

Dunnellon Elementary School



2015-16 School Improvement Plan

Dunnellon Elementary School

10235 SW 180TH AVENUE RD, Dunnellon, FL 34432

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	65%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	33%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Marion County School Board on 12/8/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Dunnellon Elementary School strives to create an environment where all children, regardless of differences, will be able to succeed academically, physically, and emotionally to their maximum ability.

We are dedicated to excellence in education so that each child will become a productive citizen in an ever-changing world.

Provide the school's vision statement

The Dunnellon Elementary School community is committed to providing a safe, stimulating, and challenging learning environment that meets the needs of ALL students.

School Environment

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

Dunnellon Elementary creates relationships between teachers and students by respecting different heritages and ethnicities, honoring various holidays, and learning about different cultures. Teachers are ESL trained, enabling them to better understand students who are different in their attitudes of communication, celebration of holidays, preferred language, or basic culture. Cafeteria staff are able to assist students with dietary needs and the guidance department is trained in various holidays requiring student absences. This year our school was awarded the State's Fresh Fruit and Vegetable grant that allows students to have fresh fruits and vegetables three days a week. Students are taught to celebrate each others' differences through educational units regarding the cultures of other areas. Parents are encouraged to visit both at conference times and to make arrangements with teachers to discuss student needs at any times. Parents are invited to share with teachers their students' needs and to build a relationship with that teacher that will benefit their children. Students are encouraged to accept one another, as well as the differences we all present.

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

When students arrive on campus in the morning, they are escorted from their cars and busses by staff members and directed to the cafeteria to enjoy a free breakfast. Throughout the day, students are immersed in an environment of PBS, a positive behavior system implemented throughout our campus. Behavioral expectations are posted everywhere on campus, and each teacher has their classroom expectations posted at the front of the classroom for constant student reminders of appropriate decorum. Students understand and are aware of the student expectations. Dunnellon Elementary holds a zero tolerance for bullying. Staff members have been trained to look for signs of bullying and the appropriate actions to take when it is observed. Our dean has been versed in district behavioral expectations, and is prepared to follow through on disciplinary actions which need to take place. When students leave the campus, they are escorted to their busses and cars by staff members. Parents must display a plaquard identifying the students whom they will be picking up or come to the office for identification. Guidance works on issues of respect and positive interaction with others on an ongoing basis. Our PBS program further enhances the need to demonstrate respect for all stakeholders involved on this campus.

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

Dunnellon Elementary holds clear behavioral expectations which are posted throughout the school, as well as in every classroom. Through our PBS program, students are more highly engaged during instructional time, allowing fewer minutes to be lost to disciplinary issues. Teachers are trained to retain students in class with disciplinary problems as much as possible, to lessen time lost while waiting for a dean. Our dean follows district guidelines in dealing with all disciplinary issues. Teachers are also trained to contact parents in the case of more minor disciplinary issues before sending a student to the dean for disciplinary action, except in the case of emergency issues. Dunnellon Elementary strives to be a place of fairness and consistency through the encouragement of students to speak with guidance, the dean, administrative personnel, and teachers with their concerns or problems.

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

Dunnellon Elementary employs a full time guidance counselor, a dean, and a part time social worker to assist with the social-emotional needs of our students. In the case of an emergency situation, additional personnel may arrive through the district to assist with student counseling needs. The guidance counselor is equipped to refer students and their parents to outside organizations for additional counseling needs. Classrooms emphasize character traits, such as honesty, friendship, citizenship, respect, and kindness, on a regular basis, and hold students accountable for those lessons in everyday dealings with one another. In addition, the leadership team has developed a mentor program for specific students and we meet with the students once a week minimum to assist with the social emotional, behavioral, and academic needs of the students.

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

The following data is pulled from Performance Matters:

- Students with Level One on statewide standardized assessments
- Students with one or more suspensions
- Students with any course failures
- Students with low attendance (less than 90%, or ten or more school days annually)
- Behavior
- GPA
- Mobility
- Retention
- Baseball card with multiple warnings

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
	K	1	2	3	4	5	
Attendance below 90 percent	44	50	33	54	34	12	227
One or more suspensions	5	15	8	12	8	10	58
Course failure in ELA or Math	5	12	16	10	7	15	65
Level 1 on statewide assessment	0	0	0	26	22	26	74

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

Indicator	Grade Level			Total
	1	2	5	
Students exhibiting two or more indicators	3	2	1	6

