2013-2014 SCHOOL IMPROVEMENT PLAN

Dunnellon Middle School
21005 CHESTNUT ST
Dunnellon, FL 34431
352-465-6720

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	75%

Alternative/ESE Center	Charter School	Minority Rate
No	No	39%

School Grades History

2013-14	2012-13	2011-12	2010-11
D	D	C	C

SIP Authority and Template

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.

Table of Contents

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. 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

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

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

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

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

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 Middle School

Principal
Delbert Smallridge

School Advisory Council chair
Rebecca Gibbs

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

Name	Title
Delbert Smallridge	Principal
Reginald Rocker	Assistant Principal
Donna Durden	Guidance Counselor
Rose Thomas	Dean of Students
Carmella Samler	Instructiional Coach

District-Level Information

District
Marion

Superintendent
Mr. George D Tomyn

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 consists of 15 members. Six are school based employees and nine are not. We have a SAC chair and a secretary. The remaining 13 are just voting members. SAC Chari Rebecca Gibbs and Secretary- Eileen Foley.

Involvement of the SAC in the development of the SIP

The school based SAC members assisted in the development of this SIP. The school based leadership team did most of the work on this year's SIP.

Activities of the SAC for the upcoming school year

The SAC would like to develop a fundraiser to raise funds for school based initiatives. This is an activity that is planned for the fall of 2013.

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

DMS does not have any SIP funds for the 2013-2014 school year. Please see item number 3 above.

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

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:

Delbert Smallridge		
Principal	Years as Administrator: 12	Years at Current School: 1

Credentials	MS in Education--University of Florida BS in Mathematics Education--University of Central Florida Certified in Mathematics (5-9)
Performance Record	2013 School Grade D 2012 School Grade C 2011 School Grade B 2010 School Grade A 2009 School Grade B 2008 School Grade B 2007 School Grade C

Reginald Rocker		
Asst Principal	Years as Administrator: 19	Years at Current School: 7

Credentials	Masters in Education, Nova University; BA in Physical Education from Florida A & M University. Trained in the Continuous Improvement Model and Performance Based Assessment. Also trained in Classroom Leadership, Power Standards. Learning Focused Schools-Max Thompson
Performance Record	2013 School Grade D 2012 School Grade C 2011 School Grade C 2010 School Grade A 2009 School Grade A 2008 School Grade C 2007 School Grade B 2006 School Grade A 2005 School Grade B

Asst Principal	Years as Administrator:	Years at Current School:
Credentials		
Performance Record		

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Carmella Samler		
Part-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy, Data	
Credentials	BS in Education Certified in Reading K-12	
Performance Record	2013 School Grade D	

Part-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

36

 # receiving effective rating or higher

36, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

35, 97%

 # ESOL endorsed

14, 39%

 # reading endorsed

5, 14%

 # with advanced degrees

8, 22%

 # National Board Certified

, 0%

 # first-year teachers

1, 3%

 # with 1-5 years of experience

8, 22%

 # with 6-14 years of experience

12, 33%

 # with 15 or more years of experience

15, 42%

Education Paraprofessionals

# of paraprofessionals

11

 # Highly Qualified

11, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

2

 # receiving effective rating or higher

(not entered because basis is < 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

Persons responsible for recruiting and retaining highly qualified and in-field employees are Mr. Smallridge and Mr. Rocker. In terms of recruiting, we screen applicants for positions to narrow the field of inquiry to only those individuals that have the appropriate degrees/certifications appropriate for the job. We also use personal contacts from universities as well as district level contacts to help us identify potential candidates when positions become vacant. When it comes to retaining any employee we have found that if you treat people with kindness and are fair, they will want to work with you.

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

Teachers who are new to DMS are paired with a "buddy" to assist them with their transition to a new facility. We try to assign a person who works in the same department and who is positioned in close proximity to the new teacher's room. This will allow for daily conversation to address issues/questions pertaining to procedures, resources, teaching strategies, etc. and will also encourage the sharing of ideas between department members. New (first year) teachers will follow the "mentoring" program established by the school district. Again, pairings will most likely be with an individual that teaches the same subject or within the same dept. The peer teacher will work with the beginning teacher 30-60 minutes per week. They will work on activities to address topics such as ..classroom management, general organization, curriculum maps and assessment topics.

