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## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Dunnellon Elementary School  
10235 SW 180TH AVENUE RD  
Dunnellon, FL 34432  
352-465-6710

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### School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 47%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 35%

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### School Grades History

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<b>2013-14</b> D	<b>2012-13</b> C	<b>2011-12</b> B	<b>2010-11</b> A
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### SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Dunnellon Elementary School

##### Principal

Fredna Wilkerson

##### School Advisory Council chair

Jessica Nelson

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Fredna Wilkerson	Principal
Carol Hall	Assistant Principal
Christine Flood	Guidance Counselor
Rebecca Barton	Academic Coach
Georgia Kelly	Reading Coach
Helyn Hollenbeck	Dean
Amy Roland	Media Specialist

#### District-Level Information

##### District

Marion

##### Superintendent

Mr. George D Tomy

##### Date of school board approval of SIP

11/12/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The SAC is comprised of parents, faculty, staff, and community members. The majority of members are non-school board employees but rather families and community representatives. The SAC is organized by the following member titles:

SAC Chair: Jessica Nelson

SAC Co-Chair: Kathleen Haninisch

SAC Secretary: Rebecca Barton

Principal: Fredna Wilkerson

Assistant Principal: Carol Hall

Staff, Faculty, Community Members, and Families

The SAC membership demographic is inline with our school demographics. The first SAC Meeting of the

2013-2014 school year will take place on October 8, 2013 where new and returning members will meet in the media center.

### **Involvement of the SAC in the development of the SIP**

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

### **Activities of the SAC for the upcoming school year**

The SAC will review the 2013-2014 School Improvement Plan and disaggregate data throughout the year, identify performance barriers, address concerns, purchase research based materials, and will collaborate to problem solve ways to support instruction and increase student achievement school wide. Through ongoing collaboration and evaluation throughout the year looking at the 2013-2014 SIP, student data, instructional programs, resources, and instructional support, the SAC committee will then provide recommendations on improvements and strategies to be incorporated in the development of the 2014-2015 SIP.

### **Projected use of school improvement funds, including the amount allocated to each project**

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

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

### **If not in compliance, describe the measures being taken to comply with SAC requirements**

Currently we are in compliance; However, we continuously attempt to recruit and retain additional members throughout the year. We reach out to the families and community through networking, newsletters, parent involvement events, alert now messages, and the website.

### **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Administrators**

##### **# of administrators**

2

##### **# receiving effective rating or higher**

(not entered because basis is < 10)

##### **Administrator Information:**

Fredna Wilkerson		
Principal	Years as Administrator: 14	Years at Current School: 4
<b>Credentials</b>	<p>MAE Educational Leadership - University of Central Florida            Advance Degree with Certification in Elementary - University of Florida            B.A. - Sociology from University of South Florida</p>	
<b>Performance Record</b>	<p>Became the Principal of Dunnellon Elementary School in the 2010-2011 school year. School Grade 2010-B, AYP No 95%.(W,H,ED) No sub-groups in B, H, A, AI, ELL, and SWD. Learning Gains 58% Reading, and 60% Math. Lowest 25% - 46% proficient in Reading and 57% Math.            School Grade in 2011 - A, AYP No 82%.(B,H,,A,AI,ED) Increased in Learning Gains- Lowest 25% Reading increased by 24 points; Increased in Reading Learning Gains by 10 points.            2012- School Grade B; one point from an A. 59% Reading, 58% Math. 70% making learning gains in Reading; 66% making learning gains in Math; 67% lowest 25% making Learning gain in Math, and 57% scoring 3-5 in Science.            2013-School Grade C- Reading gains decrease 52% proficient No Subgroups met target, Math decreased 50%, proficient ELL sub group met target, Writing increased 40% proficient or improved all sub groups made gains.            Assistant Principal-Saddlewood Elementary 2007-2010 School Grade A, all 3 years and made AYP for the first year in 2009 for all Sub Groups. During 2009-2010, the school maintained an A but drop in Reading, Math, and student learning gains.            Harbourview Elementary - 2000-2007, school maintained an A all years but 3. School grade from 2000-2003-B; AYP met 4 years with one year 92% cells mastery, student mastery, learning gains, and lowest 25% increased each year.</p>	

<b>Carol Hall</b>		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
<b>Credentials</b>	Masters in Ed. Leadership - St. Leo University B.A. Elementary Education - St. Leo University ESOL Certification	
<b>Performance Record</b>	2002-2005 Teacher at Ft. McCoy Elementary School - School Grade 2003- A; AYP 72%, Learning Gains; 70% Reading and 79% Math. School Grade 2004 -C; AYP 65%. Learning Gains 61% Reading and 63% Math; School Grade 2005-C; AYP 60%, Learning Gains 59% Reading, 67% Math. 2005-2013 - Writing/Reading Coach at Oakcrest Elementary School School Grade 2006-C; AYP 66%, Learning Gains 59% Reading and 61% Math. School Grade 2007-C, AYP 79%, Learning Gains 72% Reading and 58% Math. School Grade 2008-A, AYP 80%, Learning Gains 69% Reading and 68% Math. School Grade 2009-A, AYP 58%, Learning Gains 61% Reading and 66% Math. School Grade 2010-C, AYP 56%, Learning Gains Reading 56% and Math 57%. School Grade 2011-C, AYP 56%, Learning Gains 59% Reading and 62% Math. School Grade 2012 -B and School Grade for 2013- C.	

