

Dunnellon Middle School



2016-17 Schoolwide Improvement Plan

Dunnellon Middle School

21005 CHESTNUT ST, Dunnellon, FL 34431

[no web address on file]

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Middle School 6-8 | Yes | 79% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 40% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | C | C* | D | D |

**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 1/24/2017.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Dunnellon Middle School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northeast - Cassandra Brusca | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Dunnellon Middle School will provide an environment of learning that will focus on the needs of individual students. Every student at Dunnellon Middle School can succeed!

b. Provide the school's vision statement.

D-eveloping
M-inds for
S-uccess

Dunnellon Middle School will be a school where the focus is on student learning.

2. School Environment

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

Dunnellon Middle School has a strong PBS program in place. All teachers and staff members are able to recognize (reward) students for displaying the core values taught at DMS by utilizing DMS "Dollars". These dollars are able to be redeemed by students for admission to special activities and to buy prizes. This helps us build an environment where students are frequently recognized for positive reasons. DMS also offers students the opportunity to be involved in a club. DMS has a number of active clubs in place...FFA, SAVE CLUB, Student Council, FCA, and Bible Club are some examples of clubs available to our students. Clubs allow teachers to connect on a more personal level with students. Club members develop a special sense of "belonging".

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

DMS's Positive Behavior Support (PBS) system allows the school to create an environment where appropriate behavior and ...doing the right thing...are frequently recognized and reinforced. The principal also utilizes the morning TV broadcast to offer "Words of Wisdom" to the entire student body. These are short video clips of the principal telling stories that have a special message or meaning to teach ideas of "character". Students are also encouraged by all staff members to report any issues that pertain to student safety and appropriate behavior to adults at school. Students can speak to the dean or an administrator if they have any issue that is impacting our school environment....this could include a bus issue, home issue or school concern. Students also have our school's resource officer to assist with concerns as well. We all strive to address issues and concerns while they are small and not allow something to turn into a major problem. Students can request to see the guidance counselor or dean if they need to speak to an adult about an issue.

c. 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 Middle School has school-wide expectations for students. They are posted throughout the school and the teachers are trained on them at the start of each school year and so are the students. Students are provided a handbook that is reviewed during the first week of school. Teachers are expected to work with students in helping them meet the classroom expectations and to utilize classroom interventions to help students be successful and minimize distractions in the classroom. Teachers will also contact and work with parents when issues arise in the classroom that cause the learning environment to be negatively impacted. Sending students to the discipline office on a referral will be a last resort of action after contacting parents and utilizing interventions in the classroom.

d. 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.

DMS addresses the social-emotional needs of its students in a variety of ways. Students are able to request to see our school counselors or dean of students when they have an issue that they want the assistance of a school official. The school can assess a situation with a student and if needed, make a referral for additional services when dealing with serious issues of violence or mental health concerns such as suicide. We utilize the services of The Centers at times with our students. The school district has an arrangement with The Centers where we can make free referrals for violence risk or suicide risk. The guidance office also helps to facilitate the services of outside counselors that come to school to work with our students.

3. Early Warning Systems

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

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

The district's current EWS utilizes attendance rate, behavior, mobility, and retention data. It is in the process of being modified to meet the needs of new legislation. Currently, we are able to pull data from the past school year in the areas mentioned above. Also, we can look at students meeting multiple warning signs. The indicators listed in section a. above are not completely in line with the Marion County Early Warning System.

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

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 46 | 13 | 0 | 0 | 0 | 0 | 85 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 21 | 19 | 0 | 0 | 0 | 0 | 66 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 26 | 14 | 0 | 0 | 0 | 0 | 57 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 54 | 53 | 56 | 0 | 0 | 0 | 0 | 163 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|----|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 13 | 4 | 0 | 0 | 0 | 0 | 23 |

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

Students who have failed a math or language arts class have been scheduled into an intensive class with a limited number of students (10 or less) to allow the student a better teacher to student ratio and ensure more student success. Students in this category will also be monitored by the school leadership team to monitor school progress in the areas of academics, student behavior, and attendance on a bi-weekly basis. If attendance becomes an issue, a child study team meeting will be scheduled. Parents will be invited to attend. Teachers will be notified of those students who are on the EWS list. These students will be closely monitored by the core classroom teachers.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/318112>.

