Dunnellon High School

2021-22 Schoolwide Improvement Plan

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Dunnellon High School

10055 SW 180TH AVENUE RD, Dunnellon, FL 34432

[no web address on file]

Demographics

Principal: Wade Martin

Start Date for this Principal: 7/3/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
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 (49%) 2017-18: C (45%) 2016-17: C (47%)
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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[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)
High School 9-12	Yes	66%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

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

School Board Approval

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SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Martin, Wade	Principal	The School Principal provides a common vision for understanding data-based decision-making and ensures that the school-based team is implementing the MTSS to enable all students to achieve academically and socially. The school principal and/or assistant principal, in addition to the content area specialists, meet with new teachers thirteen times during the school year to discuss a book study and best practices for teaching. The new teachers receive small group and individualized assistance to ensure success during their first year of teaching.
Mclain, Samuel	Assistant Principal	As APC, Mr. McLain's duties involve ensuring teachers are aware of and are implementing the proper intervention tiers so that students can not only grow academically but socially and emotionally as well.
Fritz, Pamela	Assistant Principal	As the API, Mrs. Fritz is responsible for the overall quality of our academics and ensures teachers are using the most effective and data-based teaching strategies. Mrs. Fritz also works to provide both students and teachers with the most effective resources.
Bullock, Samuel	Assistant Principal	As APD, Mr. Bullock's duties involve ensuring student and teacher safety and commitment to a positive school climate. He ensures teachers are aware of and are implementing the proper Intervention tiers so that students can grow behaviorally which affects their success in school.
Luzunaris, Sergio	Dean	As a Dean of Students, Mr. Luzunaris assists Mr. Bullock in ensuring school safety and students' behavior development.
Darmody, Erin	Instructional Media	Ms. Darmody serves as our school Media Specialist and helps teachers with Tier 1 interventions. She also collaborates with the Synergy Team for Tier 2 interventions. She provides teachers resources in order to help them be successful in the classroom.
Colbert, Michelle	Instructional Coach	As our Content Area Specialist, Mrs. Colbert ensures that teachers are using research-based best practices with high levels of student engagement and participation.
Luckey, Morgan	Magnet Coordinator	Ms. Luckey serves as head of our ASP and Magnet Programs. She implements and oversees strategies to mentor students and help them grow academically as well as socially, emotionally, and behaviorally.
Washington, Grace	Dean	As a Dean of Students, Ms. Washington assists Mr. Bullock in ensuring school safety and students' behavior development.

Name	Position Title	Job Duties and Responsibilities
Koff, Linda	School Counselor	School counselors participate in the collection, interpretation, and analysis of data; facilitate the development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities. Deans of discipline participate in the collection, interpretation, and analysis of data; facilitate the development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities.
Wint, Lluana	School Counselor	School counselors participate in the collection, interpretation, and analysis of data; facilitate the development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities. Deans of discipline participate in the collection, interpretation, and analysis of data; facilitate the development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities.
Heitmuller, Kimberly	School Counselor	School counselors participate in the collection, interpretation, and analysis of data; facilitate the development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities. Deans of discipline participate in the collection, interpretation, and analysis of data; facilitate the development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities.
Jervis, Bernadette	School Counselor	School counselors participate in the collection, interpretation, and analysis of data; facilitate the development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities. Deans of discipline participate in the collection, interpretation, and analysis of data; facilitate the development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities.
Pease, Danielle	Attendance/ Social Work	Social workers/social worker assistants provide interventions for students. They work with child-serving community agencies to support the child's academic, emotional, behavioral, and social success.
	Behavior Specialist	The behavior specialist supports teachers and students with self-regulation and behavior strategies.
Singletary, Latonya	Psychologist	The school psychologist meets with parents and teachers to discuss and problem solve learning, behavioral, familial and social concerns.

Name	Position Title	Job Duties and Responsibilities
Mullender, Claire	Teacher, K-12	Select general education teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with the Leadership Team to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. ESE teachers participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as lesson planning and co-teaching.

