Marion County Public Schools

Dunnellon Middle School

2021-22 Schoolwide Improvement Plan

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Dunnellon Middle School

21005 CHESTNUT ST, Dunnellon, FL 34431

[no web address on file]

Demographics

Principal: William Mcateer

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: B (56%) 2016-17: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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Dunnellon Middle School

21005 CHESTNUT ST, Dunnellon, FL 34431

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	73%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

D-eveloping
M-inds for
S-uccess

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Wiggins, Erika	Assistant Principal	The Assistant Principal of Curriculum will oversee the curriculum in all disciplines at Dunnellon Middle. Responsible for monitoring student performance data in all areas of the school. Also is responsible for monitoring progress monitoring data, via iReady, System 44, Read 180, and Math 180 and working with staff members to adjust the intensity of specific interventions, as appropriate..
McAteer, William	Principal	The Principal will oversee the entire instructional program at Dunnellon Middle. Is responsible for hiring all faculty and staff, as well as evaluating all instructional staff.
Lindsey, Gwen	Assistant Principal	The Assistant Principal of Discipline will oversee the discipline program at Dunnellon Middle. Is responsible for monitoring Early Warning System and discipline data.
Flood, Christina	School Counselor	The Guidance Counselors will oversee the school guidance program. Is responsible for students with last names A-M as their assigned guidance counselor. Other duties include scheduling new students and working with students in crisis situations.
Peluffo, Evelyn	School Counselor	The Guidance Counselors will oversee the school guidance program. Is responsible for students with last names N-Z as their assigned guidance counselor, as well as counseling all students in our three AVID cohorts. Other duties include scheduling new students and working with students in crisis situations.
Mottl, Joseph	Dean	The Student Services Manager (Dean) will provide teachers with classroom support and feedback to ensure a safe environment for learning to occur. Also, will coordinate efforts to use positive reinforcement that encourages positive behavior choices by students. Will monitor and share both attendance and discipline data and serve as one of the leads on the school PBIS and Safety committees. May act as a liaison with outside agencies that offer support to students and families.

Demographic Information

Principal start date

Thursday 7/1/2021, William Mcateer

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

4

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

12

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

629

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	196	218	198	2	0	0	0	614
Attendance below 90 percent	0	0	0	0	0	0	78	95	75	0	0	0	0	248
One or more suspensions	0	0	0	0	0	0	71	75	45	0	0	0	0	191
Course failure in ELA	0	0	0	0	0	0	96	105	85	0	0	0	0	286
Course failure in Math	0	0	0	0	0	0	78	89	86	0	0	0	0	253
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	32	52	47	0	0	0	0	131
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	38	71	46	0	0	0	0	155
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	105	128	101	0	0	0	0	334

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	206	231	223	0	0	0	0	660
Attendance below 90 percent	0	0	0	0	0	0	87	97	75	0	0	0	0	259
One or more suspensions	0	0	0	0	0	0	26	13	17	0	0	0	0	56
Course failure in ELA	0	0	0	0	0	0	30	25	15	0	0	0	0	70
Course failure in Math	0	0	0	0	0	0	7	9	17	0	0	0	0	33
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	31	52	56	0	0	0	0	139
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	37	73	53	0	0	0	0	163

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	86	63	52	0	0	0	0	201

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	8	7	22	0	0	0	0	37
Students retained two or more times	0	0	0	0	0	0	1	0	1	0	0	0	0	2

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	206	231	223	0	0	0	0	660
Attendance below 90 percent	0	0	0	0	0	0	87	97	75	0	0	0	0	259
One or more suspensions	0	0	0	0	0	0	26	13	17	0	0	0	0	56
Course failure in ELA	0	0	0	0	0	0	30	25	15	0	0	0	0	70
Course failure in Math	0	0	0	0	0	0	7	9	17	0	0	0	0	33
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	31	52	56	0	0	0	0	139
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	37	73	53	0	0	0	0	163

