%			
Multiracial Students	26%				36%			40%	25%				
White Students	32%				37%			48%	45%	57%			
Economically Disadvantaged Students	27%				29%			36%	33%	50%			

	2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS	
All Students	34%		33%	28%	40%	49%	48%	45%	50%	59%				
Students With Disabilities	6%		16%	20%	9%	45%	50%	17%	28%					
English Language Learners	15%		32%	29%	17%	30%	43%	9%	28%					
Native American Students														
Asian Students														
Black/African American Students	17%		26%	22%	22%	43%	44%	17%	37%	50%				
Hispanic Students	28%		34%	41%	31%	44%	55%	44%	42%	52%				
Multiracial Students	46%		38%		33%	41%		46%						
Pacific Islander Students														
White Students	38%		34%	26%	47%	52%	49%	52%	55%	60%				
Economically Disadvantaged Students	32%		34%	27%	36%	47%	46%	42%	47%	56%				

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	6	39%	55%	-16%	54%	-15%
Ela	7	34%	45%	-11%	50%	-16%
Ela	8	25%	33%	-8%	51%	-26%
Ela	9	70%	54%	16%	53%	17%
Math	6	45%	50%	-5%	56%	-11%
Math	7	41%	42%	-1%	47%	-6%
Math	8	36%	51%	-15%	54%	-18%
Science	8	31%	41%	-10%	45%	-14%
Civics		48%	62%	-14%	67%	-19%
Algebra		59%	44%	15%	50%	9%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Our math achievement increased by 10% (from 33% proficient to 43%). We partnered with the Bailey Group and initiated spiral review and daily formatives to better monitor student progress on the standards. There was also a push to increase student engagement and cognitive lift done by the students in class.

Lowest Performance

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

Science achievement was the lowest performance at 31%. This data has trended downward over the last three years. We are looking to increase the amount of hands on activities and meaningful connection to students' lives this school year to help reverse that trend.

Greatest Decline

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

Our science achievement data had the largest decline, dropping 6% from the previous year. The reasoning is the same as the previous question.

Greatest Gap

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

No Answer Entered

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

No Answer Entered

Highest Priorities

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

1. Facilitated Lesson Planning

2. Mentoring program tied to our ESSA sub group (SWD).
3. PBIS focus on student attendance

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Area of Focus: Standards-Aligned Instruction

At D. S. Parrott Middle School, our commitment to providing high-quality education is driven by the implementation of standards-aligned instruction. Our instructional practices are meticulously designed to ensure that every lesson is anchored in the rigorous B.E.S.T. Standards, promoting a consistent, high-level academic experience across all classrooms. By aligning our curriculum with these standards, we aim to bridge learning gaps, foster critical thinking, and enhance student engagement. Teachers employ a variety of formative assessments to monitor progress, identify misconceptions, and adjust instruction to meet the diverse needs of our students. This data-driven approach enables us to provide targeted interventions and supports, ensuring that all students have the opportunity to achieve mastery.

Moreover, professional development for our educators is a cornerstone of our strategy. We provide continuous training on the latest instructional techniques and resources aligned with state standards. This empowers our teachers to create dynamic and interactive lessons that not only meet academic benchmarks but also inspire and motivate students. By fostering a collaborative learning environment and emphasizing the importance of attitude and effort, we strive to cultivate a culture of excellence and continuous improvement. Our ultimate goal is to prepare our students for success in higher education and their future careers, equipping them with the knowledge and skills necessary to thrive in an ever-evolving world.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Measurable Goal for Standards-Aligned Instruction

By the end of the 2024-2025 school year, D. S. Parrott Middle School will identify a focus group of 40

students. These students will receive mentoring and bi-weekly data chats to monitor progress toward meeting or exceeding proficiency standards in mathematics and English Language Arts (ELA) as measured by state standardized assessments. This will be accomplished by implementing rigorous, standards-aligned instruction, ongoing professional development for teachers, and targeted interventions based on formative assessment data. Specifically, our goal is to raise mathematics proficiency from 43% to 48% and ELA proficiency from 34% to 39%. Progress towards this goal will be monitored through quarterly benchmark assessments and regular review of student performance data, ensuring timely adjustments and support where needed. Our goal is the gain 98 points to achieve 58% of the total points)

