

Marion County Public Schools

# Dunnellon High School



2017-18 Schoolwide Improvement Plan

# Dunnellon High School

10055 SW 180TH AVENUE RD, Dunnellon, FL 34432

[ no web address on file ]

## School Demographics

|   |                               |   |
|---|-------------------------------|---|
| <b>School Type and Grades Served</b><br>(per MSID File) | <b>2016-17 Title I School</b> | <b>2016-17 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3) |
| High School<br>9-12                                     | No                            | 78%   |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2018-19 Minority Rate</b><br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                                  | No                            | 52%   |

## School Grades History

|              |                |                |                |                |
|--------------|----------------|----------------|----------------|----------------|
| <b>Year</b>  | <b>2016-17</b> | <b>2015-16</b> | <b>2014-15</b> | <b>2013-14</b> |
| <b>Grade</b> | C              | C              | B*             | B              |

*\*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 is pending approval by the Marion County School Board.

## 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE’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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Dunnellon High School

| DA Region and RED                            | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northeast - <a href="#">Cassandra Brusca</a> | - N/A                             |

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Dunnellon High School cultivates success by creating a safe learning environment, fostering stakeholder relationships, and providing the rigorous academic, social, and ethical development necessary for each student to become a well-rounded, lifelong learner.

##### b. Provide the school's vision statement.

Equipping all students for the rigorous career and college demands of today and tomorrow.

#### 2. School Environment

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

Dunnellon High School welcomes students from a variety of social and cultural backgrounds. Each student completes a Student Information Sheet that is provided to each teacher on their schedule. These sheets have students write about extracurricular they participate in, school subjects in which they feel confident, and goals they both have accomplished and currently have planned. We also have a one hour lunch period each day (Power Hour) during which all teachers have 25 minutes of office hours when they are available to students for tutoring, mentoring, remediation, or club activities. During this time, teachers and students can interact one on one or in small groups. Additionally, staff members sponsor clubs, coach athletics, and volunteer at school events. All of these activities promote building relationships with students.

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

Our duty schedule ensures adequate supervision before and after school, during change of classes, and during Power Hour lunch times. Teachers welcome students to their classes each day to set a safe and respectful climate. The Marion County Public Schools Code of Student Conduct is strictly enforced, especially in the sections concerning bullying and harassment. The Assistant Principal of Discipline and Student Services Managers provide professional development to staff in house, which ranges from deescalation techniques to effective classroom management skills which increase the establishment of a safe and trusting classroom and campus. We have plans in place which are practiced and reviewed yearly to manage special or emergency situations such as severe weather, tornado, fire, or schoolwide campus safety. (Code Red/Yellow).

##### 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.

As a Positive Behavior School (PBS), we have schoolwide expectations (We are Prompt, We are Prepared, We are Polite). These classroom expectations are posted in each classroom. Teachers make contact by telephone or email with parents regarding academic and behavioral concerns. The electronic referral process allows quick and efficient reporting of disciplinary concerns. Referrals are processed using a progressive disciplinary system. This system takes into account the violation and

the student's previous record in order to arrive at a fair consequence intended to reduce the likelihood of the student repeating the offense.

**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.**

We have four school counselors divided into grade levels. Counselors advance with their students to ensure continuity of service. The Synergy Team meets bi-monthly to discuss at-risk students, share data, and develop intervention plans. They also develop plans utilizing the Multi-Tiered System of Supports (MTSS) process in an attempt to meet the specific needs of individual at-risk students. The committee consists of deans, school counselors, teachers, behavior specialist, social worker, and administrator.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Unify provides an interactive Early Warning Indicator Report which includes excessive absences, in and out of school suspensions, course failure, GPA and credit deficiencies, and state-wide testing results.

**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 | 0 | 0 | 0 | 48 | 62  | 65  | 56  | 231   |
| One or more suspensions         | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 69 | 63  | 64  | 47  | 243   |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 55 | 97  | 60  | 60  | 272   |
| Level 1 on statewide assessment | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 75 | 204 | 214 | 176 | 669   |

**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 | 0 | 0 | 0 | 142 | 149 | 171 | 106 | 568   |

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

Our Synergy Team meets monthly to review school-wide data and identify students of concern. Our school social worker and social worker assistant follow up on students with attendance issues. The deans work with the behavior specialist and school psychologist to provide interventions for students with behavioral issues. School counselors track student academic achievement and, together with the teachers, maintain parent and student contact concerning academic issues.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

**2. Description**

Dunnellon High School will increase parent involvement through Open Houses, Orientations, and the school's website.

