

Marion County Public Schools

Dunnellon Elementary School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	C	C*

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision 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 potential.

School Leadership Team

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	Instructional Coach
Carter, Michael	Assistant Principal
Koviack, Karen	Dean

Duties

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

Administration- Administration will develop a continuum of intervention supports for both behavior and academic which are readily accessible as soon as a student is indicated as at risk or off track. Develop effective intervention plans and provide prevention supports which act to prevent students from becoming disengaged or developing skills deficits. They will analyze data to make changes that will increase student achievement.

Alyson Savage, School Counselor-Ms. Savage is in charge of implementing the Social Emotional Learning program at the school and supporting with the MTSS process for behavior and academics school wide. Ms. Savage communicates with parents about attendance and runs meetings to discuss absences and tardies with the support of the school social worker and assistant principal.

Karen Koviack, Dean-Ms. Koviack is in charge of discipline and assisting with the implementation of the Social Emotional Learning program at the school. Ms. Koviack is also assisting with the Parent and Family Engagement Plan and its implementation. Part of the discipline role is working with teachers and students to assist them in decreasing behavior problems in the classroom to decrease the loss of instructional time due to misbehaviors.

Bethany Forst, Literacy CAS-Ms. Forst is the lead for Professional Development with the Teaching-Learning cycle and Guided Reading as well as assisting with other curriculum based professional development throughout the school year. Ms. Forst is also involved in the SAC committee and assisting with planning Parent and Family Engagement Activities.

Teachers are included in conversations about student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings.

Early Warning Systems

Year 2017-18

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	2	10	16	12	10	8	0	0	0	0	0	0	0	58
One or more suspensions	0	1	8	10	4	9	0	0	0	0	0	0	0	32
Course failure in ELA or Math	0	3	12	21	5	13	0	0	0	0	0	0	0	54
Level 1 on statewide assessment	0	0	0	18	21	32	0	0	0	0	0	0	0	71

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	5	15	30	12	27	0	0	0	0	0	0	0	89

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	17	0	0	0	0	0	0	0	0	0	17
Retained Students: Previous Year(s)	0	0	1	0	6	16	0	0	0	0	0	0	0	23

Date this data was collected

Tuesday 8/7/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA/Math Learning Gains in the bottom 25% had the lowest performance with ELA at 30% and Math at 25%. In ELA, this has not been a trend over the past three years. In 15-16 and 16-17, ELA Learning Gains in the Bottom 25% were rising from 57% to 61%. Then there was a 31% drop between the 16-17 school year (61%) and the 17-18 school year (30%). ELA Bottom 25% decrease was not a trend since the previous years there was a slight increase by 2%. The drop in Math Bottom 25% Learning Gains from the 16-17 school year (43%) to the 17-18 school year (25%) was almost as large with an 18% drop. Math Bottom 25% is a continuation of a trend, but the prior years drop was not as significant with the 15-16 school year (45%) to the 16-17 school year (43%) there was a 2% decrease.

Which data component showed the greatest decline from prior year?

The largest decline from the 16-17 school year to the 17-18 school year came from the Bottom 25% learning gains in ELA. Overall there was a 31% decrease between the two years. In the 16-17 school year, 61% of the students had made learning gains in the Bottom 25%. For the 17-18 school year, only 30% of the students in the Bottom 25% made learning gains.

Which data component had the biggest gap when compared to the state average?

Math Learning gains in the Bottom 25% had the largest gap when compared to the state average. Dunnellon Elementary had 25% of the Bottom 25% make learning gains, while the state had 47% of students in the Bottom 25% make learning gains for the 17-18 school year. This is a total of a 22% difference between the state and Dunnellon Elementary for the Bottom 25% of students making learning gains in math.

Which data component showed the most improvement? Is this a trend?

Overall math achievement had the most improvement with a 2% growth from the 16-17 school year (50%) to the 17-18 school year (52%). Fifth grade math achievement had the largest growth of the grade level data with 19% growth from the 16-17 school year (38%) to the 17-18 school year (57%). Even though having the most improvement over the past couple of years has not been the trend, the trend with math proficiency as a whole has continued to improve over the previous three years with an increase of 6% from the 15-16 school year (46%) to the 17-18 school year (52%).

