

Marion County Public Schools

Dunnellon High School



2022-23 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 |
| 2021-22 Title I School | Yes |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2021-22 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 | 2021-22: C (50%) 2018-19: C (49%) 2017-18: C (45%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Cassandra Brusca |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | ATSI |

* 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Dunnellon High School

10055 SW 180TH AVENUE RD, Dunnellon, FL 34432

[no web address on file]

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| High School 9-12 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 55% |

School Grades History

| | | | | |
|-------|---------|---------|---------|---------|
| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| Grade | C | C | C | C |

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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 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| Name | Position Title | Job Duties and Responsibilities |
|--------------------|---------------------|---|
| Martin, Wade | Principal | <p>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.</p> <p>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.</p> |
| 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. |
| Jackson, Jasmine | Dean | As a Dean of Students, Ms. Jackson assists Mr. Bullock in ensuring school safety and students' behavior development. |
| Robinson, Jennifer | Instructional Coach | As our Content Area Specialist, Dr. Robinson ensures that teachers are using research-based best practices with high levels of student engagement and participation. |
| Corrigan, Matthew | Instructional Coach | As our Content Area Specialist, Mr. Corrigan ensures that teachers are using research-based best practices with high levels of student engagement and participation. |
| McNair, Teresa | Instructional Coach | As our Content Area Specialist, Ms. McNair ensures that teachers are using research-based best practices with high levels of student engagement and participation. |

| Name | Position Title | Job Duties and Responsibilities |
|----------------------|---------------------|---|
| Luckey, Morgan | Magnet Coordinator | Mrs. 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. |
| Darmody, Erin | Instructional Media | Mrs. 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. |
| 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. |
| 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. |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|----------------------------|---|
| 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. |

Demographic Information

Principal start date

Monday 7/3/2017, Wade Martin

Number of teachers with a 2022 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 2022 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.*

11

Total number of teacher positions allocated to the school

67

Total number of students enrolled at the school

1,300

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

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

15

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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 | 0 | 308 | 293 | 261 | 253 | 1115 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 107 | 129 | 143 | 126 | 505 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 91 | 63 | 65 | 32 | 251 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 98 | 97 | 150 | 97 | 442 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 117 | 96 | 99 | 80 | 392 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 102 | 65 | 0 | 267 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 75 | 133 | 87 | 0 | 295 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Using the table above, complete the table below with the number of students by current grade level who have 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 | 0 | 131 | 128 | 145 | 112 | 516 |

Using current year data, complete the table below with the number of students identified as being "retained.":

| 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 | 1 | 1 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Date this data was collected or last updated
Tuesday 8/30/2022

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 | 0 | 290 | 295 | 267 | 237 | 1089 |
| Attendance below 90 percent | 0 | 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 | 0 | 58 | 46 | 44 | 35 | 183 |
| Course failure in ELA | 0 | 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 | 0 | 104 | 144 | 145 | 89 | 482 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 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 | 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 | 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 | 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 | 0 | 15 | 15 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | 0 | 290 | 295 | 267 | 237 | 1089 |
| Attendance below 90 percent | 0 | 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 | 0 | 58 | 46 | 44 | 35 | 183 |
| Course failure in ELA | 0 | 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 | 0 | 104 | 144 | 145 | 89 | 482 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 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 | 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 | 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 | 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 | 0 | 15 | 15 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 36% | 46% | 51% | | | | 38% | 46% | 56% |
| ELA Learning Gains | 44% | | | | | | 41% | 48% | 51% |
| ELA Lowest 25th Percentile | 40% | | | | | | 28% | 39% | 42% |
| Math Achievement | 32% | 38% | 38% | | | | 42% | 40% | 51% |
| Math Learning Gains | 40% | | | | | | 39% | 43% | 48% |
| Math Lowest 25th Percentile | 42% | | | | | | 34% | 37% | 45% |
| Science Achievement | 52% | 31% | 40% | | | | 66% | 61% | 68% |

| School Grade Component | 2022 | | | 2021 | | | 2019 | | |
|----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| Social Studies Achievement | 68% | 41% | 48% | | | | 69% | 71% | 73% |