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

Our school based leadership team starts by analyzing FCAT data, EOC exam data, core class pass-fail ratios at the end of a school year. This data will determine the school's need for remedial classes such as reading and math. This data drives the upcoming year's master schedule. Our tier 1 offerings (core curriculum) are tied to the previous year's data....it is designed to meet the needs of the students. This year we are utilizing title I funds to offer a separate (stand alone) remedial math class to students who are weak in math. This is a supplement to their regular math class. This is a direct result of identifying a need based on test score data.

Our leadership team will meet on a weekly basis. One item that will be dealt with is student needs. The guidance counselor will meet with grade levels on a bi-weekly basis to discuss students of concern. When it is determined that there is a need to start the RTI process the counselor will work with teaches to develop interventions to improve student performance (or behavior). If after a reasonable time the interventions are not successful then a move to a tier 2 intervention will begin. We have groups of students that are given tier 2 interventions based on needs determined by FCAT performance in reading and math. Tier 3 (individual) interventions will be initiated when a student does not respond well to tier 2 interventions in a reasonable time frame.

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

Donna Durden (counselor) monitor students on "check-in check-out" (tier 2 intervention)
Reginald Rocker (APS) monitor all data related to FCA's, District Benchmark testing, and student report

card grades in all classes.

Rose Thomas (Dean) monitors data as it related to attendance and discipline. Responsible for initiating tier 2 interventions related to behavior.

Carmella Samler (Instructional Coach) monitors all data as it relates to Reading. Also makes adjustments to type of reading intervention class is offered when needed.

D. Smallridge (Principal) monitors all areas of the SIP and oversees the teams that provide and facilitate MTSS.

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

The counselor will meet at least three times per month with the district provided school psychologist and behavior specialist to review students of concern, develop interventions, and review issues related to MTSS. The various members of the leadership team will give a quarterly report to the team as to the status of their individual areas of responsibility.

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

Progress in writing will be monitored by quarterly demand writings at all grade levels. This data will be stored in Performance Matters (PM) for monitoring and assessment. Progress in reading and math will be measured by monthly Focus Calendar Assessments. This data will also be stored in PM for monitoring and assessment. Science FCA's will be given at all grade levels. This data will be stored in PM for monitoring and assessment. School discipline referrals and attendance will be stored in the district's SMS program. Reports have been developed to monitor both discipline and attendance. Our school based leadership team will monitor the students of concern (top 5%) that have (significant amount) of combined days of absences and out of school suspensions by a "check in and out" system (initial intervention for RTI).

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

The faculty will be trained by members of the leadership team in the methods of MTSS. Members of the SAC will also be given a presentation of how the MTSS works.

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: 19,800

Before and After school tutoring will be offered on a daily basis starting in September of 2013. Tutoring will be one hour before school and one hour after school. Tutoring in math, science, social studies and language arts will be provided by certified teachers. Tutoring will be available to all DMS students at no charge. During the 2013-2014 school year there will be 19,800 minutes (330 Hours) of tutoring available to students.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The grades of the students that come on a regular basis will be analyzed each 9 weeks to see how the students are performing in the areas that they are receiving tutoring. Our goal will be for all students receiving tutoring services to pass the core area that they are receiving assistance in.

Who is responsible for monitoring implementation of this strategy?

Mr. Smallridge, Principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Delbert Smallridge	Principal
Reginald Rocker	AP
Carmella Samler	Instructional Coach
Cynthia Wise	Reading Teacher
Greg McManus	Intensive Math Teacher
Nicole Turner	Lead Math Teacher

How the school-based LLT functions

The LLT will meet on a monthly basis. The Instructional Coach will be the person in charge of data. C. Wise will be the lead Reading teacher and Mr. McManus will be the lead Intensive Math teacher. N. Turner will be the lead Math (regular and advanced) teacher. The team will look at school wide data such as FCA's, library circulation figures, FAIR data, District Benchmark Data, etc. The team will look for strengths and weaknesses in various areas and seek out ways the entire school can work together to help reinforce skills.