2. Description

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

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

Please see the PIP.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

| Name | Title |
|---------------------|---------------------|
| Rocker, Reginald | Assistant Principal |
| Durden, Donna | School Counselor |
| Samler, Carmela | Instructional Coach |
| Smallridge, Delbert | Principal |
| Thomas, Rose | Dean |

b. Duties

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

The principal, assistant principals, counselor, dean, and instructional coach are the members of the school's leadership team. The principal and assistant principals are the only ones who can evaluate teachers. The dean's primary responsibility is to handle school discipline issues such as bus citations and discipline referrals. The counselors work in concert with the APC and instructional coach to make sure students are scheduled appropriately into core and elective classes. The group meets to discuss school issues, students of concern, review data, plan activities, etc. The principal meets bi-weekly with the math and science departments and the APC meets bi-weekly with the social studies and language arts departments. The administrators monitor the instruction that takes place in the classroom. They monitor classroom progress along the curriculum maps and look for district initiatives to be implemented in the classrooms.

2. 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.

The school determines the total needs of its students in the areas of reading and math remediation, special education, electives, acceleration classes, etc. to help determine a master schedule. We look at the resources available in our staffing plan and adjust personnel within their areas of certification to meet the needs of the school. This process takes place over the summer. As the school year begins and we know the actual number of students that we have to work with...we make adjustments in the master schedule to accommodate school needs. The leadership team collaborates to determine how to utilize our Title I funds and offers input into developing the Title I Budget. Due to the small size of our team we meet informally almost each day as we jointly supervise the school cafeteria. We are constantly discussing school needs and how to allocate resources as new resources become available. Resource inventory such as Title I Budget, School Based Budget, and various school accounts are reviewed on a monthly basis. These records are maintained by the school secretary. If additional monies should become available to the school, the leadership team will make a joint decision (consensus) as to how the resources can best meet the needs of the school.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|----------------------|----------------------------|
| Delbert Smallridge | Principal |
| Howard Adams | Teacher |
| Patricia Baillargeon | Parent |
| David Batterton | Business/Community |
| Susan DiSimone | Parent |
| David Guertin | Parent |
| Rose Thomas | Education Support Employee |
| Cindy Whitmore | Education Support Employee |
| Sherri Reddick | Teacher |
| Delbert Smallridge | Principal |
| Reginald Rocker | Principal |

b. Duties

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

a. Evaluation of last year's school improvement plan

The first SAC meeting of the 2016-2017 school year will take place during the week of September 15, 2016. The SAC will discuss and solicit feedback about the SIP. This section will be updated after the next meeting takes place and details will be included in this section.

b. Development of this school improvement plan

Information discussed in the last SAC meeting this past May was incorporated into this SIP that is in draft form. During the first SAC meeting that will be held during the week of September 15, 2016 the SAC will discuss this year's SIP and provide input re: any items that need to be modified or items to be added.

c. Preparation of the school's annual budget and plan

During the last SAC meeting in May, the school's budget was discussed and input was solicited from SAC members. We also discussed the PIP and how Title I funds would be utilized during the 2016-2017 school year. SAC members present were all in agreement with how the funds were tentatively proposed to be used.

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

There were no school improvement funds last school year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|---------------------|---------------------|
| Smallridge, Delbert | Principal |
| Samler, Carmela | Instructional Coach |
| Foster, Kathy | Teacher, K-12 |
| Wise, Cynthia | Teacher, K-12 |
| Wolfanger, Laura | Other |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT monitors our school's reading data and promotes the Accelerated Reader Program, at DMS. Students who meet their AR goal for the grading period are rewarded with an "AR" party. If a student is not making appropriate progress in their current reading program the instructional coach will re-evaluate the student's placement. If it is determined that a change in reading program is needed, the guidance counselor will be consulted and a schedule change will take place to better meet the student's individual reading needs. The two "Intensive Math" teachers are working with all of our level 1 and 2 students (math) to improve mathematical literacy. These students receive 45 minutes of math remediation every other day throughout the year.

D. Public and Collaborative Teaching

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

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

The school schedules bi-weekly collaborative planning sessions by department. This allows core academic teachers the opportunity to discuss teaching strategies, resources, student achievement, and curriculum issues on a regular basis. We also schedule professional development opportunities by department on early dismissal days. This allows for 2 hours of PD multiple times throughout the course of the year. The school also schedules "family" meals....either breakfast or lunch each grading period. This is a wonderful way to build positive working relationships.

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

As a Title I school, we only consider for hire those teachers who are both in-field and highly-qualified. Currently, ALL of our teachers are in-field and highly-qualified. We also work with district level personnel to get leads on new graduates and other qualified applicants to fill teaching vacancies. We pair new teachers with veteran teachers to offer support and guidance as we help "grow and coach" our new teachers. We meet with our new teachers to offer additional training opportunities to assist with learning new technology, dealing with classroom discipline, how to work with parents, etc.