**Instructional Coaches****# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**



<b>Georgia Kelly</b>		
Full-time / District-based	Years as Coach: 6	Years at Current School: 5
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Specialist in Educational Leadership. Elementary Education Certification Grades 1-6 ESE K-12, ESOL, Reading Endorsements English Grade 6-12 Certification	
<b>Performance Record</b>	2008-2009: School grade "A", AYP 90%, Writing Proficiency met="Yes" 2009-2010: School grade="B", AYP=95% Writing Proficiency met="Yes" 2009-2010-School Grade "B" with a slight decrease in the percentages of students meeting high standards in both reading and math (4% and 1%. DES did not make AYP. 2010-2011-School Grade--"A"; AYP-82% Writing Proficiency met AYP no Students made moderate gains in percentages meeting high standards in math and the percentage making learning gains in math.	

<b>Rebecca Barton</b>		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
<b>Areas</b>	Reading/Literacy, Mathematics, Science	
<b>Credentials</b>	B.A. Elementary Education 1-6, ESOL, Master Ed Leadership K-12.	
<b>Performance Record</b>	15 years at Sunrise Elementary School- 14 years in third grade. 7 out of the 14 years teaching 3rd grade was in a Model Classroom. School Grade 2013 - D, School Grade 2012- C, School Grade 2011-C,	

### Classroom Teachers

#### # of classroom teachers

38

#### # receiving effective rating or higher

38, 100%

#### # Highly Qualified Teachers

95%

#### # certified in-field

38, 100%

#### # ESOL endorsed

22, 58%

**# reading endorsed**

4, 11%

**# with advanced degrees**

16, 42%

**# National Board Certified**

0, 0%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

8, 21%

**# with 6-14 years of experience**

14, 37%

**# with 15 or more years of experience**

16, 42%

**Education Paraprofessionals****# of paraprofessionals**

15

**# Highly Qualified**

15, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

6

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Interview applicants based on job expectations and quality performance. (Principal)  
 Assign new hires a highly qualified mentor to ensure understanding of responsibilities of grade level. (Assistant Principal)  
 Plan bi-weekly meetings to review task and information. (Assistant Principal)  
 Coordinate with the district personnel responsible with working with new teachers to orient them to district policies, procedures, and programs. (Program Specialist)  
 Provide quality ongoing professional development opportunities such as collaboration, PLCs, book studies, drive by mini trainings, etc. (Principal, Assistant Principal, Reading Coach, Academic Coach, Teacher Leaders)  
 Provide support through provision of materials, supplies, and resources. (Assistant Principal)

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

As support new teachers and teachers new to a grade level will be paired with grade level mentors to support them with daily instructional planning, procedures, and routines. They will share best practices and strategies for raising student achievement and data review for differentiated instruction. New teachers will also receive support from both the Academic and Reading Coaches. They will meet biweekly to discuss student achievement, curriculum, and the Dunnellon PBS Program. Coaches will model instruction and assist with lesson planning. Coaches will provide support as needed to teachers new to a grade level. They will provide modeling and support with instruction and planning. The rationale for pairings and planned mentoring activities is so that the new teacher and the teacher new to a grade level have constant and consistent support on a regular basis by a highly qualified teacher in their grade level to help them stay informed, ease daily responsibilities, stay on track, support instructional planning and student achievement. The coaches are highly qualified teachers who are specialists in the areas of curriculum and academic technologies used for instruction. They will be able to provide support in all areas and support the teacher with using data to drive their instructional focus in planning appropriate lessons. Coaches are available to model instruction and assist with planning for new teachers.

New Teachers- N/A

New to Grade Level - 2nd Edmondson (Blanchette), Seager (Loury), 3rd Knapp (Neal), 4th Tull (Gonzalez), Powell (Monday), 5th Weber (Gilligan), Ramirez (Bostick), Garvin (Chancey), K- N/A.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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

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

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

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

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

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

School Based Leadership Team - meets weekly to collaborate and establish expectations, communicate, and build school wide consensus among faculty and staff, establish school procedures and policies, allocate school resources and support, disaggregate data, problem solve, monitor, and evaluate through ongoing collaborative data based meetings. The team works together to enhance policies, procedures, and processes.

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

Reading and Academic Coach- The coaches are a full time instructional support. They provide continuous professional development through training and modeling. They collaborate with members of the district support team and attend continuous district professional development on research based programs and instructional strategies to generate improvement in literacy, math, science, and social studies.

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

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

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

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

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The Synergy team will meet monthly throughout the year to review and evaluate intervention data to discuss on going progress monitoring of Tier 2 & Tier 3 students to determine effectiveness of the intervention and ensure it is being implemented with fidelity. The leadership team will meet weekly to discuss the implementation of Tier 1 core curriculum, effectiveness, and quality of implementation. Meetings are scheduled in advance on the school calendar, and all meeting discussion information and attendance is recorded in the meeting notes. Meetings are run via an agenda and using the MTSS meeting guidelines provided by the district. The academic coach will ensure the meeting notes are available to all meeting stakeholders for review. The principal will ensure meetings are scheduled and are taking place. The principal will reschedule any canceled meetings to ensure meeting fidelity.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Examples of OPM tools used:

OPM Tools - Aimsweb Diagnostic Testing

Performance Matters

SMS

Peer/Teacher Conferencing

Reading:

Tier I – Core Curriculum – Wonders

Tier II –Waterford, Success Maker 5, Earobics, Early Reading Inventory, Voyager

Tier III –Waterford, Success Maker 5, Earobics, Early Reading Inventory, Voyager - All with increased

intensity as outlined in Appendix P.

