

Marion County Public Schools

Dunnellon Elementary School



2017-18 Schoolwide Improvement Plan

Dunnellon Elementary School

10235 SW 180TH AVENUE RD, Dunnellon, FL 34432

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	C*	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 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 Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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

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.

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

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.

The following data is pulled from UNIFY:

- Students with Level One on statewide standardized assessments
- Students with one or more suspensions
- Students with any course failures
- Students with low attendance (less than 90%, or ten or more school days annually)
- Behavior
- GPA
- Mobility
- Retention
- The report that is used is called Baseball Card and students with multiple warnings(listed above) can be pulled with in one report.

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	9	8	11	9	12	0	0	0	0	0	0	0	49
One or more suspensions	5	4	1	4	6	8	0	0	0	0	0	0	0	28
Course failure in ELA or Math	0	5	5	17	6	7	0	0	0	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	8	37	24	0	0	0	0	0	0	0	69

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	1	11	7	22	19	16	0	0	0	0	0	0	0	76

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

Students with attendance issues are referred to a social worker to determine the nature of those absences. Teachers are instructed to phone home when a student misses 3 days in a row. The guidance clerk calls home to the parents of students with 3 unexcused absences. Letters are mailed home for students with 5 or more absences and the social worker is called to assist when students earn more than 5 absences and they continue to earn more absences. Once the social worker has contacted the parents and absences continue to increase, a Child Study Team (CST) meeting will be scheduled. In addition, a daily automatic Skylert message has been implemented for absences and tardies.

Students with course failure or low statewide assessment scores are placed in intervention groups within the realm of that discipline. We use the Multi-Tiered System of Support (MTSS) process for academics to assist students based on iReady, Florida Standards Assessment (FSA) scores for ELA and Math, FCAT scores for Science, and teacher observation.

Parents of suspended Students are contacted, conferences held with teachers and administrators, and referrals made to appropriate communities agencies when needed.

To update students who have been identified on the EWS, we meet bi-weekly updating data on the students. In addition, we work with our Exceptional Student Education (ESE) program specialist in meeting the student's needs. We also work with our Support Facilitators to ensure that our ESE students identified under the Early Warning System (EWS) are receiving services and to determine if the students require additional services through our ESE program. In addition, students who are identified under the EWS are assigned a mentor from our leadership team which meets with the student or students once a week.

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?

Yes

1. PFEP 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/458521>.

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.

On April 12, 2016 School Board meeting, Foresight Construction Group became our business partner. In addition, local business and individuals support our school and contribute financially, as well as to supply other needed resources. Holding fairs, festivals, and other events involving the Dunnellon community has also been valuable in building a positive relationship with the community. Parents have also been able to secure the assistance of businesses in which they are employed or involved to assist with various needs. Our Positive Behavior System (PBS) rewards system has been strengthened through area business and parents involvement. The Dunnellon community has assisted with an abundance of school supplies, food bags, and additional funding for technology and books.

The local Kiwanis Club recognizes our students each month with the Terrific Kids Award and every nine weeks they award the BUG (Bringing up Grades) award to our students.

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
English, Karen	Principal
Savage, Allison	School Counselor
Forst, Bethany	Teacher, K-12
Licht, Kathleen	Teacher, K-12
Carter, Michael	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 Based Leadership Team - meets weekly to collaborate and establish expectations, communicate, and build school wide consensus among faculty and staff, establish school procedures and policies, allocate school resources and support, disaggregate data, problem solve, monitor, and evaluate through ongoing collaborative data based meetings. The team works together to enhance policies, procedures, and processes.

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

Guidance Counselor - responsible for ensuring the paperwork is completed for MTSS as the guidelines dictate. Is also responsible for scheduling meetings to discuss response to interventions.

Dean - responsible for the implementation of PBIS. Provides support to teachers when a student is

not responding to the school wide Tier 1 behavior plan. When needed the dean will assist the teacher in tracking behavior data to determine what Tier 2 behavior intervention is needed. If and when a student is not successful with a Tier 2 behavior plan the dean will call a PST meeting to discuss the next steps to ensure the student is being provided with the needed support in order to be successful in the classroom.

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

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

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

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

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

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.

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

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

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

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

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

Title I, Part A

Title One funds allocated at Dunnellon Elementary are used to purchase staff members, technology, and supplies to provide a safe environment conducive to learning. The salary of our five paraprofessionals are paid using Title One funds. Other items include books, copies, curriculum

incentives and materials needed to increase parent involvement. These monies are also used to purchase quality professional development for Dunnellon teachers.

Title I, Part C- Migrant

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

Title I, Part D

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

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

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

Title III

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

Title X- Homeless

Title X funds are used through the District Homeless Social Worker to provide resources such as school supplies, clothing, or other needed items to students who are identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

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

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

Students who exhibit violent behavior are referred to Student Services for a Violence Risk referral. Students who receive a Violence Risk Referral are encouraged to go The Centers mental health facility. Families may use a different facility at their own expense.

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

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

Nutrition Programs

Dunnellon Elementary participates in the free breakfast and lunch program providing a free nutritional breakfast and lunch to all children on our campus.