**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.**

The business partner for Dunnellon High School is Collier, Jernigan & Goedert, PA. Many of our vocational programs are partnered with corresponding industry representatives who sponsor our students for job shadowing, internships, scholarships, and guest speakers or mentors for students. The School Advisory Council (SAC) recruits members from the community who, along with staff, students, and parents, provide feedback and suggestions about school programs. The SAC meets monthly in the DHS Media Center. The SAC is an integral part of the development of the School Improvement Plan.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

| Name              | Title               |
|-------------------|---------------------|
| Martin, Wade      | Principal           |
| Darmody, Erin     | Instructional Media |
| Leeds, Jennifer   | Assistant Principal |
| Luzunaris, Sergio | Dean                |
| Maldonado, Tony   | Other               |
| Jones, Bradley    | Assistant Principal |
| Luckey, Morgan    | Other               |
| Mclain, Samuel    | Assistant Principal |

**b. Duties**

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

School Administration provides a common vision for understanding data-based decision-making and ensures that the school-based team is implementing the MTSS to enable all students to achieve academically and socially. The School Administration introduced the Rigor/Relevance Framework to teachers so that classroom instruction incorporates all four quadrants, particularly quadrant D, adaptation.

School counselors participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities.

Deans of discipline participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities.

Select general education teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with the Synergy team to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

ESE teachers participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as lesson planning and co-teaching.

The school principal and professional development specialist meet with new teachers thirteen times during the school year to discuss a book study and best practices for teaching. The new teachers receive small group and individualized assistance to ensure success during their first year of teaching.

Social workers/social worker assistants provide interventions for students. They work with child-serving community agencies to support the child's academic, emotional, behavioral, and social success.

Principal – Wade Martin  
Assistant Principal – Jennifer Leeds  
Assistant Principal – Bradley Jones  
Assistant Principal – Samuel McLain  
Dean of Students – Sergio Luzunaris  
Dean of Students – Grace Woods  
School Counselor – Jennifer Franco  
School Counselor – Lluana Wint  
School Counselor – Alicia Bryant  
School Counselor - Linda Koff  
Testing Facilitator - Ashley DeNeau  
School Social Worker - Lisa Panzer  
Behavior Specialist – Hans Vreibel  
School Psychologist – Latonya Singletary

**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.**

Members of the MTSS leadership team are directly involved in the development of the School Improvement Plan. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

The MTSS Leadership Team provides support in the following ways: (1) provides strong administrative support to ensure commitment and resources, (2) facilitates strong teacher support to share in the common goal of improving student performance and/or behavior, and (3) leads in building staff support, internal capacity, and sustainability over time.

Title I – Part C: Migrant Program:

District funds are used to purchase:

- School supplies
- Fund a migrant liaison that works with schools and families to identify students and provide need referrals for families.
- Referrals to after school tutorial program to improve grades, increase promotion, improve attendance and reduce the dropout rate.
- Families must meet the federal eligibility to participate in the program.

Title I –Part D: Neglected and Delinquent

Title II – Part A: District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X- District Homeless Social Worker provides resources (clothing, school supplies, social services referrals....) for students identified 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 (FEFP) and Supplemental Academic Instruction (SAI) categorical funds. School 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 not be left behind. Supplemental instruction strategies may include, but are not limited to modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocational Education: Proposals are submitted annually to enhance selected vocational programs for regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Absences

Programs, Asthma Programs and Nurses that oversee school health clinics.

Head Start: Pre-Kindergarten program offered at selected school sites

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at select school sites during the school year and summer.

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School.