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

The school pairs all teachers new to DMS with a person knowledgeable about DMS's structure and organization. This will be a person who is close in proximity to the new teacher's classroom. This will ensure a smooth transition to a new facility. First year teachers will be paired with a person teaching in the same academic area (when possible). This mentor will assist the new teacher with setting up the

classroom, planning, classroom management and learning how to navigate the organization as a whole. The mentors will also assist with the completion of new tasks such as finalizing grades, building a teacher web-page, and accessing curriculum maps, etc. Mary Fuller (first year teacher) is being mentored by Alden Cooper, Marina Fortune (3rd year teacher) is being mentored by Tessa Noell, and Greta Brown (10+ years experience) is being mentored by Dennis Robinson.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school works with district leadership to develop curriculum maps aligned to Florida Standards. The MCPS system publishes its aligned maps on a district portal available to all teachers. Likewise, as materials are purchased by the district, an adoption process takes place to make sure materials are appropriate and aligned to current standards. The curriculum maps pace the instruction and incorporate the resources needed to cover the necessary standards.

b. Instructional Strategies

1. 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 who score at very high levels on state assessments (levels 4 or 5) are scheduled into advanced classes such as Algebra I Honors or English I Honors. In a similar manner, those advanced students might be scheduled into other advanced classes such as Intro to Informational Technology or Ag Science Foundations. On the other end of the spectrum, we use state assessment data to identify students who need special instruction in reading or math. We offer 5 levels of reading depending on individual student need, as well as a remedial math program based on those students who score below grade level on the state assessment tests in math and reading. AIMS WEB testing is done with both reading and math students who are below grade level. This data will help us adjust the level of materials that the students work with to meet individual needs.

2. 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: Before School Program

Minutes added to school year: 3,000

Tutoring- Before school tutoring will be offered 2 mornings per week all school year long starting on November 1, 2016. Tutoring sessions will last for 1 hour each morning

Strategy Rationale

Students will be able to have access to highly qualified teachers each morning for one hour before school to get assistance in core subject areas such as math, science, language arts, and social studies.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smallridge, Delbert, delbert.smallridge@marion.k12.fl.us

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

Daily attendance data will be collected. We will look at the academic performance of the students that come on a regular basis to tutoring to see how they are performing in core academic areas.

Strategy: After School Program

Minutes added to school year: 8,700

After school tutoring offered after school from 3:45 - 4:45 p.m. daily starting 10-01-2014

Strategy Rationale

Students who get additional help in core areas will learn more and perform better on state testing.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smallridge, Delbert, delbert.smallridge@marion.k12.fl.us

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

Daily attendance will be collected. We will look at the academic performance of the students that come on a regular basis to tutoring to see how they are performing in core academic areas.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

The school coordinates with its two feeder elementary schools to conduct an orientation for 5th graders before they leave elementary school. The orientation is designed to ease the transition from 5th to 6th grade. The school also conducts an orientation for ALL students the week BEFORE the school year begins. This allows students the opportunity to visit the campus, view their schedule, and meet their teachers. In a similar manner, we actually transport all of our 8th graders to Dunnellon High School for a school tour, orientation, and scheduling session. This is designed to ease the transition from 8th to 9th grade.

b. College and Career Readiness

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

We offer an orientation to career occupations course to our 6th grade students. We also work with the local high school to allow their personnel time to come talk with our 8th grade students about various vocational programs available at the high school. Our high schools with magnet programs come to our school to share information about vocational programs and magnet programs available to our students as they enter 9th grade. The school also obtains information from our various high school in the district and publicizes specialized programs that prepare students for a particular college or career track. This helps students be aware of options that are available regarding school choice. We also offer classes in Business, Agriculture, Computers, TV production, Art, and Music. Students learn about various careers available in the respective classes.

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

We offer the following CTE courses: Agriculture, TV Production, Orientation to Career Occupations, Business, Intro to Informational Technology, and Ag Science Foundations. Industry certifications are available at the high school level.

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

We are integrating keyboarding skills into both the Business Classes and the Careers class in 6th grade. These skills will be important to all middle school students as state assessments become all computer based. Students involved in the TV Production Class utilize language arts skills daily as they prepare scripts for the daily broadcast.

4. 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.

We are now offering 4 high school credit classes for our advanced 8th grade students. Some of our most advanced students will enter high school with 3 to 4 credits from middle school. This will allow the students to have more opportunity to be dual enrolled or take AP level classes...thus setting the stage for more postsecondary readiness.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 focus on writing skills weekly in Language Arts, then we will improve the quality of our students' writing at all grade levels.
- G2.** If we can increase the amount of STEM activities that are available to our students (and parents) at DMS, then student learning will also increase.
- G3.** If we can decrease the percentage of students who have an annual attendance rate of less than 90%... to less than 11 percent, then student learning will increase.
- G4.** If DMS can provide additional instructional opportunities in mathematics for all students, then student learning will increase.