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 |

| 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 |
| 2022 | | | | | |
| 2019 | 64% | 64% | 0% | 67% | -3% |

| CIVICS EOC | | | | | |
|------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |

| HISTORY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 67% | 70% | -3% | 70% | -3% |

| ALGEBRA EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 32% | 54% | -22% | 61% | -29% |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 46% | 51% | -5% | 57% | -11% |

Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 16 | 33 | 33 | 20 | 41 | 27 | 23 | 37 | | 85 | 21 |
| ELL | 18 | 38 | 39 | 15 | 34 | 39 | 21 | 35 | | 100 | 26 |
| BLK | 15 | 36 | 35 | 16 | 30 | 47 | 39 | 55 | | 93 | 47 |
| HSP | 37 | 45 | 45 | 31 | 38 | 38 | 44 | 56 | | 95 | 49 |
| MUL | 24 | 52 | | 30 | 40 | | 47 | 75 | | 94 | 40 |
| WHT | 43 | 45 | 35 | 38 | 46 | 46 | 59 | 77 | | 87 | 64 |
| FRL | 32 | 43 | 40 | 29 | 39 | 46 | 47 | 62 | | 90 | 54 |
| 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 | | | | |
| 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 |

ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|--------------------------------------|------|
| ESSA Category (TS&I or CS&I) | ATSI |
| OVERALL Federal Index – All Students | 50 |

| ESSA Federal Index | |
|---|-----|
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | 53 |
| Total Points Earned for the Federal Index | 554 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 97% |

| Subgroup Data | |
|----------------------|--|
|----------------------|--|

| Students With Disabilities | |
|---|-----|
| Federal Index - Students With Disabilities | 34 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |

| English Language Learners | |
|--|-----|
| Federal Index - English Language Learners | 38 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |

| Native American Students | |
|---|-----|
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |

| Asian Students | |
|---|-----|
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |

| Black/African American Students | |
|--|----|
| Federal Index - Black/African American Students | 41 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |

| Hispanic Students | |
|--|----|
| Federal Index - Hispanic Students | 49 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |

| Multiracial Students | |
|--|-----|
| Federal Index - Multiracial Students | 50 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| White Students | |
| Federal Index - White Students | 54 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 48 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Part III: Planning for Improvement

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 2021-2022 data: We have historically struggled in ELA Lowest 25th Percentile and this has been a major focus for DHS in years past. This year’s proficiency was 40%, up 12% and 10% from the 28% and 30% lower quartile proficiency for 2019 and in 2018, respectively. We were pleased with the increase, as we had a number of concerning factors namely teacher retention/consistence in ELA 10th grade. Both of our tenth-grade classrooms lost teachers in October, followed by numerous daily substitutes in the course of the semester. “New teachers” were only hired in January. Although our learning gains have increased, our overall proficiency is still concerning. While our 9th grade proficiency was 39% (up 8%), our 10th grade proficiency was only 30% (down 2%). Our ELA scores are not our lowest, however, they continue to be an area of focus for DHS as we are below District and State totals (-12% and -19% respectively) 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 2022 state assessments, demonstrate the greatest need for improvement?

Based on our latest data, Algebra/Geometry show the greatest need for improvement with math proficiency dropping from 42% in 2018-2019 to 31% (11% decline) in 2020-2021 and now resting at 30%

(1% decline) for the 2022-2023 school year. (Learning gains and bottom quartile learning gains are both up approximately 12%).

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

Again, teacher retention continues to be a concern, as we lost 1 of our Algebra teachers in early March and a geometry teacher in December. In Algebra, one of the two instructors were new to the subject/teaching. 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 work with teachers (new Algebra 1 teacher and permanent substitute in Geometry, as a teacher has yet to be hired) on item specs and making sure that learning activities match the depth of the standard.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component that showed the most improvement in 2021-2022 is Biology with our students going from 36% to 50% proficient. (Historically, we have been in the low 60s prior to the 2020-2021 school year.) It is our goal to grow in proficiency in Biology to match not only the District, but the State.

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

Not only have we have had consistency with Biology teachers this past year, our Science Department has a strong Grade Chair. The team has been great with collaboration, including common lesson plans and data analysis. 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 third year of the AVID (Advancement Via Individual Determination) Program. We are continuing 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 ORGANIZATION this school year. Our goal is for 100% of students to use an organizational strategy at least 1 per day. Each department will determine what that will look like for their discipline. The CTE, PE, Arts, and Foreign Languages, for example, will be concentrating on being able to send emails, use an online calendar, and the One-Drive.