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

Housing Programs

N/A

Head Start

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

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

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

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

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

Job Training

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
April Rouse	Parent
David Biggerstaff	Parent
Wendy Kimball	Parent
Vickie Vinther	Teacher
Karen English	Principal
April Rouse	Parent
Peter Rouse	Parent
Bethany Forst	Teacher
Dan Kimball	Parent
Adrian Fletcher	Business/Community
Michael Carter	Parent
Scott Gattshall	Business/Community
Kathleen Hainisch	Parent
Laura Gilligan	Teacher
Linda Russell	Parent
Ray Chris	Parent
Charlene Davis	Parent
Vincent Simplicio	Parent
Tessa Noell	Parent
Antinesha Lattimore	Parent
Amanda Niedermeyer	Parent

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

In 2015-2016 our student performance data was such that we earned a letter grade of C. A focus on differentiated instruction throughout the campus was the priority. Making sure students received instruction best suited for needs by meeting our students where they were and providing support so learning could take place, and a focus on ensuring our intervention programs were being delivered with fidelity are beginning to show results. Our goal was to continue to focus on providing differentiated learning strategies to remove those barriers to learning and to increase student achievement in order to increase our school grade.

In 2016-2017 our student performance date resulted in DES earning a letter grade of B.

b. Development of this school improvement plan

The SAC committee is involved in developing the School Improvement Plan through continuous review of achievement data in all sub groups and by monitoring and evaluating the effectiveness of programs, strategies, and resources implemented throughout the year to determine areas in need of improvement. The SAC committee collaborates with the school to focus on developing new strategies that will enhance student learning gains in all areas and will improve overall student achievement schoolwide. The committee then presents their input on improvement resources, programs, and

strategies that are incorporated into the School Improvement Plan while research based improvement plan resource material purchases are sustained through SAC funds if available. Our SAC committee felt that it was important to provide materials to the teachers that we had used during the 2016-2017 school year based on their input during a grade chair meetings at the end of the year. Materials requests were done based on conversations on how we were going to increase student achievement and work around the identified barriers.

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

The SAC committee will played an integral part in the preparation of the 2017-2018 Dunnellon Elementary School budget. Items included in our first meeting are directed to improve student learning, school environment, and involvement of all parties. Purchases of further engaged classrooms, altering the procedures used in open house and parent meetings, and increased involvement in community events were discussed as we began this school year, as well as the level of goals met from the previous school year's plan.

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

At the SAC meeting a discussion and vote will take place on the purchase of improvement resources and materials necessary to support instruction and increase student achievement based on target goals set in the SIP.

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
English, Karen	Principal
Savage, Allison	School Counselor
Forst, Bethany	Instructional Coach
Licht, Kathleen	Dean
Carter, Michael	Assistant Principal

b. Duties

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

The major initiatives of the LLT this year will be to disaggregate data, monitor the implementation of the use of Common Boards to support standards based instruction (Florida State Standards), and increase the use and understanding of differentiated instruction. The LLT will also schedule school wide activities that promote literacy across the curriculum. The Primary Grades will mainly focus on Foundational Skills and intermediate grades will focus on using more rigorous text and developing higher order thinking questions.

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.

Specific times are provided for teachers to conduct collaborative planning, both as a grade level and with others teaching the same subject areas. With this plan, differentiated instruction can be more efficiently planned and implemented throughout the campus, increasing students' proficiency and achievement on standardized testing. Team building activities and goals for groups to accomplish have all been geared toward creating a team atmosphere, building a positive working relationship among everyone on campus. In addition, this year will include release time for teachers to observe and coach each other so that we build our capacity to provide standards based instruction within all classrooms.

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

The principal and assistant principal participated in the district's job fair in April 2016. In 2015 the principal participated in the district initiative of recruiting, developing and retaining highly qualified, certified in field effective teachers by promoting and attending three different job fairs at the University of Florida, the University of Jacksonville, and the district's own job fair held at the College of Central Florida.

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

Assign new hires a highly qualified mentor to ensure understanding of responsibilities of grade level.

(Assistant Principal)

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

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

Provide quality ongoing professional development opportunities such as collaboration, Professional Learning Communities (PLC), book studies, etc. (Principal, Assistant Principal, PDS, Teacher Leaders)

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

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

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

Our new teachers and teachers new to a grade level will be paired with grade level mentors to support them with daily instructional planning, procedures, and routines. They will share best practices and strategies for raising student achievement and data review for differentiated instruction. New teachers will also receive support from our Content Area Specialist for Literacy (CAS). They will meet biweekly to discuss student achievement, curriculum, and the Dunnellon PBIS Program. Our CAS will model instruction, assist with lesson planning and provide support as needed to teachers new to a grade level. They will provide modeling and support with instruction and planning.

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

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.

Dunnellon Elementary uses district and state approved resources, all of which are aligned with the Florida State Standards. Training has taken place to assist teachers with understanding the new curriculum and how it is assessed. Teachers in grades K through 5 will use these state adopted materials for their Tier I instruction, as well as our Voluntary Pre-Kindergarten (VPK) unit. DES will implement Common Boards in all academic classrooms during school year 2017-2018. We have already had the initial training from a team from the Department of Education and will have another training/planning session on May 31, 2017. Follow up and support will be schedule with the DOE team for SY 17-18 so the teachers are receiving support from experts in Common Boards. Grade levels will have a dedicated time each week that will be used for collaborative planning.

