Marion County Public Schools

Dunnellon High School

2020-21 Schoolwide Improvement Plan

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Dunnellon High School

10055 SW 180TH AVENUE RD, Dunnellon, FL 34432

[no web address on file]

Demographics

Principal: Wade Martin   Start Date for this Principal: 7/3/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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 (49%) 2017-18: C (45%) 2016-17: C (47%) 2015-16: C (49%)
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.](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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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)
High School 9-12	Yes	67%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

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
Martin, Wade	Principal	School Administration provides a common vision for understanding data-based decision-making and ensures that the school-based team is implementing the MTSS to enable all students to achieve academically and socially. School counselors participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities. Deans of discipline participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities. Select general education teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with the Synergy team to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. ESE teachers participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as lesson planning and co-teaching. The school principal and content area specialist meet with new teachers thirteen times during the school year to discuss a book study and best practices for teaching. The new teachers receive small group and individualized assistance to ensure success during their first year of teaching. Social workers/social worker assistants provide interventions for students. They work with child serving community agencies to support the child's academic, emotional, behavioral, and social success. Dunnellon High School's Team consists of the following members: Principal – Wade Martin Assistant Principal – Samuel McLain Assistant Principal – Pamela Fritz Assistant Principal – Samuel Bullock Content Area Specialist - Barbara Beam Dean of Students – Sergio Luzunaris Dean of Students – Grace Woods School Counselor – Linda Koff School Counselor – Lluana Wint School Counselor – Kimberly Heitmuller School Counselor - Alyssa Perez Magnet Coordinator - Morgan Luckey Intervention Teacher - Stephanie Launier Media Specialist - Erin Darmody School Social Worker - Danielle Pease Behavior Specialist – Stephen Ames School Psychologist – Matt Lane

Name	Title	Job Duties and Responsibilities
Darmody, Erin	Instructional Media	Ms. Darmody serves as our school Media Specialist and helps teachers with Tier 1 interventions. She also collaborates with the Synergy Team for Tier 2 interventions. She provides teachers resources in order to help them be successful in the classroom.
Luzunaris, Sergio	Dean	As a Dean of Students, Mr. Luzunaris assists Mr. Bullock in ensuring school safety and students' behavior development.
Luckey, Morgan	Other	Ms. Luckey serves as head of our ASP and Magnet Programs. She implements and oversees strategies to mentor students and help them grow academically as well as socially, emotionally, and behaviorally.
Fritz, Pamela	Assistant Principal	As the API, Mrs. Fritz is responsible for the overall quality of our academics and ensures teachers are using the most effective and data-based teaching strategies.
Mclain, Samuel	Assistant Principal	As APC, Mr. McLain's duties involve ensuring teachers are aware of and are implementing the proper Intervention tiers so that students can not only grow academically, but socially and emotionally as well.
Bullock, Samuel	Assistant Principal	As APD, Mr. Bullock's duties involve ensuring student and teacher safety and commitment to a positive school climate. He ensures teachers are aware of and are implementing the proper Intervention tiers so that students can grow behaviorally which affects their success in school.
Beam, Barbara	Instructional Coach	As our Content Area Specialist, Ms. Beam ensures that teachers are using research-based best practices with high levels of student engagement and participation.

Demographic Information

Principal start date
Monday 7/3/2017, Wade Martin

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.*
0

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.*
0

Total number of teacher positions allocated to the school
65

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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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.	

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	0	0	0	0	0	0	0	0	0	295	308	282	296	1181
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	50	69	72	65	256
One or more suspensions	0	0	0	0	0	0	0	0	0	61	68	77	60	266
Course failure in ELA	0	0	0	0	0	0	0	0	0	11	30	59	59	159
Course failure in Math	0	0	0	0	0	0	0	0	0	11	15	17	15	58
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	82	113	111	191	497
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	49	53	62	71	235

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	0	0	0	25	57	57	62	201

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	4	3	5	15

Date this data was collected or last updated

Monday 8/24/2020

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	0	0	0	0	0	0	0	0	0	307	294	309	267	1177
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	50	69	72	65	256
One or more suspensions	0	0	0	0	0	0	0	0	0	61	68	77	60	266
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	22	45	76	64	207
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	131	166	173	162	632

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	0	0	0	161	160	135	167	623

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	1	2	4

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	0	0	0	0	0	0	0	0	0	307	294	309	267	1177
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	50	69	72	65	256
One or more suspensions	0	0	0	0	0	0	0	0	0	61	68	77	60	266
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	22	45	76	64	207
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	131	166	173	162	632

