

Marion County Public Schools

# Dunnellon Elementary School



## 2020-21 Schoolwide Improvement Plan

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# Dunnellon Elementary School

10235 SW 180TH AVENUE RD, Dunnellon, FL 34432

[ no web address on file ]

## Demographics

Principal: Karen English

Start Date for this Principal: 7/5/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (54%) 2017-18: C (41%) 2016-17: B (55%) 2015-16: C (52%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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.

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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)	2019-20 Title I School	2019-20 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	41%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	B

### School Board Approval

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### 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
English, Karen	Principal	Principal 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.
Savage, Allison	School Counselor	School Counselor is in charge of implementing the Social Emotional Learning program at the school and supporting the MTSS process for behavior and academics school wide. Communicates with parents about attendance and runs meetings to discuss absences and tardies with the support of the school social worker and assistant principal.
Forst, Bethany	Instructional Coach	Literacy CAS 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. Is also involved in the SAC committee and assisting with planning Parent and Family Engagement Activities.
Koviack, Karen	Dean	Dean is in charge of discipline and assisting with the implementation of the Social Emotional Learning program at the school. 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.
Thomas, Victoria	Assistant Principal	Work with principal and content area specialists to 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.

## Demographic Information

### Principal start date

Tuesday 7/5/2016, Karen English

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

29



**Total number of teacher positions allocated to the school**

44

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (54%) 2017-18: C (41%) 2016-17: B (55%) 2015-16: C (52%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**Early Warning Systems****Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	64	78	78	94	114	98	0	0	0	0	0	0	0	526
Attendance below 90 percent	0	38	34	42	0	0	0	0	0	0	0	0	0	114
One or more suspensions	0	2	4	1	5	5	0	0	0	0	0	0	0	17
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	16	15	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide Math assessment	0	0	0	0	13	12	0	0	0	0	0	0	0	25

#### 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	7	13	13	12	7	0	0	0	0	0	0	0	52

#### 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	3	7	2	1	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### Date this data was collected or last updated

Monday 8/3/2020

#### Prior Year - 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	
Number of students enrolled	56	85	79	107	89	85	0	0	0	0	0	0	0	501
Attendance below 90 percent	0	7	6	11	11	13	0	0	0	0	0	0	0	48
One or more suspensions	3	2	4	8	3	8	0	0	0	0	0	0	0	28
Course failure in ELA or Math	0	6	8	18	9	18	0	0	0	0	0	0	0	59
Level 1 on statewide assessment	0	0	0	0	25	14	0	0	0	0	0	0	0	39

#### 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	2	11	8	25	13	22	0	0	0	0	0	0	0	81

#### 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	12	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	
Number of students enrolled	56	85	79	107	89	85	0	0	0	0	0	0	0	501
Attendance below 90 percent	0	7	6	11	11	13	0	0	0	0	0	0	0	48
One or more suspensions	3	2	4	8	3	8	0	0	0	0	0	0	0	28
Course failure in ELA or Math	0	6	8	18	9	18	0	0	0	0	0	0	0	59
Level 1 on statewide assessment	0	0	0	0	25	14	0	0	0	0	0	0	0	39

**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	2	11	8	25	13	22	0	0	0	0	0	0	0	81

**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	12	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	50%	47%	57%	53%	52%	55%
ELA Learning Gains	54%	56%	58%	61%	57%	57%
ELA Lowest 25th Percentile	62%	52%	53%	61%	53%	52%
Math Achievement	59%	51%	63%	50%	52%	61%
Math Learning Gains	60%	58%	62%	58%	54%	61%
Math Lowest 25th Percentile	50%	49%	51%	43%	43%	51%
Science Achievement	43%	47%	53%	57%	51%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	52%	44%	8%	58%	-6%
	2018	45%	46%	-1%	57%	-12%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	53%	49%	4%	58%	-5%
	2018	43%	43%	0%	56%	-13%
Same Grade Comparison		10%				
Cohort Comparison		8%				
05	2019	43%	45%	-2%	56%	-13%
	2018	51%	46%	5%	55%	-4%
Same Grade Comparison		-8%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	70%	49%	21%	62%	8%
	2018	46%	48%	-2%	62%	-16%
Same Grade Comparison		24%				
Cohort Comparison						
04	2019	49%	54%	-5%	64%	-15%
	2018	48%	47%	1%	62%	-14%
Same Grade Comparison		1%				
Cohort Comparison		3%				
05	2019	44%	45%	-1%	60%	-16%
	2018	57%	50%	7%	61%	-4%
Same Grade Comparison		-13%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	41%	44%	-3%	53%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	49%	49%	0%	55%	-6%
Same Grade Comparison		-8%				
Cohort Comparison						