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 at Dunnellon Elementary who are struggling are identified by the MTSS process. All students receive Tier I instruction. iReady diagnostic is used to identify those students needing further instruction and/or need to be placed in Tier 2 or Tier 3 intervention group. Those students receive intervention instruction which is monitored for its effectiveness on an ongoing basis. Students will be involved in our MTSS block of forty-five minutes three times per week. This is a time used to provide instruction, enrichment, or interventions. The use of approved core curriculum, support materials, and technology, including SMART boards and projectors, will be implemented to increase student learning and teacher effectiveness.

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

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: 0

Strategy Rationale

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Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

English, Karen, karen.english@marion.k12.fl.us

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

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.

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

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

iReady and Work Sampling System (WSS) are administered to Kindergarten students within the first 30 days to evaluate the effectiveness of our Pre-K programs.

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

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

MCPS also provides a Summer VPK Program for all eligible Pre-K students.

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

Our School coordinates with Childhood Development Services and we offer a Pre-K ESE program for 3 thru 5 year olds.

Kindergarten registration kicks off in April continues throughout the summer.

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

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.

Our business partner, Foresight Construction and Engineer Company will support our school effort to develop a working STEM Lab that will be used by all grade levels.

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

Marion County Public Schools students have several choices when it comes to opportunities to enter in to technical education programs. Marion Technical Institute is a high school that offers students who are interested in technical careers and industry certifications an alternative way to earn a high school diploma and credits toward technical degrees or industry certification, Marion Technical College is another pathway students may earn career and technical degrees.

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

*A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a in situation in order to find its solution.

*Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.

*Independent and collaborative research projects embedded in the curriculum.

*Collaboration, communication, and critical thinking skills threaded throughout the curriculum.

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.

N/A

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Implement Common Boards in all academic classrooms to support Standards Based Instruction through collaborative lesson planning.
- G2.** Implement differentiated instruction with fidelity to support students in learning grade level standards so student achievement 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. Implement Common Boards in all academic classrooms to support Standards Based Instruction through collaborative lesson planning. 1a

G096047

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0
Math Gains	60.0
School Grade - Percentage of Points Earned	62.0
Math Lowest 25% Gains	50.0
ELA/Reading Lowest 25% Gains	65.0
Statewide Science Assessment Level 3	65.0

Targeted Barriers to Achieving the Goal 3

- Training - teachers need training and support in planning standards based lesson plans
- Time for teachers to plan collaboratively.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Release time for teachers to have extended time to plan for standards based instruction
- Professional development in developing common boards and developing lesson plans that are standards based.
- Instructional materials to support standards based instruction in the classroom.

Plan to Monitor Progress Toward G1. 8

Evidence of collaborative planning will be through Common Boards posted in all classrooms that are grade level specific and share common learning goals and essential questions.

Person Responsible

Michael Carter

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student proficiency on FSA in ELA and Math along with FCAT Science will provide evidence of mastery of the standards. The district end of year assessments will also provide evidence of mastery of the standards in all grade levels and will be the result of a focus on standards based instruction through the use of Common Boards.

G2. Implement differentiated instruction with fidelity to support students in learning grade level standards so student achievement will increase. 1a

G096048

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	65.0
FSA Mathematics Achievement	60.0
Math Gains	60.0
Math Lowest 25% Gains	50.0
FCAT 2.0 Science Proficiency	65.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher understanding of differentiated instructional strategies, techniques, and materials
- Lack of teacher understanding of effectively managing a classroom utilizing differentiated instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- School based leadership team will assist with data support, monitoring, and instructional focus, professional development and resource support.
- Rewards Reading intervention, Reading Mastery, Early Interventions in Reading, Corrective Reading, Read Naturally, Leveled Readers, Small group instruction, Math Manipulatives, Math Talks, Cooperative Learning, Common Core, SuccessMaker, Earobics, FASTMath
- The coaches will model and plan with teachers, facilitate trainings on research based program implementation and high yield instructional strategies. The coaches will model center based instruction and effective cooperative learning strategies, and will provide instructional support with differentiated instruction.
- Paraprofessionals will participate in guided reading professional development trainings so they can support reading instruction in the classroom, and will be trained in the intervention programs that are being used on our campus so they may assist in delivering that instruction to students in need to remediation.
- Additional Para professionals to lower student teacher ratio and assist with differentiated instruction
- Provide substitute teachers to allow teachers to participate in collaborative planning and professional development
- Increase communication and understanding of school goals
- Programs and materials designed to target student needs will be purchased (IReady Reading and Math, Action 100, and Achieve 3000)

Plan to Monitor Progress Toward G2. 8

We will monitor student progress weekly using class response to instruction based on the iReady reports, monthly growth monitoring reports from iReady, and the Quarterly Assessment data to measure increases in student achievement in mastery standards.