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

Students with high attendance issues are referred to a social worker to determine the nature of those absences. Teachers are instructed to phone home when a student's attendance begins to lag. The guidance clerk calls home to the parents of students with 3 unexcused absences. Letters are mailed home for students with 5 or more absences and the social worker is called to assist when students earn more than 5 absences and they continue to earn more absences. Once the social worker has contacted the parents and absences continue to increase, it will be referred to a CST meeting. In addition, an automatic skylert has been implemented for absences and tardies. Students with course failure or low statewide assessment scores are placed in intervention groups within the realm of that discipline. We use the MTSS process for academics to assist students based on AIMsweb, FCAT scores, teacher observation and adjusted as needed. Students with suspensions' parents are contacted, conferences held with teachers and administrators, and referrals made to appropriate communities agencies. Students that have been identified on the EWS, we are meeting bi-weekly updating data on the students. In addition, we are working with our ESE program specialist in meeting the student's needs. We are working with our Support Facilitators to ensure that our students identified under the EWS and are ESE that they are receiving services and to determine if the students require additional services. through our ESE program.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/55816>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Although our school doesn't have an official business partner, local business and individuals support our school and contribute financially, as well as to supply other needed resources. Holding fairs, festivals, and other events involving the Dunnellon community has also been valuable in building a positive relationship with the community. Parents have also been able to secure the assistance of businesses in which they are employed or involved to assist with various needs. Our PBS rewards system has been strengthened through area business and parents involvement. The Dunnellon community has assisted with an abundance of school supplies, food bags, and additional funding for technology and books,

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:

Name	Title
Street, Gay	Principal
Hall, Carol	Assistant Principal
Price , Carrie	Dean
kemp, ashley	Teacher, K-12
Savage, Allison	Guidance Counselor

Duties

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

School Based Leadership Team - meets weekly to collaborate and establish expectations, communicate, and build school wide consensus among faculty and staff, establish school procedures and policies, allocate school resources and support, disaggregate data, problem solve, monitor, and evaluate through ongoing collaborative data based meetings. The team works together to enhance policies, procedures, and processes.

Administration - develops and puts in place a variety of intervention supports readily available to be put in action as soon as a student is identified as at risk or borderline at risk. Administration also develops effective intervention plans and prevention supports for student disengagement or those developing skill deficiency.

Reading - The PDS is a full time instructional support. She provides continuous professional development through training and modeling. She collaborates with members of the district support team and attend continuous district professional development on research based programs and instructional strategies to generate improvement in literacy, science, and social studies.

Behavior Specialist- will assist with the identification, monitoring, and problem solving of student behavior related concerns in the classroom. They will do classroom behavior observations as needed and provide classroom behavior strategies and support. They will provide PBS support, participate in Tier 2 & 3 problem solving meetings and SAT meetings.

RCS- will support and provide initial and ongoing professional development to faculty and staff on developing IEP's. They will provide strategies and support for differentiated instruction and interventions of SWDs.

School Psychologist - Works collaboratively with all team members at the school level while maintaining a constant and consistent focus on the district/school mission, vision, and goal.

The MTSS/RtI A&B School-based and district Leadership Teams work together to identify student problems. Once problems are identified the MTSS/RtI A&B Leadership Teams identify appropriate research based resources to use as Tier II and Tier III interventions. The teams work together with the SIP writing committee to ensure these resources are part of the SIP.

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

Step 1: Problem Identification – identify and define the target problem

Step 2: Problem Analysis – attempt to determine why the problem is occurring

Step 3: Intervention Design - decide what is going to be done about the problem

Step 4: Response to Intervention –Monitor progress and determine “Is it working?”

The Dunnellon MTSS Leadership Team will meet monthly to discuss the AIMSweb data, tier 2 and tier 3 students, and observations of the tier 1 core curriculum being taught in the classrooms. Team members will discuss resources available to teachers and staff. RtI implementation begins at the PSP (Problem Solving Plan) meeting where groups of students who need Tier II interventions are identified. Once Tier II interventions have been implemented and data has been collected the MTSS Leadership Team (principal, assistant principal, teacher, guidance counselor, academic coach, reading coach, dean, psychologist, social worker, and teachers) determine if the student is making appropriate progress with the determined interventions. The team will re-evaluate looking at data to determine the appropriate plan and continue to progress monitor. The MTSS Leadership Team reconvenes as often as needed throughout the year to discuss the interventions, data, and student tier placement. They then decide the next appropriate move which may be to change interventions, tier, or proceed with an ESE referral. MTSS Leadership meetings will be held monthly, on Mondays focusing on specific individual student needs.