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	0	0	0	161	160	135	167	623

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	1	2	4

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	38%	46%	56%	40%	43%	53%
ELA Learning Gains	41%	48%	51%	39%	46%	49%
ELA Lowest 25th Percentile	28%	39%	42%	31%	40%	41%
Math Achievement	42%	40%	51%	28%	37%	49%
Math Learning Gains	39%	43%	48%	26%	38%	44%
Math Lowest 25th Percentile	34%	37%	45%	28%	37%	39%
Science Achievement	66%	61%	68%	66%	59%	65%
Social Studies Achievement	69%	71%	73%	67%	70%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	**Grade Level (prior year reported)**				**Total**
	9	**10**	**11**	**12**	
	(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**
09	2019	39%	50%	-11%	55%	-16%
	2018	28%	46%	-18%	53%	-25%
Same Grade Comparison		11%				
Cohort Comparison						
10	2019	33%	46%	-13%	53%	-20%
	2018	40%	46%	-6%	53%	-13%
Same Grade Comparison		-7%				
Cohort Comparison		5%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	64%	64%	0%	67%	-3%
2018	56%	61%	-5%	65%	-9%
Compare		8%			
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2019	67%	70%	-3%	70%	-3%
2018	63%	69%	-6%	68%	-5%
Compare		4%			

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2019	32%	54%	-22%	61%	-29%
2018	22%	57%	-35%	62%	-40%
Compare		10%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2019	46%	51%	-5%	57%	-11%
2018	37%	54%	-17%	56%	-19%
Compare		9%			

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	14	28	22	24	38		35	41		92	9
ELL	16	26	29	37	44		52	48		67	36
BLK	30	34	32	24	21	9	54	51		83	23
HSP	24	34	21	33	32	30	62	63		86	42
MUL	39	44		59	70		35				
WHT	46	45	31	50	44	41	73	79		94	50
FRL	33	39	28	39	38	31	63	64		89	41

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	12	30	27	8	20	21	31	16		54	26
ELL	5	17	19	7	16	14	19	41		63	42
BLK	21	37	31	10	16	5	36	45		87	24
HSP	29	32	27	22	28	27	49	55		68	53
MUL	37	31		35	37		70	90		80	
WHT	41	40	31	40	35	34	69	74		88	65
FRL	30	34	29	28	30	23	53	60		81	51

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	8	25	21	9	28	31	27	38		87	41

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
ELL	12	21	20	7	16	8	44	18		69	
BLK	31	35	34	17	30	32	44	53		83	40
HSP	37	36	22	29	32	36	60	56		90	43
MUL	42	21		23	20						
WHT	45	44	44	33	22	21	78	77		96	60
FRL	35	37	31	27	27	31	61	63		90	49

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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	551
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	49
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	55
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	48
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.

Responses below are based on 2018-2019 data: ELA Lowest 25th Percentile with a 28% proficiency for 2019. This component was not the lowest in 2018, but tied for the second lowest. The proficiency was 11% below the District and 14% below the State. A contributing factor to these scores is that our 10th grade cohort had one teacher, two permanent substitutes, and numerous daily substitutes in the course of the school year. Some of the same members of this cohort had a similar situation in their ELA classroom the year before. As a school, we have historically struggled. When looking at that 10th grade cohort, they scored 40% in 2018 as 9th graders and dropped to 33% as 10th graders. (7% drop)

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

ELA Lowest 25th Percentile showed the greatest decline from 2018 to 2019, dropping from 30% in 2018 to a 28% in 2019 (down 2%).The District and State proficiencies for 2019 respectively were 39% and 42%. The factors that contribute to this decline are those stated above in question "a".

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.

ELA Achievement showed the largest gap as compared to the state with a 18% difference (State = 56% and the school 38%). The factors that contribute to this decline are those stated above in question "a". Also, there was only one Advanced Studies Program (ASP) in ELA when our 10th grade cohort were 9th graders.

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

Math Achievement showed the most improvement with a 12% gain over 2018 (2019 = 42% and 2018 = 30%) New actions taken this past school year include: hiring a Content Area Specialist (CAS), after-school tutoring which was implemented 3 days a week with bus transportation to Marion Oaks, Khan Academy was implemented with our 9th and 10th grade students, and Saturday Boot Camps, for both students and parents, were held at DHS the third nine weeks . Continued attention to this area is needed to help us raise scores toward the District and State Levels.