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring Plan for Standards-Aligned Instruction

To monitor for fidelity of benchmark-aligned instruction, the formative and summative for each grade will be presented at biweekly SLT meetings prior to instruction to check for alignment. In addition, a look-for tool will be used for non-evaluative walkthroughs to capture trend data for alignment with the benchmark. This data will be shared every other Monday during grade-level PLC's and during weekly leadership meetings to identify coaching supports needed.

Person responsible for monitoring outcome

Dr. Clifford will collect assessments at SBLT. Mr. Wright will pull look-for data for leadership. Mrs. Lopez, district coach, will share with teachers during PLCs.

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Facilitated lesson planning is the chosen strategy to increase benchmark alignment. The administrator over the grade level will attend planning sessions. The focus will be using the ALD's and big M guide from math and ELA benchmark book for ELA and create a common formative and assessment the pre planning sheet will be completed during planning for the first nine weeks and then completed prior to planning.

Rationale:

This strategy will support teachers with knowledge of the benchmarks and common misconceptions so that tasks and assessments are aligned this will benefit the large number of new teachers and help ensure the pacing is adequate. Noted planning is also provided a platform for job embedded professional learning and identify coaching supports needed.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Establish a structure for planning

Person Monitoring:

Dr. Clifford, Mr. Wright, District Coaches

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Adjust the master schedule to ensure a common planning period early release days will provide three grade levels with opportunities to have extended planning time periods to create SLT, leadership team meetings, PLC schedules, and agendas. Assign roles (note taker, timekeeper, etc.) coaching all created to track coaching cycles and teacher supports. Great planning protocols to include norms, pre-planning expectations, materials needed, and places to collect formative and summative assessments. Create look forward to and share with teachers.

Action Step #2

Implementation

Person Monitoring:

Dr. Clifford

By When/Frequency:

September- every 2 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Assessments shared during SBT to check for alignment and discuss benchmark prior to instruction to support alignment. Admin and district codes will attend planning sessions to support. Leadership team members and coaches will walk through each classroom weekly to collect look forward data based on benchmark alignment.

Action Step #3

Monitoring and Feedback

Person Monitoring:

Dr. Clifford, Mr. Wright, District Reading Coach

By When/Frequency:

September/bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Trend data will be shared during biweekly leadership and grade level PLC's. Coaches will structure their time based on these meetings and coaching long will be reviewed. Specific criteria of support will be identified in coaching plan. The administrative walkthrough schedule will be shaped by planning sessions in order to provide immediate feedback and to identify areas of PL. For the next planning session. Model classrooms for learning walks will be identified to support teachers. Each grade level will track performance on common assessments and share at SBLT.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL), Black/African American Students (BLK)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The primary area of focus for D. S. Parrott Middle School is to address and reduce the proficiency gap between ESSA Subgroup students and their White counterparts. Currently, only 26% of ESSA Subgroup students are achieving proficiency, compared to 44% of White students. This focus aims to implement targeted strategies and interventions that will improve the academic outcomes for ESSA Subgroup students, thereby narrowing the proficiency gap and promoting equity within our school.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2024-2025 school year, D. S. Parrott Middle School will increase the proficiency rate of ESSA Subgroup students in mathematics and English Language Arts (ELA) from 27% to 41%. This will be achieved by moving 45 ESSA Subgroup students to proficiency, as measured by state standardized assessments.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

1. Targeted Student Identification:

- Action: Identify the 45 ESSA Subgroup students who are closest to achieving proficiency based on recent assessment data.

2. Personalized Learning Plans:

- Action: Develop individualized learning plans for each of the identified students, focusing on their specific areas of need in both mathematics and ELA.
- Timeline: September 2024

3. High-Dosage Tutoring:

- Action: Provide high-dosage tutoring sessions for the identified students. These sessions will be

held at least three times a week and will focus on areas where students need the most support.