Strategic Goals Detail

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

G1. If we focus on writing skills weekly in Language Arts, then we will improve the quality of our students' writing at all grade levels. **1a**

 G087343

Targets Supported **1b**

| Indicator | Annual Target |
|---------------------------|---------------|
| CELLA Writing Proficiency | 40.0 |
| FAA Writing Proficiency | 100.0 |

Targeted Barriers to Achieving the Goal **3**

- Florida has a new test to assess writing that is embedded in the ELA test. Teachers are not familiar with the requirements of the test. Students will now be tested in 6th and 7th grade as well as 8th grade.
- Students will have to use a computer to respond to the writing prompt. Most of our students lack keyboarding skills. This will impact the amount of time needed to complete the task and hamper their ability to truly show their knowledge of how to write.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- ESOL para professionals to work with our non-english speaking students
- ESE teachers and ESE para professionals to work with our alternatively assessed students
- Business and Occupation Teachers who can teach keyboarding skills (Lab setting as a classroom)

Plan to Monitor Progress Toward G1. **8**

We will evaluate the performance of all grade levels in "writing" after the state assessment results come in.

Person Responsible

Delbert Smallridge

Schedule

On 6/30/2017

Evidence of Completion

We expect to see that the students who were taught keyboarding skills will have an average score (writing) higher than their peers that were not able to be taught keyboarding.

G2. If we can increase the amount of STEM activities that are available to our students (and parents) at DMS, then student learning will also increase. 1a

G087344

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 55.0 |

Targeted Barriers to Achieving the Goal 3

- Not enough funding for science related field trips to places such as MOSI in Tampa

Resources Available to Help Reduce or Eliminate the Barriers 2

- Science Teachers to teach the scientific method utilizing science fair projects
- Title I funds for parent involvement activity related to STEM education (Science Night).

Plan to Monitor Progress Toward G2. 8

Student performance on the Science FCAT will be evaluated

Person Responsible

Delbert Smallridge

Schedule

On 6/30/2017

Evidence of Completion

A comparison of school proficiency levels on the Science FCAT will be evaluated. We will compare 2016 data to 2017 data. We expect to see a 5% increase in the percentage of students scoring a 3 or higher.

G3. If we can decrease the percentage of students who have an annual attendance rate of less than 90%... to less than 11 percent, then student learning will increase. 1a

G087345

Targets Supported 1b

| Indicator | Annual Target |
|----------------------|---------------|
| Attendance Below 90% | 11.0 |

Targeted Barriers to Achieving the Goal 3

- Poor school attendance is a community issue for Dunnellon. Attendance is an issue at both of our elementary schools, the middle school and high school as well.

Resources Available to Help Reduce or Eliminate the Barriers 2

- DMS "Dollars" as a reward for good attendance
- Teachers to serve as mentors
- Child Study Team to address cronic attendance issues

Plan to Monitor Progress Toward G3. 8

Monitor the school's percentage of students who have less than a 90% attendance rate.

Person Responsible

Delbert Smallridge

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

The attendance clerk will submit a weekly attendance report to the principal showing students with less than a 90% attendance rate.

G4. If DMS can provide additional instructional opportunities in mathematics for all students, then student learning will increase. 1a

G087346

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------|---------------|
| Math Lowest 25% Gains | 60.0 |
| Math Gains | 70.0 |
| FSA Mathematics Achievement | 60.0 |

Targeted Barriers to Achieving the Goal 3

- There is not enough instructional time in a regular math class to properly remediate students scoring below grade level on state assessments in mathematics

Resources Available to Help Reduce or Eliminate the Barriers 2

- We have Title I funding for additional math/intensive math teachers

Plan to Monitor Progress Toward G4. 8

Student quarterly grades in intensive math will be monitored. We expect to see students earning a "C" or higher. AIMS WEB data will also be monitored quarterly to see that performance is showing continual growth.

Person Responsible

Schedule

Quarterly, from 8/18/2016 to 6/6/2017

Evidence of Completion

Custom reports will be created to look at grades in the intensive math class and performance on progress monitoring assessments (AIMS WEB).

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 focus on writing skills weekly in Language Arts, then we will improve the quality of our students' writing at all grade levels. **1**

 **G087343**

G1.B1 Florida has a new test to assess writing that is embedded in the ELA test. Teachers are not familiar with the requirements of the test. Students will now be tested in 6th and 7th grade as well as 8th grade. **2**

 **B232123**

G1.B1.S1 Teachers will need to be trained in the new writing rubric **4**

 **S244974**

Strategy Rationale

Teachers will need to know how the students will be assessed. They need to know what the format of the test will look like....so that they can properly prepare their students.