Demographic Information

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

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

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

Total number of teacher positions allocated to the school
65

Total number of students enrolled at the school
1,133

Identify the number of instructional staff who left the school during the 2020-21 school year.
7

Identify the number of instructional staff who joined the school during the 2021-22 school year.
7

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	0	0	0	290	295	267	237	1089
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	147	155	150	149	601
One or more suspensions	0	0	0	0	0	0	0	0	0	58	46	44	35	183
Course failure in ELA	0	0	0	0	0	0	0	0	0	102	141	130	133	506
Course failure in Math	0	0	0	0	0	0	0	0	0	104	144	145	89	482
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	81	68	82	90	321
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	66	57	67	65	255
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	0	0	0	142	174	175	156	647

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	15	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	25	57	57	62	201

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	4	3	5	15

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	25	57	57	62	201

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	4	3	5	15

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				38%	46%	56%	34%	44%	56%
ELA Learning Gains				41%	48%	51%	37%	48%	53%
ELA Lowest 25th Percentile				28%	39%	42%	30%	37%	44%
Math Achievement				42%	40%	51%	30%	44%	51%
Math Learning Gains				39%	43%	48%	31%	42%	48%
Math Lowest 25th Percentile				34%	37%	45%	25%	31%	45%
Science Achievement				66%	61%	68%	57%	60%	67%
Social Studies Achievement				69%	71%	73%	63%	67%	71%

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
09	2021					
	2019	39%	50%	-11%	55%	-16%
Cohort Comparison						
10	2021					
	2019	33%	46%	-13%	53%	-20%
Cohort Comparison		-39%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	64%	0%	67%	-3%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	70%	-3%	70%	-3%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	32%	54%	-22%	61%	-29%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	46%	51%	-5%	57%	-11%

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 9 and 10 ELA Quarters 1, 2, and 3 Quarterly Standards Mastery Assessments (QSMA)
• Algebra: Algebra 1 Quarters 1, 2, and 3 Quarterly Standards Mastery Assessments (QSMA)
• Geometry: Geometry Quarters 1, 2, and 3 Quarterly Standards Mastery Assessments (QSMA)
• Biology: Biology Quarters 1, 2, and 3 Quarterly Standards Mastery Assessments (QSMA)
• US History: US History Quarters 1, 2, and 3 Quarterly Standards Mastery Assessments (QSMA)