Major initiatives of the LLT

The major initiatives of the 2013-2014 school year will be to strengthen basic math skills over all grade levels and to increase the amount of reading that students are involved in both in and out of school.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers cover relevant vocabulary weekly in their classrooms. All teachers develop a word wall that will "build" throughout the school year. All teachers use graphic organizers to assist in the teaching of their subject area. All teachers encourage students to read outside of school.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

DMS offers a variety of vocational and technical course offerings that allow for industry certification or High School Credit. Ag. Science Foundations is a high school level offering that counts as a science credit for graduation. Many students choose to raise an animal for the local youth fair while they are enrolled in the Ag. Science class. Our community has a strong agriculture base in its local economy. Intro to Informational Technology is a high school level class that offers an opportunity for certification in Microsoft applications.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

DMS is one of the few schools that allows its students to select their elective classes at the middle school level. Guidance counselors meet with grade levels of students before the students fill out course requests for vocational and fine arts classes. The students are also provided a course guide to explain all of the course offerings and the prerequisite classes and requirements for enrollment.

Strategies for improving student readiness for the public postsecondary level

DMS offers accelerated classes at the high school level for 8th grade students. We have Algebra I Honors, English I Honors, Ag. Science Foundations and Intro to Informational Technology. We also make available time for students to take a Virtual Class (in our media center) if the student wants to take a class that is not offered at DMS. For students who are struggling in mathematics, we offer a separate intensive math class to supplement their regular math class. For students struggling in reading we offer a variety of reading classes designed to address the particular area of reading that the students needs to develop skills in.

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	60%	47%	No	64%
American Indian				
Asian				
Black/African American	53%	35%	No	58%
Hispanic	54%	43%	No	59%
White	62%	50%	No	66%
English language learners	33%	14%	No	40%
Students with disabilities	38%	19%	No	44%
Economically disadvantaged	57%	44%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	183	28%	35%
Students scoring at or above Achievement Level 4	92	14%	20%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	365	57%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	109	68%	70%

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)	35	85%	86%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	18	44%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	34%	40%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		0%

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	69	29%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

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	54%	43%	No	59%
American Indian				
Asian				
Black/African American	40%	26%	No	46%
Hispanic	48%	46%	No	53%
White	58%	45%	No	62%
English language learners	38%	24%	No	44%
Students with disabilities	28%	14%	No	35%
Economically disadvantaged	52%	41%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	183	28%	35%
Students scoring at or above Achievement Level 4	92	14%	20%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	377	59%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	371	58%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	25	13%	14%
Middle school performance on high school EOC and industry certifications	25	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	76%	70%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		30%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	56	24%	30%
Students scoring at or above Achievement Level 4	26	11%	15%

Florida Alternate Assessment (FAA)

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

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		3
Participation in STEM-related experiences provided for students	65	10%	20%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	480	73%	75%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	125	19%	20%
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	3	100%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	64	10%	7%
Students who fail a mathematics course	41	6%	4%
Students who fail an English Language Arts course	14	2%	1%
Students who fail two or more courses in any subject	27	4%	2%
Students who receive two or more behavior referrals	387	60%	50%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	160	25%	20%

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

Increase the number of parents that come on a regular basis to SAC meetings. For the 2013-2014 school year our goal will be to have at least a 50 percent attendance rate with all SAC members. DMS is a new Title I school. The 2013-2014 school year will be DMS's first year as a title I school.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase percentage of attendance of all SAC members	6	40%	50%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase science students ability to access STEM activities. This goal will help increase student performance on the Science FCAT (school wide) by 10%

G2. Have 8th grade Language Arts teachers become more familiar with how FCAT Writing Rubrics are used to score essays. We want to increase the AMO in Writing by 10 percent.

G3. Increase the number of students meeting their Accelerated Reader Goals each quarter. By supporting reading in and outside of school we hope to increase the AMO in all subgroups of Reading by 10%.

G4. Increase students ability (struggling students) to perform basic mathematical computations utilizing whole numbers, decimals and fractions. Strengthening basic computational skills will Increase performance school-wide by 10% in Math AMO's.