Title I, Part A

Title One funds allocated at Dunnellon Elementary are used to purchase staff members, technology, and supplies to provide a safe environment conducive to learning. The salary of our four paraprofessionals are paid using Title One funds. Other items include books, copies, curriculum incentives and materials needed to increase parent involvement. Monies are also used to provide students with extended learning opportunities after school. These monies are also used to purchase quality professional development for Dunnellon teachers.

Title I, Part C- Migrant

Title One Part C funds are provided by the district to support those students who have been identified as "migrant students." Funds are used to purchase school supplies, after school tutoring, and a migrant liaison that works with the families.

Title I, Part D

Title One Part D funds are provided for the Neglected and Delinquent.

Title II Part A funds are used to provide staff development activities to improve the basic educational programs and to assist administrators and teachers in meeting the highly qualified status.

Title II Part D funds have been used by the district to improve the basic education programs through the purchase of small equipment to supplement education programs in technology in the classrooms. This will increase the instructional strategies provided to the students. Funds are available for instructional software that will enhance literacy and math skills of struggling K-5 students and early childhood students.

Title III

Title III funds are used to purchase education materials and provide ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X- Homeless

Title X funds are used through the District Homeless Social Worker to provide resources such as

school supplies, clothing, or other needed items to students who are identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program and Supplemental Academic Instruction categorical funds. Schools districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students that are left behind. Funds are used for after-school instruction, tutoring, mentoring, class size reduction, summer school and to purchase modified curriculums.

Violence Prevention Programs

All students participate in Red Ribbon Week which focuses on the prevention of substance abuse. Dunnellon Elementary is a Drug Free Zone.

We follow the Marion County Public School policy to provide a bully free campus. We receive information to help prevent bullying from the Marion County Children's Alliance.

We also receive support from the district's Safe Schools coordinator.

Students who exhibit violent behavior are referred to Student Services for a Violence Risk referral.

Students who receive a Violence Risk Referral are encouraged to go The Centers mental health facility. Families may use a different facility at their own expense.

The District receives funds for programs (Red Ribbon Week, Mentors at Middle Schools...) that support prevention of violence in and around the school, that prevent the illegal use of alcohol, tobacco, drugs and foster a safe, drug free learning environment that supports student achievement.

Positive Behavior Support (PBS) program is used at Dunnellon Elementary as our core behavior curriculum

Nutrition Programs

Dunnellon Elementary participates in the free breakfast program providing a free nutritional breakfast to all children on our campus. We also provide opportunity for free or reduced lunch prices to families who qualify.

We offer Health curriculum to all students. The district provides support for this curriculum.

Housing Programs

N/A

Head Start

Dunnellon Elementary does not provide Head Start services. However, we do provide a VPK summer program as well as Pre-K services to students with exceptionalities during the school year.

Adult Education Information about The College of Central Florida and Community Technical Adult Education is available as needed. The campus of Dunnellon Elementary is used in the evening for a variety of classes offered by CTAE.

Career and Technical Education Dunnellon Elementary students participate in learning about careers with each subject/unit taught.

Information about the College of Central Florida and Community, Technical Adult Education is available as needed.

Dunnellon Elementary C.U.B.S Cove provides an agricultural focus for students who may be interested in a career in science and agriculture. We also host a 4-H club after school for students.

Job Training

Information about the College of Central Florida, Community Technical Adult Education and MTI is available as needed.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Nicole Sasnett	Parent
Kathy Hainisch	Parent
Patty Geatches	Parent
David Biggerstaff	Parent
Wendy Kimball	Parent
Gay Street	Principal
Vickie Vinther	Teacher
Jorge Gonzalez	Business/Community
Nancy H'Agribaum	Parent

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

Dunnellon Elementary failed to meet the goals of the 2013-2014 school improvement plan, resulting in a school grade of "D". for the 2014 school year; however this year 2015-2016 we have not received student performance information. Possible reasons for this occurrence are many, but we felt that it was related to a lack of differentiated instruction throughout the campus. ESE students were not always receiving instruction best suited for their learning styles and needs, other students needed to receive instruction differing from that of the entire classroom, thus leaving students with inadequate learning and showing non-proficient status. Our goal is to implement differentiated learning strategies to remove those barriers to learning and to increase our school grade.