Describe the actions or changes that led to the improvement in this area.

The fifth grade teachers utilized programs such as Reflex Math in the classroom to support students with their math facts and computational fluency. Teachers also used math manipulative and other strategies to help the students better understand the standards being taught in the grade level.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	49%	46%	56%	54%	47%	52%
ELA Learning Gains	40%	44%	55%	59%	49%	52%
ELA Lowest 25th Percentile	30%	37%	48%	57%	47%	46%
Math Achievement	52%	49%	62%	46%	48%	58%
Math Learning Gains	41%	46%	59%	53%	47%	58%
Math Lowest 25th Percentile	25%	35%	47%	45%	40%	46%
Science Achievement	52%	51%	55%	51%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	2 (0)	10 (9)	16 (8)	12 (11)	10 (9)	8 (12)	58 (49)
One or more suspensions	0 (5)	1 (4)	8 (1)	10 (4)	4 (6)	9 (8)	32 (28)
Course failure in ELA or Math	0 (0)	3 (5)	12 (5)	21 (17)	5 (6)	13 (7)	54 (40)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	18 (8)	21 (37)	32 (24)	71 (69)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	45%	46%	-1%	57%	-12%
	2017	46%	50%	-4%	58%	-12%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	43%	43%	0%	56%	-13%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	66%	52%	14%	56%	10%
Same Grade Comparison		-23%				
Cohort Comparison		-3%				
05	2018	51%	46%	5%	55%	-4%
	2017	43%	47%	-4%	53%	-10%
Same Grade Comparison		8%				
Cohort Comparison		-15%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	46%	48%	-2%	62%	-16%
	2017	40%	48%	-8%	62%	-22%
Same Grade Comparison		6%				
Cohort Comparison						
04	2018	48%	47%	1%	62%	-14%
	2017	71%	55%	16%	64%	7%
Same Grade Comparison		-23%				
Cohort Comparison		8%				
05	2018	57%	50%	7%	61%	-4%
	2017	38%	45%	-7%	57%	-19%
Same Grade Comparison		19%				
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	49%	49%	0%	55%	-6%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	30	27	19	33	33	23				
ELL	23	40	31	40	42	18					
BLK	24	29	20	6	7						
HSP	36	40	41	41	47	40	38				
WHT	55	40	21	61	43	19	58				
FRL	41	40	29	44	35	18	47				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	57	92	17	52	54					
ELL	18	55		39	50						
BLK	26	39		18	29		50				
HSP	32	61	71	42	59	43	44				
MUL	40										
WHT	64	65	60	58	64	39	64				
FRL	43	55	68	44	58	45	50				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Instructional Activities/Strategies
Rationale	Based upon the state assessment data in grades 3-5 from the previous three years, it indicates that less than 60% of our students are meeting proficiency levels. With the focus on effective teaching strategies and teaching our students learning strategies, our students will show mastery of the standards.
Intended Outcome	<p>If the teachers at Dunnellon Elementary are provided training in standards based lesson design and best practice instructional strategies, then the amount of students in grades 3-5 that will meet or exceed grade level standards in areas tested and measured by the State Assessment will increase by 5% from the 2017-2018 school year to the 2018-2019 school year and 60% of the students at Dunnellon Elementary will make learning gains from the 2017-2018 school year to the 2018-2019 school year.</p> <p>In ELA: Grade 3 will increase from 45% to 50%, Grade 4 will increase from 43% to 48%, and Grade 5 will increase from 51% to 56%.</p> <p>In Math: Grade 3 will increase from 46% to 51%, Grade 4 will increase from 48% to 53%, and Grade 5 will increase from 57% to 62%.</p> <p>In Science: Grade 5 will increase from 49% to 54%.</p>
Point Person	Karen English (karen.english@marion.k12.fl.us)
Action Step	
Description	<p>The Literacy CAS and the Principal will lead teachers through the teaching-learning cycle twice throughout the school year.</p> <p>The leadership team will provide support and ongoing professional development in collaborative planning focused on standards based lesson design and best practices in the classroom.</p> <p>The AP and Literacy CAS will provide training in STEMScopes, Flocabulary, iReady, CKLA, and other resources for the teachers to use in their classrooms.</p> <p>Teachers will use iReady Online Instruction and Teacher Toolbox to assist with teaching the ELA and Math Standards.</p> <p>The leadership team will provide training in effectively planning and utilizing the ELA, Math, and MTSS block to meet the needs of all students.</p> <p>Guided Reading is implemented and supported in all classrooms K through 5.</p> <p>Teachers will receive professional development in Guided Reading with the utilization of the Guided Reading Teacher's Companion: The Next Step Forward in Guided Reading.</p> <p>Use of Phonics for Reading and Rewards student work books to provide support to students who are struggling in reading.</p> <p>Fifth grade teachers use Acaletics QuikPiks for Science.</p> <p>Fifth grade teachers are provided a review of the science standards.</p> <p>Teachers take part in a Growth Mindset Book Study to incorporate strategies in their classrooms.</p>
Person Responsible	Karen English (karen.english@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<p>iReady Diagnostic Data will be reviewed and compared to previous diagnostics after each testing window for AP1, AP2, and AP3.</p> <p>Local Assessment Data will be reviewed quarterly.</p> <p>Walk Through/Classroom Observation Data will be monitored by the Principal and Assistant Principal on a monthly basis.</p>