G5. Decrease the number of students who miss more than 10 percent of available instructional time.

Goals Detail

G1. Increase science students ability to access STEM activities. This goal will help increase student performance on the Science FCAT (school wide) by 10%

Targets Supported
- Writing
- 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, Middle School Acceleration)
- Science
- Science - Middle School
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- District Science Coach -(Jackie Ballas)

Targeted Barriers to Achieving the Goal
- Not all science teachers at Dunnellon Middle School are familiar with how to implement science fair projects into the classroom instruction.

Plan to Monitor Progress Toward the Goal

Students will be selecting a science fair project topic and begin doing research and experimentation.

Person or Persons Responsible
Assistant Principal for Curriculum

Target Dates or Schedule:
second quarter of the 2013-2014 school year.

Evidence of Completion:
Science teachers will be able to show student work to the APC as the students conduct research and experiments related to their topics.

G2. Have 8th grade Language Arts teachers become more familiar with how FCAT Writing Rubrics are used to score essays. We want to increase the AMO in Writing by 10 percent.

Targets Supported
- Writing

Resources Available to Support the Goal
- Sandy Wilson --District ELA and writing coach

Targeted Barriers to Achieving the Goal
- 8th grade teachers are not as familiar with the new rubrics being used to score FCAT writing essays as the ones used in the past.

Plan to Monitor Progress Toward the Goal

The average demand writing scores in 8th grade will improve (as an average) over the course of the school year.

Person or Persons Responsible
APC

Target Dates or Schedule:
quarterly after demand writings have been scored

Evidence of Completion:
Reports from Performance Matters will be run to examine the average score earned by the 8th grade students after each demand writing. We are looking for steady growth throughout the school year.

G3. Increase the number of students meeting their Accelerated Reader Goals each quarter. By supporting reading in and outside of school we hope to increase the AMO in all subgroups of Reading by 10%.

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

Resources Available to Support the Goal
- School based media specialist - Constance Anderson

Targeted Barriers to Achieving the Goal
- Some teachers new to DMS are not familiar with the Accelerated Reader Program.

Plan to Monitor Progress Toward the Goal

The percent of students meeting their quarterly AR point goals will me monitored by the media specialist.

Person or Persons Responsible
Media Specialist

Target Dates or Schedule:
quarterly

Evidence of Completion:
AR report showing the percentage of students meeting their AR point goal. We would like to see 75% of the students meeting their goals each quarter. Goals for students will me set by the Language Arts teachers each quarter.

G4. Increase students ability (struggling students) to perform basic mathematical computations utilizing whole numbers, decimals and fractions. Strengthening basic computational skills will Increase performance school-wide by 10% in Math AMO's.

Targets Supported
- 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
- Utilize textbooks and workbooks purchased by the district for instruction in Intensive Mathematics. First book- number sense, Second book--Rational Numbers.

Targeted Barriers to Achieving the Goal
- Students with FCAT achievement levels 1 and 2 in mathematics lack basic number sense as well as basic computational skills in the areas of whole number, decimals and fractions.

Plan to Monitor Progress Toward the Goal

Students will take a basic skills inventory test to measure progress.

Person or Persons Responsible
Assistant Principal for Curriculum

Target Dates or Schedule:
End of each semester

Evidence of Completion:
Report of student performance from the pre-test compared to the midyear test and eventually the end-of-year test.

G5. Decrease the number of students who miss more than 10 percent of available instructional time.

Targets Supported

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

- Writing

- 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, Middle School Acceleration)

- Algebra 1 EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Middle School

Resources Available to Support the Goal

- We would like to utilize our PBS program at Dunnellon Middle School to help increase student attendance.

Targeted Barriers to Achieving the Goal

- Currently at DMS, 16.7% of our students missed 18 or more days of school during the 2012-2013 school year.....which significantly impacts their ability to be successful in school. Thus, poor student attendance at DMS is a significant barrier to student performance in all areas of curriculum.

Plan to Monitor Progress Toward the Goal

Principal will be looking for a better rate of attendance during the 2013-2014 school year.