- Frequency: Ongoing, starting September 2024

4. Formative Assessments:

- Action: Administer weekly formative assessments to monitor student progress and adjust instruction as needed. This will ensure that the learning plans remain aligned with students' evolving needs.

- Frequency: Weekly

6. Mentorship Program:

- Action: Pair each identified student with a mentor who will provide academic and emotional support, helping to build confidence and motivation.

- Frequency: Ongoing, starting September 2024

7. Family Engagement:

- Action: Host quarterly workshops and regular communication with the families of the identified students to involve them in their children's academic progress and provide strategies for support at home.

- Frequency: Quarterly, starting September 2024

8. Progress Monitoring:

- Action: Hold bi-monthly meetings with teachers, instructional coaches, and administrators to review the progress of the identified students, adjust interventions as needed, and celebrate successes.

- Frequency: Bi-monthly

9. Academic Support Programs:

- Action: Enroll the identified students in after-school and summer enrichment programs focused on reinforcing key concepts in mathematics and ELA.

- Frequency: Ongoing

10. Reporting and Accountability:

- Action: Provide regular updates to school leadership and stakeholders on the progress towards the proficiency goal, ensuring transparency and accountability.

- Frequency: Quarterly

By systematically implementing these targeted strategies and regularly monitoring progress, D. S.

Parrott Middle School is committed to moving 45 ESSA Subgroup students to proficiency. This effort will significantly increase the overall proficiency rate of ESSA Subgroup students to 41%, demonstrating our dedication to closing the achievement gap and promoting educational equity.

Person responsible for monitoring outcome

Administrative team and task force members

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The chosen intervention for improving the proficiency rates among Black students at D. S. Parrott Middle School is Self-Reported Grades, a strategy rooted in John Hattie's research which has shown a high effect size of 1.33 on student learning.

Rationale:

This strategy involves students actively participating in setting their own academic goals, monitoring their progress, and reflecting on their performance. By empowering students to self-assess and report their grades, they develop a deeper understanding of their learning processes, increase their motivation, and become more engaged in their education.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Monitoring and Feedback

Person Monitoring:

Classroom Teachers

By When/Frequency:

September start date

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

6th Grade: - Action: Introduce students to self-reported grades by teaching them how to set realistic academic goals and track their progress using learning journals. - Rationale: Early introduction helps to build self-regulation and ownership of learning from the start of their middle school experience. - Monitoring: Teachers will review student journals weekly and conduct monthly one-on-one check-ins to discuss progress and provide guidance. 7th Grade: - Action: Integrate self-reported grades into regular classroom activities, with students setting specific goals for each subject and using self-assessment tools to evaluate their performance. - Rationale: Reinforces the habit of self-assessment

and helps students make connections between their efforts and outcomes. - Monitoring: Teachers will collect and review self-assessment forms bi-weekly and provide feedback during bi-monthly individual conferences. 8th Grade: - Action: Expand the self-reported grades strategy to include peer-assessment activities where students evaluate each other's work against set criteria and provide constructive feedback. - Rationale: Encourages deeper critical thinking and peer learning, preparing students for high school expectations. - Monitoring: Teachers will facilitate peer-assessment sessions monthly and review the results alongside student self-assessments to ensure alignment and accuracy.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description:

Improving student attendance at D. S. Parrott Middle School is essential to enhancing overall student learning and academic achievement. Chronic absenteeism has been identified as a significant barrier to student success, leading to lower academic performance and increased dropout rates. The focus on improving attendance will involve implementing targeted strategies and interventions across all grade levels to ensure that students are consistently present and engaged in their education. Additionally, we will emphasize positive behavior through the implementation of Positive Behavioral Interventions and Supports (PBIS) to create a supportive and motivating school environment.