Corrective Reading, Rewards, Triumphs, Wonderworks

Math:

Tier I – Go Math

Tier II – FASTT Math, Success Maker, Go Math Interventions, Think Central

Tier III – FASTT Math, Success Maker, Go Math Interventions, Think Central

Science:

Tier I – National Geographic

Tier II – Small Group

Tier III – Peer/Teacher Conferencing

Writing:

Tier I – Wonders Writing and Grammar

Tier II – Small Group

Tier III – Peer/Teacher Conferencing

Behavior:

Tier I – PBS

Tier II – BEP

Tier III – Individual Behavior Chart/Contract

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Members of the synergy team will meet with staff members at least once a month to discuss the MTSS process and to discuss the progress of their students in Tier 2 and Tier 3.

All Faculty will be trained in the MTSS rti process by School wide PD and District Moodle Courses.

Parents of Tier 2 & Tier 3 students will be informed of the process through parent resources and meetings with teachers and members of the Synergy Team.

MTSS Rti A&B is an ongoing process that will be supported throughout the school year.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program**Minutes added to school year:** 2,700

After school tutoring will be offered to students who scored a level 2 in FCAT Reading or Math. Tutoring will begin at the end of January and run for a total of 9 weeks. Students will attend two days a week for a total of 2 hours and 30 minutes.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

AimsWeb data will be collected as a measurement tool to determine the effectiveness of the tutoring program as it provides baseline data before the program launches.

**Who is responsible for monitoring implementation of this strategy?**

The leadership team will oversee and support the implementation of the after school tutoring program while teachers, paraprofessionals, and academic coaches will plan and facilitate instruction.

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Fredna Wilkerson	Principal
Carol Hall	Assistant Principal
Georgia Kelly	Reading Coach
Rebecca Barton	Academic Coach
Amy Roland	Media Specialist
Michael Yuell	ESE
Mrs. Stuart	Kindergarten Grade Level Chair
Ms. Chancey	1st Grade-Grade Level Chair
Mrs. Loury	2nd Grade -Grade Level Chair
Mrs. Luider	3rd Grade - Grade Level Chair
Mrs. Gonzalez	4th Grade - Grade Level Chair
Ms. Gilligan	5th Grade-Grade Level Chair
Ms. Cunningham	Paraprofessional

**How the school-based LLT functions**

The LLT will meet quarterly throughout the year focusing on school wide data and specific ways to promote literacy activities and improve student achievement. The team will focus on implementation of Common Core and the new Wonders reading series to determine fidelity in implementation. Administration will monitor reading data and observe/evaluate teacher implementation of Common Core and the Wonders Program. The reading coach and academic coach will provide support through

providing professional development activities and trainings while providing extra support through discussion and modeling.

### **Major initiatives of the LLT**

The major initiatives of the LLT this year will be to disaggregate data, implementation of Common Core State Standards, Wonders and schedule school wide activities that promote literacy across the curriculum. The Primary Grades will mainly focus on Foundational Skills and intermediate grades will focus on using more rigorous text and developing higher order thinking questions.

### **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

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

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

FLKRS and ECHOS are administered to Kindergarten students within the first 30 days to evaluate the effectiveness of our Pre- programs.

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

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

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

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

Our School coordinates with Childhood Development Services and we offer a Head Start program for 3 thru 5 year olds.

Kindergarten registration kicked off in April continued throughout the summer.

Marion County Public Schools coordinated with Childhood Development Services Inc. and the Early Learning Coalition to get Pre-K students registered for Kindergarten in April. A school based week long Kindergarten Round Up is planned for the Spring and is advertised through community based flyers, letters sent home with current students, and a Connect 5 message sent out. A special orientation is provided to all parents of kindergarten students to give them information regarding school policies and procedures to help orient them to the school. STAGGER START is a district initiative to assist kindergarten students in transitioning into local elementary schools. The primary focus of stagger start is to give the staff the opportunity to administer assessments, including FLKRS, and begin to develop one-on-one relationships with students.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	52%	No	67%
American Indian				
Asian				
Black/African American	51%	49%	No	56%
Hispanic	54%	34%	No	59%
White	69%	58%	No	72%
English language learners	32%	29%	No	39%
Students with disabilities	43%	13%	No	49%
Economically disadvantaged	59%	47%	No	63%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	33%	36%
Students scoring at or above Achievement Level 4	41	21%	23%

### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		36%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		36%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	105	53%	56%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		9%



**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	27	47%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	21	37%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	22%	25%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	40	38%	41%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		53%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	50%	No	66%
American Indian				
Asian				
Black/African American	53%	37%	No	58%
Hispanic	53%	31%	No	58%
White	68%	58%	No	71%
English language learners	39%	31%	Yes	45%
Students with disabilities	41%	30%	No	47%
Economically disadvantaged	58%	45%	No	63%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	27%	30%
Students scoring at or above Achievement Level 4	55	28%	31%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		36%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	100	50%	53%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	<i>[data excluded for privacy reasons]</i>		6%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	26%	29%
Students scoring at or above Achievement Level 4	24	22%	25%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	164	25%	22%
Students retained, pursuant to s. 1008.25, F.S.	6	1%	0%
Students who are not proficient in reading by third grade	48	48%	45%
Students who receive two or more behavior referrals	62	9%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	47	7%	4%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