Person or Persons Responsible

Principal

Target Dates or Schedule:

Each Semester

Evidence of Completion:

Attendance reports comparing days missed at end of semester 1 as compared to same time last school year.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Increase science students ability to access STEM activities. This goal will help increase student performance on the Science FCAT (school wide) by 10%

G1.B1 Not all science teachers at Dunnellon Middle School are familiar with how to implement science fair projects into the classroom instruction.

G1.B1.S1 Have all science teachers at DMS attend an in-service training on how to incorporate science fair projects into the classroom instruction.

Action Step 1

Set up an in-service training on how to incorporate science fair projects into the classroom instruction in science classes.

Person or Persons Responsible

Assistant Principal for Curriculum

Target Dates or Schedule

October of 2013

Evidence of Completion

Roster of science teachers attending the in-service training on "science fair projects"

Facilitator:

Jackie Ballas

Participants:

All science teachers at DMS

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Classroom instruction (science classes) on how to construct a science fair project.

Person or Persons Responsible

Assistant Principal for Curriculum

Target Dates or Schedule

November of 2013

Evidence of Completion

Observe lessons being taught in the classroom related to science fair projects.

Plan to Monitor Effectiveness of G1.B1.S1

A school based science fair will take place

Person or Persons Responsible

Assistant Principal for Curriculum

Target Dates or Schedule

3rd quarter of the 2013-2014 school year

Evidence of Completion

A school based science fair will take place at DMS. The best 40-50 projects will be displayed for the school in the media center.

G2. Have 8th grade Language Arts teachers become more familiar with how FCAT Writing Rubrics are used to score essays. We want to increase the AMO in Writing by 10 percent.

G2.B1 8th grade teachers are not as familiar with the new rubrics being used to score FCAT writing essays as the ones used in the past.

G2.B1.S1 Have 8th grade language arts teachers be trained in how the new rubrics are used to score essays.

Action Step 1

Set up a holistic scoring in-service utilizing current rubrics...for all language arts teachers at DMS.

Person or Persons Responsible

Assistant Principal for Curriculum

Target Dates or Schedule

second quarter of the 2013-2014 school year.

Evidence of Completion

Inservice roster showing attendance of all LA's teachers

Facilitator:

Sandy Wilson

Participants:

All language arts teachers at DMS

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

Student demand writings will be sampled and re-scored to make sure that teachers are calibrated to the new rubrics.

Person or Persons Responsible

APC

Target Dates or Schedule

quarterly after demand writings have been scored by the teacher

Evidence of Completion

All language arts teachers will submit samples of student demand writings to be calibrated by district staff. The school will be looking for at least an 80 percent rate of agreement in scoring.

Plan to Monitor Effectiveness of G2.B1.S1

Student demand writing samples will be graded by different LA's teachers at DMS. We are looking for uniformity in how we score essays within the school.

Person or Persons Responsible

APC

Target Dates or Schedule

Quarterly after demand writings have been scored.

Evidence of Completion

Student writing samples will be scored by different teachers at DMS. Sample papers will have at least an 80 percent agreement rate in scoring.

G3. Increase the number of students meeting their Accelerated Reader Goals each quarter. By supporting reading in and outside of school we hope to increase the AMO in all subgroups of Reading by 10%.

G3.B1 Some teachers new to DMS are not familiar with the Accelerated Reader Program.

G3.B1.S1 Conduct a training for new teachers not familiar with the AR program.

Action Step 1

Arrange for a training on "Accelerated Reader" for new teachers.

Person or Persons Responsible

Principal

Target Dates or Schedule

first quarter of the 2013-2014 school year.

Evidence of Completion

In-service roster

Facilitator:

Constance Anderson

Participants:

new teachers to DMS

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

Look for evidence that students are utilizing the AR program in classrooms.

Person or Persons Responsible

Principal

Target Dates or Schedule

During classroom walk-throughs (in TNL) through out the year.

Evidence of Completion

Students will be able to demonstrate that they are utilizing and participating in the AR program in the classrooms of teachers new to DMS.