### 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	21	32	55	32	54	50					
ELL	11	38		54	70		8				
BLK	8			27							
HSP	30	42	64	51	55	40	28				
MUL	54			46							
WHT	61	60	67	65	65	57	51				
FRL	43	52	67	54	55	52	31				
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				

### 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

ESSA Federal Index	
OVERALL Federal Index – All Students	52
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	40
Total Points Earned for the Federal Index	418
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	18
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - 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%	0
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## 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 data component that showed the lowest performance was in the area of Science, indicating 41% of students as proficient. One contributing factor we have considered is a new Science curriculum adopted by the district. This curriculum was primarily technology based and teachers found it difficult to implement due to limited access to student technology. There is also not a strong emphasis on Science in the lower grades. Additionally, teachers are not familiar with the vertical alignment of Science standards. Data also indicates a strong correlation between ELA proficiency with that of Science proficiency in Grade 5.

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

The data component that showed the greatest decline from the prior year was in the area of Science, indicating an 8% decline in proficiency. One contributing factor we have considered is a new Science

curriculum adopted by the district. This curriculum was primarily technology based and teachers found it difficult to implement due to limited access to student technology. There is also not a strong emphasis on Science in the lower grades. Additionally, teachers are not familiar with the vertical alignment of Science standards. Data also indicates a strong correlation between ELA proficiency with that of Science proficiency in Grade 5.

**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 data component that had the greatest gap when compared to the state average was in the area of Science, indicating a 10% difference in proficiency. One contributing factor we have considered is a new Science curriculum adopted by the district. This curriculum was primarily technology based and teachers found it difficult to implement due to limited access to student technology. There is also not a strong emphasis on Science in the lower grades. Additionally, teachers are not familiar with the vertical alignment of Science standards. Data also indicates a strong correlation between ELA proficiency with that of Science proficiency in Grade 5.

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

The data component that showed the most improvement was in the area of ELA Lowest 25% Making Learning Gains with a 32% increase over the prior year. One action our school took was that of providing students with targeted academic interventions based on need.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

The number of students who failed ELA or Math for the year, the number of students performing at a Level 1 on FSA, and the number of students who have an attendance rate below 90%.

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

1. Science
2. ELA
3. Text based Writing
4. Subgroups with a Federal Index below 41%
5. Math

## Part III: Planning for Improvement

### Areas of Focus:



**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** If we implement the use of the Gradual Release Model and ongoing formative assessments in all classrooms, then proficiency rates and learning gains will increase in tested subjects.

If we implement the use of the Gradual Release Model and ongoing formative assessments in all classrooms, then we will increase learning gains in ELA and Math by 5% in grades three through five and the percentage of students who meet or exceed grade level proficiency in tested subjects will increase by at least 5% on the state assessment.

**Measurable Outcome:** ELA Proficiency  
3rd Grade 52% to 57%,  
4th Grade 53% to 58%, and  
5th Grade 43% to 48%.

Math Proficiency  
3rd Grade maintain 70% proficiency,  
4th Grade 49% to 54%, and  
5th Grade 44% to 49%.

Science 41% to 46%.

**Person responsible for monitoring outcome:** Karen English (karen.english@marion.k12.fl.us)

**Evidence-based Strategy:** Provide training in Gradual Release Model, formative assessment data collection and decision making, standards based lesson design, and best practices. Demonstration classrooms will be utilized in grades 2-5 that will be supported by the content area specialist and will focus on strategic use of the 90 minute reading block.

**Rationale for Evidence-based Strategy:** Data was reviewed and areas of need were identified. Teachers also provided feedback regarding barriers, action steps, and materials that were needed to support the achievement of goals.

**Action Steps to Implement**

Provide training in the Gradual Release Model and support in designing standards based lesson.

**Person Responsible** Bethany Forst (bethany.forst@marion.k12.fl.us)

Implement demonstration classroom in grades 2-5 during the ELA block.

**Person Responsible** Bethany Forst (bethany.forst@marion.k12.fl.us)

Demonstration teachers will participate in the teaching-learning cycle.