Other agencies that are collaborating with Dunnellon High School for various programs:

Marion County Children's Alliance

Education Foundation

Early Learning Coalition of Marion County

## 2. School Advisory Council (SAC)

### a. Membership

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

| Name                 | Stakeholder Group          |
|----------------------|----------------------------|
| Wade Martin          | Principal                  |
| Anthony Wildey       | Parent                     |
| Denise Dillon        | Parent                     |
| Erin Darmody         | Teacher                    |
| Helen Smith          | Education Support Employee |
| James Hawkins        | Teacher                    |
| Patricia Baillargeon | Parent                     |
| Rachel Wildey        | Parent                     |
| Robin Wise           | Teacher                    |
| Donna Ryman          | Teacher                    |
| Clark Ryman          | Education Support Employee |
| Kacey Pippins        | Teacher                    |
| Ashley Deneau        | Teacher                    |
| Nathan Evans         | Business/Community         |
| Jennifer Leeds       | Teacher                    |
| Fran Siegfried       | Parent                     |
| Ryan Wildey          | Student                    |
| Bradley Jones        | Teacher                    |
| Samuel McLain        | Teacher                    |
| Lori Bates           | Parent                     |
| Lauren Ford          | Student                    |
| Archie Smith         | Business/Community         |
| Julio Fuentes        | Parent                     |
| Christine Holland    | Parent                     |
| Madisyn Leeds        | Student                    |
| Gloria Martinez      | Teacher                    |
| Shaine Mobley        | Parent                     |
| Victoria Mulford     | Teacher                    |
| Vanessa Ortiz        | Student                    |
| Meagan Siegfried     | Student                    |

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

**a. Evaluation of last year's school improvement plan**

The SAC committee begins each school year with a session presenting our school's data and school grade information. This provides the rationale for the proposed goals for the year, which are discussed with the SAC.

Prior to its submission, the school improvement plan was presented in draft form at a SAC meeting. SAC members provided feedback and suggestions for improvement.

*b. Development of this school improvement plan*

SAC members are included in the development of this plan through their consistent input. Information and data are shared at regular meetings. The SAC aids in the development of parental involvement goals and activities by providing input regarding school improvement recommendations. The SAC reviews the SIP prior to submission.

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

Dunnellon High School has zero school improvement funds.

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

Dunnellon High School had zero school improvement funds during the 2016-2017 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.**

No

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

SAC Recruitment CouProcess (to ensure accurate ethnic, racial, and economic representation relative to the school community)

1. Advertise SAC Meetings in various media outlets

“The Mirror” Marion Oaks newspaper

“The Riverland News” Dunnellon newspaper

Skylert message to all school stakeholders

Meeting notice on school marquee

Meeting notice and dates on school webpage/calendar

2. Word of mouth notice of SAC and its function when talking to different stakeholders within the community.

3. Discuss the importance of recruiting more stakeholders to the SAC at each meeting

**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               |
|---------------------|---------------------|
| Martin, Wade        | Principal           |
| Leeds, Jennifer     | Assistant Principal |
| Carrus, Barry       | Teacher, K-12       |
| Darmody, Erin       | Teacher, K-12       |
| Luckey, Morgan      | Teacher, K-12       |
| Meyerson, Elizabeth | Paraprofessional    |
| Proffer, Pamela     | Paraprofessional    |
| Wise, Robin         | Teacher, K-12       |
| Ryman, Donna        | Teacher, K-12       |
| Smith, Helen        | Paraprofessional    |
| Thornton, Kathleen  | Teacher, K-12       |
| Williams, Kim       | Teacher, K-12       |
| Jones, Bradley      | Assistant Principal |
| Mclain, Samuel      | Assistant Principal |

## b. Duties

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

The Literacy Leadership Team provides faculty and staff an introduction to, training in, and monitoring of incorporation of the Florida Standards.

The LLT participates in the facilitation of reading in all classes and the ongoing improvement of the media collection in the school's media center.

The LLT spearheads the DHS team in the Battle of the Books, a district-wide contest promoting literacy.

The LLT leads the Edible Book contest. Students create cakes that represent a book. This event is a great way to promote literacy at our school.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Horizontal Collaboration (2nd Tuesday of the month) – Grade level teachers work together on areas that they identified in order to support all teachers and students at that grade level. Grade levels will collaborate according to the posted Horizontal Collaboration chart detailing the list of teachers for each grade and the location of meeting.

Vertical Collaboration (4th Tuesday of the month) – Subject areas will work together in order to share best practices, work on incorporating effective reading strategies in the subject areas, and ensure that there are common expectations from 9th to 12th grade. Teachers will be grouped according to core subjects, and lead teachers will conduct district required training during this time.

