Dunnellon Middle School

2019-20 Schoolwide Improvement Plan

Table of Contents

Dunnellon Middle School

21005 CHESTNUT ST, Dunnellon, FL 34431

[no web address on file]

Demographics

Principal: William Mcateer   Start Date for this Principal: 7/1/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: B (56%) 2016-17: C (51%) 2015-16: C (50%) 2014-15: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

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21005 CHESTNUT ST, Dunnellon, FL 34431

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	78%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	B	C	C

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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. 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.

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

Provide the school's vision statement.

D-eveloping
M-inds for
S-uccess

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

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Lindsey, Gwen	Assistant Principal	Oversee the discipline program at DMS. Responsible for monitoring discipline data and EWS data.
Durden, Donna	Assistant Principal	Oversee the curriculum in all disciplines at DMS. Responsible for monitoring student performance data in all areas of the school.
Samler, Carmela	Instructional Coach	Oversee the 4 reading teachers at DMS. Oversee the reading program at DMS. Responsible for monitoring student reading data and progress monitoring data via I-Ready for DMS.
Smallridge, Delbert	Principal	Oversee the entire instructional program at DMS. Responsible for hiring all faculty and staff members and evaluating the teachers at DMS.
Vazquez, Maria	Dean	Responsible for dealing with bus referrals and classroom referrals on a day to day basis. Also responsible for monitoring bus arrivals and departures. Primary responsibility is to deal with student discipline and monitor student transitions before and after school as well as class changes.
Peluffo, Evelyn	School Counselor	Oversee the school guidance program. Also responsible for the students with last names M-Z as their guidance counselor. Responsible for scheduling new students and dealing with students in a crisis situations. Also responsible for counseling our 3 AVID cohorts.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	232	209	215	0	0	0	0	656
Attendance below 90 percent	0	0	0	0	0	0	45	41	50	0	0	0	0	136
One or more suspensions	0	0	0	0	0	0	23	30	44	0	0	0	0	97
Course failure in ELA or Math	0	0	0	0	0	0	24	21	18	0	0	0	0	63
Level 1 on statewide assessment	0	0	0	0	0	0	88	71	67	0	0	0	0	226
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	70	68	99	0	0	0	0	237

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	1	0	17	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

39

Date this data was collected or last updated

Friday 8/2/2019

Prior Year - As Reported

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	31	38	15	0	0	0	0	84
One or more suspensions	0	0	0	0	0	0	75	72	63	0	0	0	0	210
Course failure in ELA or Math	0	0	0	0	0	0	7	25	10	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	0	0	0	51	67	45	0	0	0	0	163
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	70	76	81	0	0	0	0	227

Prior Year - 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	0	0	0	0	0	31	38	15	0	0	0	0	84
One or more suspensions	0	0	0	0	0	0	75	72	63	0	0	0	0	210
Course failure in ELA or Math	0	0	0	0	0	0	7	25	10	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	0	0	0	51	67	45	0	0	0	0	163
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	70	76	81	0	0	0	0	227

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	49%	54%	44%	45%	52%
ELA Learning Gains	55%	54%	54%	52%	48%	54%
ELA Lowest 25th Percentile	43%	46%	47%	41%	36%	44%
Math Achievement	55%	54%	58%	53%	47%	56%
Math Learning Gains	61%	58%	57%	62%	54%	57%
Math Lowest 25th Percentile	54%	50%	51%	53%	45%	50%
Science Achievement	39%	46%	51%	44%	44%	50%
Social Studies Achievement	64%	70%	72%	63%	64%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	232 (0)	209 (0)	215 (0)	656 (0)
Attendance below 90 percent	45 (31)	41 (38)	50 (15)	136 (84)
One or more suspensions	23 (75)	30 (72)	44 (63)	97 (210)
Course failure in ELA or Math	24 (7)	21 (25)	18 (10)	63 (42)
Level 1 on statewide assessment	88 (51)	71 (67)	67 (45)	226 (163)
	0 (0)	0 (0)	0 (0)	0 (0)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	44%	45%	-1%	54%	-10%
	2018	40%	44%	-4%	52%	-12%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	42%	46%	-4%	52%	-10%
	2018	41%	43%	-2%	51%	-10%
Same Grade Comparison		1%				
Cohort Comparison		2%				
08	2019	55%	50%	5%	56%	-1%
	2018	53%	49%	4%	58%	-5%
Same Grade Comparison		2%				
Cohort Comparison		14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	48%	46%	2%	55%	-7%
	2018	46%	42%	4%	52%	-6%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	54%	49%	5%	54%	0%
	2018	61%	49%	12%	54%	7%
Same Grade Comparison		-7%				
Cohort Comparison		8%				
08	2019	41%	41%	0%	46%	-5%
	2018	45%	43%	2%	45%	0%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-4%				
Cohort Comparison		-20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	40%	44%	-4%	48%	-8%
	2018	47%	46%	1%	50%	-3%
Same Grade Comparison		-7%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	65%	-4%	71%	-10%
2018	62%	64%	-2%	71%	-9%
Compare		-1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	96%	54%	42%	61%	35%
2018	100%	57%	43%	62%	38%
Compare		-4%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	13	28	26	19	37	43		37			
ELL	19	34	30	31	54	53	4	25			
BLK	24	47	38	34	61	63		58			
HSP	41	50	37	49	60	56	25	60	67		
MUL	39	52		35	50		20				
WHT	55	60	52	62	63	48	52	70	58		
FRL	45	56	45	53	61	53	34	60	55		