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	62 / 26%	96 / 37%	76 / 30%
	Economically Disadvantaged	49 / 28%	66 / 35%	52 / 29%
	Students With Disabilities	1 / 3%	4 / 12%	3 / 9%
	English Language Learners	0 / 0%	2 / 22%	2 / 22%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	"Algebra 59 / 53% Geo 38 / 63%"	"Algebra 30 / 24% Geo 56 / 92%"	"Algebra 36 / 30% Geo 52 / 91%"
	Economically Disadvantaged	"Algebra 35 / 45% Geo 23 / 62%"	"Algebra 15 / 17% Geo 33 / 89%"	"Algebra 22 / 27% Geo 30 / 88%"
	Students With Disabilities	"Algebra 2 / 22% Geo 1 / 100%"	"Algebra 1 / 10% Geo 1 / 100%"	"Algebra 2 / 20% Geo 1 / 100%"
	English Language Learners	"Algebra 3 / 50% "	"Algebra 3 / 43% "	"Algebra 3 / 43% "
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	32 / 80%	32 / 76%	24 / 63%
	Economically Disadvantaged	18 / 86%	19 / 83%	13 / 65%
	Students With Disabilities	1 / 100%	1 / 100%	1 / 100%
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	33 / 97%	37 / 100%	31 / 94%
	Economically Disadvantaged	16 / 94%	20 / 100%	16 / 100%
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	138 / 61%	142 / 56%	125 / 54%
	Economically Disadvantaged	91 / 57%	95 / 53%	82 / 50%
	Students With Disabilities	6 / 29%	6 / 24%	5 / 23%
	English Language Learners	3 / 33%	2 / 22%	2 / 22%
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	"Algebra 23 / 62% Geo 53 / 52%"	"Algebra 7 / 18% Geo 74 / 67%"	"Algebra 9 / 24% Geo 61 / 67%"
	Economically Disadvantaged	"Algebra 18 / 60% Geo 42 / 53%"	"Algebra 5 / 16% Geo 58 / 67%"	"Algebra 7 / 23% Geo 50 / 69%"
	Students With Disabilities	"Algebra 5 / 100% Geo 2 / 22%"	"Algebra 2 / 29% Geo 2 / 22%"	"Algebra 2 / 29% Geo 1 / 14%"
	English Language Learners	"Algebra 1 / 33% Geo 1 / 14%"	"Algebra 0 / 0% Geo 5 / 56%"	"Algebra 0 / 0% Geo 3 / 43%"
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Biology	All Students	86 / 50%	74 / 41%	41 / 26%
	Economically Disadvantaged	67 / 52%	59 / 43%	30 / 25%
	Students With Disabilities	7 / 39%	7 / 35%	1 / 7%
	English Language Learners	5 / 36%	2 / 13%	0 / 0%
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
US History	All Students	4 / 80%	4 / 67%	3 / 50%
	Economically Disadvantaged	3 / 75%	4 / 80%	3 / 60%
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	"Algebra 0 / 0% Geo 38 / 45%"	"Algebra 0 / 0% Geo 49 / 51%"	"Algebra 1 / 25% Geo 40 / 54%"
	Economically Disadvantaged	"Algebra 0 / 0% Geo 29 / 46%"	"Algebra 0 / 0% Geo 34 / 47%"	"Algebra 1 / 33% Geo 28 / 49%"
	Students With Disabilities	" Geo 5 / 36%"	" Geo 4 / 24%"	" Geo 2 / 25%"
	English Language Learners	"Algebra 0 / 0% Geo 2 / 20%"	"Algebra 0 / 0% Geo 3 / 27%"	"Algebra 1 / 50% Geo 1 / 14%"
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	2 / 22%	2 / 22%	0 / 0%
	Economically Disadvantaged	2 / 29%	2 / 29%	0 / 0%
	Students With Disabilities			
	English Language Learners	1 / 20%	1 / 20%	0 / 0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	81 / 61%	100 / 62%	72 / 51%
	Economically Disadvantaged	52 / 57%	66 / 59%	49 / 49%
	Students With Disabilities	6 / 33%	6 / 24%	4 / 17%
	English Language Learners	2 / 17%	3 / 20%	2 / 17%

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0 / 0%	1 / 33%	1 / 33%
	Economically Disadvantaged	0 / 0%	1 / 33%	1 / 33%
	Students With Disabilities			
	English Language Learners	0 / 0%	0 / 0%	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	8	37	44	9	25	33	24	37		88	54
ELL	15	33	35	12	17	31	13	26		88	67
BLK	22	38	56	18	25	32	24	47		90	67
HSP	25	37	41	20	21	26	33	56		94	73
MUL	19	22		25			30				

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
WHT	41	40	41	44	34	30	45	73		92	73
FRL	29	36	39	28	27	29	38	57		91	70

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	28	22	24	38		35	41		92	9
ELL	16	26	29	37	44		52	48		67	36
BLK	30	34	32	24	21	9	54	51		83	23
HSP	24	34	21	33	32	30	62	63		86	42
MUL	39	44		59	70		35				
WHT	46	45	31	50	44	41	73	79		94	50
FRL	33	39	28	39	38	31	63	64		89	41

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	30	27	8	20	21	31	16		54	26
ELL	5	17	19	7	16	14	19	41		63	42
BLK	21	37	31	10	16	5	36	45		87	24
HSP	29	32	27	22	28	27	49	55		68	53
MUL	37	31		35	37		70	90		80	
WHT	41	40	31	40	35	34	69	74		88	65
FRL	30	34	29	28	30	23	53	60		81	51

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	514
Total Components for the Federal Index	11
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36

Students With Disabilities	
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	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	42
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	24
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	45
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?