50% of the parent population will attend school trainings and events.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent support and trainings to build skill capacity to promote student learning	4	40%	50%

## Goals Summary

- G1.** Students in the lowest 25% will make a 5% increase in learning gains in reading and math
- G2.** The students scoring 3 and above will increase from 52%-67% in Reading, 50%-66% in Math, 40%-67% in Writing, and 47%-50% in Science
- G3.** Increase the percent of student learning gains within the following subgroups: Black 49%-56% Reading, 37%-58% in Math, Hispanic 34%-59% Reading, 31%-58% Math, ELL 29%-39% Reading, SWD 13%-16% Reading, Math 30%-47%, ED 47%-63% Reading, 45%-63% Math

## Goals Detail

**G1.** Students in the lowest 25% will make a 5% increase in learning gains in reading and math

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

### Resources Available to Support the Goal

- School based leadership team will assist with data support, monitoring, and instructional focus, professional development and resource support provided by the school reading and academic coach. The coaches will model and plan with teachers, facilitate trainings on research based program implementation and high yield instructional strategies. They will support and model center based instruction and effective cooperative learning strategies. They will provide instructional support with differentiated instruction. Paraprofessionals will participate in guided reading professional development trainings so they can support reading instruction in the classroom. District staff developers will support the school coaches to implement a hands on approach to learning and enhance effective math instruction.
- Rewards Reading intervention, Corrective Reading, Read Naturally, Leveled Readers, Small group instruction, Math Manipulatives, Math Talks, Cooperative Learning, Common Core, successMaker, Earobics, FASTMath

### Targeted Barriers to Achieving the Goal

- Limited implementation of differentiated instruction and scaffolding
- Limited implementation of differentiated instruction and scaffolding

### Plan to Monitor Progress Toward the Goal

Will collaboratively plan together to create effective engaging standards based lessons incorporating hands on skill building math center activities that are differentiated to support instruction based on individualized student needs.

**Person or Persons Responsible**

Teachers, Academic coach, Paraprofessionals

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Scaffolded Lesson plans, Lesson reflection, academic notebooks

**G2.** The students scoring 3 and above will increase from 52%-67% in Reading, 50%-66% in Math, 40%-67% in Writing, and 47%-50% in Science

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Science - Elementary School

**Resources Available to Support the Goal**

- PLC's, Technology Training, District Moodles, Professional Development Training Days, Common Core Lead Teachers, District Staff Developers, School based Leadership Team, Book Studys, Best Practices, Cross Curricular writing training, Reading Coach, Academic Coach, Leveled Materials, Collaborative Planning time, Units of Study, Learning Focused, Literacy Circles, Math Talks, Book Talks, Project Based Learning Activities, ParaProfessionals, Academic Notebooks, Cooperative Learning, Core Curriculum and supplemental curriculum, Common Core. PD for Picture Perfect, Nat Geo, and SUMMIT Project

**Targeted Barriers to Achieving the Goal**

- Lack of Fidelity in implementing Core Curriculum Effectively
- Lack of Fidelity in implementing Core Curriculum Effectively
- Lack of Confidence in implementing Core Curriculum Effectively
- Lack of Student Motivation with Researched Based Curriculum

### Plan to Monitor Progress Toward the Goal

Classroom Walk Thrus and Observations, Teacher conversations and follow up Professional Development Meetings

**Person or Persons Responsible**

Administration, Leadership Team, Academic Coach, Reading Coach

**Target Dates or Schedule:**

Every 2 months

**Evidence of Completion:**

Increased student Writing achievement score, Lesson Plan, Evaluations, Tru North Logic data

**G3.** Increase the percent of student learning gains within the following subgroups: Black 49%-56% Reading, 37%-58% in Math, Hispanic 34%-59% Reading, 31%-58% Math, ELL 29%-39% Reading, SWD 13%-16% Reading, Math 30%-47%, ED 47%-63% Reading, 45%-63% Math

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing

**Resources Available to Support the Goal**

- Reading and Academic Coach modeling, resource and instructional support, number talks, Math discussions, Think Central, SuccessMaker, Go Math, FASTMath, Thinking Maps, District Coach support, Cooperative Learning, Hands on Math Activities, Paraprofessional support, Leveled Texts, Wonders, Wonderworks, PLC's, CCC on Demand, Brainpop, Student Data Notebooks, Common Core, Inclusion,

**Targeted Barriers to Achieving the Goal**

- Lack of foundational skills Mastery
- Lack of Experiences

**Plan to Monitor Progress Toward the Goal**

Monitor Benchmark, FCAs, AimsWeb, FCAT and Classroom achievement data and grades

**Person or Persons Responsible**

Leadership Team, Administration

**Target Dates or Schedule:**

Bi-Weekly throughout tutoring term

**Evidence of Completion:**

Pre/Post Benchmark data, FCAs, attendance data, observations

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Students in the lowest 25% will make a 5% increase in learning gains in reading and math

**G1.B2** Limited implementation of differentiated instruction and scaffolding

**G1.B2.S1** Students will participate in an additional school-wide differentiated Reading Block to support scaffolded instruction tailored to student's instructional needs.