Person Responsible

Michael Carter

Schedule

Weekly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Data from iReady (AP1, AP2, and AP3) along with the growth monitoring data monthly will be collected and show that students are making gains in mastery of the standards. The QSMA data will also be collected and show that students are making gains from quarter to quarter in the percent of standards mastered.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Implement Common Boards in all academic classrooms to support Standards Based Instruction through collaborative lesson planning. 1

 G096047

G1.B1 Training - teachers need training and support in planning standards based lesson plans 2

 B258577

G1.B1.S1 Provide on going training and support on how to write an essential question for a standard and how to develop learning goals for lessons that will support students in mastering the standard that is the focus of instruction. 4

 S273771

Strategy Rationale

If we provide on going support teachers will become proficient in providing standards based instruction to all students which will increase student achievement.

Action Step 1 5

Schedule on-going training and support in the implementation of Common Boards to support standards based instruction in all classrooms.

Person Responsible

Michael Carter

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Sign in sheets from our PD sessions that will take place during the school year.

Action Step 2 5

Purchase iReady Student Licenses and iReady consumable ELA and Math materials

Person Responsible

Karen English

Schedule

On 10/10/2017

Evidence of Completion

Purchase orders will be completed and received.

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

Principal and AP will look for Common Boards to be displayed in all classrooms. The Common Boards will have learning goals and essential questions that are aligned with the standard that is displayed on the Common Board.

Person Responsible

Karen English

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

All academic classrooms will have a ELA, Math, Science, and Social Studies Common Boards posted based on the content area they teach.

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

Teachers will have Common Boards posted in their classrooms and will refer to those through out the lesson.

Person Responsible

Michael Carter

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom observations along with participation in weekly collaborative planning sessions.

G1.B2 Time for teachers to plan collaboratively. **2**

 B258578

G1.B2.S1 Hire substitutes to cover classroom to provide extended time for teachers to work collaboratively to plan standards based lesson plans. **4**

 S273772

Strategy Rationale

If teachers look first at the standards and develop learning goals collaboratively to support students in the mastery of the Florida Standards then student achievement will increase.

Action Step 1 **5**

Develop grade level schedule for collaborative planning with a focus on planning standards based instruction and peer observations with in and/or across grade levels to provide feedback to each other in the effective delivery of instruction based around the standard and learning goal for the lesson being taught. Teachers will then debrief after observing a lesson and another teacher will teach the lesson taking in to account the feedback given during the observation.

Person Responsible

Michael Carter

Schedule

Triannually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Sign in sheets

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

During the collaborative planning and classroom observations a member of the administrative staff or the Content Area Specialist will be part of the process.

Person Responsible

Karen English

Schedule

Triannually, from 9/11/2017 to 5/25/2018

Evidence of Completion

iReady data and QSMA data will indicate an increase in the percent of students mastering the standards that are being assessed.

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

Weekly collaborative meetings after student contact hours will be conducted to support teachers in implementing common board, looking at standards, writing learning goals and essential questions to support the teaching of standards based instruction in all classrooms.

Person Responsible

Karen English

Schedule

Weekly, from 9/11/2017 to 5/25/2018

Evidence of Completion

iReady Reports will show that students are making gains in mastering grade level standards

G1.B2.S2 Hire Content Area Specialist to assist teachers in implementing and planning for standards based instruction. 4

 S273773

Strategy Rationale

If teachers plan standards based instruction and effectively deliver lessons to students than student achievement will increase

Action Step 1 5

We will purchase a Content Area Specialist

Person Responsible

Karen English

Schedule

On 6/30/2018

Evidence of Completion

PSN will be completed and submitted to the Title 1 office and employment services

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Content Area Specialist will keep a log of daily activities.

Person Responsible

Karen English

Schedule

Weekly, from 8/3/2017 to 5/28/2018

Evidence of Completion

Copies of the log and sign in sheets from professional development activities will be collected.

G1.B2.S3 Provide opportunities for parents to learn how to help their child at home and to learn more about the Florida Standards and the Next Generation Standards in Science. 4

 S273774

Strategy Rationale

If parents understand the grade level standards and learn about activities they can do at home with their child then we will have gained support and help from our parents.

Action Step 1 5

Provide opportunities for parents and family members to learn how to assist their child/children at home through activities outlined in our Parent and Family Engagement Plan.

Person Responsible

Karen English

Schedule

Quarterly, from 8/16/2017 to 5/25/2018

Evidence of Completion

Flyers inviting parents and sign in sheets from our Parent and Family Engagement Sessions will be kept.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Sign in sheets from the events.

Person Responsible

Michael Carter

Schedule

Quarterly, from 8/16/2017 to 5/25/2018

Evidence of Completion

We will monitor our Parent and Family Engagement Plan and keep sign in sheets from all events.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

We will collect sign in sheets from our PFEP

Person Responsible

Michael Carter


Schedule

Quarterly, from 8/16/2017 to 5/25/2018

Evidence of Completion

We will keep track of the number of parents in each grade level that attend our PFEP sessions.

G1.B2.S4 Provide methods for communication between school and home in order to keep parents informed of the expectations for parent, students, and teachers. 4

 S273775

Strategy Rationale

Finding ways to effectively communicate between school and home will help form partnerships between our families and our school.

Action Step 1 5

We will purchase planners for 2-5 grade students, Nikki Folders for K-1 students and School Home Compacts.

Person Responsible

Karen English

Schedule

On 8/31/2017

Evidence of Completion

Purchase orders and copies of bill.