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	3	31	32	15	33	33	14	20			
ELL	16	43	44	34	62	61	17	42			
BLK	20	35	38	39	51	64	33	70			
HSP	44	55	51	53	69	67	29	62	57		
MUL	29	25		44	59			30			
WHT	49	51	50	63	73	63	61	66	67		
FRL	41	50	47	53	67	63	41	62	55		

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	9	37	41	19	45	46	13	19			
ELL	14	47	44	18	43	34	12	45			
BLK	32	37	20	35	43		40	77			
HSP	36	52	47	42	53	43	35	56	48		
MUL	41	52	27	46	67		36				
WHT	48	53	42	60	67	61	48	68	49		
FRL	40	49	40	49	60	50	42	58	38		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	547
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	39
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performance component was Science. We had a 39% proficiency rate. This was mostly due to having one of our two 8th grade science teachers out on medical leave for a large portion of the school year. The school was on an upward trend the previous year from 44 to 48 percent proficiency. This should not be an issue moving forward.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline from the previous year was science. Again, for the reasons listed above we dropped 9 points in science (48% to 39%). This should not be an issue moving forward.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when compared to the state average was science. Our proficiency level was 39% when the state average was 51%. The same factors listed in items a and b above contributed to the gap.

Which data component showed the most improvement? What new actions did your school take in this area?

Our greatest gains came in ELA Learning Gains. We improved from 50 to 55% posted learning gains. Our school participated in a Pilot program with AVID. We started teaching our staff members how to implement WICOR teaching strategies. We will continue with expanding our teacher training for AVID and WICOR strategies during the summer of 2019 and throughout the 2019-2020 school year.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The greatest area of concern from the EWS data is attendance. We have 20.9% of our students with an attendance rate below 90%. This is fairly even across all three grade levels. This poor level of attendance will significantly impact the school's performance on state tests. As well as the individual learning for these 136 students.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Continue to offer Intensive Math to all level 1 and 2 students in grades 6-8. Continue to reduce class sizes in general math classes in grades 6-8. These actions will increase proficiency and learning gains in math.
2. Provide Tutoring opportunities beyond the regular school day for students in the 3 subgroups that scored below 41% on the federal point index. (SWD, Multiracial, and ELL).
3. Provide additional training for our teachers in WICOR strategies associated with AVID.
4. Reduce the percentage of students with less than a 90% attendance rate by 6%.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Continue to offer Intensive Math to all level 1 and 2 students in grades 6-8, and continue to reduce the class size in general math classes in grades 6-8.
Rationale	If we can offer additional instructional time in mathematics addressing missing skills, then student learning will increase. The intensive math class will be a separate math class in addition to the required math class. The focus will be on identifying missing skills and remediating the deficiencies.
State the measurable outcome the school plans to achieve	If we continue to offer Intensive Math to all level 1 and 2 students in grades 6-8, and continue to reduce the class size in general math classes in grades 6-8, then student learning will increase. Our goal is to increase learning gains from 61% to 69%. Also, to increase math proficiency from 55% to 58%.
Person responsible for monitoring outcome	Delbert Smallridge (delbert.smallridge@marion.k12.fl.us)
Evidence-based Strategy	We are taking the same approach that the FDOE takes with turnaround schools...by adding instructional time. In this case we are adding instructional time for mathematics. We will utilize certified math instructors to provide small group instruction, whole group instruction and at times individualized instruction. We will also use "MobyMax" (similar to I-Ready) to provide individualized instruction to students.
Rationale for Evidence-based Strategy	Dunnellon Middle School has shown significant progress in mathematics performance over the past 5 years. For the past 5 years DMS has had in place an Intensive Math program serving all level 1 and 2 students. Our scores have generally improved over time to the point that in 2018 we had the highest learning gains in math out of all middle schools in our district. And the second highest learning gains in the district for math (bottom 25%). We have seen first hand the results of our program over time and we plan to continue our intensive math program to keep math as one of our strengths at DMS.
Action Step	
Description	1. Allocate Title I funds to provide 2 additional math teachers for DMS. 2. Build the appropriate number of sections of Intensive Math into the master schedule. 3. Schedule all level 1 and 2 students into Intensive Math. 4. Purchase MobyMax school license for DMS. 5.
Person Responsible	Delbert Smallridge (delbert.smallridge@marion.k12.fl.us)