### Action Step 1

Will provide specific intervention programs that will support reading instruction based on individual student needs with scaffolded supports to enhance student learning outcomes.

#### Person or Persons Responsible

School Reading Coach and Academic Coach, Teachers, Paraprofessionals Leadership Team

#### Target Dates or Schedule

Daily beginning September 23rd

#### Evidence of Completion

Lessons are taught daily as indicated on the logs, lesson data is recorded weekly

#### Facilitator:

Academic Coach, Reading Coach

#### Participants:

Classroom Teachers and Paraprofessionals

### Plan to Monitor Fidelity of Implementation of G1.B2.S1

monitor Lesson recording log,

#### Person or Persons Responsible

Reading Coach and Academic Coach

#### Target Dates or Schedule

Bi-Weekly

#### Evidence of Completion

Lessons are taught daily and documented data reflects lessons taught

## **Plan to Monitor Effectiveness of G1.B2.S1**

Monitor Data from AimWeb/ and in Research Based Program data log/Performance Matters

### **Person or Persons Responsible**

Reading coach & Academic Coach /Leadership Team

### **Target Dates or Schedule**

Twice a Month

### **Evidence of Completion**

Students will show progress in targeted areas



**G2.** The students scoring 3 and above will increase from 52%-67% in Reading, 50%-66% in Math, 40%-67% in Writing, and 47%-50% in Science

**G2.B1** Lack of Fidelity in implementing Core Curriculum Effectively

**G2.B1.S1** Provide Science Curriculum Facilitation Professional Development for Teachers and Paraprofessionals

**Action Step 1**

Provide Science Curriculum Professional Development to strengthen core curriculum knowledge base. Provide curriculum facilitation support via collaboration training, academic Coach support, Planning days, and Online Moodle PD. Common Core Lead Teachers to model Science lesson integration into ELA block instruction and Guided Reading. Provide Hands on Science Foldable Training and Reading Coach to Model Science through Literature connections. Academic Coach to Model Inquiry Based Instruction and Experiment set up in the Science lab. Provide science professional development for paraprofessionals to support science centers. Picture Perfect , SUMMIT, Nat Geo PD. Academic Notebook Training. Provide time for Grade Level and vertical planning and collaboration.

**Person or Persons Responsible**

Academic Coach, Reading Coach, Leadership Team, District Staff Development, Common Core Lead Teachers, and District Training Moodles

**Target Dates or Schedule**

October 2013, December 2013, February 2014, March 2014

**Evidence of Completion**

Sign in Sheets, Professional Development Logs, Data collection,

**Facilitator:**

Lead Teachers, Academic Coach, District Coach

**Participants:**

Teachers and Paraprofessionals

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Classroom Walk Thrus, Evidence of Student Learning in Classroom, Participation in Science Fair

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Weekly Walk Thrus and Fair in May 2014

#### **Evidence of Completion**

Project Submission, follow up lessons

### **Plan to Monitor Effectiveness of G2.B1.S1**

Increase in student achievement scores, Evidence of quality student learning displayed, Science lab being utilized effectively and efficiently, Grade level collaboration and participation in profession development opportunities

#### **Person or Persons Responsible**

School Administration

#### **Target Dates or Schedule**

Leadership data meetings

#### **Evidence of Completion**

Academic notebooks, Lesson plans, data collection

## **G2.B2 Lack of Fidelity in implementing Core Curriculum Effectively**

**G2.B2.S1** Professional Development and core curriculum Trainings implemented to Build Math Capacity and instructional facilitation.

### **Action Step 1**

Will support district training modules and provide face to face follow up trainings to enhance math instruction. Leads will collaborate with Teachers, model and guide them through curriculum planning and lesson facilitation with the integration of Common Core.

#### **Person or Persons Responsible**

School based Common Core Lead Teacher, District Coaches, and Academic Coach

#### **Target Dates or Schedule**

All Year as needed

#### **Evidence of Completion**

Staff Development Sign in sheets, Lesson Plans Review, attend collaborative planning, evaluate and observe

#### **Facilitator:**

Academic Coach, Lead Teachers, District Coach

#### **Participants:**

Teachers

## **Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Teacher observation, collaboration, and evaluation feedback

#### **Person or Persons Responsible**

School Administration

#### **Target Dates or Schedule**

As needed during the year

#### **Evidence of Completion**

Increased benchmark score data

## **Plan to Monitor Effectiveness of G2.B2.S1**

Walk Thrus and observations, teacher conversation, and collaboration

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

As needed

### **Evidence of Completion**

Students actively engaged, Evidence of student learning in the room, Lesson Plans, and student data collection

## **G2.B3 Lack of Confidence in implementing Core Curriculum Effectively**

### **G2.B3.S1 Professional Development for faculty and staff in facilitation of core writing instruction**

#### **Action Step 1**

Grade Levels will attend calibration trainings and meet after demand writing to calibrate their scoring.