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

We will review the parent survey to gage our rating on communication between school and home.

Person Responsible

Michael Carter

Schedule

On 5/25/2018

Evidence of Completion

We will collect information from the parent survey that is done annually.

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

During conferences with parents teachers will ask for feedback on the use of planners for a method of communication.

Person Responsible

Michael Carter

Schedule

Quarterly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Parent conference notes will be collected.


G2. Implement differentiated instruction with fidelity to support students in learning grade level standards so student achievement will increase. 1

 G096048

G2.B2 Lack of teacher understanding of effectively managing a classroom utilizing differentiated instruction 2

 B258581

G2.B2.S3 Provide professional development in utilizing formative assessment data to drive differentiated instruction 4

 S273780

Strategy Rationale

Teachers must utilize data in order to plan differentiated instruction.

Action Step 1 5

Through the guided use of student data teachers will be able to provide students with support and instruction based on their individual needs.

Person Responsible

Michael Carter

Schedule

Weekly, from 9/11/2017 to 5/14/2018

Evidence of Completion

iReady data reports will used during collaboratively planning sessions to differentiate instruction based on the data in order to target student need.

Action Step 2 5

In June of 2018 we will meet with 16 instructional staff members to review the 2018 FSA data and work through the 8 step process to plan for our 2018-2019 SIP.

Person Responsible

Karen English

Schedule

On 6/28/2018

Evidence of Completion

Sign in sheets and the complete 8 step process

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Small group instructional groups will be based on the data from iReady and district quarterly assessments.

Person Responsible

Michael Carter

Schedule

Biweekly, from 9/15/2017 to 5/11/2018

Evidence of Completion

Data from the iReady assessments and district quarterly assessments will indicate students are making growth in mastery the standards.

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Review of the class response to instruction reports along with the monthly growth monitoring report will be review during collaborative grade level meetings to determine next steps in instruction for students.

Person Responsible

Michael Carter

Schedule

Biweekly, from 9/15/2017 to 5/11/2018

Evidence of Completion

The class response to instruction reports will indicate the students are making growth towards individual goals set from the diagnostic and the monthly growth monitoring reports will indicate that students are making gains in mastering standards.

G2.B2.S4 Provide time for teachers to engage in a PL centered around Differentiated Instruction. 4

 S273781

Strategy Rationale

To increase teacher understanding of the research base of differentiated instruction

Action Step 1 5

During weekly team collaborative time or during after school professional development sessions teachers will spend time investigating professional articles or books and looking at data from iReady to guide them in planning for differentiated instruction in the classroom.

Person Responsible

Michael Carter

Schedule

Monthly, from 8/21/2017 to 5/7/2018

Evidence of Completion

Notes from PL meetings

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

Admin team will attend PLC meetings to take part in the discussion regarding differentiated instruction. Notes from meetings will be kept by the grade level chair/teacher leader.

Person Responsible

Michael Carter

Schedule

Monthly, from 9/11/2017 to 5/7/2018

Evidence of Completion

Notes from collaborative team planning time where PLC was conducted on differentiated instruction.

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 7

iReady data and QSMA data will be monitored to ensure the percent of students meeting mastery is increasing .

Person Responsible

Michael Carter

Schedule

Quarterly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Date from iReady (AP1, AP2, and AP3) along with the growth monitoring data monthly will be collected and show that students are making gains in mastery of the standards. The QSMA data will also be collected and show that students are making gains from quarter to quarter in the percent of standards mastered.

G2.B2.S5 Provide coaching in classrooms to provide effective strategies in differentiated instruction for each classroom 4

 S273782

Strategy Rationale

Teachers will understand the implementation of differentiated instruction and its power to increase student achievement

Action Step 1 5

Content Area Specialist will provide in classroom support to teachers in planning and providing differentiated support to students in the classroom.

Person Responsible

Karen English

Schedule

Daily, from 9/12/2017 to 5/28/2018

Evidence of Completion

Copies of CAS log will be collected.

Plan to Monitor Fidelity of Implementation of G2.B2.S5 6

Classroom observation of CAS providing coaching to teachers in the classroom as well as attend planning sessions during collaborative planning times.

Person Responsible

Karen English

Schedule

Biweekly, from 9/18/2017 to 5/25/2018

Evidence of Completion

Data from iReady (AP1, AP2, and AP3) will indicate that the percent of students making gains in mastering the standards is increasing.

Plan to Monitor Effectiveness of Implementation of G2.B2.S5 7

iReady reports will be monitored to ensure students are making gains in mastering the standards. QSMA data will be reviewed to ensure students are making gains in mastering grade level standards that have been taught during each quarter.