Focused Collaboration (1st and 3rd Tuesday) – Course specific collaboration will be scheduled every other week to facilitate planning for instruction at the course level. If there is more than one teacher teaching a course, the teachers are to get together to review curriculum maps, instructional material, etc.

Teachers who teach more than one course alternate Focused Collaboration dates so that maximum collaboration can be achieved. Focused Collaboration is scheduled planning time.

Book Study- The entire faculty will read "The Teacher 50: Critical Questions for Inspiring Classroom Excellence," by Baruti K. Kafele. Sessions will be monthly at Wednesday Faculty Focus meetings.

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

1. Teachers seeking employment apply on-line to the Marion County Public School Personnel Office. The Personnel Office posts available positions. The teachers apply for the positions in which they have an interest and qualifications. School-level principals select a group of highly qualified persons to interview. The Principal is responsible.
2. The interview process includes the Principal and Assistant Principals. A representative from the department may also be added as deemed appropriate. The Principal and Assistant Principals are responsible.
3. In an effort to retain highly qualified teachers, selected new and beginning teachers are each paired with an experienced staff member. The Principal and staff member are responsible.
4. To ensure quality instructional practices among all teachers, DHS observes and evaluates teachers multiple times yearly using the MCIES teacher evaluation. The Administration Team is responsible.

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

New teachers to Dunnellon High School are introduced and assigned a teacher mentor. These teachers attend Faculty Meetings and Department Meetings and the partnered teacher is the "GO TO" person for the new teacher. Teachers who are new to education or new to Florida are assigned peer teachers to assist them in adjusting to the profession.

These teachers:

- \*Attend District and School Trainings together
- \*Work together to plan for instruction
- \*Attend Faculty Meetings together

Teachers that are leaders in the department are asked to mentor new teachers. The school administration coordinates the new teachers to assure that any required professional development program is completed for certification.

## **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 District selects instructional committees to develop district-wide Curriculum Maps and Pacing Guides which are aligned to Florida Standards. Dunnellon High School teachers are provided these Curriculum Maps and Pacing Guides. School-based administrators monitor classroom instruction and lesson plans.

#### **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.**

Administration and staff use evidence from the analysis of Focused Calendar Assessment results, District Benchmark Assessment results, Learning Checks, End-of-Course Exams, and Florida Standard Assessment results to determine professional development needs and areas of concern. In addition, administrators also use classroom walkthroughs/observations, teacher surveys, and team meeting notes to assist in the process of determining where instruction needs improvement. Teachers use data from progress monitoring assessments designed to measure students' proficiency on each benchmark. This data is compared between and among teachers. Based on an analysis of the data, best practices are identified and shared. Teachers use resources from the state adopted textbooks that are specifically intended for intensive and/or remedial type instruction.

**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:** Extended School Day

**Minutes added to school year:** 5,400

Power Hour - 30 minutes are added each day.

**Strategy Rationale**

Power Hour provides opportunities for instruction in core academic subjects; enrichment activities that contribute to a well-rounded education, and for teachers to collaborate and plan.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Martin, Wade, wade.martin@marion.k12.fl.us

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

Data will be collected by looking at student achievement on FSA, EOC, LEOC exams and grade distributions.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Each summer, we host a Freshman Connection event for all incoming freshmen. This event includes school tours, small group sessions on extra-curricular activities, school-wide expectations, media center, textbook services available, and athletics.

Each fall, we participate in the Careers and Colleges Expo at the College of Central Florida, where students have opportunities to meet with representatives of nearby colleges, technical schools, and employers. Throughout the year, we host visits by colleges, the military, and local employers.

Each spring, students are given course request forms to begin the course selection process for next year. Students are informed of the process in their Language Arts classes. Before turning the request sheets into Guidance all students have a one-on-one meeting with their Guidance Counselors to review their selections.

Parent Nights are also held for all parents during which questions are answered about course selection and guidance is provided to parents and students. Smaller group meetings are also incorporated during which the value and advantages of Dual Enrollment and Advanced Placement are discussed.

Parent Nights are held at the feeder middle schools in order to assist students and parents with high school requirements and the course selection process. Feeder school students are invited to a "Tiger Encounter" to give them more opportunities to view school programs and learn about the importance and value of Career and Technical program completion.

## **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.**

Dunnellon High School has a College and Career Center that helps coordinate all college and career activities.