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

Two potential areas of concern are: attendance and discipline

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

1. ELA Bottom 25th Percentile
2. ELA Achievement
3. ELA Learning Gains
4. Math Bottom 25th Percentile
5. Math Learning Gains

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	Remediation, Intervention, and Enrichment Rationale: In looking at the Florida Standards Assessment (FSA) Data for all subjects, we are behind the District in all school grade components except two (Math Achievement up by 2% and Science Achievement up by 5%) and lagging the State in every component (the percentiles range from only 2% in Science up to 18% in ELA Achievement).
Measurable Outcome:	If more of our students are able to get the remediation, intervention, and/or enrichment needed in a given subject(s), then not only will their personal skill level increase, but the school's achievement levels will improve, as well.The achievement goals set for the 2020-2021 school year are as follows: English Achievement from 38% to 42%, Math Achievement from 42% to 46%,Science Achievement from 66% to 70%, and Social Studies improvement from 69% to 73%.
Person responsible for monitoring outcome:	Wade Martin (wade.martin@marion.k12.fl.us)
Evidence-based Strategy:	Tutoring will provide students the needed extra time and attention to help them master the standards for the given subject(s) that a student has chosen (or the teacher has invited the student to) to attend. Increased time engaged in learning/time on-task, using a variety of materials such as Khan Academy, Test Prep USA, manipulatives (when appropriate), and access to Academic Coaches/Intervention Teacher are sure to enhance a students' learning as evidenced by their formative and summative assessments and their FSA test scores.
Rationale for Evidence-based Strategy:	Students are able to receive instruction from either their teacher and/or a different teacher who teaches the same subject. Teachers are able to access programs and hands-on materials to help support skill acquisition. When parent-teacher conferences are held, after-school tutoring is the number one recommended intervention for struggling students.

Action Steps to Implement

1. Plan tutoring days (M, W, and TH) and select teachers/tutors, process paperwork
2. Communicate plan to teachers, students, and parents; times, locations, teachers/tutors
3. Work with students in 4 core subjects of ELA, Math, Science, and Social Studies
4. Monitor student participation
5. Work with coaches to implement tutoring before practice

Person Responsible Wade Martin (wade.martin@marion.k12.fl.us)

#2. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale:	High Quality Instruction Rationale: As best stated in the article "Engaging Students in Learning" published by The Center for Teaching and Learning, "Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences." Students need to be able to contextualize their learning and use that knowledge in authentic literacy activities in the classroom in preparation for life beyond high school. In order to achieve this goal, teachers need to be equipped with the skills and materials necessary to facilitate this type of learning.
Measurable Outcome:	If our teachers consistently deliver high quality instruction comprising of the use of authentic literacy, including reading, writing, and talking every day, in all subjects with a focus on academic discourse, then our school's achievement levels in all subjects will improve. The achievement goals set for the 2020-2021 school year are as follows: English Achievement from 38% to 42%, Math Achievement from 42% to 46%, Science Achievement from 66% to 70%, and Social Studies improvement from 69% to 73%.
Person responsible for monitoring outcome:	Wade Martin (wade.martin@marion.k12.fl.us)
Evidence-based Strategy:	Two summers ago, teachers were afforded the opportunity to attend Kagan Training. The use of Kagan strategies continues to be a focus this year. This past summer, we trained a group of teachers in AVID. Not only will this group use the WICOR Strategies from AVID, they will also be training the staff so that we are able to incorporate these strategies into all classrooms to support/extend the efforts of authentic literacy in instruction. Learning opportunities will come in the form of book studies and trainings created by administration, our CAS and Intervention teacher, as well as, staff members themselves.
Rationale for Evidence-based Strategy:	The more "tools" or strategies that teachers have in their toolbox, the better equipped they will be to engage all students in the learning process. Our goal is to provide the training and resources needed for our teachers to consistently deliver high-quality instruction for our students on a daily basis with an emphasis on authentic literacy. The Kagan structures and WICOR Strategies dovetail nicely into several of Marzano's High-Yield Instructional Strategies such as:summarizing and note taking, advanced organizers reinforcing effort and providing recognition, practice, cooperative learning, and providing feedback.