#2	
Title	Provide Tutoring opportunities beyond the school day for struggling students in ELA and Math, while targeting the 3 subgroups that scored below 41% on the federal point index. (SWD, Multiracial, and ELL).
Rationale	We will take the approach that FDOE takes with turnaround schools. That is, increase instructional time. By offering tutoring 1 hour before and 1 hour after school (5 days per week) we will be able to assist students in ELA and Math on a daily basis and increase student learning.
State the measurable outcome the school plans to achieve	If we provide Tutoring opportunities beyond the school day for struggling students in ELA and Math, while targeting the 3 subgroups that scored below 41% on the federal point index, then student learning will increase. Our goal is to have all 3 subgroups (ELL, SWD, & multiracial) scoring above 41% on the federal point index during 2019-2020.
Person responsible for monitoring outcome	Delbert Smallridge (delbert.smallridge@marion.k12.fl.us)
Evidence-based Strategy	As stated above, we will offer additional instructional time to all students in the 3 underperforming subgroups via before and after school tutoring. We will hire certified teachers to assist students with ELA and Math on a daily basis.
Rationale for Evidence-based Strategy	We have Title I funds available to offer tutoring before and after school. By targeting the students in the specific subgroups we can add up to 10 hours/week of instructional time to those students who are able to participate at the highest level. Additional instructional time can only help students.
Action Step	
Description	1. Allocate Title I funds to provide for tutoring 5 days per week, before and after school (1 hour each) 2. Identify the individual students within the 3 subgroups who are at DMS. 3. Set up a tutoring schedule for DMS. Identify teachers to tutor. 4. Invite students who are targeted to participate in tutoring. 5. Implement program by interim report time for quarter 1.
Person Responsible	Delbert Smallridge (delbert.smallridge@marion.k12.fl.us)

#3	
Title	Continue to teach WICOR teaching strategies to all teachers at DMS.
Rationale	If teachers in core areas incorporate WICOR teaching strategies into their lessons, then student learning will increase.
	We expect to see a 5% gain in ELA proficiency (from 48% to 53%). We also expect to see a 5% gain in math proficiency (from 55% to 60%)

State the measurable outcome the school plans to achieve	We expect to see a 5% gain in ELA proficiency (from 48% to 53%). We also expect to see a 5% gain in math proficiency (from 55% to 60%)
Person responsible for monitoring outcome	Delbert Smallridge (delbert.smallridge@marion.k12.fl.us)
Evidence-based Strategy	DMS is working on becoming an AVID school. We have sent two groups of teachers to the AVID summer institutes in Orlando the past two summers. As our teachers learn more WICOR strategies students will be more ingaged in their lessons and student learning will increase.
Rationale for Evidence-based Strategy	As mentioned previously, DMS is working to become an AVID school. We are one of 4 school in total working on this goal in our district. AVID is a system that is well known throughout the nation. South Sumter Middle School is a National Demonstration School for AVID. They have been on this journey for over 8 years. The school has seen a steady increase in student achievement in ELA and math over the past 8 years. We expect to see similar results.

Action Step	
Description	1. Assign groups of teachers to attend AVID summer institutes. 2. Have department chairs become AVID trained. 3. Structure department meetings to include WICOR training for all department members every two weeks. 4. Have AVID coordinator and Math CAS provide WICOR training on early release days to faculty. 5. Monitor the use of WICOR strategies throughout all classrooms at DMS.
Person Responsible	Delbert Smallridge (delbert.smallridge@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We will address the poor attendance rate issue by tying attendance requirements to all extra curricular activities. There will be attendance requirements for all field trips, ROAR reward parties, formal dances and athletic teams. We will continue to have Child Study Team meetings to address attendance concerns for specific students as well provide Public Service Announcements via our newsletter re: the importance of regular school attendance.

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 Schoolwide Improvement Plan 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.