The Center offers many activities for the students including:

- Career Assessments
- Scholarship Information - Register for Bright Futures, & Financial Aid Applications
- PERT Testing
- PSAT/ACT/SAT Test Prep Software
- Resources for College and Careers
- Scheduling Help
- Career Research
- FSA Tutorial Website
- SAT/ACT registration assistance
- Parent nights to provide support in completing the FAFSA

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

Agriculture students may earn Certified Agriculture Technician certification.

Health Occupations students may receive Certified Nursing Assistant or Certified Medical Administrative Assistant certifications.

Business Computer applications and Digital Video Production students will be certified in Adobe Flash, Adobe Dreamweaver, Adobe Photoshop, Adobe Premier Pro, Microsoft Office Master, or Microsoft Office Specialist.

Culinary Arts students may earn both Certified Food Production Manager and National ProStart Certification.

Construction students can earn NCCER Carpentry Level 1 and Level 2 certifications.

Power Generation students can earn NCCER Electrical Level 1 and Level 2 certifications.

Early Childhood Education students can earn the Early Childhood Professional Certification, and Teacher Assisting students can earn a Para Pro Certification.

Welding students can earn NCCER Welding Level 1, 2 and 3 certifications.

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

The High School Feedback Report shows that the post-secondary performance of Dunnellon High School graduates are similar to other high schools in our district. We will continue to prepare our students for post-secondary opportunities by offering a variety of Advanced Placement and Dual Enrollment course options and increasing those offerings to meet student needs. In 2017-18, we will continue to focus on increasing our students' participation in these acceleration opportunities including Dual Enrollment, Advanced Placement, and Industry Certification.

**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.**

All students are carefully monitored to ensure ensure college readiness upon graduation. The Career Lab is available to all students for PERT testing to show college-readiness, and the lab is available for students to complete FAFSA and Florida Financial Aid Application online.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If teachers engage in professional development focused on higher-order thinking skills then student proficiency will increase in English, Social Studies, Math, and Science classes.

## 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 teachers engage in professional development focused on higher-order thinking skills then student proficiency will increase in English, Social Studies, Math, and Science classes. 1a

G095961

**Targets Supported** 1b

| Indicator                               | Annual Target |
|---|---------------|
| Science Achievement District Assessment | 70.0          |
| U.S. History EOC Pass                   | 75.0          |
| Math Achievement District Assessment    | 60.0          |
| ELA Achievement District Assessment     | 60.0          |

**Targeted Barriers to Achieving the Goal** 3

- New teachers typically experience more difficulty establishing effective classroom management techniques.
- When planning curriculum and instruction, teachers rely more on prescriptive pacing guides and curriculum maps rather than student performance and testing data.

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

- Horizontal Collaboration
- Vertical Collaboration
- Professional Learning Communities
- Mentorship between Lead Teachers and New Teachers
- Assessment Data
- Teacher Support Program through Marion County Public Schools
- Unify (Assessment Data)
- The Fundamental 5 (book)
- The Teacher 50 (book)

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

Using professional development to refine their practice and data digs to focus instruction, English teachers will meet a student achievement goal of 60 percent, U.S. History teachers will meet a student achievement goal of 75 percent, math teachers will meet a student achievement goal of 60 percent, and science teachers will meet a student achievement goal of 70 percent. All of these will be based on End of Course testing data for the 2017-2018 school year at Dunnellon High School, but will be monitored quarterly through other administered tests.

**Person Responsible**

Wade Martin

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Unify data for DBQs, FCAs, and Benchmark assessments will show growth throughout the year.

## 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 teachers engage in professional development focused on higher-order thinking skills then student proficiency will increase in English, Social Studies, Math, and Science classes. **1**

 G095961

**G1.B1** New teachers typically experience more difficulty establishing effective classroom management techniques. **2**

 B258357

**G1.B1.S1** The Administration will provide instructional support through various professional development sessions that are designed for new teachers and progressing teachers (based on instructional evaluations). Additionally, all faculty will receive professional development on using assessment data to shape instruction, in order to raise overall student achievement. **4**

 S273486

### **Strategy Rationale**

Professional Development targeted toward new teachers will provide additional instructional and classroom management skill support which will help support new teachers in reaching their greatest teaching potential.

### **Action Step 1 **5****

Administration will develop and implement a book study for all new teachers utilizing "The Fundamental 5," by Sean Cain and Mike Laird.