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	86	63	52	0	0	0	0	201

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	8	7	22	0	0	0	0	37
Students retained two or more times	0	0	0	0	0	0	1	0	1	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	49%	54%	45%	47%	53%
ELA Learning Gains				55%	54%	54%	50%	50%	54%
ELA Lowest 25th Percentile				43%	46%	47%	48%	45%	47%
Math Achievement				55%	54%	58%	58%	52%	58%
Math Learning Gains				61%	58%	57%	69%	61%	57%
Math Lowest 25th Percentile				54%	50%	51%	63%	52%	51%
Science Achievement				39%	46%	51%	48%	46%	52%
Social Studies Achievement				64%	70%	72%	63%	66%	72%

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

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019	44%	45%	-1%	54%	-10%
Cohort Comparison						
07	2021					
	2019	42%	46%	-4%	52%	-10%
Cohort Comparison		-44%				
08	2021					
	2019	55%	50%	5%	56%	-1%
Cohort Comparison		-42%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019	48%	46%	2%	55%	-7%
Cohort Comparison						
07	2021					
	2019	54%	49%	5%	54%	0%
Cohort Comparison		-48%				
08	2021					
	2019	41%	41%	0%	46%	-5%
Cohort Comparison		-54%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019	40%	44%	-4%	48%	-8%
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	61%	65%	-4%	71%	-10%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	96%	54%	42%	61%	35%

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools used by grade level to compile the data below are:
• English Language Arts, Grades 6-8: ELA Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)
• Mathematics Grades 6-8: Math Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)
• Algebra: Algebra Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)
• Geometry: Geometry Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)
• Civics: Civics Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)
• Science: Grade 8 Science Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42 / 27%	37 / 20%	43 / 25%
	Economically Disadvantaged	26 / 23%	23 / 17%	27 / 21%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	"Math 76 / 46% "	"Math 55 / 30% "	"Math 54 / 30% "
	Economically Disadvantaged	"Math 49 / 40% "	"Math 35 / 25% "	"Math 35 / 26% "
	Students With Disabilities	"Math 1 / 6% "	"Math 1 / 5% "	"Math 1 / 5% "
	English Language Learners	"Math 4 / 33% "	"Math 1 / 8% "	"Math 1 / 8% "

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	87 / 47%	79 / 40%	73 / 38%
	Economically Disadvantaged	63 / 45%	56 / 37%	50 / 34%
	Students With Disabilities	2 / 7%	3 / 9%	2 / 6%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	"Math 116 / 64% "	"Math 120 / 62% "	"Math 111 / 58% "
	Economically Disadvantaged	"Math 86 / 61% "	"Math 92 / 62% "	"Math 86 / 59% "
	Students With Disabilities	"Math 14 / 44% "	"Math 10 / 30% "	"Math 6 / 18% "
	English Language Learners	"Math 2 / 33% "	"Math 2 / 33% "	"Math 0 / 0% "
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	75 / 41%	91 / 50%	95 / 52%
	Economically Disadvantaged	55 / 40%	65 / 43%	69 / 47%
	Students With Disabilities	4 / 14%	3 / 9%	3 / 9%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43 / 28%	57 / 34%	57 / 35%
	Economically Disadvantaged	23 / 24%	35 / 32%	33 / 31%
	Students With Disabilities	0 / 0%	1 / 6%	1 / 6%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	"Math 55 / 55% Algebra 40 / 82% "	"Math 74 / 66% Algebra 40 / 80% "	"Math 77 / 72% Algebra 36 / 72% "
	Economically Disadvantaged	"Math 35 / 53% Algebra 19 / 70% "	"Math 46 / 61% Algebra 21 / 75% "	"Math 50 / 69% Algebra 19 / 68% "
	Students With Disabilities	"Math 5 / 36% Algebra 1 / 100% "	"Math 6 / 38% Algebra 1 / 100% "	"Math 7 / 44% Algebra 1 / 100% "
	English Language Learners	"Math 1 / 20% "	"Math 1 / 20% "	"Math 2 / 40% "
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	58 / 37%	85 / 48%	83 / 49%
	Economically Disadvantaged	31 / 30%	49 / 43%	48 / 43%
	Students With Disabilities	1 / 6%	4 / 24%	2 / 12%
	English Language Learners	1 / 20%	1 / 20%	0 / 0%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2019-20**	**C & C Accel 2019-20**
SWD	6	19	21	14	30	27	11	20			
ELL	15	28	31	23	38	38		27			
BLK	16	22	25	14	35	20	8	36			
HSP	36	41	33	40	45	42	31	47	44		
MUL	43	12		48	44						
WHT	49	50	33	58	48	33	50	63	71		
FRL	39	42	31	44	45	33	36	52	55		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	13	28	26	19	37	43		37			
ELL	19	34	30	31	54	53	4	25			