Development of this school improvement plan

The SAC committee is involved in developing the School Improvement Plan through continuous review of achievement data in all sub groups and by monitoring and evaluating the effectiveness of programs, strategies, and resources implemented throughout the year to determine areas in need of improvement. The SAC committee collaborates with the school to focus on developing new strategies that will enhance student learning gains in all areas and will improve overall student achievement schoolwide. The committee then presents their input on improvement resources, programs, and strategies that are incorporated into the School Improvement Plan while research based improvement plan resource material purchases are sustained through SAC funds if available. Our SAC committee felt that hiring additional para professional with our Title I monies would assist student learning by reducing the number of students per adult.

Preparation of the school's annual budget and plan

The SAC committee will play an integral part in preparation of the 2015-2016 Dunnellon Elementary School budget. Items included in our first meeting are directed to improve student learning, school environment, and involvement of all parties. Purchases of further engaged classrooms, altering the procedures used in open house and parent meetings, and increased involvement in community events were discussed as we began this school year, as well as the level of goals met from the previous school year's plan.

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

At the SAC meeting a discussion and vote will take place on the purchase of improvement resources and materials necessary to support instruction and increase student achievement based on target goals set in the SIP. During the 2013-2014 school year, the decision was made to roll over funds to be spent in the future, to possibly create additional engaged classrooms.

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Street, Gay	Principal
Hall, Carol	Assistant Principal
Price, Carrie	Dean
kemp, ashley	Other
Savage, Allison	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year will be to disaggregate data, the implementation of Florida State Standards, and increase the use and understanding of differentiated instruction. The LLT will also schedule school wide activities that promote literacy across the curriculum. The Primary Grades will mainly focus on Foundational Skills and intermediate grades will focus on using more rigorous text and developing higher order thinking questions. The LLT will endeavor to create an environment of print awareness, promoting reading in every area of the school campus.

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

Specific times are provided for teachers to conduct collaborative planning, both as a grade level and with others teaching the same subject areas. Many of our teachers are beginning to teach subject specific, team teaching with another teacher to allow fewer preparations and more of a concentration upon the preparation of the more limited subjects being taught. With this plan, differentiated instruction can be more efficiently planned and implemented throughout the campus, increasing students' proficiency and achievement on standardized testing. Team building activities, goals for groups to accomplish, and a sports theme throughout the campus, have all been geared toward creating a team atmosphere, building a positive working relationship among everyone on campus.

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

The principal participated in the district initiative of recruiting, developing and retaining highly qualified, certified in field effective teachers by promoting and attending three different job fairs at the University of

Florida, the University of Jacksonville, and the district's own job fair held at the College of Central Florida.

Interview applicants based on job expectations and quality performance. (Principal)

Assign new hires a highly qualified mentor to ensure understanding of responsibilities of grade level. (Assistant Principal)

Plan bi-weekly meetings to review task and information. (Assistant Principal)

Coordinate with the district personnel responsible with working with new teachers to orient them to district policies, procedures, and programs. (Program Specialist)

Provide quality ongoing professional development opportunities such as collaboration, PLCs, book studies, drive by mini trainings, etc. (Principal, Assistant Principal, PDS, Teacher Leaders)

Provide support through provision of materials, supplies, and resources. (Assistant Principal)

Provide a veteran mentor to all new teachers to Dunnellon Elementary (Principal)

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

As support new teachers and teachers new to a grade level will be paired with grade level mentors to support them with daily instructional planning, procedures, and routines. They will share best practices and strategies for raising student achievement and data review for differentiated instruction. New teachers will also receive support from both the Academic and Reading Coaches. They will meet biweekly to discuss student achievement, curriculum, and the Dunnellon PBS Program. Coaches will model instruction and assist with lesson planning. Coaches will provide support as needed to teachers new to a grade level. They will provide modeling and support with instruction and planning.

The rationale for pairings and planned mentoring activities is so that the new teacher and the teacher new to a grade level have constant and consistent support on a regular basis by a highly qualified teacher in their grade level to help them stay informed, ease daily responsibilities, stay on track, support instructional planning and student achievement. The coaches are highly qualified teachers who are specialists in the areas of curriculum and academic technologies used for instruction. They will be able to provide support in all areas and support the teacher with using data to drive their instructional focus in planning appropriate lessons. Coaches are available to model instruction and assist with planning for new teachers.