#### **Person Responsible**

Wade Martin

#### **Schedule**

Weekly, from 9/29/2017 to 5/4/2018

#### **Evidence of Completion**

Classroom observation, note packet detailing teacher observations on book and application to his/her practice, professional development survey through True North Logic.

**Action Step 2** 5

Teacher leaders will model exemplary instructional strategies in teacher classrooms.

**Person Responsible**

Wade Martin

**Schedule**

Biweekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Monitor data - DBQs, Benchmark, FCAs, and Common Semester Exams, note packet completed by observing teacher(s).

**Action Step 3** 5

New teachers will participate in the Marion County Public School's Teacher Support Program, which pairs new teachers at DHS with Instructional Talent Developers (experienced teachers at DHS). Additionally, Content Area Specialists from the county and school administration will provide support, as well.

**Person Responsible**

Wade Martin

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Student Work, Lesson Plans, SMART Goals aligned with student achievement goals that will make deliberate changes to instruction, classroom observations.

**Action Step 4** 5

New Teachers Academy is a small group session that will meet on Friday mornings throughout the year. It will be led by Jennifer Leeds, Assistant Principal of Curriculum. In these sessions, the group will discuss different aspects of teaching, from curriculum development and instruction, to classroom management. The small group setting allows the free exchange of ideas in a more personal setting.

**Person Responsible**

Jennifer Leeds

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Meeting notes, attendance, study notes, classroom observations, lesson plans

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

Classroom observations

**Person Responsible**

Wade Martin

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Teachers will provide samples of student work demonstrating the identified technique or topic.

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

Monitor lesson plans

**Person Responsible**

Wade Martin

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Teacher Lesson Plans will show evidence of implementation of techniques provided.

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

Trends discovered in data digs.

**Person Responsible**

Wade Martin

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Unify data for DBQs, FCAs, and Benchmark assessments will show growth throughout the year

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

Administrator classroom observations

**Person Responsible**

Wade Martin

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

New and progressing teachers will be observed by the Principal and Assistant Principals.

**G1.B2** When planning curriculum and instruction, teachers rely more on prescriptive pacing guides and curriculum maps rather than student performance and testing data. **2**

 B258358

**G1.B2.S1** Provide additional resources to assist in identifying problem areas with teacher instruction, as well as learning new techniques to overcome identified weaknesses. **4**

 S273488

### **Strategy Rationale**

Over time, the curricular needs of students change. Teachers must be able to identify areas of instruction which need strengthening, as well as new ways to tackle these weak areas that meet the ever changing needs of students.

### **Action Step 1** **5**

Teachers will conduct "Data Digs" to disaggregate testing data to identify areas of weakness.

#### **Person Responsible**

Wade Martin

#### **Schedule**

Monthly, from 8/10/2017 to 5/24/2018

#### **Evidence of Completion**

Student work, lesson plans, SMART Goals aligned with student achievement goals that will make deliberate changes to instruction, classroom observations, testing data

### **Action Step 2** **5**

School wide book study centered on Baruti K. Kafele's book, "The Teacher 50: Critical Questions for Inspiring Classroom Excellence."

#### **Person Responsible**

Wade Martin

#### **Schedule**

Weekly, from 10/25/2017 to 12/6/2017

#### **Evidence of Completion**

Student work, lesson plans, SMART Goals aligned with student achievement goals that will make deliberate changes to instruction, classroom observations, testing data

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

Monitor testing data through Unify.

**Person Responsible**

Wade Martin

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Unify, which records all formal testing data conducted through Dunnellon High School.

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

Monitoring lesson plans to track curriculum development.

**Person Responsible**

Wade Martin

**Schedule**

Annually, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Lesson plans

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

Classroom observations to track curriculum development and effectiveness of instruction.

**Person Responsible**

Wade Martin

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Observation notes, observation records through True North Logic.

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

SMART Goals created from the results of the data digs.

**Person Responsible**

Wade Martin

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

SMART Goals will be created and used individually and as a department

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

Analyze testing data to identify trends in overall student achievement.