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	24	47	38	34	61	63		58			
HSP	41	50	37	49	60	56	25	60	67		
MUL	39	52		35	50		20				
WHT	55	60	52	62	63	48	52	70	58		
FRL	45	56	45	53	61	53	34	60	55		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	3	31	32	15	33	33	14	20			
ELL	16	43	44	34	62	61	17	42			
BLK	20	35	38	39	51	64	33	70			
HSP	44	55	51	53	69	67	29	62	57		
MUL	29	25		44	59			30			
WHT	49	51	50	63	73	63	61	66	67		
FRL	41	50	47	53	67	63	41	62	55		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	452
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	27
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	22
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

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

Multiracial Students	
Federal Index - Multiracial Students	37
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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

White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2021 vs. 2019 State Assessment Data-Proficiency

ELA
-8th Grade-dropped (8%), although 3% higher as cohort.
-7th Grade-down 6%.

Math
-6th Grade-dropped (9%).
-8th Grade proficiency dropped 6%, although 6% higher as cohort.

2021 Progress Monitoring Data vs. 2021 State Assessment Data

ELA
-7th Grade QSMA data similar to FSA achievement
-6th/8th Grade FSA data trended higher.
-QSMA data-Economically Disadvantaged (ED) students trended 3-5 points below overall achievement, in all grades.
-In ELA assessments for the past three years, Students with Disabilities (SWD) data was extremely low.

Math
-7th/8th Grade QSMA data above FSA achievement
-6th Grade data about the same levels as FSA.
-Still a large gap with overall data, but QSMA SWD data for 7th/8th Grade was much higher in proficiency than ELA.

2019 State Assessment Data vs. 2018 ESSA Subgroup Data

-ESSA subgroups below threshold: SWD, Multiracial students, ELL students.

Student trends:
-SWD improved in all Math categories and Civics. Still below the threshold in any subject, excepting Civics.
-ELL's dropped in all categories, except ELA Proficiency.
-Hispanics dropped in eight of nine categories, only increasing in Middle School Acceleration (MSA).
-Still above the threshold in ELA and Math Proficiency, but an alarming trend.
-Multiracial showed large gains in ELA Proficiency and Learning Gains

-Showed large drops in the same categories in Math.
-Whites showed gains in all ELA categories and Civics.
-Dropped in all Math categories, Science, and MSA.
-ED students showed small gains in ELA Proficiency and Learning Gains.
-Stayed the same/dropped in every other category.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2021 State Assessment Data vs. 2019 State Assessment Data

ELA Proficiency (-6%), Learning Gains (-11%), Bottom Quartile Learning Gains (-17%)
Math Proficiency (-6%), Learning Gains (-15%), Bottom Quartile Learning Gains (-19%)
Civics Proficiency (-6%)

2021 Progress Monitoring Data

Our overall ELA QSMA achievement data averaged 24% for 6th Grade and 32% for 8th Grade.
Our Students with Disabilities ELA QSMA data averaged 7% in 7th Grade and 6% in 8th Grade.
Our ELL QSMA Math data averaged 16% Proficiency for 6th Grade, 22% for 7th Grade, and 27% for 8th Grade.