Our Parent & Family Engagement Plan goal is: If we provide capacity building strategies to parents and families that address and promote positive home environments then, the at home environment will foster continued learning linked to mathematics and ELA as measured by local assessments and FSA data.

Our site-based PFEP will describe our commitment to engage parents and families in the education of their children and to build the capacity to implement family engagement strategies and activities designed to achieve the school and student academic achievement goals. Through the following capacity building events; we will build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Title I Annual Meeting
Increased awareness by families of Parent Family Engagement Activities and Resources provided by Title I, Part A funds.
October 2019
Literacy and Math Night
Increase in Proficiency Percentage in math and language arts as measured by FSA by 5%.
November 2019
Literacy and Math Night
Increase in Proficiency Percentage in math and language arts as measured by FSA by 5%.
January 2020

PFEP Link
The school completes a Parental Involvement Plan (PFEP), 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.

MCPS Psychological Services supports the united efforts of parents, educators, and the community to raise student performance. Psychological Services provides assessment, consultation, progress monitoring, and mental health services to improve the academic and emotional well-being of all students.
Crisis Response Resources
Information and resources to assist parents and educators help students through a time of crisis:
Talking to Children About Violence: Tips for Parents and Teachers
Bullies and Victims: A Primer for Parents
When Grief/Loss Hits Close to Home: Tips for Caregivers
Care for the Caregiver: Tips for Families and Educators
What You CAN Do - Meaningful Action Matters in the Face of Violence
Helping Children Cope With Traumatic Events
Trauma Informed Care Resources

Suicide Prevention - 13 Reasons Why: Information Sheet and Resource Guide
Prevensión del Suicidio Juvenil: Consejos para Padres y Educadores?

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

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

The school determines the total needs of its students in the areas of reading and math remediation, special education, electives, acceleration classes, etc. to help determine a master schedule. We look at the resources available in our staffing plan and adjust personnel within their areas of certification to meet the needs of the school. This process takes place over the summer. As the school year begins and we know the actual number of students that we have to work with...we make adjustments in the master schedule to accommodate school needs. The leadership team collaborates to determine how to utilize our Title I funds and offers input into developing the Title I Budget. Due to the small size of our team we meet informally almost each day as we jointly supervise the school cafeteria. We are constantly discussing school needs and how to allocate resources as new resources become available.

Early learning, elementary, middle and high school curriculum maps are shared and utilized throughout all levels of education to ensure an alignment of standards and expectations to support incoming and outgoing cohorts of student in transition from one school level to another.

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.

MCPS Progression Plan: Middle School
Overall student performance on state/district curriculum content is based on proficiency utilizing district-adopted textbooks and supplemental materials approved for the assigned grade level, as well as district and state assessments. Parents may access their student's electronic instructional materials through the MCPS student desktop portal by using the student's login credentials.

Each middle school student should earn three units in middle grades or higher courses in ELA which may include courses earning high school credit. Each middle school student should earn three units in middle school mathematics which may include courses for high school credit. Each middle school student should earn three units in middle grades or higher courses in science including instruction in Earth Science, Life Science, and Physical Science. Each middle school student should earn three units in middle grades or higher courses in social studies, which shall include the study of government, economics, geography, and history (including World, US, and Florida History).

Each site Principal is responsible for site-based inventory of resources/services as well as necessary problem solving and application.

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

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

We have AVID elective courses in all grade levels. One of the goals of this course is to expand students' knowledge and awareness of colleges and universities, entrance requirements and career choices. Students enrolled in this course will attend field trips to various colleges and technical schools.

MCPS Student Progression Plan
Middle school CTE programs are open to all students and do not discriminate on the basis of race, color, national origin, religion, sex, age, disability, marital status, pregnancy, sexual orientation, or genetic information in its educational programs, services, or activities. Middle school CTE courses are designed to provide an articulated link between the career awareness programs of the middle school and the comprehensive CTE programs of the high school. Middle school CTE programs shall adhere to course descriptions and student performance standards as established by the Florida Department of Education (FLDOE).

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: Continue to offer Intensive Math to all level 1 and 2 students in grades 6-8, and continue to reduce the class size in general math classes in grades 6-8.**	$0.00
2	III.A.	**Areas of Focus: Provide Tutoring opportunities beyond the school day for struggling students in ELA and Math, while targeting the 3 subgroups that scored below 41% on the federal point index. (SWD, Multiracial, and ELL).**	$0.00
3	III.A.	**Areas of Focus: Continue to teach WICOR teaching strategies to all teachers at DMS.**	$0.00
		Total:	**$0.00**