Action Step 1 **5**

Schedule an inservice training on the new writing rubrics for the DMS Language Arts teachers

Person Responsible

Delbert Smallridge

Schedule

On 9/30/2016

Evidence of Completion

Sign in roster from the inservice training

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

Make sure that all Language Arts teachers attend the scheduled in-service training for the new writing rubrics.

Person Responsible

Delbert Smallridge

Schedule

On 9/30/2016

Evidence of Completion

Sign in sheet from in-service training.

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

Collect writing samples from all Language Arts Teachers quarterly.

Person Responsible

Delbert Smallridge

Schedule

Quarterly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Actual writing samples from all Language Arts teachers from all grade levels.

G1.B2 Students will have to use a computer to respond to the writing prompt. Most of our students lack keyboarding skills. This will impact the amount of time needed to complete the task and hamper their ability to truly show their knowledge of how to write. 2

B232124

G1.B2.S1 Incorporate the teaching of keyboarding skills into the 6th grade Occupations class as well as the business classes in 7th and 8th grade. 4

S244975

Strategy Rationale

It will be beneficial to teach keyboarding skills to as many students as possible. We want our students to be tested on their ability to write...not use a keyboard. This skill is critical to improving our writing scores.

Action Step 1 5

Find free software that can be utilized in the classrooms to teach keyboarding skills to students.

Person Responsible

Delbert Smallridge

Schedule

On 8/3/2016

Evidence of Completion

I will be able to see students utilizing software (in the classroom) to learn keyboarding skills

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom walk through monitoring in Business classes and the 6th grade Career Occupations class.

Person Responsible

Delbert Smallridge

Schedule

Weekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

I will see students utilizing keyboarding software as I conduct classroom visits on a weekly basis.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

I will monitor the Words Per Minute data on students as I conduct classroom visits.

Person Responsible

Delbert Smallridge

Schedule

Biweekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

The teacher's computer will display the present level of WPM performance of each student. I will expect to see growth each couple of weeks as I check on the progress of the classes.

G2. If we can increase the amount of STEM activities that are available to our students (and parents) at DMS, then student learning will also increase. 1

G087344

G2.B1 Not enough funding for science related field trips to places such as MOSI in Tampa 2

B232125

G2.B1.S1 Seek community support to fund science related field trips. Also look for community resources such as Rainbow Springs State Park that might also be able to assist with STEM activities for school students. 4

S244976

Strategy Rationale

We do have some local businesses that are willing to make a financial contribution to support education.

Action Step 1 5

The principal will contact the local Thrift Shop to solicit support for our school

Person Responsible

Delbert Smallridge

Schedule

On 9/30/2016

Evidence of Completion

A donation being made to DMS that is deposited into a school account.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Science related activiteis will be added to the school calendar...available to all students.

Person Responsible

Delbert Smallridge

Schedule

Quarterly, from 10/31/2016 to 3/31/2017

Evidence of Completion

Science related activities will be scheduled at various grade levels. Field trips and Science Nights will be planned and implemented.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The number of students participating in additional STEM activities will be monitored

Person Responsible

Delbert Smallridge

Schedule

Quarterly, from 10/31/2016 to 5/31/2017

Evidence of Completion

The number of students participating in additional STEM activities will evaluated.....such as number of students participating in the school science fair or the number of students that participate in a school field trip that is science related.

G2.B1.S2 Conduct a Science Night at DMS to increase knowledge of STEM activities using Title I parent involvement funds. 4

 S244977

Strategy Rationale

There is a need for STEM education to increase students' knowledge for college and career readiness.

Action Step 1 5

Lead Science teacher will communicate with the Orlando Science Center to book a presentation (Kaboom) for DMS during semester one.

Person Responsible

Delbert Smallridge

Schedule

On 12/30/2016

Evidence of Completion

Parent and student sign in sheet for the science night.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

We will have a student and parent sign in sheet for our Science Night.

Person Responsible

Delbert Smallridge

Schedule

On 12/30/2016

Evidence of Completion

The students and parents will utilize a sign in sheet for all participants in the Science Night.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

We will monitor the number of people who show up for the science night.

Person Responsible

Delbert Smallridge


Schedule

On 12/30/2016

Evidence of Completion

Sign in sheets for all students and parents will be collected for our science night.