Person Responsible

Karen English

Schedule

Quarterly, from 9/18/2017 to 5/25/2018

Evidence of Completion

Class response to instruction reports will be collected and reviewed to see how individual classrooms are progressing in meeting grade level standards. QSMA data will also be collected to determine student progress in mastering grade level standards.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S4.A1 A367583	We will purchase planners for 2-5 grade students, Nikki Folders for K-1 students and School Home...	English, Karen	7/5/2017	Purchase orders and copies of bill.	8/31/2017 one-time
G1.B1.S1.A2 A367579	Purchase iReady Student Licenses and iReady consumable ELA and Math materials	English, Karen	9/8/2017	Purchase orders will be completed and received.	10/10/2017 one-time
G2.B2.S4.MA1 M394481	Admin team will attend PLC meetings to take part in the discussion regarding differentiated...	Carter, Michael	9/11/2017	Notes from collaborative team planning time where PLC was conducted on differentiated instruction.	5/7/2018 monthly
G2.B2.S4.A1 A367588	During weekly team collaborative time or during after school professional development sessions...	Carter, Michael	8/21/2017	Notes from PL meetings	5/7/2018 monthly
G2.B2.S3.MA1 M394478	Review of the class response to instruction reports along with the monthly growth monitoring report...	Carter, Michael	9/15/2017	The class response to instruction reports will indicate the students are making growth towards individual goals set from the diagnostic and the monthly growth monitoring reports will indicate that students are making gains in mastering standards.	5/11/2018 biweekly
G2.B2.S3.MA1 M394479	Small group instructional groups will be based on the data from iReady and district quarterly...	Carter, Michael	9/15/2017	Data from the iReady assessments and district quarterly assessments will indicate students are making growth in mastery the standards.	5/11/2018 biweekly
G2.B2.S3.A1 A367586	Through the guided use of student data teachers will be able to provide students with support and...	Carter, Michael	9/11/2017	iReady data reports will used during collaboratively planning sessions to differentiate instruction based on the data in order to target student need.	5/14/2018 weekly
G1.MA1 M394475	Evidence of collaborative planning will be through Common Boards posted in all classrooms that are...	Carter, Michael	8/10/2017	Student proficiency on FSA in ELA and Math along with FCAT Science will provide evidence of mastery of the standards. The district end of year assessments will also provide evidence of mastery of the standards in all grade levels and will be the result of a focus on standards based instruction through the use of Common Boards.	5/25/2018 monthly
G1.B1.S1.MA1 M394466	Teachers will have Common Boards posted in their classrooms and will refer to those through out the...	Carter, Michael	8/10/2017	Classroom observations along with participation in weekly collaborative planning sessions.	5/25/2018 daily
G1.B1.S1.MA1 M394467	Principal and AP will look for Common Boards to be displayed in all classrooms. The Common Boards...	English, Karen	8/10/2017	All academic classrooms will have a ELA, Math, Science, and Social Studies Common Boards posted based on the content area they teach.	5/25/2018 weekly
G1.B1.S1.A1 A367578	Schedule on-going training and support in the implementation of Common Boards to support standards...	Carter, Michael	8/3/2017	Sign in sheets from our PD sessions that will take place during the school year.	5/25/2018 monthly
G1.B2.S1.MA1 M394468	Weekly collaborative meetings after student contact hours will be conducted to support teachers in...	English, Karen	9/11/2017	iReady Reports will show that students are making gains in mastering grade level standards	5/25/2018 weekly
G1.B2.S1.MA1 M394469	During the collaborative planning and classroom observations a member of the administrative staff...	English, Karen	9/11/2017	iReady data and QSMA data will indicate an increase in the percent of students mastering the standards that are being assessed.	5/25/2018 triannually
G1.B2.S1.A1 A367580	Develop grade level schedule for collaborative planning with a focus on planning standards based...	Carter, Michael	8/10/2017	Sign in sheets	5/25/2018 triannually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S3.MA1  M394471	We will collect sign in sheets from our PFEP	Carter, Michael	8/16/2017	We will keep track of the number of parents in each grade level that attend our PFEP sessions.	5/25/2018 quarterly
G1.B2.S3.MA1  M394472	Sign in sheets from the events.	Carter, Michael	8/16/2017	We will monitor our Parent and Family Engagement Plan and keep sign in sheets from all events.	5/25/2018 quarterly
G1.B2.S3.A1  A367582	Provide opportunities for parents and family members to learn how to assist their child/children at...	English, Karen	8/16/2017	Flyers inviting parents and sign in sheets from our Parent and Family Engagement Sessions will be kept.	5/25/2018 quarterly
G1.B2.S4.MA1  M394473	During conferences with parents teachers will ask for feedback on the use of planners for a method...	Carter, Michael	8/28/2017	Parent conference notes will be collected.	5/25/2018 quarterly
G1.B2.S4.MA1  M394474	We will review the parent survey to gage our rating on communication between school and home.	Carter, Michael	8/28/2017	We will collect information from the parent survey that is done annually.	5/25/2018 one-time
G2.B2.S4.MA1  M394480	iReady data and QSMA data will be monitored to ensure the percent of students meeting mastery is...	Carter, Michael	10/2/2017	Date from iReady (AP1, AP2, and AP3) along with the growth monitoring data monthly will be collected and show that students are making gains in mastery of the standards. The QSMA data will also be collected and show that students are making gains from quarter to quarter in the percent of standards mastered.	5/25/2018 quarterly
G2.B2.S5.MA1  M394482	iReady reports will be monitored to ensure students are making gains in mastering the standards....	English, Karen	9/18/2017	Class response to instruction reports will be collected and reviewed to see how individual classrooms are progressing in meeting grade level standards. QSMA data will also be collected to determine student progress in mastering grade level standards.	5/25/2018 quarterly
G2.B2.S5.MA1  M394483	Classroom observation of CAS providing coaching to teachers in the classroom as well as attend...	English, Karen	9/18/2017	Data from iReady (AP1, AP2, and AP3) will indicate that the percent of students making gains in mastering the standards is increasing.	5/25/2018 biweekly
G1.B2.S2.MA1  M394470	Content Area Specialist will keep a log of daily activities.	English, Karen	8/3/2017	Copies of the log and sign in sheets from professional development activities will be collected.	5/28/2018 weekly
G2.B2.S5.A1  A367589	Content Area Specialist will provide in classroom support to teachers in planning and providing...	English, Karen	9/12/2017	Copies of CAS log will be collected.	5/28/2018 daily
G2.MA1  M394487	We will monitor student progress weekly using class response to instruction based on the iReady...	Carter, Michael	8/29/2017	Date from iReady (AP1, AP2, and AP3) along with the growth monitoring data monthly will be collected and show that students are making gains in mastery of the standards. The QSMA data will also be collected and show that students are making gains from quarter to quarter in the percent of standards mastered.	5/31/2018 weekly
G2.B2.S3.A2  A367587	In June of 2018 we will meet with 16 instructional staff members to review the 2018 FSA data and...	English, Karen	6/11/2018	Sign in sheets and the complete 8 step process	6/28/2018 one-time
G1.B2.S2.A1  A367581	We will purchase a Content Area Specialist	English, Karen	8/3/2017	PSN will be completed and submitted to the Title 1 office and employment services	6/30/2018 one-time