Rationale:

The focus on student attendance was identified as a crucial need based on a comprehensive review of the previous year's attendance and academic performance data. The data revealed a correlation between high rates of absenteeism and lower proficiency levels across all grade levels. In particular, certain student subgroups, including Black/African American students, showed a higher incidence of chronic absenteeism, contributing to wider achievement gaps. Addressing attendance issues is therefore vital for closing these gaps and ensuring equitable educational opportunities for all students. Furthermore, emphasizing positive behavior through PBIS will support a positive school climate, which is linked to improved attendance and academic outcomes.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

6th Grade:

- Description: In the 6th grade, the focus will be on establishing strong attendance habits and positive behavior from the outset of middle school. This includes educating students and families about the importance of regular attendance and creating a supportive environment that encourages consistent attendance and positive interactions.

- Effect on Student Learning: Establishing these habits early helps prevent chronic absenteeism and sets the foundation for academic success and positive behavior throughout middle school.

- Rationale: Data from the previous year indicated that students who began middle school with poor attendance and behavior were more likely to continue these patterns, leading to ongoing academic struggles.

7th Grade:

- Description: The 7th-grade focus will involve targeted interventions for students who have shown signs of chronic absenteeism and negative behavior. This includes individualized support plans, attendance monitoring, PBIS strategies, and engagement activities designed to re-engage students with the school community.

- Effect on Student Learning: Addressing absenteeism and behavior issues in the 7th grade is crucial as it is often a pivotal year where academic demands increase. Improved attendance and behavior will help students keep pace with their studies and reduce learning gaps.

- Rationale: The prior year's data highlighted a significant drop in attendance and increase in behavior incidents in 7th grade, coinciding with a decline in academic performance. Targeted interventions at this stage can prevent further decline and support academic recovery.

8th Grade:

- Description: For 8th-grade students, the focus will be on preparing for high school by reinforcing the importance of attendance, positive behavior, and its impact on future academic and career success.

This includes goal-setting activities, mentorship programs, PBIS initiatives, and recognition for good attendance and behavior.

- Effect on Student Learning: Consistent attendance and positive behavior in 8th grade ensure students are prepared for the transition to high school, academically and socially.

- Rationale: Data showed that 8th graders with poor attendance and behavior were less prepared for high school, impacting their performance and increasing the risk of dropout. Emphasizing attendance and behavior in the final year of middle school is crucial for long-term success.

Interventions and Monitoring Plan

1. Attendance and Behavior Campaigns:

- Action: Launch school-wide attendance and behavior campaigns that include incentives for good attendance and positive behavior, educational workshops for students and parents, and regular communication about the importance of attendance and behavior.

- Frequency: Monthly

2. Personalized Support Plans:

- Action: Develop individualized attendance and behavior support plans for students identified as at-risk for chronic absenteeism and negative behavior. These plans will include regular check-ins, mentorship, and academic and behavioral support.

- Frequency: Ongoing

3. Engagement Activities:

- Action: Organize engagement activities such as clubs, sports, and social events that make school a more inviting and enjoyable place for students.

- Frequency: Weekly

4. Attendance and Behavior Monitoring:

- Action: Implement a robust attendance and behavior monitoring system that tracks student attendance and behavior incidents daily and identifies patterns of absenteeism and negative behavior early.

- Frequency: Daily

5. Family Involvement:

- Action: Increase family involvement through regular communication, parent-teacher conferences, and workshops on the importance of attendance, positive behavior, and strategies to support both at home.

- Frequency: Quarterly

6. Recognition Programs:

- Action: Establish recognition programs that celebrate students with improved and perfect attendance and positive behavior, such as awards, certificates, and school-wide announcements.
- Frequency: Monthly

7. Professional Development:

- Action: Provide ongoing professional development for teachers and staff on strategies to improve student attendance, promote positive behavior, and create a positive school climate through PBIS.
- Frequency: Quarterly

By focusing on improving attendance and emphasizing positive behavior at each grade level and implementing these evidence-based interventions, D. S. Parrott Middle School aims to reduce chronic absenteeism, close the achievement gaps, and ensure that all students are present, engaged, and behaving positively in their learning environment. This comprehensive approach will foster a culture of high expectations, respect, and academic excellence.