2019 State Assessment Data vs. 2018 State Assessment Data

ELA Bottom Quartile Learning Gains (-5%)
Math Proficiency (-3%), Learning Gains (-8%), Bottom Quartile Learning Gains (-9%)
Science Proficiency (-9%)
Middle School Acceleration (-1%)

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Attendance issues, due to changing of learning modalities, certainly contributed to some of the slide. Professional development on the appropriate methods of chunking standards and the proper use of the Distributive Practice in assessment. More frequent in-program progress monitoring of remedial program data, instead of just reviewing quarterly data. Instructional Rounds determined by a problem of practice based on ELA and Math data. The ability for newer and progressing teachers to observe their highly effective peers.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

2021 State Assessment Data vs. 2019 State Assessment Data

Middle School Acceleration (Algebra I/Industry Certifications) and Science. Middle School Acceleration rose 1%, while Science rose 2% for 2020-2021.

2021 Progress Monitoring Data vs. 2019 State Assessment Data

Our overall Math QSMA achievement data for 7th Grade was 61%, which was 7% higher than our 7th Grade 2019 FSA Math data. Our overall QSMA Science achievement data was 45%, which was 6% higher than our 2019 NGSSS State Science Assessment achievement data.

2019 State Assessment Data vs. 2018 State Assessment Data

ELA Proficiency, ELA Learning Gains, and Civics Proficiency. ELA Proficiency rose 3%, while ELA Learning Gains rose 5%, and Civics Proficiency rose 1%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We maintained our Algebra I passing rate and improved the number of industry certifications (lagging data). We continued to analyze 7th Grade Math scores carefully to place students with the greatest opportunity for success in Algebra I. We also widened our focus on industry certifications to include Agriculture and Business and employed multiple test preparation techniques. Science improved due to hiring an experienced Science teacher and maintaining stability with the rest of our Science Department. Increased focus on AVID WICOR strategies also helped our students retain and better understand the Science curriculum.

What strategies will need to be implemented in order to accelerate learning?

AVID WICOR strategies such as Focused Note Taking, Text Marking, the Critical Reading Process, and especially Reciprocal Teaching will need to be regularly employed to make sure that students are able to comprehend and master both new and recursive standards. These strategies will also help our students to own their own learning and progress at an instructional pace appropriate for their individual needs. The Distributive Practice will be used to consistently review key standards on all assessments.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will continue regular professional development on AVID WICOR strategies that were determined by the AVID Site Team during pre-school. The monthly strategy will be introduced at our Friday Faculty Focus. It will then be addressed in specific content areas at Vertical (Department) meetings. Administrators will then look for and provide feedback to staff members after informal walkthroughs. Teachers will also be given the opportunity to request specific visits by administration to observe and give feedback on the specific strategy. Our staff will also complete a book study on Carol Dweck's Mindset. This seminal work is even more important in today's educational climate, due to teachers consistently working with students with learning loss.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