**Person Responsible**

Wade Martin

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Unify program through Marion County Public Schools

## IV. Implementation Timeline

| Source                  | Task, Action Step or Monitoring Activity  | Who             | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date  |
|-------------------------|---|-----------------|-------------------------------|--|---------------------|
| <b>2018</b>             |   |                 |                               |  |                     |
| G1.B2.S1.A2<br>A367189  | School wide book study centered on Baruti K. Kafele's book, "The Teacher 50: Critical Questions for..." | Martin, Wade    | 10/25/2017                    | Student work, lesson plans, SMART Goals aligned with student achievement goals that will make deliberate changes to instruction, classroom observations, testing data    | 12/6/2017 weekly    |
| G1.B1.S1.A1<br>A367183  | Administration will develop and implement a book study for all new teachers utilizing "The..."          | Martin, Wade    | 9/29/2017                     | Classroom observation, note packet detailing teacher observations on book and application to his/her practice, professional development survey through True North Logic. | 5/4/2018 weekly     |
| G1.MA1<br>M393851       | Using professional development to refine their practice and data digs to focus instruction, English...  | Martin, Wade    | 8/10/2017                     | Unify data for DBQs, FCAs, and Benchmark assessments will show growth throughout the year.   | 5/24/2018 quarterly |
| G1.B1.S1.MA1<br>M393838 | Trends discovered in data digs.   | Martin, Wade    | 8/10/2017                     | Unify data for DBQs, FCAs, and Benchmark assessments will show growth throughout the year  | 5/24/2018 monthly   |
| G1.B1.S1.MA2<br>M393839 | Administrator classroom observations  | Martin, Wade    | 8/10/2017                     | New and progressing teachers will be observed by the Principal and Assistant Principals.   | 5/24/2018 quarterly |
| G1.B1.S1.MA1<br>M393840 | Classroom observations  | Martin, Wade    | 8/10/2017                     | Teachers will provide samples of student work demonstrating the identified technique or topic.   | 5/24/2018 monthly   |
| G1.B1.S1.MA2<br>M393841 | Monitor lesson plans  | Martin, Wade    | 8/10/2017                     | Teacher Lesson Plans will show evidence of implementation of techniques provided.  | 5/24/2018 quarterly |
| G1.B1.S1.A2<br>A367184  | Teacher leaders will model exemplary instructional strategies in teacher classrooms.                    | Martin, Wade    | 8/10/2017                     | Monitor data - DBQs, Benchmark, FCAs, and Common Semester Exams, note packet completed by observing teacher(s).  | 5/24/2018 biweekly  |
| G1.B1.S1.A3<br>A367185  | New teachers will participate in the Marion County Public School's Teacher Support Program, which...    | Martin, Wade    | 8/10/2017                     | Student Work, Lesson Plans, SMART Goals aligned with student achievement goals that will make deliberate changes to instruction, classroom observations.                 | 5/24/2018 monthly   |
| G1.B1.S1.A4<br>A367186  | New Teachers Academy is a small group session that will meet on Friday mornings throughout the...       | Leeds, Jennifer | 8/10/2017                     | Meeting notes, attendance, study notes, classroom observations, lesson plans   | 5/24/2018 weekly    |
| G1.B2.S1.MA1<br>M393844 | Analyze testing data to identify trends in overall student achievement.                                 | Martin, Wade    | 8/10/2017                     | Unify program through Marion County Public Schools   | 5/24/2018 monthly   |
| G1.B2.S1.MA1<br>M393845 | Monitor testing data through Unify.   | Martin, Wade    | 8/10/2017                     | Unify, which records all formal testing data conducted through Dunnellon High School.  | 5/24/2018 monthly   |
| G1.B2.S1.MA3<br>M393846 | Monitoring lesson plans to track curriculum development.  | Martin, Wade    | 8/10/2017                     | Lesson plans   | 5/24/2018 annually  |
| G1.B2.S1.MA4<br>M393847 | Classroom observations to track curriculum development and effectiveness of instruction.                | Martin, Wade    | 8/10/2017                     | Observation notes, observation records through True North Logic.   | 5/24/2018 quarterly |
| G1.B2.S1.MA5<br>M393848 | SMART Goals created from the results of the data digs.  | Martin, Wade    | 8/10/2017                     | SMART Goals will be created and used individually and as a department  | 5/24/2018 quarterly |
| G1.B2.S1.A1<br>A367188  | Teachers will conduct "Data Digs" to disaggregate testing data to identify areas of weakness.           | Martin, Wade    | 8/10/2017                     | Student work, lesson plans, SMART Goals aligned with student achievement goals that will make deliberate changes to instruction, classroom observations, testing data    | 5/24/2018 monthly   |

## V. Professional Development Opportunities

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

**G1.** If teachers engage in professional development focused on higher-order thinking skills then student proficiency will increase in English, Social Studies, Math, and Science classes.