G3. If we can decrease the percentage of students who have an annual attendance rate of less than 90%... to less than 11 percent, then student learning will increase. 1

 G087345

G3.B1 Poor school attendance is a community issue for Dunnellon. Attendance is an issue at both of our elementary schools, the middle school and high school as well. 2

 B232127

G3.B1.S1 Work with the Title I office to learn ideas about how schools can improve attendance. 4

 S244978

Strategy Rationale

All four Dunnellon schools have similar issues with poor attendance. Many of our students have siblings that attend the other area schools. By attending a formal training offered by the Title I office that addresses issues of home/school relationships we might be able to develop some new strategies to improve attendance.

Action Step 1 5

Schedule an opportunity to attend professional development related to attendance or home/school relationships

Person Responsible

Delbert Smallridge

Schedule

Monthly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Make sure that DMS sends a representative to the Parent Liaison trainings throughout the year.

Person Responsible

Delbert Smallridge

Schedule

On 5/31/2017

Evidence of Completion

Attendance roster showing the names of participants involved in the trainings throughout the 16-17 school year.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Look for new ideas being implemented at the school level to address attendance

Person Responsible

Delbert Smallridge

Schedule

Quarterly, from 9/30/2016 to 5/31/2017

Evidence of Completion

We will monitor the percentage of students who have less than a 90% attendance rate. This will be done quarterly.

G3.B1.S2 DMS will reward homerooms with the highest attendance rate (monthly) with a sit down breakfast. 4

S244979

Strategy Rationale

We will create a competition among the homerooms to earn a home cooked breakfast for the entire class. Positive peer pressure will hopefully make an impact on overall school attendance rate. At the end of semester 1 for 13-14 we had 16.75 % of our students missing 10% of instructional time...or more. One year later that figure has climbed to 18.63%. We finished the 15-16 school year with about 15% of our students missing 18 or more days of school during the year.

Action Step 1 5

Classroom attendance rates will be monitored monthly.

Person Responsible

Jean Richardson

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Attendance clerk will provide the monthly attendance rate of homerooms to principal each month.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

A reward breakfast will be provided to the homeroom with the highest monthly attendance rate.....each month

Person Responsible

Delbert Smallridge

Schedule

Monthly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Sign in sheets will be collected as students attend reward breakfasts.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

The percentage of students who have missed more than 10% of instructional time will be monitored twice a month.

Person Responsible

Delbert Smallridge

Schedule

Biweekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

A notebook with bi weekly attendance data will be kept along with info on students being rewarded for good attendance.

G4. If DMS can provide additional instructional opportunities in mathematics for all students, then student learning will increase. 1

 G087346

G4.B1 There is not enough instructional time in a regular math class to properly remediate students scoring below grade level on state assessments in mathematics 2

 B232130

G4.B1.S1 Offer an additional class in remedial math that is separate and apart from the regular math class. 4

 S244980

Strategy Rationale

This will allow students to receive additional instruction to address a lack of basic math skills. This class will identify weaknesses and work to remediate the deficient skills.

Action Step 1 5

Hire two additional math/intensive math teachers

Person Responsible

Delbert Smallridge

Schedule

On 5/31/2017

Evidence of Completion

PSN's showing the fact that a person has been hired to teach math/intensive math

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Student performance will be monitored on all students enrolled in an intensive math class

Person Responsible

Delbert Smallridge

Schedule

Quarterly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Quarterly grades will be reviewed for all intensive math students. We want to see all students earning a "C" or higher. We will also monitor AIMS WEB data and i-Ready data to see that students are showing continual growth.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Reports will be run to ensure that all level 1 and level 2 students in mathematics are scheduled into an intensive math class

Person Responsible

Delbert Smallridge

Schedule

Quarterly, from 8/3/2016 to 5/31/2017










Evidence of Completion

Custom reports will be created to make sure that all students with levels 1 or 2 in mathematics are taking the additional remedial math class. These reports will be run quarterly to make sure that we have not missed any students....due to our high mobility rate.