New Teachers- Jolene Moreno (3rd grade) Mentor SEED program Virginia Gaudin

New to School - Sandi Sutton (PREK ESE) mentor Sherry Large

Glendaly Fernandez (Kindergarten) Mentor Anayansi Hedrick

Michelle Donaldson (1st grade) Mentor Kathleen Chancey

Dillon Bishop (3rd grade) Mentor Virginia Gaudin

Maria Haramboure (3rd grade) Mentor Virginia Gaudin

Sherri Neal (5th grade) Mentor Terri Weber

New to their position - Alyson Savage (Guidance Counselor) Mentor Patricia Stone

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

Dunnellon Elementary uses district and state approved resources, all of which are aligned with the Florida State Standards. Training have taken place to assist teachers with understanding the new curriculum and how it is assessed. Teachers in grades K through 5 will use these state adopted materials for their Tier I instruction, as well as our VPK unit.

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

Students at Dunnellon Elementary are identified by the MTSS system. All students receive Tier I instruction. AIMS Web is used to identify those students needing further instruction and to be placed in Tier 2 or Tier 3 instructional strategies. Those students receive interventional instruction which is monitored for its effectiveness on an ongoing basis. All students are involved in our III (Immediate Intensive Instruction-Differentiated Instruction) block of forty-five minutes each day, a time used to provide instruction, enrichment, or remediation on the basis of individual needs. The use of approved core curriculum, support materials, and technology, including SMART boards and projectors, will be implemented to increase student learning and teacher effectiveness.

College and Career Readiness - Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

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: 2,700

Increasing teacher collaboration and PD.

Strategy Rationale

If teachers are able to examine student work and analysis it to determine rigor and relevance, and utilize PD (PLCs, Lesson Studies, Coaching) to increase student achievement.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Street, Gay, gay.street@marion.k12.fl.us

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

AimsWeb data will be collected as a measurement tool to determine the effectiveness of the tutoring program as it provides baseline data before the program launches.

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

Dunnellon currently has two Pre-School ESE programs based at the school of which several of the students feed into regular Kindergarten program. In addition, we have added one Pre K unit. We also have incoming Kindergarten students who have not participated in a Voluntary Prekindergarten Program. These students are encouraged to attend the summer VPK program. Efforts are made in the spring to facilitate early kindergarten registration so that incoming kindergarten students can take advantage of the summer VPK program. Flyers are sent home and the school marquee encourages early kindergarten registration.

During the first week of school, our district uses the "Stagger Start" procedure where kindergarten students are assigned just one day of attendance during the first three days of school.

FLKRS and WSS are administered to Kindergarten students within the first 30 days to evaluate the effectiveness of our Pre- programs.

Title I District office provides a Title I Pre-K/VPK program on our campus. All students are fully integrated into the school thus helping them transition to Kindergarten. In addition information is provided to our parents from the Title I Office on the HIPPY (Home Instruction for Parents of Preschool Youngsters) program.

MCPS provide an Exception Student Education Pre-K Program at our schools for eligible 3 thru 5 year olds. All students are fully integrated into the school thus helping them transition to Kindergarten. MCPS also provides a Summer VPK Program for all eligible Pre-K students.

WSS administered to kindergarteners within the first 30 days to evaluate the effectiveness of these our Pre-K programs.

Our School coordinates with Childhood Development Services and we offer a Head Start program for 3 thru 5 year olds.

Kindergarten registration kicked off in April continued throughout the summer.

Marion County Public Schools coordinated with Childhood Development Services Inc. and the Early Learning Coalition to get Pre-K students registered for Kindergarten in April. A school based week long Kindergarten Round Up is planned for the Spring and is advertised through community based flyers, letters sent home with current students, and a Skylert message sent out. A special orientation is provided to all parents of kindergarten students to give them information regarding school policies and procedures to help orient them to the school. STAGGER START is a district initiative to assist kindergarten students in transitioning into local elementary schools. The primary focus of stagger start is to give the staff the opportunity to administer assessments, WSS, and begin to develop one-on-one relationships with students.

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

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

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

- A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
- Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
- Independent and collaborative research projects embedded in the curricula.
- Collaboration, communication, and critical thinking skills threaded throughout the curricula.

- Real-world, problem-based applications.
- Content rich instruction.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If we implement differentiated instruction with greater fidelity, then student achievement will increase.

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. If we implement differentiated instruction with greater fidelity, then student achievement will increase.