V. Professional Development Opportunities

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

G1. Implement Common Boards in all academic classrooms to support Standards Based Instruction through collaborative lesson planning.

G1.B1 Training - teachers need training and support in planning standards based lesson plans

G1.B1.S1 Provide on going training and support on how to write an essential question for a standard and how to develop learning goals for lessons that will support students in mastering the standard that is the focus of instruction.

PD Opportunity 1

Schedule on-going training and support in the implementation of Common Boards to support standards based instruction in all classrooms.

Facilitator

Karen English/Michael Carter/Bethany Forst

Participants

All instructional staff

Schedule

Monthly, from 8/3/2017 to 5/25/2018

PD Opportunity 2

Purchase iReady Student Licenses and iReady consumable ELA and Math materials

Facilitator

Michael Carter/iReady Consultant

Participants

All K-5 Academic Teachers

Schedule

On 10/10/2017

G1.B2 Time for teachers to plan collaboratively.

G1.B2.S1 Hire substitutes to cover classroom to provide extended time for teachers to work collaboratively to plan standards based lesson plans.

PD Opportunity 1

Develop grade level schedule for collaborative planning with a focus on planning standards based instruction and peer observations with in and/or across grade levels to provide feedback to each other in the effective delivery of instruction based around the standard and learning goal for the lesson being taught. Teachers will then debrief after observing a lesson and another teacher will teach the lesson taking in to account the feedback given during the observation.

Facilitator

Karen English/Michael Carter

Participants

All Instructional Staff

Schedule

Triannually, from 8/10/2017 to 5/25/2018

G2. Implement differentiated instruction with fidelity to support students in learning grade level standards so student achievement will increase.

G2.B2 Lack of teacher understanding of effectively managing a classroom utilizing differentiated instruction

G2.B2.S3 Provide professional development in utilizing formative assessment data to drive differentiated instruction

PD Opportunity 1

Through the guided use of student data teachers will be able to provide students with support and instruction based on their individual needs.

Facilitator

Michael Carter /Bethany Forst

Participants

1st-5th Grade teachers

Schedule

Weekly, from 9/11/2017 to 5/14/2018

G2.B2.S4 Provide time for teachers to engage in a PL centered around Differentiated Instruction.

PD Opportunity 1

During weekly team collaborative time or during after school professional development sessions teachers will spend time investigating professional articles or books and looking at data from iReady to guide them in planning for differentiated instruction in the classroom.

Facilitator

Grade Level Chairs/Teacher Leaders

Participants

All classroom teachers

Schedule

Monthly, from 8/21/2017 to 5/7/2018

VI. Technical Assistance Items

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

G1. Implement Common Boards in all academic classrooms to support Standards Based Instruction through collaborative lesson planning.

G1.B2 Time for teachers to plan collaboratively.

G1.B2.S3 Provide opportunities for parents to learn how to help their child at home and to learn more about the Florida Standards and the Next Generation Standards in Science.

TA Opportunity 1

Provide opportunities for parents and family members to learn how to assist their child/children at home through activities outlined in our Parent and Family Engagement Plan.

Facilitator

Kathleen Licht

Participants

Parents and Family Members of our students.