Plan to Monitor Effectiveness of G3.B1.S1

Report from media specialist showing percent of students meeting AR goals for the quarter

Person or Persons Responsible

Principal

Target Dates or Schedule

After the end of each grading period

Evidence of Completion

AR report will show (over time) that the percentage of students meeting their AR point goals is increasing over time.

G4. Increase students ability (struggling students) to perform basic mathematical computations utilizing whole numbers, decimals and fractions. Strengthening basic computational skills will Increase performance school-wide by 10% in Math AMO's.

G4.B1 Students with FCAT achievement levels 1 and 2 in mathematics lack basic number sense as well as basic computational skills in the areas of whole number, decimals and fractions.

G4.B1.S1 Struggling math students will be assigned to an additional math class (intensive math) above and beyond their regular math class. This will give the students additional instructional time that will address the deficiencies in their mathematical background.

Action Step 1

Struggling students in mathematics (level 1 and 2) will be assigned an Intensive Math Class for the 2013-2014 school year.

Person or Persons Responsible

Principal and Assistant Principal of Curriculum

Target Dates or Schedule

Summer months after the 2012-2013 school year.

Evidence of Completion

Student rosters from the Intensive Math Classes.

Action Step 2

Will work with district math coach to develop hands on methods for teaching basic math skills

Person or Persons Responsible

Intensive Math Teacher

Target Dates or Schedule

First Quarter of the school year

Evidence of Completion

Principal will be able to observe hands-on strategies being implemented in the classroom during classroom walkthroughs and in TNL

Facilitator:

District Math Coach

Participants:

Intensive Math Teacher

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Principal will review rosters of the Intensive Math Classes to make sure that we are serving all of the level 1/2 math students that our classes can support. Principal will also meet monthly with the math coach (district) to monitor the training that is taking place with the intensive math teachers.

Person or Persons Responsible

Principal

Target Dates or Schedule

First Quarter of the 2013-2014 school year.

Evidence of Completion

Class rosters and class loads as well as student work

Plan to Monitor Effectiveness of G4.B1.S1

We will monitor the grade distribution of students in the intensive math class and compare their performance to the grade distribution in the "regular" math classes. The math coach (district) will meet monthly with the principal to discuss the training that is taking place with the intensive math teacher.

Person or Persons Responsible

Assistant Principal for Curriculum

Target Dates or Schedule

End of each semester

Evidence of Completion

Custom reports printout.

G5. Decrease the number of students who miss more than 10 percent of available instructional time.

G5.B1 Currently at DMS, 16.7% of our students missed 18 or more days of school during the 2012-2013 school year.....which significantly impacts their ability to be successful in school. Thus, poor student attendance at DMS is a significant barrier to student performance in all areas of curriculum.

G5.B1.S1 Identify students who were an "attendance" problem last year and reward them with DMS dollars when they meet a target number of attendance days at school.

Action Step 1

Identify current students at DMS who missed 18 or more days of school last year.

Person or Persons Responsible

Attendance clerk

Target Dates or Schedule

September of 2013

Evidence of Completion

A custom report listing students total number of days absent last year.

Action Step 2

Students who are targeted for intervention will be given a DMS dollar if they are present all days of the week

Person or Persons Responsible

All instructional personnel will take on 2-3 students as a "project" that had missed 10 percent of the school year or more last year.

Target Dates or Schedule

Every week

Evidence of Completion

Record of those students who met the goal of a full week of attendance.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

The principal will monitor the progress of the targeted students and track the total days of absences that each student has accumulated.

Person or Persons Responsible

Principal

Target Dates or Schedule

Each 9 week grading period

Evidence of Completion

Attendance reports for targeted students.

Plan to Monitor Effectiveness of G5.B1.S1

Principal will monitor the total number of days missed by all targeted students since the start of the school year. The goal will be to have a lesser rate of absences as compared to the previous school year.

Person or Persons Responsible

Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance reports showing cumulative days missed.