**Person Responsible** Bethany Forst (bethany.forst@marion.k12.fl.us)

During collaborative grade level meetings formative assessment data collected by teachers will be analyzed to inform future instruction.

**Person Responsible** Karen English (karen.english@marion.k12.fl.us)

Teach Like a Champion 2.0 will be used to conduct a book study with the staff. Specific techniques that align to high yield strategies will be the focus.

**Person Responsible** Victoria Thomas (victoria.thomas@marion.k12.fl.us)

## #2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

**Area of Focus Description and Rationale:** By providing additional academic and behavioral supports to the underperforming subgroups, we will see an increase in the proficiency rates of these students.

**Measurable Outcome:** If we provide additional academic and behavioral supports to the underperforming subgroups then we will increase their proficiency rate by at least 5% for the 2020-2021 school year.

Black 18% to 23%,  
SWD 35% to 40%, and  
ELL 37% to 42%

**Person responsible for monitoring outcome:** Victoria Thomas (victoria.thomas@marion.k12.fl.us)

**Evidence-based Strategy:** Students who are in our underperforming subgroups will be placed in MTSS groups based on their academic needs. Students who needed support for behavioral concerns will be given additional support from our school social worker, school counselor, and dean.

**Rationale for Evidence-based Strategy:** We reviewed the Federal Index to identify our underperforming subgroups which indicated that we have three sub-groups that have less than 42% of that population performing at the proficient level.

## Action Steps to Implement

Place students in underperforming subgroups in the appropriate intervention.

**Person Responsible** Victoria Thomas (victoria.thomas@marion.k12.fl.us)

Provide Tiger to Cub mentors for the students who are underperforming.

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

Provide training and ongoing support to teachers and staff in implementing Sanford Harmony Curriculum (SEL) to help make all students feel connected/included in the classroom.

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

**#3. Culture & Environment specifically relating to Social Emotional Learning**

<b>Area of Focus</b>	
<b>Description and Rationale:</b>	If we provide opportunities for parents and families to learn about social emotional learning and strategies and skills that can be reinforced at home then the over all discipline referrals will decrease.
<b>Measurable Outcome:</b>	If we provide opportunities for families to learn about social emotional learning (SEL) and academic core strategies and skills to use at home, then the home will become a more supportive learning environment and the amount of student discipline will decrease by at least 5%.
<b>Person responsible for monitoring outcome:</b>	[no one identified]
<b>Evidence-based Strategy:</b>	Sanford Harmony will be implemented in the classroom and then shared with parents and families. Parent and Family Engagement events will focus on teaching parents strategies to use at home to help students learn skills in the classroom.
<b>Rationale for Evidence-based Strategy:</b>	We looked at our BESS screener results, our school mental health index, data on school discipline, and course failures, and our attendance data for parent engagement events. We want to provide parents and families with the tools they need to support their children in school.

**Action Steps to Implement**

Provide each teacher with a Sanford Harmony Kit.

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

Model strategies for teachers to use in the classroom.

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

School Counselor and Staff members will present SEL strategies to parents and families during virtual meetings.

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

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

**Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

We continuously consult with our teachers, students, families, volunteers and School Advisory Council (SAC) throughout the year. We understand that our stakeholders play a key role in school performance and addressing equity. As such, we start each school year with a meeting (notifications and invitations in English and Spanish) to address the following:

- A description and explanation of the school's curriculum,
- Information on the forms of academic assessment used to measure student progress, and
- Information on the proficiency levels students are expected to meet;
- Explain the school parental Parent and Family Engagement Plan, and school-parent compact;
- Explain the right of parents to become involved in the school's programs and ways to do so;
- Explain that parents have the right to request opportunities for regular meetings for parents to formulate suggestions and to participate in decisions about the education of their children.
- Allow for feedback and open discussion.

In order to increase stakeholder engagement and promote a welcoming environment we will offer different modalities (online and paper based) of communication with to our families such as phone, email, Dojo and/or Remind App, Twitter, school website, teacher webpage, Skyward Parent Portal and school marquee.

Family and community feedback is requested/collected during quarterly SAC meetings, the Annual Parent Survey, Parent and Family Engagement Plan event surveys and Schoolwide Improvement Plan surveys.

#### **Parent Family and Engagement Plan (PFEP) Link**

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

### **Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
<b>Total:</b>			<b>\$0.00</b>