Schedule

Quarterly, from 8/16/2017 to 5/25/2018

VII. Budget

1	G1.B1.S1.A1	Schedule on-going training and support in the implementation of Common Boards to support standards based instruction in all classrooms.				\$45,097.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0641 - Dunnellon Elementary School	Title, I Part A		\$6,875.00
			Notes: Notes			
	6400	590-Other Materials and Supplies	0641 - Dunnellon Elementary School	Title, I Part A		\$1,000.00
			Notes: Purchase The Fundamental Five: The Formula for Quality Instruction - For Book Study			
	5100	510-Supplies	0641 - Dunnellon Elementary School	Title, I Part A		\$1,810.00
			Notes: Acaletics Quick Piks Science			
	5100	590-Other Materials and Supplies	0641 - Dunnellon Elementary School	Title, I Part A		\$16,909.00
			Notes: Books for classroom libraries - self-selected reading			
	5100	590-Other Materials and Supplies	0641 - Dunnellon Elementary School	Title, I Part A		\$8,000.00

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			<i>Notes: Kits and Non-consumable materials for STEAM Lab</i>			
	5100	510-Supplies	0641 - Dunnellon Elementary School	Title, I Part A		\$2,424.00
			<i>Notes: Consumable materials for STEAM Lab (projects boards, paper, markers, chart paper, etc.)</i>			
	5100	360-Rentals	0641 - Dunnellon Elementary School	Title, I Part A		\$3,600.00
			<i>Notes: Coding program to support STEAM Lab</i>			
	6400	140-Substitute Teachers	0641 - Dunnellon Elementary School	Title, I Part A		\$4,479.00
			<i>Notes: Subs for iReady Training and Common Board training and support</i>			
2	G1.B1.S1.A2	Purchase iReady Student Licenses and iReady consumable ELA and Math materials				\$30,861.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0641 - Dunnellon Elementary School	Title, I Part A		\$13,251.00
			<i>Notes: ELA and Math Consumable Books</i>			
	5100	360-Rentals	0641 - Dunnellon Elementary School	Title, I Part A		\$14,610.00
			<i>Notes: iReady Site License 501-800 Students</i>			
	6400	310-Professional and Technical Services	0641 - Dunnellon Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: Professional Development - iReady</i>			
3	G1.B2.S1.A1	Develop grade level schedule for collaborative planning with a focus on planning standards based instruction and peer observations with in and/or across grade levels to provide feedback to each other in the effective delivery of instruction based around the standard and learning goal for the lesson being taught. Teachers will then debrief after observing a lesson and another teacher will teach the lesson taking in to account the feedback given during the observation.				\$11,975.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	140-Substitute Teachers	0641 - Dunnellon Elementary School	Title, I Part A		\$4,479.00
			<i>Notes: Notes</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0641 - Dunnellon Elementary School	Title, I Part A		\$4,696.00
			<i>Notes: Refresh 4 Smartboards</i>			
	5100	644-Computer Hardware Non-Capitalized	0641 - Dunnellon Elementary School	Title, I Part A		\$2,800.00
			<i>Notes: 4Document Cameras</i>			
4	G1.B2.S2.A1	We will purchase a Content Area Specialist				\$61,047.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0641 - Dunnellon Elementary School	Title, I Part A		\$61,047.00
			<i>Notes: Hire Content Area Specialist</i>			
5	G1.B2.S3.A1	Provide opportunities for parents and family members to learn how to assist their child/children at home through activities outlined in our Parent and Family Engagement Plan.				\$1,928.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0641 - Dunnellon Elementary School	Title, I Part A		\$800.00
			<i>Notes: Light refreshments for parent training nights.</i>			
	6150	510-Supplies	0641 - Dunnellon Elementary School	Title, I Part A		\$1,128.00
			<i>Notes: Supplies and materials for parent trainings to include supplies to take home to help students at home.</i>			
6	G1.B2.S4.A1	We will purchase planners for 2-5 grade students, Nikki Folders for K-1 students and School Home Compacts.				\$1,269.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0641 - Dunnellon Elementary School	Title, I Part A		\$250.00
			<i>Notes: Nikki Folders for K-1</i>			
	6150	370-Communications	0641 - Dunnellon Elementary School	Title, I Part A		\$875.00
			<i>Notes: Student Planners 2-5 grade</i>			
	6150	390-Other Purchased Services	0641 - Dunnellon Elementary School	Title, I Part A		\$144.00
			<i>Notes: Parent - School Compacts Prek-5</i>			
7	G2.B2.S3.A1	Through the guided use of student data teachers will be able to provide students with support and instruction based on their individual needs.				\$132,713.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0641 - Dunnellon Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: Professional Development for Action 100 in using data to decide targeted individualized instruction.</i>			
	5100	160-Other Support Personnel	0641 - Dunnellon Elementary School	Title, I Part A		\$129,713.00
			<i>Notes: Pay for 5 paraprofessionals to support differentiated instruction in K-5 classrooms and to provide additional support during the MTSS period.</i>			
8	G2.B2.S3.A2	In June of 2018 we will meet with 16 instructional staff members to review the 2018 FSA data and work through the 8 step process to plan for our 2018-2019 SIP.				\$1,707.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	750-Other Personal Services	0641 - Dunnellon Elementary School	Title, I Part A		\$1,707.00
			Notes: Notes			
9	G2.B2.S4.A1	During weekly team collaborative time or during after school professional development sessions teachers will spend time investigating professional articles or books and looking at data from iReady to guide them in planning for differentiated instruction in the classroom.				\$0.00
10	G2.B2.S5.A1	Content Area Specialist will provide in classroom support to teachers in planning and providing differentiated support to students in the classroom.				\$0.00
					Total:	\$286,597.00