Person responsible for monitoring outcome

PBiS Team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The intervention selected to improve student attendance and positive behavior at D. S. Parrott Middle School is focused on increasing parental involvement, a strategy identified by John Hattie with an effect size of 0.50 on student learning outcomes. Parental involvement encompasses parents' active engagement in their children's education, including participation in school activities, communication with teachers, and support for learning at home. By fostering strong partnerships between the school and families, we aim to create a supportive network that promotes regular attendance and positive behavior among students.

Rationale:

Research indicates that when parents are actively involved in their children's education, students are more likely to attend school regularly, exhibit positive behaviors, and achieve higher academic outcomes. Hattie's research supports the significant impact of parental involvement on student success, making it a critical component of our strategy to improve attendance and behavior at D. S. Parrott Middle School. The previous year's data revealed that students with higher absenteeism and behavior issues often lacked consistent parental engagement. Thus, increasing parental involvement is essential for addressing these challenges and supporting our students' overall development.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

Monitoring and Feedback

Person Monitoring:

Leadership Team, School Counselors

By When/Frequency:

September/ ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Attendance and Behavior Tracking: - Action: Implement a robust system for tracking student attendance and behavior data, and monitor the impact of parental involvement on these metrics. - Frequency: Daily tracking, with bi-weekly reviews - Rationale: Regular monitoring allows for timely identification of trends and the effectiveness of interventions, enabling adjustments as needed. 2. Parent Feedback Surveys: - Action: Conduct regular surveys to gather parent feedback on the effectiveness of workshops, conferences, and other engagement activities. - Frequency: Quarterly - Rationale: Collecting feedback helps to understand parent perceptions and identify areas for improvement in our engagement strategies. 3. Student Progress Meetings: - Action: Hold monthly progress meetings with teachers and administrators to review the impact of parental involvement on student attendance and behavior, and to make data-informed decisions. - Frequency: Monthly - Rationale: Regular review meetings ensure that the intervention is on track and allows for the sharing of best practices and successful strategies. 4. Documentation of Home Visits and Outreach: - Action: Maintain detailed records of home visits and outreach efforts, including outcomes and any follow-up actions required. - Frequency: Ongoing, with reports reviewed bi-monthly - Rationale: Documentation provides a clear picture of the intervention's reach and effectiveness, ensuring accountability and continuity. 5. Recognition and Incentives: - Action: Recognize and reward parents who actively participate in school activities and support their children's education, through awards, certificates, and public acknowledgment. - Frequency: Quarterly - Rationale: Recognizing parental involvement reinforces positive behavior and encourages other parents to engage more actively. By implementing these evidence-based practices focused on increasing parental involvement, D. S. Parrott Middle School aims to improve student attendance and behavior significantly. This comprehensive plan, supported by regular monitoring and feedback, will help create a supportive and engaged school community that fosters academic success for all students.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

All Title I schools share their SIP, UniSIG budget, and SWP with stakeholders during SAC and Title I Committee Meetings. Initial achievement data and findings are shared, and then goals, strategies, and metrics are discussed for input and feedback. In the Title I Annual Meeting packets, information on participating in SAC and Title I Committee Meetings is shared, and details on where to find copies of the SIP are included. For families unable to attend the Annual Meeting, packets get sent home. Administrators share updates on SIP progress in various forums throughout the school year. Parents are encouraged to seek support from site-based personnel and members from the Federal Programs Department as needed for clarification regarding any district SIPs, UniSIG budgets, and SWPs.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Teachers and administrators use multiple strategies to contact families, and other community stakeholders including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff, to engage with community agencies and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through Skyward Family Access Portal, (4) inviting families, and other