#### **Person or Persons Responsible**

Reading Coach, Academic Coach, Classroom Teachers

#### **Target Dates or Schedule**

Every other month

#### **Evidence of Completion**

Scored Demand writing samples provided by teachers will align with district scoring rubrics

#### **Facilitator:**

Reading Coach, Academic Coach, District Personnel

#### **Participants:**

Teachers

## **Action Step 2**

Provide writing curriculum support through collaborative planning days, professional development, mini trainings, and online course to solidify core curriculum instructional foundation

### **Person or Persons Responsible**

Leadership Team, Lead Teachers, School coaches, District Online Training Modules, and District Staff Developers

### **Target Dates or Schedule**

Beginning October 2013/Monthly as needed

### **Evidence of Completion**

Sign in sheets, agenda, data collection, Professional Development Logs, Domain 4

### **Facilitator:**

Academic Coach, Reading Coach, District Personnel, Online Facilitation ,CC Lead Teachers

### **Participants:**

Teachers

## **Plan to Monitor Fidelity of Implementation of G2.B3.S1**

Observe, evaluate, provide feedback

### **Person or Persons Responsible**

Administration, Leadership Team

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Calibrated demand writings reviewed by Leadership Team, True North Logic Data

### Plan to Monitor Effectiveness of G2.B3.S1

Increase in demand writing scores

**Person or Persons Responsible**

Administration, Leadership team

**Target Dates or Schedule**

Leadership Meetings

**Evidence of Completion**

Performance Matters Writing Data

### G2.B3.S2 Teachers will be trained on how to effectively use curriculum maps to facilitate math instruction

**Action Step 1**

Provide curriculum map professional development through district Moodles and on site trainings with the school coaches. They will model, plan and provide support for use of curriculum maps and how they are implemented in driving classroom instruction. Common Core Lead Teachers will also do trainings on using the maps to integrate Common Core instructional strategies, collaborative planning. Hands on, student led math activities and center training.

**Person or Persons Responsible**

Teachers, Lead Teachers, Coaches, District Training Module, Leadership Team, Administration

**Target Dates or Schedule**

September and once a month as needed

**Evidence of Completion**

Lesson Plans, Observations, grade Level Meetings, planning, PD Sign in sheets, PD Log

### Plan to Monitor Fidelity of Implementation of G2.B3.S2

Attend Grade level meetings, Class Room Walk Thrus, Observe instruction, students actively engaged, evidence of student learning

**Person or Persons Responsible**

Administration, Leadership Team

**Target Dates or Schedule**

As needed

**Evidence of Completion**

Lesson Plans, data collection, student work

## Plan to Monitor Effectiveness of G2.B3.S2

Data meetings

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Weekly/ as needed

### Evidence of Completion

FCAT 2014, Benchmark, Go Math Assessments, FCA's

## G2.B4 Lack of Student Motivation with Researched Based Curriculum

**G2.B4.S1** Promote Accelerated Reader Program with student incentives and student goals set and monitored by the teachers.

### Action Step 1

Teachers will collaborate and design an A.R. Reading Pep Rally and set guidelines for implementation and monitoring the A.R. classroom reading plan involving community stakeholders.

### Person or Persons Responsible

Lead Teacher, Reading Coach, Classroom Teachers and Administration

### Target Dates or Schedule

September/ Monthly or as much as needed

### Evidence of Completion

A.R. Kick Off Pep Rally, Program Guidelines, A.R. Weekly Reports

## Plan to Monitor Fidelity of Implementation of G2.B4.S1

Monitor A.R. Program reading points, averages, and classroom implementation and fidelity of tracking result

### Person or Persons Responsible

Administration, Reading Coach, Academic Coach, LLT

### Target Dates or Schedule

Bi-Weekly

### Evidence of Completion

Weekly and Quarterly A.R. Reports

## Plan to Monitor Effectiveness of G2.B4.S1

Increase in student Participation, comprehension achievement, and a decrease in students in tier 2

### Person or Persons Responsible

Administration/Leadership Team

### Target Dates or Schedule

MTSS Meeting

### Evidence of Completion

FCAT 2014, AimsWeb Reading Data, Star Results, MTSS

**G3.** Increase the percent of student learning gains within the following subgroups: Black 49%-56% Reading, 37%-58% in Math, Hispanic 34%-59% Reading, 31%-58% Math, ELL 29%-39% Reading, SWD 13%-16% Reading, Math 30%-47%, ED 47%-63% Reading, 45%-63% Math

## G3.B1 Lack of foundational skills Mastery

**G3.B1.S1** Teachers will implement engaging math and reading instructional techniques to promote active learning in whole group/small group settings

### Action Step 1

Use PLC's, collaboration, and modeling to develop differentiated strategies to scaffold learning, engage students, and build foundational skills through whole group and cooperative learning centers in math and reading. CC Leads will support the infusion of common core instructional strategies.

### Person or Persons Responsible

Teachers, Coaches, District Coach, Leadership team, Administration

### Target Dates or Schedule

On going throughout the year

### Evidence of Completion

Lesson Plans, Instructional and planning observations, follow up conversations

### Facilitator:

Academic Coach, Teacher leaders, Reading Coach, Administration, CCLT

### Participants:

Instructional staff and paraprofessionals



### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Observe, Evaluate, provide feedback

#### **Person or Persons Responsible**

School Administration

#### **Target Dates or Schedule**

As needed during the school year

#### **Evidence of Completion**

True North Logic data

### **Plan to Monitor Effectiveness of G3.B1.S1**

5% decrease in students in Tier 2 and 3. Increase in reading and math achievement scores

#### **Person or Persons Responsible**

Administration/Leadership Team

#### **Target Dates or Schedule**

MTSS Meetings/Data Team Meetings

#### **Evidence of Completion**

MTSS Logs, FCA's, CFC's, Performance Matters Data

### **G3.B2 Lack of Experiences**

**G3.B2.S1** Subgroups will participate in more intensive hands on engaging instructional activities to build background knowledge in Math and Reading.