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|---------------------|-------------------------------|--|---------------------|
| 2017 | | | | | |
| G1.B2.S1.A1 A317159 | Find free software that can be utilized in the classrooms to teach keyboarding skills to students. | Smallridge, Delbert | 8/3/2016 | I will be able to see students utilizing software (in the classroom) to learn keyboarding skills | 8/3/2016 one-time |
| G1.B1.S1.MA1 M329807 | Make sure that all Language Arts teachers attend the scheduled in-service training for the new... | Smallridge, Delbert | 9/30/2016 | Sign in sheet from in-service training. | 9/30/2016 one-time |
| G1.B1.S1.A1 A317158 | Schedule an inservice training on the new writing rubrics for the DMS Language Arts teachers | Smallridge, Delbert | 9/30/2016 | Sign in roster from the inservice training | 9/30/2016 one-time |
| G2.B1.S1.A1 A317160 | The principal will contact the local Thrift Shop to solicit support for our school | Smallridge, Delbert | 9/30/2016 | A donation being made to DMS that is deposited into a school account. | 9/30/2016 one-time |
| G2.B1.S2.MA1 M329813 | We will monitor the number of people who show up for the science night. | Smallridge, Delbert | 8/31/2016 | Sign in sheets for all students and parents will be collected for our science night. | 12/30/2016 one-time |
| G2.B1.S2.MA1 M329814 | We will have a student and parent sign in sheet for our Science Night. | Smallridge, Delbert | 8/31/2016 | The students and parents will utilize a sign in sheet for all participants in the Science Night. | 12/30/2016 one-time |
| G2.B1.S2.A1 A317161 | Lead Science teacher will communicate with the Orlando Science Center to book a presentation... | Smallridge, Delbert | 9/30/2016 | Parent and student sign in sheet for the science night. | 12/30/2016 one-time |
| G2.B1.S1.MA1 M329812 | Science related activiteis will be added to the school calendar...available to all students. | Smallridge, Delbert | 10/31/2016 | Science related activities will be scheduled at various grade levels. Field trips and Science Nights will be planned and implemented. | 3/31/2017 quarterly |
| G3.MA1 M329820 | Monitor the school's percentage of students who have less than a 90% attendance rate. | Smallridge, Delbert | 9/1/2016 | The attendance clerk will submit a weekly attendance report to the principal showing students with less than a 90% attendance rate. | 5/31/2017 weekly |
| G1.B1.S1.MA1 M329806 | Collect writing samples from all Language Arts Teachers quarterly. | Smallridge, Delbert | 8/31/2016 | Actual writing samples from all Language Arts teachers from all grade levels. | 5/31/2017 quarterly |
| G1.B2.S1.MA1 M329808 | I will monitor the Words Per Minute data on students as I conduct classroom visits. | Smallridge, Delbert | 9/1/2016 | The teacher's computer will display the present level of WPM performance of each student. I will expect to see growth each couple of weeks as I check on the progress of the classes. | 5/31/2017 biweekly |
| G1.B2.S1.MA1 M329809 | Classroom walk through monitoring in Business classes and the 6th grade Career Occupations class. | Smallridge, Delbert | 8/31/2016 | I will see students utilizing keyboarding software as I conduct classroom visits on a weekly basis. | 5/31/2017 weekly |
| G2.B1.S1.MA1 M329811 | The number of students participating in additional STEM activities will be monitored | Smallridge, Delbert | 10/31/2016 | The number of students participating in additional STEM activities will evaluated.....such as number of students participating in the school science fair or the number of students that participate in a school field trip that is science related. | 5/31/2017 quarterly |
| G3.B1.S1.MA1 M329816 | Look for new ideas being implemented at the school level to address attendance | Smallridge, Delbert | 9/30/2016 | We will monitor the percentage of students who have less than a 90% attendance rate. This will be done quarterly. | 5/31/2017 quarterly |
| G3.B1.S1.MA1 M329817 | Make sure that DMS sends a representative to the Parent Liaison trainings throughout the year. | Smallridge, Delbert | 9/30/2016 | Attendance roster showing the names of participants involved in the trainings throughout the 16-17 school year. | 5/31/2017 one-time |
| G3.B1.S1.A1 A317162 | Schedule an opportunity to attend professional development related to attendance or home/school... | Smallridge, Delbert | 9/30/2016 | | 5/31/2017 monthly |