community stakeholders to participate in SAC and PTA Boards, (5) inviting families, and other community stakeholders to attend PTA meetings and participate in school related events, (6) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (7) advertising events on school marquees, actively participating and inviting families, and other stakeholder to the Family and Community Engagement Teams quarterly meetings, (9) and numerous other out-reach strategies developed by school staff.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Using a collaborative approach, each school-based leadership team builds its SIP with the district's Curriculum, Instruction, and Assessment team, comprised of representatives from the Assessment and Accountability, College and Career Programs, Curriculum, Exceptional Student Education, Federal Programs, Student Services, Instructional Technology, Technology, and Information Services, and Professional Development Departments. Work sessions include time for information share-outs, question and answer sessions, and plan building. This collaboration allows for cross-coordination between federal grants, departments, and access to support agencies and programs. This cross-coordination includes but is not limited to Title I, II, III, IV, IX, McKinney-Vento, IDEA, MTSS, Carl Perkins, the Early Learning Coalition, BayCare, the Dawn Center, and Wilton-Technical College to meet the needs of students. Once plans are built, school leaders share details with their stakeholders.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

School based mental health staff are identified as school psychologists, school counselors, school social workers and nurses. Hernando County follows the MTSS Tiered process - Tier 1- all Hernando County Schools are Positive Behavior Support Schools. In addition, Hernando County Schools has a fulltime masters level school social worker at each school site. Each school MTSS team monitors the early warning indicators (academic, behavior, attendance) Each school site has a referral process that is documented and sent to the social worker to assess the student to determine if they would benefit from additional services and support with parental consent. In addition, our MTSS process refers students for additional support that may include mentoring, tier 2 behavioral/emotional intervention, referrals to community agencies and data is collected on these referrals.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

Hernando Schools recognizes the importance in preparation for, and awareness of postsecondary opportunities and the workforce as a crucial aspect of secondary education that aims to equip students with the skills, knowledge, and resources necessary to succeed in their chosen career paths after high school. All five of our high schools, four middle schools, three K-8 schools and four elementary schools offer courses that provide students with the opportunity to engage in career and technical education (CTE) program activities.

Our CTE programs combine academic instruction with hands-on training and experience. They can range from fields such as healthcare, manufacturing, technology, and trades to business, agriculture, and more. Students who participate in our CTE programs gain practical skills that can lead to direct entry into the workforce or provide a strong foundation for further education. Through these programs, students are offered the opportunity to develop specific skills and knowledge relevant to a particular industry or profession.

Work-based learning experiences through our cooperative education programs (OJT), offer students the opportunity to gain practical work experience while still in high school. These experiences provide valuable insights into specific industries, help students apply classroom learning to real-world situations, and allow them to develop essential workplace skills. Work-based learning can also help students build professional networks and enhance their resumes.

To broaden students' access to postsecondary opportunities, HCSD offers advanced coursework that allows students to earn college or postsecondary credit while still in high school. Through dual enrollment our students can enroll in five six postsecondary institutions, enabling them to take college-level courses alongside their regular high school curriculum. These courses are taught by qualified high school teachers who meet college standards. By successfully completing these courses, students can earn both high school and college credit, thereby accelerating their progress toward a postsecondary degree.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

All schools use a tiered system to support the various needs of students. Tier 1 includes the core instruction and system that is provided to all students. Tier 2, or supplemental instruction and intervention, is provided to some students not meeting expectations and is often delivered to small groups of students who will likely benefit from instruction focused on the same target skill(s). Tier 3, or intensive intervention, is intended for a few students experiencing significant barriers to learning or behavior. Tier 2 and 3 interventions are evidence-based, aligned with Tier 1, and include additional instructional time focused on critical skills. Schools utilize the PBIS framework.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

The LEA will implement professional learning activities that are focused on areas that will lead to greater student achievement through Standards based professional development. These learning activities will include LEA-wide initiatives that will provide consistency and understanding in

instructional methodology, high impact instructional strategies in ELA, math, science and writing, web-based learning tools, instruction that is driven by student performance outcomes from progress monitoring and state assessments. The LEA- initiatives will include addressing the learning needs of our diverse population, particularly ELL students, students with disabilities, and students that are not meeting performance expectations on state standards. In addition, learning activities that focus on the learning needs of students that are unique to each school will be provided. These areas of focus are determined through an analysis of student performance data reported through a comprehensive needs assessment completed by each school, surveys conducted across the district with instructional staff to determine the needs of each school and specific learning needs and interests of personnel.