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
Dunnellon Middle School is a new Title I school. We are using the bulk of our budget to add teachers and para's to our school. We are offering a stand alone remedial math class to struggling students. This classroom is staffed with a math teacher and paraprofessional paid for with Title I funds. We have also added an additional math/science teacher out of Title I funds. DMS will be offering tutoring in all core subject areas before and after school, five days per week, all year long starting in September of 2013. We have budgeted a portion of money to pay for paper for a newsletter to send home to parents keeping them informed about school news and events.
Title I Part C Migrant Program
District funds are used to purchase school supplies and to fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families. Referrals to after school tutorial programs to improve grades, increase promotion, improve attendance and reduce the dropout rate. Families must meet federal eligibility to participate in the program.
Title II Part A--District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.
Title III Part A--Services are provided through the district for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.
Title X District Homeless Social Worker provides resources (clothing, school supplies, social service referrals...) for students 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. School 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 student not be left behind. Supplemental Instruction activities may include but are not limited to (modified curriculum, reading instruction, after school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.
Exceptional Student Education--The Florida Diagnostic Learning Resource System is funded through EHA-part B as amended by PL94-142, to provide support services to Exceptional Student Education Programs.
Vocational Education--Proposals are submitted annually to enhance selected Vocational Programs for Regular, disadvantaged and handicapped students in grades 7-12.
Health Department--District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.
Law Enforcement--Ocala Police Department and the Marion County Sheriff's Department--Bike safety week, walk your child to school week, etc.

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. Increase science students ability to access STEM activities. This goal will help increase student performance on the Science FCAT (school wide) by 10%

G1.B1 Not all science teachers at Dunnellon Middle School are familiar with how to implement science fair projects into the classroom instruction.

G1.B1.S1 Have all science teachers at DMS attend an in-service training on how to incorporate science fair projects into the classroom instruction.

PD Opportunity 1

Set up an in-service training on how to incorporate science fair projects into the classroom instruction in science classes.

Facilitator

Jackie Ballas

Participants

All science teachers at DMS

Target Dates or Schedule

October of 2013

Evidence of Completion

Roster of science teachers attending the in-service training on "science fair projects"

G2. Have 8th grade Language Arts teachers become more familiar with how FCAT Writing Rubrics are used to score essays. We want to increase the AMO in Writing by 10 percent.

G2.B1 8th grade teachers are not as familiar with the new rubrics being used to score FCAT writing essays as the ones used in the past.

G2.B1.S1 Have 8th grade language arts teachers be trained in how the new rubrics are used to score essays.

PD Opportunity 1

Set up a holistic scoring in-service utilizing current rubrics...for all language arts teachers at DMS.

Facilitator

Sandy Wilson

Participants

All language arts teachers at DMS

Target Dates or Schedule

second quarter of the 2013-2014 school year.

Evidence of Completion

Inservice roster showing attendance of all LA's teachers

G3. Increase the number of students meeting their Accelerated Reader Goals each quarter. By supporting reading in and outside of school we hope to increase the AMO in all subgroups of Reading by 10%.

G3.B1 Some teachers new to DMS are not familiar with the Accelerated Reader Program.

G3.B1.S1 Conduct a training for new teachers not familiar with the AR program.

PD Opportunity 1

Arrange for a training on "Accelerated Reader" for new teachers.

Facilitator

Constance Anderson

Participants

new teachers to DMS

Target Dates or Schedule

first quarter of the 2013-2014 school year.

Evidence of Completion

In-service roster

G4. Increase students ability (struggling students) to perform basic mathematical computations utilizing whole numbers, decimals and fractions. Strengthening basic computational skills will Increase performance school-wide by 10% in Math AMO's.

G4.B1 Students with FCAT achievement levels 1 and 2 in mathematics lack basic number sense as well as basic computational skills in the areas of whole number, decimals and fractions.

G4.B1.S1 Struggling math students will be assigned to an additional math class (intensive math) above and beyond their regular math class. This will give the students additional instructional time that will address the deficiencies in their mathematical background.

PD Opportunity 1

Will work with district math coach to develop hands on methods for teaching basic math skills

Facilitator

District Math Coach

Participants

Intensive Math Teacher

Target Dates or Schedule

First Quarter of the school year

Evidence of Completion

Principal will be able to observe hands-on strategies being implemented in the classroom during classroom walkthroughs and in TNL

Appendix 2: Budget to Support School Improvement Goals