Marion - 0172 - Dunnellon Middle School - 2016-17 SIP
Dunnellon Middle School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|---------------------|-------------------------------|--|---------------------|
| G4.B1.S1.MA1  M329821 | Reports will be run to ensure that all level 1 and level 2 students in mathematics are scheduled... | Smallridge, Delbert | 8/3/2016 | Custom reports will be created to make sure that all students with levels 1 or 2 in mathematics are taking the additional remedial math class. These reports will be run quarterly to make sure that we have not missed any students....due to our high mobility rate. | 5/31/2017 quarterly |
| G4.B1.S1.MA1  M329822 | Student performance will be monitored on all students enrolled in an intensive math class | Smallridge, Delbert | 8/3/2016 | Quarterly grades will be reviewed for all intensive math students. We want to see all students earning a "C" or higher. We will also monitor AIMS WEB data and i-Ready data to see that students are showing continual growth. | 5/31/2017 quarterly |
| G4.B1.S1.A1  A317164 | Hire two additional math/intensive math teachers | Smallridge, Delbert | 8/3/2016 | PSN's showing the fact that a person has been hired to teach math/intensive math | 5/31/2017 one-time |
| G3.B1.S2.MA1  M329818 | The percentage of students who have missed more than 10% of instructional time will be monitored... | Smallridge, Delbert | 8/31/2016 | A notebook with bi weekly attendance data will be kept along with info on students being rewarded for good attendance. | 5/31/2017 biweekly |
| G3.B1.S2.MA1  M329819 | A reward breakfast will be provided to the homeroom with the highest monthly attendance... | Smallridge, Delbert | 9/30/2016 | Sign in sheets will be collected as students attend reward breakfasts. | 5/31/2017 monthly |
| G3.B1.S2.A1  A317163 | Classroom attendance rates will be monitored monthly. | Richardson, Jean | 8/10/2016 | Attendance clerk will provide the monthly attendance rate of homerooms to principal each month. | 5/31/2017 monthly |
| G4.MA1  M329825 | Student quarterly grades in intensive math will be monitored. We expect to see students earning a... | | 8/18/2016 | Custom reports will be created to look at grades in the intensive math class and performance on progress monitoring assessments (AIMS WEB). | 6/6/2017 quarterly |
| G1.MA1  M329810 | We will evaluate the performance of all grade levels in "writing" after the state assessment... | Smallridge, Delbert | 6/30/2017 | We expect to see that the students who were taught keyboarding skills will have an average score (writing) higher than their peers that were not able to be taught keyboarding. | 6/30/2017 one-time |
| G2.MA1  M329815 | Student performance on the Science FCAT will be evaluated | Smallridge, Delbert | 6/30/2017 | A comparison of school proficiency levels on the Science FCAT will be evaluated. We will compare 2016 data to 2017 data. We expect to see a 5% increase in the percentage of students scoring a 3 or higher. | 6/30/2017 one-time |

V. Professional Development Opportunities

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

G1. If we focus on writing skills weekly in Language Arts, then we will improve the quality of our students' writing at all grade levels.

G1.B1 Florida has a new test to assess writing that is embedded in the ELA test. Teachers are not familiar with the requirements of the test. Students will now be tested in 6th and 7th grade as well as 8th grade.

G1.B1.S1 Teachers will need to be trained in the new writing rubric

PD Opportunity 1

Schedule an inservice training on the new writing rubrics for the DMS Language Arts teachers

Facilitator

DMS Lead ELA teacher

Participants

Language Arts Teachers at Dunnellon Middle School

Schedule

On 9/30/2016

G3. If we can decrease the percentage of students who have an annual attendance rate of less than 90%... to less than 11 percent, then student learning will increase.

G3.B1 Poor school attendance is a community issue for Dunnellon. Attendance is an issue at both of our elementary schools, the middle school and high school as well.

G3.B1.S1 Work with the Title I office to learn ideas about how schools can improve attendance.

PD Opportunity 1

Schedule an opportunity to attend professional development related to attendance or home/school relationships

Facilitator

Jane Davis, "Parent Liaison Training" (Title I office)

Participants

Individual school Parent Liaisons, Sherri Reddick

Schedule

Monthly, from 9/30/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|--------|-------------|--|--|-----------------|-----|--------------|
| 1 | G1.B1.S1.A1 | Schedule an inservice training on the new writing rubrics for the DMS Language Arts teachers | | | | \$0.00 |
| 2 | G1.B2.S1.A1 | Find free software that can be utilized in the classrooms to teach keyboarding skills to students. | | | | \$0.00 |
| 3 | G2.B1.S1.A1 | The principal will contact the local Thrift Shop to solicit support for our school | | | | \$0.00 |
| 4 | G2.B1.S2.A1 | Lead Science teacher will communicate with the Orlando Science Center to book a presentation (Kaboom) for DMS during semester one. | | | | \$680.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0172 - Dunnellon Middle School | | | \$680.00 |
| | | | Notes: Notes | | | |
| | | | 0172 - Dunnellon Middle School | | | \$0.00 |
| | | | Notes: Notes | | | |
| 5 | G3.B1.S1.A1 | Schedule an opportunity to attend professional development related to attendance or home/school relationships | | | | \$3,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0172 - Dunnellon Middle School | | | \$3,500.00 |
| | | | Notes: Notes | | | |
| | | | 0172 - Dunnellon Middle School | | | \$0.00 |
| | | | Notes: Notes | | | |
| 6 | G3.B1.S2.A1 | Classroom attendance rates will be monitored monthly. | | | | \$0.00 |
| 7 | G4.B1.S1.A1 | Hire two additional math/intensive math teachers | | | | \$112,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 1100 | | 0172 - Dunnellon Middle School | Title I, Part A | | \$112,000.00 |
| | | | Notes: Notes Hire two additional teachers to teach math/intensive math | | | |
| Total: | | | | | | \$116,180.00 |