**G1.B1** New teachers typically experience more difficulty establishing effective classroom management techniques.

**G1.B1.S1** The Administration will provide instructional support through various professional development sessions that are designed for new teachers and progressing teachers (based on instructional evaluations). Additionally, all faculty will receive professional development on using assessment data to shape instruction, in order to raise overall student achievement.

### **PD Opportunity 1**

Administration will develop and implement a book study for all new teachers utilizing "The Fundamental 5," by Sean Cain and Mike Laird.

#### **Facilitator**

Assistant Principal of Curriculum

#### **Participants**

First year teachers and progressing teachers assigned to Dunnellon High School.

#### **Schedule**

Weekly, from 9/29/2017 to 5/4/2018

### **PD Opportunity 2**

Teacher leaders will model exemplary instructional strategies in teacher classrooms.

#### **Facilitator**

Principal, Assistant Principals

#### **Participants**

First year teachers and progressing teachers assigned to Dunnellon High School.

#### **Schedule**

Biweekly, from 8/10/2017 to 5/24/2018

### PD Opportunity 3

New teachers will participate in the Marion County Public School's Teacher Support Program, which pairs new teachers at DHS with Instructional Talent Developers (experienced teachers at DHS). Additionally, Content Area Specialists from the county and school administration will provide support, as well.

#### Facilitator

Principal, Assistant Principal of Curriculum, Assistant Principal of Instruction, Assistant Principal of Discipline, Testing Coordinator, Magnet Coordinator, Content Area Specialists.

#### Participants

Meeting notes, attendance, study notes, classroom observations, lesson plans

#### Schedule

Monthly, from 8/10/2017 to 5/24/2018

**G1.B2** When planning curriculum and instruction, teachers rely more on prescriptive pacing guides and curriculum maps rather than student performance and testing data.

**G1.B2.S1** Provide additional resources to assist in identifying problem areas with teacher instruction, as well as learning new techniques to overcome identified weaknesses.

### PD Opportunity 1

Teachers will conduct "Data Digs" to disaggregate testing data to identify areas of weakness.

#### Facilitator

Principal, Assistant Principals, Testing Coordinator, Magnet Coordinator

#### Participants

English, social studies, math, and science teachers

#### Schedule

Monthly, from 8/10/2017 to 5/24/2018

## **PD Opportunity 2**

School wide book study centered on Baruti K. Kafele's book, "The Teacher 50: Critical Questions for Inspiring Classroom Excellence."

### **Facilitator**

Principal, Assistant Principals

### **Participants**

All teachers

### **Schedule**

Weekly, from 10/25/2017 to 12/6/2017

## 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 | Administration will develop and implement a book study for all new teachers utilizing "The Fundamental 5," by Sean Cain and Mike Laird.  | \$0.00        |
| 2             | G1.B1.S1.A2 | Teacher leaders will model exemplary instructional strategies in teacher classrooms.   | \$0.00        |
| 3             | G1.B1.S1.A3 | New teachers will participate in the Marion County Public School's Teacher Support Program, which pairs new teachers at DHS with Instructional Talent Developers (experienced teachers at DHS). Additionally, Content Area Specialists from the county and school administration will provide support, as well.  | \$0.00        |
| 4             | G1.B1.S1.A4 | New Teachers Academy is a small group session that will meet on Friday mornings throughout the year. It will be led by Jennifer Leeds, Assistant Principal of Curriculum. In these sessions, the group will discuss different aspects of teaching, from curriculum development and instruction, to classroom management. The small group setting allows the free exchange of ideas in a more personal setting. | \$0.00        |
| 5             | G1.B2.S1.A1 | Teachers will conduct "Data Digs" to disaggregate testing data to identify areas of weakness.  | \$0.00        |
| 6             | G1.B2.S1.A2 | School wide book study centered on Baruti K. Kafele's book, "The Teacher 50: Critical Questions for Inspiring Classroom Excellence."   | \$0.00        |
| <b>Total:</b> |             |  | <b>\$0.00</b> |