#### **Action Step 1**

Subgroups will participate in additional reading and math instruction weekly. Teachers will incorporate instructional strategies that build prior knowledge and scaffold instruction to increase skill and concept acquisition.

#### **Person or Persons Responsible**

School Based

#### **Target Dates or Schedule**

January-March 2014

#### **Evidence of Completion**

Lesson Plans and attendance rosters

### **Plan to Monitor Fidelity of Implementation of G3.B2.S1**

The Academic Coach will provide the leadership team updates on the progress of after school tutoring

**Person or Persons Responsible**

Leadership Team, Administration

**Target Dates or Schedule**

Leadership Team Meetings

**Evidence of Completion**

Attendance Logs and Lesson Plans, Walk Thru Observations

### **Plan to Monitor Effectiveness of G3.B2.S1**

Monitor data from FCA's, AimsWeb, FCAT 2014, & other student data as collected

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Throughout tutoring window and when FCAT results received

**Evidence of Completion**

Attendance logs, lesson plans, leadership progress monitoring notes, and student achievement data

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I, Part A

Title One funds allocated at Dunnellon Elementary are used to purchase staff members, technology, and supplies to provide a safe environment conducive to learning. The salary of our Academic Coach and four paraprofessionals are paid using Title One funds. Other items include books, copies, curriculum incentives and materials needed to increase parent involvement. Monies are also used to provide students with extended learning opportunities after school. These monies are also used to purchase quality professional development for Dunnellon teachers.

#### Title I, Part C- Migrant

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

#### Title I, Part D

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

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

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

#### Title III

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

#### Title X- Homeless

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

#### Supplemental Academic Instruction (SAI)

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

#### Violence Prevention Programs

All students participate in Red Ribbon Week which focuses on the prevention of substance abuse.

Dunnellon Elementary is a Drug Free Zone.

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

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

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

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

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

Nutrition Programs

Dunnellon Elementary participates in the free breakfast program providing a free nutritional breakfast to all children on our campus. We also provide opportunity for free or reduced lunch prices to families who qualify. We offer Health curriculum to all students. The district provides support for this curriculum.

#### Housing Programs

N/A

#### Head Start

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

Adult Education Information about The College of Central Florida and Community Technical Adult Education is available as needed. The campus of Dunnellon Elementary is used in the evening for a variety of classes offered by CTAE.

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

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

Dunnellon Elementary C.U.B.S Cove provides an agricultural focus for students who may be interested in a career in science and agriculture.

#### Job Training

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

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Students in the lowest 25% will make a 5% increase in learning gains in reading and math

**G1.B2** Limited implementation of differentiated instruction and scaffolding

**G1.B2.S1** Students will participate in an additional school-wide differentiated Reading Block to support scaffolded instruction tailored to student's instructional needs.

### PD Opportunity 1

Will provide specific intervention programs that will support reading instruction based on individual student needs with scaffolded supports to enhance student learning outcomes.

#### Facilitator

Academic Coach, Reading Coach

#### Participants

Classroom Teachers and Paraprofessionals

#### Target Dates or Schedule

Daily beginning September 23rd

#### Evidence of Completion

Lessons are taught daily as indicated on the logs, lesson data is recorded weekly

**G2.** The students scoring 3 and above will increase from 52%-67% in Reading, 50%-66% in Math, 40%-67% in Writing, and 47%-50% in Science

**G2.B1** Lack of Fidelity in implementing Core Curriculum Effectively

**G2.B1.S1** Provide Science Curriculum Facilitation Professional Development for Teachers and Paraprofessionals

**PD Opportunity 1**

Provide Science Curriculum Professional Development to strengthen core curriculum knowledge base. Provide curriculum facilitation support via collaboration training, academic Coach support, Planning days, and Online Moodle PD. Common Core Lead Teachers to model Science lesson integration into ELA block instruction and Guided Reading. Provide Hands on Science Foldable Training and Reading Coach to Model Science through Literature connections. Academic Coach to Model Inquiry Based Instruction and Experiment set up in the Science lab. Provide science professional development for paraprofessionals to support science centers. Picture Perfect , SUMMIT, Nat Geo PD. Academic Notebook Training. Provide time for Grade Level and vertical planning and collaboration.

**Facilitator**

Lead Teachers, Academic Coach, District Coach

**Participants**

Teachers and Paraprofessionals

**Target Dates or Schedule**

October 2013, December 2013, February 2014, March 2014

**Evidence of Completion**

Sign in Sheets, Professional Development Logs, Data collection,

## **G2.B2 Lack of Fidelity in implementing Core Curriculum Effectively**

**G2.B2.S1** Professional Development and core curriculum Trainings implemented to Build Math Capacity and instructional facilitation.