1a

 G072536

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	50.0
FSA Mathematics - Achievement	50.0
Math Gains	50.0
Math Lowest 25% Gains	50.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- School based leadership team will assist with data support, monitoring, and instructional focus, professional development and resource support provided by the school reading and PDS.
- Rewards Reading intervention, Corrective Reading, Read Naturally, Leveled Readers, Small group instruction, Math Manipulatives, Math Talks, Cooperative Learning, Common Core, successMaker, Earobics, FASTMath
- The coaches will model and plan with teachers, facilitate trainings on research based program implementation and high yield instructional strategies
- Coach will support and model center based instruction and effective cooperative learning strategies.
- Coach will provide instructional support with differentiated instruction.
- Paraprofessionals will participate in guided reading professional development trainings so they can support reading insruction in the classroom
- District staff developers will support the school coaches to implement a hands on approach to learning and enhance effective math instruction.
- Additional Para professionals to lower student teacher ratio and assist with differentiated instruction
- Provide substitute teachers to allow teachers to participate in collaborative planning and professional development
- Increase parent communication and understanding of school goals
- Purchase programs and materials designed to target student needs

Targeted Barriers to Achieving the Goal 3

- Limited implementation of differentiated instruction and scaffolding

Plan to Monitor Progress Toward G1. 8

We will progress monitor each week looking for differentiated lessons (one lesson at first, then expanding to another lesson and across content areas).

Person Responsible

Carol Hall

Schedule

Weekly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Scaffolded Lesson plans, Lesson reflection, academic notebooks, student learning/achievement

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. If we implement differentiated instruction with greater fidelity, then student achievement will increase. **1**

 **G072536**

G1.B1 Limited implementation of differentiated instruction and scaffolding **2**

 **B189169**

G1.B1.S1 PLC focusing on DI and lesson planning. **4**

 **S200562**

Strategy Rationale

If teachers understand DI and how to plan for it, they will feel more comfortable using it and be able to determine if it is effective or not for their students.

Action Step 1 **5**

PLC for collaborative planning and leadership

Person Responsible

Carol Hall

Schedule

Monthly, from 8/31/2015 to 5/26/2016

Evidence of Completion

Lesson plans

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

Lesson plans will be monitored and teacher lessons

Person Responsible

Carol Hall

Schedule

On 5/31/2016

Evidence of Completion

Lesson plans and teacher lessons

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

Monitoring lesson plans and teacher lessons

Person Responsible

Gay Street

Schedule

Monthly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Lesson plans and teacher lessons, student achievement

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	PLC for collaborative planning and leadership	Hall, Carol	8/31/2015	Lesson plans	5/26/2016 monthly
G1.MA1	We will progress monitor each week looking for differentiated lessons (one lesson at first, then expanding to another lesson and across content areas).	Hall, Carol	8/31/2015	Scaffolded Lesson plans, Lesson reflection, academic notebooks, student learning/achievement	5/31/2016 weekly
G1.B1.S1.MA1	Monitoring lesson plans and teacher lessons	Street, Gay	8/31/2015	Lesson plans and teacher lessons, student achievement	5/31/2016 monthly
G1.B1.S1.MA1	Lesson plans will be monitored and teacher lessons	Hall, Carol	8/31/2015	Lesson plans and teacher lessons	5/31/2016 one-time

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. If we implement differentiated instruction with greater fidelity, then student achievement will increase.

G1.B1 Limited implementation of differentiated instruction and scaffolding

G1.B1.S1 PLC focusing on DI and lesson planning.

PD Opportunity 1

PLC for collaborative planning and leadership

Facilitator

Team Leaders and Administration

Participants

Teachers

Schedule

Monthly, from 8/31/2015 to 5/26/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	PLC for collaborative planning and leadership				\$97,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	310-Professional and Technical Services	0641 - Dunnellon Elementary School	Title I Part A		\$5,800.00
<i>Notes: PD -</i>						
	6300	130-Other Certified Instructional Personnel	0641 - Dunnellon Elementary School	Title I Part A		\$3,500.00
<i>Notes: Leadership team meetings</i>						
	5100	150-Aides	0641 - Dunnellon Elementary School	Title I Part A		\$74,000.00
<i>Notes: Para professionals</i>						
	5100	510-Supplies	0641 - Dunnellon Elementary School	Title I Part A		\$6,000.00
<i>Notes: Materials for differentiation for teachers and paras</i>						
	6400	330-Travel	0641 - Dunnellon Elementary School	Title I Part A		\$5,000.00
<i>Notes: Math conference, FETC conference registration, subs, hotel</i>						
	5100	510-Supplies	0641 - Dunnellon Elementary School	General Fund		\$3,500.00
<i>Notes: Materials for differentiation for teachers and para s</i>						
Total:						\$97,800.00