Person Responsible Michael Carter (michael.carter@marion.k12.fl.us)

Activity #2

Title Student Discipline Policy

Rationale Based upon our school data focusing on Office Discipline Referrals and the Early Warning System Data, students are struggling with their Social Emotional Learning skills such as conflict resolution, healthy decision making processes, and self concepts.

Intended Outcome If Dunnellon Elementary provides tiered supports through Social Emotional Learning, then 90% of the students will receive one office discipline referral or less and the total amount of at risk referrals will decrease. For the 2016-2017 School Year and the 2017-2018 School Year, 89% of the students at Dunnellon Elementary received one Office Discipline Referral or less. With the incorporation of the Social Emotional Learning, 90% or more of the students at Dunnellon Elementary will receive one Office Discipline Referral or less.

Point Person Allison Savage (allision.savage@marion.k12.fl.us)

Action Step

Description Implementing Sanford Harmony school wide to help students learn Social Emotional Learning skills.
Implementing a Mutli-Discipline Team to analyze student data based upon Office Discipline Referrals and the Early Warning System to determine students who need to be moved to either Tier 2 or Tier 3 to better meet their individual needs.
Incorporating a binder system for students in K-5 to assist students in becoming more organized with their materials and also to better communicate with parents at home with what is occurring at school.
Student Planners and Niki Folders are used to communicate important information from school to home. These are kept in the binders that are provided to the students.
Incorporating small group counseling and mentoring at the school level upon individual or group of student needs.
Providing parents information for resources outside of school.

Person Responsible Allison Savage (allision.savage@marion.k12.fl.us)

Plan to Monitor Effectiveness

Description Quarterly monitoring of Office Discipline Referral, Early Warning System, and At-Risk Referrals data to determine the effectiveness of the implementation of the programs school wide.

Person Responsible Michael Carter (michael.carter@marion.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

For the 2018-2019 school year, Dunnellon Elementary is implementing a binder system to support communication between home and school. The binder system will help the students be better organized at school and also allow the parents to see what their child is learning in school. Teachers and parents will also be able to communicate through the binder system. Dunnellon Elementary is also going to host science and literacy nights at the school to teach the parents strategies that they can use at home with their students. Parents in a grade level are also going to be invited to the school to sit in a class and learn what their child is learning in the classroom. The goal for Dunnellon Elementary is to have at least 50% of parents involved in at least one of the parent activities at the school including parent and family engagement events and the SAC committee.

PFEF Link

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

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.

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. Kindergarten registration kicks off in April continues throughout the summer.

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 HIPPPY (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.

Non-consumable Title I resources, will be bar coded and inventoried annually. Consumables will be

maintained in a central location, where administrators and the school secretary will be responsible for distribution of resources.

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, school counselor, 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, focusing on specific individual student needs.

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.

Non-consumable Title I resources, will be bar coded and inventoried annually. Consumables will be maintained in a central location, where administrators and the school secretary will be responsible for distribution of resources.

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.

Part V: Budget

Total:	\$193,881.00
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