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 third year of AVID. We have plans to anchor our professional development around focused ORGANIZATION. We will take steps to help our students (and teachers) with organizational tools 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, so that they can support our students both in school and into adulthood. Continued support through Principal and Assistant Principal Meetings for administration to further develop their observation and feedback skills would be important, as well.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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

Area of Focus
Description and Rationale: Remediation, Intervention, and Enrichment
Include a rationale that explains how it was identified as a critical need from the data reviewed. Rationale: In looking at the Florida Standards Assessment (FSA) Data for most subjects, we are above (some subjects only +1%) our performance levels from the year prior, except ELA 10, which dropped by -2%. However, we are still lagging in the District and the State in almost every subject. In comparison to State averages, we are anywhere from -11% in Biology upwards to -27% in Algebra I. All the other subjects fall somewhere in between except US History in which we gained +7% even exceeding the State Average by +1%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 2022-2023 school year are as follows: English Achievement from 36% to 40%, Math Achievement from 32% to 36%, Science Achievement from 52% to 56%, and Social Studies improvement from 68% to 72%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome. Lunch and Learn (only being implemented 6 times this school year), after-school tutoring, and Saturday School (tutoring) attendance.

Person responsible for monitoring outcome: Wade Martin (wade.martin@marion.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus. 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, CSMA's, DPMA's and their FAST test scores.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for 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 twice a 9 weeks), after-school tutoring (Monday-Thursday) and Saturday School (tutoring) are the number one recommended interventions for struggling students.

selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Plan after-school tutoring and 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 and HSL 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 struggling 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 Instructional Coaching/Professional Learning

Area of Focus
Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If our teachers consistently deliver high quality instruction comprising of the use of WICOR strategies, with ORGANIZATION being the main strategy, coupled with a continued emphasis 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 2022-2023 school year are as follows: English Achievement from 36% to 40%, Math Achievement from 32% to 36%, Science Achievement from 52% to 56%, and Social Studies improvement from 68% to 72%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Data from WICOR walk-throughs and teacher observations.

Person responsible for monitoring outcome:

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

Evidence-based Strategy: Describe the evidence-based strategy being

A few 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 and administrators were trained in AVID, with this past year’s conference being a face-to-face conference. 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 focusing on is ORGANIZATION. Learning opportunities will come in the form of trainings

implemented for this Area of Focus.

created by our AVID Site Team, our CAS's and Intervention Teacher, as well as, staff members themselves.

Rationale for Evidence-based

Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. AVID Site Team will provide ongoing professional development in WICOR strategies namely ORGANIZATION. 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 WICOR Strategies.
4. Resources to help teachers implement engagement and WICOR strategies; graphic organizers, digital notebooks, email, calendarization of important dates (due dates), etc.
5. Increase expectation level of teachers for the implementation of WICOR Strategies, with the emphasis on ORGANIZATION. The goal is for 100% of students to use an organization strategy at least once per day. All teachers are expected 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. Positive Culture and Environment specifically relating to Parent Engagement

Area of Focus
Description and Rationale: Family and Community Engagement - DHS Title I Family Fun Day
Include a rationale that explains how it was identified as a critical need from the data reviewed. Rationale: In looking at the Florida Standards Assessment (FSA) Data for all subjects, we are behind the State in all school grade components (except US History). In particular, our students in the subgroups of Black 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%). Our ELL subgroup is right on the cusp at exactly 41% and our Hispanic at 44%. 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 English Achievement from 36% to 40%, Math Achievement from 32% to 36% and each subgroup will achieve at least 41% on the federal index. Knowing that all 4 of these subcomponents were lower in years past, there is much work to be done to help our students meet or exceed the federal index.
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: Attendance at family involvement event(s).
Describe how this Area of Focus will be monitored for the desired outcome.

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.
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based

Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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
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(s)
4. Hold event, reflect, and make improvements for future event(s)

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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, Athletic Signings, 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 school culture and environment.

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, Military Personnel, 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.

Like last school year, DHS has 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.