An analysis of our units, as well as our data will be ongoing, as we determine the effectiveness of the allocation of our Title I and District Budget funds. This year, we will hire more Title I tutors than in previous years, in order to work with our most vulnerable students, both before and after school. We will work with our Math Intervention Teacher, to determine individual student needs, especially in our Intensive Math classes, and possibly change student groupings, based on observation and data review. We are also training more teachers on AVID strategies as we have eight more teachers receiving PATH curriculum training in August, as well as using schoolwide professional development on research-based AVID classroom instructional strategies to create a school-wide common pedagogical language that will sustain and hopefully foster student learning.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	If we can offer additional instructional time in Mathematics, addressing missing foundational skills, then student learning will increase. The Intensive Math class will be a separately scheduled Math class, in addition to the required Math class. The course focus will be on identifying missing skills and remediating the deficiencies.
Measurable Outcome:	If we continue to offer Intensive Math to all Level 1 and 2 students in Grades 6-8, then student learning will increase. Our goal is to increase Math Learning Gains from 46% to 56%, Math Bottom Quartile Learning Gains from 35% to 44%, and to increase Math Proficiency from 49% to 57%
Monitoring:	Administrative staff will regularly observe instruction in all Math classes, with the focus on the Intensive Math classes. Regular assessment data from the Math 180 platform that will be used in our Intensive Math classes will be reviewed, disaggregated, and discussed with our Math teachers, making sure that interventions are increased or changed, if applicable. Our Math Intervention Teacher will make regular visits to these classrooms to review groupings, pedagogy, and appropriate use of technology, as well as teaching model lessons. QSMA (District quarterly assessment) data will also be reviewed, disaggregated, and discussed with our Math teachers to determine the level of growth on recursive standards. Intervention adjustments may occur as a result of this process.
Person responsible for monitoring outcome:	William McAteer (william.mcateer@marion.k12.fl.us)
Evidence-based Strategy:	We are using the same approach that FDOE takes with turnaround schools, by adding 90 days of extra instructional time for Math. Computer-assisted instruction (.37 Effect Size in Hattie's Index of Teaching & Learning Strategies) can mean that 25 times out of 100, computer-aided instruction in the form of tutoring, managing, simulation, enrichment, programming, and/or problem-solving will make a positive difference. The majority of studies are about teachers using computers in instruction compared to those who don’t—fewer about students using them in learning in different ways. The use of computers are more effective when a diversity of teaching strategies are employed, when teachers receive pre-training in their use, when multiple opportunities for learning, when the student (not teacher) is in control of learning, when peer learning is optimized, and when feedback is optimized. All of these ideas make up the framework of our Intensive Math curriculum plan.
Rationale for Evidence-based Strategy:	Up until the 2020-2021 school year, Dunnellon Middle School (DMS) had shown significant progress in Math performance. For the past seven years, DMS has utilized an Intensive Math course that has served all Level 1 and 2 students. Our scores improved to the point that in 2017-2018, we had the highest Learning Gains in Math of all of the middle schools in our district. We consider the data from 2020-2021 an anomaly, as we have seen first hand the success that this type of academic intervention can produce and we are continuing this program, in order to keep Math as one of our academic strengths at DMS.

Action Steps to Implement

We are using the same approach that FDOE takes with turnaround schools, by adding 90 days of extra instructional time for Math. We will utilize Math 180 and certified Math instructors to provide small group, whole group, and individualized instruction to our most academically vulnerable Math students.

Person Responsible	William McAteer (william.mcateer@marion.k12.fl.us)

Monitor Math 180 and QSMA data and review, disaggregate, and discuss with our Math teachers. Determine and make appropriate adjustments to ongoing interventions, based on progress monitoring data.

Person Responsible	William McAteer (william.mcateer@marion.k12.fl.us)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	We will mirror the approach that FDOE takes with turnaround schools, which is to increase instructional time. By offering 108 days of before and after school tutoring, we will be able to assist academically struggling students in the areas of ELA and Math, addressing learning loss and increasing student learning. If we provide tutoring opportunities beyond the school day for students struggling in ELA and Math, while targeting the three subgroups that scored below 41% on the ESSA Federal Index, then student learning will increase.
Measurable Outcome:	Our goal is to have all three subgroups that are below the ESSA Federal Index scoring above the 41% minimum threshold by the end of the 2021-2022 school year.
Monitoring:	2018-2019 ESSA Federal Index Subgroup Data Multiracial Students-39% English Language Learners-35% Students with Disabilities-25% We will determine who our regular (3-5 days per week) attendees are in our tutoring program after week three. We will determine which subgroup that they belong to and track their ELA and Math classroom grades, District QSMA data, in-program progress monitoring data (if applicable) and their FSA data, at the end of the school year to determine the number (percentage) of students that become proficient, as well as the number (percentage) of students that show learning gains. We will then compare our subgroup FSA ELA and Math tutoring data, with our overall subgroup FSA ELA and Math data.
Person responsible for monitoring outcome:	William McAteer (william.mcateer@marion.k12.fl.us)
Evidence-based Strategy:	We are using the same approach that FDOE takes with turnaround schools, by adding 108 days of extra instructional time for ELA and Math. Individualized instruction (.22 on Hattie's Index of Teaching & Learning Strategies) is based on the idea that each student has unique interests and past learning experiences, and individualized program takes this into account. Tutoring allows for student flexibility and individualized differences. Tutoring normally has a small effect size, but one study claimed higher effects based upon teacher adapting instruction to needs of students and aligning to capability in addition to finding resources that were fitting. We will offer additional instructional time to all students in the three underperforming subgroups, via before and after-school tutoring. We will hire ELA and Math certified teachers to assist and instruct students on a daily basis.
Rationale for Evidence-based Strategy:	Increasing instructional time will help students increase ELA and Math achievement.