### **PD Opportunity 1**

Will support district training modules and provide face to face follow up trainings to enhance math instruction. Leads will collaborate with Teachers, model and guide them through curriculum planning and lesson facilitation with the integration of Common Core.

#### **Facilitator**

Academic Coach, Lead Teachers, District Coach

#### **Participants**

Teachers

#### **Target Dates or Schedule**

All Year as needed

#### **Evidence of Completion**

Staff Development Sign in sheets, Lesson Plans Review, attend collaborative planning, evaluate and observe

## **G2.B3 Lack of Confidence in implementing Core Curriculum Effectively**

**G2.B3.S1** Professional Development for faculty and staff in facilitation of core writing instruction

### **PD Opportunity 1**

Grade Levels will attend calibration trainings and meet after demand writing to calibrate their scoring.

#### **Facilitator**

Reading Coach, Academic Coach, District Personnel

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Every other month

#### **Evidence of Completion**

Scored Demand writing samples provided by teachers will align with district scoring rubrics

## **PD Opportunity 2**

Provide writing curriculum support through collaborative planning days, professional development, mini trainings, and online course to solidify core curriculum instructional foundation

### **Facilitator**

Academic Coach, Reading Coach, District Personnel, Online Facilitation ,CC Lead Teachers

### **Participants**

Teachers

### **Target Dates or Schedule**

Beginning October 2013/Monthly as needed

### **Evidence of Completion**

Sign in sheets, agenda, data collection, Professional Development Logs, Domain 4

**G3.** Increase the percent of student learning gains within the following subgroups: Black 49%-56% Reading, 37%-58% in Math, Hispanic 34%-59% Reading, 31%-58% Math, ELL 29%-39% Reading, SWD 13%-16% Reading, Math 30%-47%, ED 47%-63% Reading, 45%-63% Math

### **G3.B1** Lack of foundational skills Mastery

**G3.B1.S1** Teachers will implement engaging math and reading instructional techniques to promote active learning in whole group/small group settings

## **PD Opportunity 1**

Use PLC's, collaboration, and modeling to develop differentiated strategies to scaffold learning, engage students, and build foundational skills through whole group and cooperative learning centers in math and reading. CC Leads will support the infusion of common core instructional strategies.

### **Facilitator**

Academic Coach, Teacher leaders, Reading Coach, Administration, CCLT

### **Participants**

Instructional staff and paraprofessionals

### **Target Dates or Schedule**

On going throughout the year

### **Evidence of Completion**

Lesson Plans, Instructional and planning observations, follow up conversations



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Students in the lowest 25% will make a 5% increase in learning gains in reading and math	\$98,228
G2.	The students scoring 3 and above will increase from 52%-67% in Reading, 50%-66% in Math, 40%-67% in Writing, and 47%-50% in Science	\$46,671
Total		\$144,899

### Budget Summary by Funding Source and Resource Type

Funding Source	Other	Technology	Total
Title 1 - 5100	\$98,228	\$8,723	\$106,951
Title 1 5900/6400	\$37,948	\$0	\$37,948
Total	\$136,176	\$8,723	\$144,899

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

#### G1. Students in the lowest 25% will make a 5% increase in learning gains in reading and math

##### G1.B2 Limited implementation of differentiated instruction and scaffolding

**G1.B2.S1** Students will participate in an additional school-wide differentiated Reading Block to support scaffolded instruction tailored to student's instructional needs.

#### Action Step 1

Will provide specific intervention programs that will support reading instruction based on individual student needs with scaffolded supports to enhance student learning outcomes.

#### Resource Type

Other

#### Resource

Rewards Reading Program, Star Reading & Headsets, Student supplies, writing program, instructional support

#### Funding Source

Title 1 - 5100

#### Amount Needed

\$98,228

**G2.** The students scoring 3 and above will increase from 52%-67% in Reading, 50%-66% in Math, 40%-67% in Writing, and 47%-50% in Science

**G2.B1** Lack of Fidelity in implementing Core Curriculum Effectively

**G2.B1.S1** Provide Science Curriculum Facilitation Professional Development for Teachers and Paraprofessionals

**Action Step 1**

Provide Science Curriculum Professional Development to strengthen core curriculum knowledge base. Provide curriculum facilitation support via collaboration training, academic Coach support, Planning days, and Online Moodle PD. Common Core Lead Teachers to model Science lesson integration into ELA block instruction and Guided Reading. Provide Hands on Science Foldable Training and Reading Coach to Model Science through Literature connections. Academic Coach to Model Inquiry Based Instruction and Experiment set up in the Science lab. Provide science professional development for paraprofessionals to support science centers. Picture Perfect , SUMMIT, Nat Geo PD. Academic Notebook Training. Provide time for Grade Level and vertical planning and collaboration.

**Resource Type**

Other

**Resource**

Instructional support/staff development

**Funding Source**

Title 1 5900/6400

**Amount Needed**

\$37,948

**G2.B3** Lack of Confidence in implementing Core Curriculum Effectively

**G2.B3.S1** Professional Development for faculty and staff in facilitation of core writing instruction

**Action Step 2**

Provide writing curriculum support through collaborative planning days, professional development, mini trainings, and online course to solidify core curriculum instructional foundation

**Resource Type**

Technology

**Resource**

Engaged Classroom

**Funding Source**

Title 1 - 5100

**Amount Needed**

\$8,723