Responses below are based on 2018-2019 data: ELA Lowest 25th Percentile with a 28% proficiency for 2019. This component was not the lowest in 2018, but tied for the second lowest. The proficiency was 11% below the District and 14% below the State. A contributing factor to these scores is that our 10th grade cohort had one teacher, two permanent substitutes, and numerous daily substitutes in the course of the school year. Some of the same members of this cohort had a similar situation in their ELA classroom the year before. As a school, we have historically struggled. When looking at that 10th grade cohort, they scored 40% in 2018 as 9th graders and dropped to 33% as 10th graders. (7% drop) In looking at the 2020-2021 data, although ELA scores are not our lowest, they continue to be an area of focus for DHS as we are below District and State totals and know that a strong foundation/skill set in ELA will help students to be successful in the other disciplines.

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

Based on our latest data, Algebra/Geometry and Biology show the greatest need for improvement with math proficiency dropping from 42% in 2018-2019 to 31% (11% decline) in 2020-2021 (Learning gains dropped from 39% to 28% and bottom quartile learning gains from 39% to 29%). Biology scores went from 66% to 38% (28% decline) proficient within the same time frame.

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

In Algebra, we had two instructors that were new to the subject. In seeking an understanding as to the low scores, it was learned that the pacing was off, thus some standards were not covered as thoroughly as needed. As with all of our subjects, there also needs to be an increase in rigor so that the standards are being taught to the depth of the standard. We will need to continue to monitor pacing, as well as, working with teachers on item specs and making sure that learning activities match the depth of the standard.

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

The data component that showed the most improvement in 2020-2021 is ELA Learning Gains for our Bottom Quartile with our students going from 28% to 42% proficient. (Historically, we have been in the high 20's to low 30's over the last 3 years.)

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

We have had consistency with our English Language Arts (ELA) teachers and our Intensive Reading instruction over the past few years. Our ELA teachers have been using a standards-aligned program called USATestPrep to help individualize practice and our Intensive Reading Teacher has also been working with students on test-taking strategies in conjunction with the Reading Plus Program. As a school, we have continued to look at our struggling students and worked to develop mentorships with these students focusing on attendance, discipline, and mental health concerns seeking support from parents/guardians.

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

We are currently moving into our second year of the AVID (Advancement Via Individual Determination) Program. We have started to implement WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) not only with the AVID Site Team, but with ALL teachers, core academics, as well as, our electives, including CTE courses. Building upon our work over the past few years on collaborative structures and writing across the disciplines, our AVID Site Team has decided to concentrate on Focused Note-Taking this year. The goal of using common language and similar structures school-wide will help give students a foundation upon which to build as they work to meet the learning expectations of each discipline. Focused Note-Taking will teach students to interact with the content allowing them to make meaning of the subject matter.

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.

As mentioned above, we are in our second year of AVID. We have plans to anchor our professional development around focused note-taking. We will take steps to introduce the concept and work towards implementation through all of our collaboration (Focused, Vertical, Faculty Focus, and Horizontal) opportunities. We will also use our early release days for this, as well. Our goal is to empower our AVID Site Team to become our "local experts", modeling for and coaching our teachers through the process. Leadership will continue to support the efforts of our teachers and work to provide feedback through WICOR walk-throughs and observations.

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

We will continue to need support and guidance with AVID from our District AVID Director, Ms. Renfroe, to deepen our implementation and always welcome her advice and encouragement in our desire to empower our teachers to improve their skill set. Continued support through Principal and Assistant Principal Meetings for administration to further develop their observation and feedback skills would be important, as well.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Remediation, Intervention, and Enrichment Rationale: In looking at the Florida Standards Assessment (FSA) Data for all subjects, we are below our performance levels from years past except Math Bottom Quartile Learning Gains. Years prior, we were behind the District in all school grade components except two (Math Achievement up by 2% and Science Achievement up by 5%) and lagging the State in every component (the percentiles range from only 2% in Science up to 18% in ELA Achievement).
Measurable Outcome:	If more of our students are able to get the remediation, intervention, and/or enrichment needed in a given subject(s), then not only will their personal skill level increase, but the school's achievement levels will improve, as well. The achievement goals set for the 2021-2022 school year are as follows: English Achievement from 33% to 37%, Math Achievement from 38% to 42%, Science Achievement from 38% to 42%, and Social Studies improvement from 63% to 67%.
Monitoring:	Lunch and Learn usage/attendance and Saturday School (tutoring) attendance.
Person responsible for monitoring outcome:	Wade Martin (wade.martin@marion.k12.fl.us)
Evidence-based Strategy:	Tutoring will provide students the needed extra time and attention to help them master the standards for the given subject(s) that a student has chosen (or the teacher has invited the student) to attend. Increased time engaged in learning/time-on-task, using a variety of materials such as Khan Academy, USATestPrep, manipulatives (when appropriate), and access to Academic Coaches/Intervention Teacher are sure to enhance a students' learning as evidenced by their formative and summative assessments, QSMA's and their FSA test scores.
Rationale for Evidence-based Strategy:	Students are able to receive instruction from either their teacher and/or a different teacher who teaches the same subject. Teachers are able to access programs and hands-on materials to help support skill acquisition. When parent-teacher conferences are held, Lunch and Learn Office Hours (tutoring time built into lunch on Thursdays and Fridays) and Saturday School (tutoring) are the number one recommended interventions for struggling students.