Action Steps to Implement

1. Provide ongoing professional development in engagement and authentic discourse (Kagan/AVID)
2. Increase the availability of technology including Chromebooks and Interactive Flat Panels
3. Increased collaboration opportunities for teachers
4. Book Study
5. Resources to help teachers implement engagement and WICOR strategies

Person Responsible	Wade Martin (wade.martin@marion.k12.fl.us)

#3. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	Family and Community Engagement Rationale: In looking at the Florida Standards Assessment (FSA) Data for all subjects, we are behind the District in all school grade components except two (Math Achievement up by 2% and Science Achievement up by 5%) and lagging the State in every component (the percentiles range from only 2% in Science up to 18% in ELA Achievement). In particular, our students in the subgroups of Black, Hispanic, English Language Learners, and Students with Disabilities are lagging their white counterparts in every subcomponent (ELA Achievement, ELA Learning Gains, ELA Learning Gains of the Lowest 25%, Math Achievement, Math Learning Gains, Math Learning Gains of the Lowest 25%). There is a definite need to close that gap not only for our school grade but more importantly for our students' future success (employment, enlistment and/or enrollment).
Measurable Outcome:	If DHS provides family and community engagement activities that empower parents and students with knowledge about courses, testing, graduation requirements and strategies to support academic learning, specifically geared to the families of students in the subgroups of Black, Hispanic, English Language Learners, and Students with Disabilities, then the ELA Achievement will increase from 38% to 42%, Math Achievement will increase from 42% to 46% and each subgroup will achieve at least 41% on the federal index. For ELA, each subgroup will need to achieve the following gains: SWD - 27%, ELL - 25%, Black - 11%, and Hispanic - 17% and for Math, each subgroup will need to achieve the following gains: SWD - 17%, ELL - 4%, Black - 17% and Hispanic - 8%.
Person responsible for monitoring outcome:	Wade Martin (wade.martin@marion.k12.fl.us)
Evidence-based Strategy:	Ongoing Parent Engagement (true involvement) with parents in the learning process is the key to student success.
Rationale for Evidence-based Strategy:	Students receive instruction from their teachers every day, however, without the support of families, as well as other stakeholders, students are not going to be successful or as successful as they could be. A quote from the article, "The Enduring Importance of Parental Involvement" by the NEA (National Education Association sums it up best. They state: "Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior."

Action Steps to Implement

1. Increase learning/engagement opportunities for students and their parents (with special emphasis on our students from various subgroups; more Family Engagement Events at both DHS and outreach to Marion Oaks Community
2. Enhanced communication about events with personal invites to students who fall into a struggling subgroup; more parent teacher conference opportunities, more communication opportunities with apps like Remind, etc.
3. Use of Content Area Specialist and Intervention Teacher to support learning

Person Responsible	Wade Martin (wade.martin@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.

Every stakeholder contributes to our positive school culture, our school's performance, and addressing equity throughout our school environment. In order to ensure that all stakeholders are involved, Dunnellon High School has created several paths for all the different stakeholders to communicate with our school's leadership and develop an Improvement Plan that is effective and efficient.

We involve our teachers, families, and students in a few different ways. During our monthly staff meetings and our monthly Professional Development opportunities, we use the plus/delta reflection or the dot method to allow participants to contribute to what teachers believe are the important ways for us to improve continuously. We also use our monthly SAC meetings to allow each participant to share his thoughts and ideas on ways we can continue moving forward to meet our goals. We offer Parent-Family Engagement meetings to allow families to know what makes Dunnellon High a special place to be and to hear what is on the minds of our families. We hold these meetings in different locations and at different times in order to reach as many families as possible. As for our students, besides sports which foster that TEAM feeling, we offer various clubs and organizations that students are able to be a part of. Some of these offerings include: CSI Club, Spanish Club, Robotics Club, Drama Club, etc. We have organizations such as Student Government, Class Officers, and Student Ambassadors which allow students to not only take on leadership roles, but allows them a voice in how things operate here at DHS. Our CTE Programs create quite a draw for our students, offering even more opportunities for our students "to be a part of something". We here at DHS work hard to recognize the accomplishments of our students. Honor Roll Pizza, PLATO Pizza, Pride of DHS, and award programs are just a few of the ways we recognize our students' achievements.

In addition to the above mentioned meetings for stakeholders of the school, we invite broad stakeholders including local businesses, churches, Central Florida Community College, Take Stock in Children, and others to participate in many different events that continue to develop a positive school culture and supportive environment. For example, our churches have provided our teacher appreciation lunches, our snacks for students who are testing, and a large quiet space to hold some of our standardized tests. We also have business sponsors who sponsor many different areas throughout our school including sporting events and other special programs. We offer several community college classes for college credit, and we

have several mentors who are involved in the Take Stock in Children programs. During each of these interactions, school leaders are encouraged to listen to suggestions, comments, and critiques of our school so that we can work towards meeting the needs of all stakeholders.

Not only do these programs help us improve our school, but they also help us promote a positive school culture and supportive environment as we build bridges between families, teachers, and community members.

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: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Professional Learning	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	$0.00
		Total:	**$0.00**