Action Steps to Implement

Additional instructional time will be provided by certified teachers to students within the underperforming subgroups and bottom quartile via before and after-school tutoring opportunities. Data will regularly monitored, with particular emphasis on ESSA subgroups below the Federal Index.

Person Responsible William McAteer (william.mcateer@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the 2019-2020 data, a primary area of concern that we will monitor are Drug/Public Order Incidents, specifically Drug Use or Possession. Dunnellon Middle's data showed that we are comparatively very high, both statewide and countywide. We will also monitor the number of Total Reported Suspensions, as we are comparatively very high statewide. Quarterly reviews of our discipline data will focus on specific incident codes and what type of schoolwide adjustments need to be made to address the type of incident. This could range from character development as part of our daily announcements, guest speakers, restorative justice circles, small group discussion circles, as well as many other interventions, based on the actual types of incidents in which the data is spiraling.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

We continuously consult with our teachers, students, families, volunteers, community members, and School Advisory Council (SAC) throughout the year. We understand that our stakeholders play a key role in our school's performance, as well as effectively addressing equity. As such, we begin each school year with a meeting (notifications and invitations in English and Spanish) to address the following:
-A description and explanation of the school's curriculum
-Information on the forms of academic assessment used to measure student progress
-Information on the proficiency levels that students are expected to meet
-An explanation of the school Parental and Family Engagement Plan (PFEP) and School-Parent Compact
-An explanation of the right of parents to become involved in the school's programs and ways to do so
-An explanation that parents have the right to request opportunities for regular meetings for them to formulate suggestions and participate in decisions about the education of their child
-An opportunity for feedback and open discussion

In order to increase stakeholder engagement and promote a welcoming environment, we will offer different modalities (online and paper-Based) of communication with our families, such as phone (Skylert), email, the Remind app, Twitter, the school website, teacher webpages via Canvas, the Skyward Parent Portal, as well as communications through Dunnellon's local newspaper, the Riverland News.

Academic Parent Nights, Orientation, and Open House, as well as arts and athletic events also allow the ability to engage our parents in positive interactions with our school.

The Principal will participate in many community events within the Dunnellon community to maintain visibility and spread the message about the great things happening at DMS. (Ex. Dunnellon Police Department community meetings, City Council meetings, civic organization meetings, Chamber of Commerce meetings, collaboration with schools within the feeder pattern, High School Football Games, Boomtown Days, the Dunnellon Christmas Parade, etc.)

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

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Students will maintain a positive attitude while attending their seven daily classes. They will also participate in academic, athletics, arts, and career and technical events at the school and district level and the school will celebrate their participation and successes, in order to promulgate the importance of positive interactions in building school culture.

Teachers will encourage our students to strive academically. Our AVID schoolwide focus will help to address an academic focus for ALL of our students. Teachers will provide a safe place for students to experiment with their academic interests and to engage in productive academic struggle. They will mentor our students on positive behavior and help develop a character-based focus within our school, by leading by example. Many of our teachers will expand that focus and sphere of influence by serving as club sponsors and coaches.

Parents will participate in outreach events designed to welcome them into their child's school experience. By encouraging positive parental relationships with our school, they will promote the positive atmosphere that our school exudes via various communication mediums. They will provide honest feedback and question our academic direction, as a positive influence in our academic planning.

Community members will participate in school organizations such as SAC, attend schoolwide programs and events, and serve as judges, guest speakers, AVID tutors, classroom volunteers, and volunteer coaches, in order to positively influence our students by sharing their knowledge and life experiences. They will also welcome our students and staff to participate in community events that they are involved with, further strengthening the school-community bond.

Administrators will facilitate positive interactions between all of the aforementioned stakeholder groups. They will analyze the culture and environment, via anecdotal data, personal observation, and survey results to make any necessary adjustments to improve stakeholder interactions.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
		Total:	$0.00