Action Steps to Implement

1. Plan Saturday School (tutoring) days (4 Saturdays at DHS and 2 at Horizon Academy per Semester) and select teachers/tutors, process paperwork
2. Communicate plan to teachers, students, and parents; times, locations, teachers/tutors
3. Work with students in 4 core subjects of ELA, Math, Science, and Social Studies including Test Prep
4. Monitor participation and involve counselors in ensuring that struggling students take advantage of the opportunity (via parent/teacher conferences and phone calls home)
5. Implement Lunch and Learn Passes/Log Student Usage
6. Monitor Usage of Lunch and Learn Office Hours
7. Use data (of struggling students) from Horizontal Collaboration Meetings to establish mentorships with teachers and these students
Administration will be responsible for monitoring implementation of the above mentioned steps.

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

#2. Instructional Practice specifically relating to Professional Learning	
Area of Focus Description and Rationale:	High Quality Instruction Rationale: As best stated in the article "Engaging Students in Learning" published by The Center for Teaching and Learning, "Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences." Students need to be able to contextualize their learning and use that knowledge in authentic literacy activities in the classroom in preparation for life beyond high school. In order to achieve this goal, teachers need to be equipped with the skills and materials necessary to facilitate this type of learning.
Measurable Outcome:	If our teachers consistently deliver high quality instruction comprising of the use of WICOR strategies, with Focus Note-Taking being the main strategy, and authentic literacy, including reading, writing, and talking every day, in all subjects with a focus on academic discourse, then our school's achievement levels in all subjects will improve. The achievement goals set for the 2021-2022 school year are as follows: English Achievement from 33% to 37%, Math Achievement from 31% to 35%, Science Achievement from 38% to 42%, and Social Studies improvement from 63% to 67%.
Monitoring:	Data from WICOR walk-throughs and teacher observations.
Person responsible for monitoring outcome:	Wade Martin (wade.martin@marion.k12.fl.us)
Evidence-based Strategy:	Three summers ago, some of our teachers were afforded the opportunity to attend Kagan Training. The use of Kagan strategies continues to be a focus each year. The past two summers, a group of teachers were trained in AVID. Not only will this group use the WICOR Strategies from AVID, they will also be training the staff so that we are able to incorporate these strategies into all classrooms to support/extend the efforts of cooperative learning strategies and authentic literacy in instruction. This year's WICOR strategy that we will be become versed in is focused note-taking. Learning opportunities will come in the form of trainings created by our AVID Site Team, our CAS's and Intervention Teacher, as well as, staff members themselves.
Rationale for Evidence-based Strategy:	The more "tools" or strategies that teachers have in their toolbox, the better equipped they will be to engage all students in the learning process. Our goal is to provide the training and resources needed for our teachers to consistently deliver high-quality instruction for our students on a daily basis with an emphasis on relationships, WICOR Strategies, and authentic literacy. The Kagan structures and WICOR Strategies dovetail nicely into several of Hattie's Learning Strategies and/or Marzano's High-Yield Instructional Strategies such as: summarizing and note taking, advanced organizers reinforcing effort and providing recognition, practice, cooperative learning, and providing feedback.