Induction and Mentoring Support - The LEA will implement the use of TOSAs to increase the effectiveness of beginning teachers as well as teachers that are new to the district. The TOSA will provide embedded professional learning to beginning teachers, as well as, those teachers that are new to the district and/or identified as struggling. The school-based administrators and TOSA will work closely together with the beginning teachers and new teachers through the new teacher induction program to identify the indicators in the performance appraisal instrument (Danielson) that need strengthening and then assign specific domains for the beginning teacher / new teacher to complete. This strategy gives the administrator, TOSA, and teacher the freedom to provide purposeful and meaningful professional learning that is individualized to the need of the teacher. The TOSA will additionally be actively involved in the mentoring program for new teachers: to include induction content trainings, mentor trainings, clinical education, site visits to support mentors/mentees, etc. In addition, the TOSA will assist with recruitment and retention efforts during the year. The TOSA will be actively engaged in these professional learning activities daily throughout the school year.

In an effort to recruit and support our new teachers, the LEA will provide a new teacher induction program for all new teachers to our district. The program will consist of four (4) face to face training days and ongoing mentoring and collegial work in like groups. This program is designed to meet the professional needs of new teachers through professional collaboration with trained mentors. We recognize that new teachers will need different levels of support, according to their experience and certification status. Mentors are required to have yearly training, meet with their mentees monthly and complete the observation cycle once per semester at an average of 30+ hours per year. To target high needs schools, we will be utilizing classroom supplements that will enable a mentor at a designated high needs site to mentor for one period daily for the year.

Capacity building for Administrators - The LEA will support all school leaders with participation in professional development opportunities that will lead to strengthening their skills as an instructional leader in ELA, math, science and writing, as well as, high impact instructional strategies, high student engagement that is meaningful and rigorous. School-based leaders will also receive professional learning opportunities to further their skills in how to use observation data, honing their skills with inter-rater reliability, giving quality feedback to personnel, how to optimize the strengths of school based personnel, how to analyze student data and how to use the analysis to make informed decisions to drive curriculum and instruction. Professional Learning activities for School-Based Leaders, district leaders and aspiring leaders will be supported through a variety of conferences, the Superintendent's Leadership Academy, Principal and Assistant Principal Cadre's, the Aspiring Leaders Academy, learning walk, book studies and through one-on-one guidance from the supervising district administrators. HCSD provides professional development for current and prospective school leaders through the Gulf Coast Partnership through USF for the Level II Principal certification program.

Endorsement Course Offerings- The LEA will implement a program for teachers who are flagged as out of field. The retention of effective teachers is essential to the district and this should increase the percentage of teachers that are retained.

The use of instructional coaches - The LEA will implement the use of Instructional Coaches to increase the effectiveness of all teachers through effective evaluation and high quality, personalized professional development. The Instructional Coaches at each school will provide job embedded professional learning to all teachers regardless of where each teacher's skill level resides on the mastery spectrum. Additionally, the instructional coaches will lead LEA wide initiatives that will provide consistency and understanding of instructional methodology, high impact instructional strategies, data analysis of student performance assessment outcomes and other professional learning activities that are focused on the learning needs of students that is unique to each school. For teachers that are struggling, the school based administrators and Instructional Coaches will work closely together with those teachers to identify the indicators in the performance appraisal instrument (Danielson) that need strengthening and then assign specific domains for the teacher to complete. This strategy will give the administrator and Instructional Coach the freedom to provide purposeful and meaningful professional learning that is individualized to the need of each teacher to strengthen their instructional practices and increase student performance outcomes. Instructional Coaches will

use a variety of professional learning strategies (one on one, job embedded, group PD) to deliver PD to teachers at each school including the intensive coaching cycle, modeling, and mentoring.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

The school district's Early Learning Specialist collaborates with the Early Learning Coalition to welcome district kindergartners into district schools through various means; this includes a transition fair, information videos, social media posts on registration requirements, school open house schedules, and appropriate supplies. Schools also host separate Kindergarten open house events for students and families in support of gaining access to campus in a less crowded manner with more individualized attention.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00