Action Steps to Implement

1. AVID Site Team will provide ongoing professional development in WICOR strategies namely focused note-taking. Professional development will be embedded into all collaboration meetings, faculty focus meetings, and early release days.
3. Increased collaboration opportunities for teachers with every collaboration meeting tying back to focused note-taking.
4. Resources to help teachers implement engagement and WICOR strategies; visuals, one pagers, note-taking formats videos, articles, etc.
5. Increase expectation level of teachers for the implementation of WICOR Strategies, with the emphasis

on Focused Note-Taking. The goal is for at least 50% of teachers to incorporate this strategy into their instruction, with increased onus on Administration and the AVID Site Team members to oversee implementation through WICOR Walk-throughs.

Administration will be responsible for monitoring implementation of the above mentioned steps.

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

#3. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	Family and Community Engagement - DHS Title I Family Fun Day Rationale: In looking at the Florida Standards Assessment (FSA) Data for all subjects, we are behind in all school grade components. In particular, our students in the subgroups of Black, Hispanic, English Language Learners, and Students with Disabilities are lagging their white counterparts in every subcomponent (ELA Achievement, ELA Learning Gains, ELA Learning Gains of the Lowest 25%, Math Achievement, Math Learning Gains, Math Learning Gains of the Lowest 25%). There is a definite need to close that gap not only for our school grade but more importantly for our students' future success (employment, enlistment and/or enrollment).
Measurable Outcome:	If DHS provides family and community engagement activities that empower parents and students with knowledge about courses, testing, graduation requirements, and strategies to support academic learning, specifically geared to the families of students in the subgroups of Black, Hispanic, English Language Learners, and Students with Disabilities, then the ELA Achievement will increase from 33% to 37%, Math Achievement will increase from 31% to 35% and each subgroup will achieve at least 41% on the federal index. Current gains for each subgroup are not available to be calculated at this time; however, based on our 2019 data and knowing that all of our components were lower than in years past, there is much work to be done to help our students meet or exceed the federal index.
Monitoring:	Attendance at family involvement event(s).
Person responsible for monitoring outcome:	Wade Martin (wade.martin@marion.k12.fl.us)
Evidence-based Strategy:	Ongoing Parent Engagement (true involvement) with parents in the learning process is the key to student success.
Rationale for Evidence-based Strategy:	Students receive instruction from their teachers every day, however, without the support of families, as well as other stakeholders, students are not going to be successful or as successful as they could be. A quote from the article, "The Enduring Importance of Parental Involvement" by the NEA (National Education Association sums it up best. They state: "Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior."

Action Steps to Implement

1. Increase learning/engagement opportunities for students and their parents (with special emphasis on our students from various subgroups) by hosting a DHS Title I Family Fun Day(s)
2. Plan event(s); date(s), staff, materials/information to be shared, activities, guests including community members
3. Communicate with stakeholders about event(s) with personal invites to students who fall into a struggling subgroup
4. Hold event, reflect, and make improvements for future event(s)

Person Responsible	Wade Martin (wade.martin@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.

N/A

Part IV: Positive Culture & Environment

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

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

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

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

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

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

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

In addition to the above mentioned meetings for stakeholders of the school, we invite broad stakeholders including local businesses, churches, Central Florida Community College, Take Stock in Children, and others to participate in many different events that continue to develop a positive school culture and supportive environment. For example, our churches have provided our teacher appreciation lunches, our snacks for students who are testing, and a large quiet space to hold some of our standardized tests. We also have business sponsors who sponsor many different areas throughout our school including sporting events and other special programs. We offer several community college classes for post-secondary credit and we have several mentors who are involved in the Take Stock in Children Program. During each of these interactions, school leaders are encouraged to listen to suggestions, comments, and critiques of our school so that we can work towards meeting the needs of all stakeholders.

This school year, DHS has also been given a Home School Liaison (HSL). Our HSL will work closely with our students and their families, especially those that are out of school for one reason or another, to make sure that students have the resources necessary to be successful. Our HSL will need to work closely not only with administration, but our Guidance Department, as well, to make sure families have all the resources needed beyond just the everyday textbooks and technology. Positive interactions coupled with the ability to help families with their students' educational needs will help to foster the family atmosphere that we strive for here at DHS.