Marion County Public Schools

Dunnellon Middle School

2022-23 Schoolwide Improvement Plan

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Dunnellon Middle School

21005 CHESTNUT ST, Dunnellon, FL 34431

[no web address on file]

Demographics

Principal: William Mcateer

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
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 (53%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI

* 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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21005 CHESTNUT ST, Dunnellon, FL 34431

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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)
Middle School 6-8	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	49%

School Grades History

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

School Board Approval

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

D-eveloping
M-inds for
S-uccess

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

School Leadership Team

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

Demographic Information

Principal start date

Thursday 7/1/2021, William Mcateer

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.*

1

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.*

12

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

650

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

0

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

12

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	221	201	216	0	0	0	0	638
Attendance below 90 percent	0	0	0	0	0	0	74	63	95	0	0	0	0	232
One or more suspensions	0	0	0	0	0	0	87	76	79	0	0	0	0	242
Course failure in ELA	0	0	0	0	0	0	100	75	89	0	0	0	0	264
Course failure in Math	0	0	0	0	0	0	65	51	84	0	0	0	0	200
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	65	58	67	0	0	0	0	190
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	73	43	60	0	0	0	0	176
Number of students with a substantial reading deficiency	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	96	78	121	0	0	0	0	295

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	4	7	6	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	0	0	0	2

Date this data was collected or last updated

Friday 8/26/2022

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	196	218	198	2	0	0	0	614
Attendance below 90 percent	0	0	0	0	0	0	78	95	75	0	0	0	0	248
One or more suspensions	0	0	0	0	0	0	71	75	45	0	0	0	0	191
Course failure in ELA	0	0	0	0	0	0	96	105	85	0	0	0	0	286
Course failure in Math	0	0	0	0	0	0	78	89	86	0	0	0	0	253
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	32	52	47	0	0	0	0	131
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	38	71	46	0	0	0	0	155
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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	196	218	198	2	0	0	0	614
Attendance below 90 percent	0	0	0	0	0	0	78	95	75	0	0	0	0	248
One or more suspensions	0	0	0	0	0	0	71	75	45	0	0	0	0	191
Course failure in ELA	0	0	0	0	0	0	96	105	85	0	0	0	0	286
Course failure in Math	0	0	0	0	0	0	78	89	86	0	0	0	0	253
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	32	52	47	0	0	0	0	131
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	38	71	46	0	0	0	0	155
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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	43%	42%	50%				48%	49%	54%
ELA Learning Gains	46%	41%	48%				55%	54%	54%
ELA Lowest 25th Percentile	42%	31%	38%				43%	46%	47%
Math Achievement	49%	46%	54%				55%	54%	58%
Math Learning Gains	52%	49%	58%				61%	58%	57%
Math Lowest 25th Percentile	46%	43%	55%				54%	50%	51%
Science Achievement	37%	40%	49%				39%	46%	51%
Social Studies Achievement	65%	65%	71%				64%	70%	72%

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

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	44%	45%	-1%	54%	-10%
Cohort Comparison						
07	2022					
	2019	42%	46%	-4%	52%	-10%
Cohort Comparison		-44%				
08	2022					
	2019	55%	50%	5%	56%	-1%
Cohort Comparison		-42%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	48%	46%	2%	55%	-7%
Cohort Comparison						
07	2022					
	2019	54%	49%	5%	54%	0%
Cohort Comparison		-48%				
08	2022					
	2019	41%	41%	0%	46%	-5%
Cohort Comparison		-54%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	40%	44%	-4%	48%	-8%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	65%	-4%	71%	-10%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	54%	42%	61%	35%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	8	34	40	12	35	39		25			
ELL	22	40	40	32	38	39	12	39			
BLK	32	33		30	50	36	8				
HSP	35	45	43	43	47	42	25	54	69		
MUL	44	48		50	58						
WHT	49	47	45	55	55	49	45	73	70		
FRL	39	44	43	48	51	44	31	58	68		

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	6	19	21	14	30	27	11	20			
ELL	15	28	31	23	38	38		27			
BLK	16	22	25	14	35	20	8	36			

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
HSP	36	41	33	40	45	42	31	47	44		
MUL	43	12		48	44						
WHT	49	50	33	58	48	33	50	63	71		
FRL	39	42	31	44	45	33	36	52	55		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	28	26	19	37	43		37			
ELL	19	34	30	31	54	53	4	25			
BLK	24	47	38	34	61	63		58			
HSP	41	50	37	49	60	56	25	60	67		
MUL	39	52		35	50		20				
WHT	55	60	52	62	63	48	52	70	58		
FRL	45	56	45	53	61	53	34	60	55		

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)	TSI
OVERALL Federal Index – All Students	48
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	28
Total Points Earned for the Federal Index	479
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	43
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	45
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?

2022 vs. 2021 State Assessment Data-Proficiency
ELA
-8th Grade-dropped (3%), although 8% higher as cohort.
-7th Grade-up 9%.
-6th Grade-dropped 4%.
Math
-6th Grade-stayed the same
-7th Grade-up (2%),13% higher as a cohort.
-8th Grade-up 3%.
Science
-Proficiency-dropped 4%.
Civics
-Proficiency improved 10%.
2022 Progress Monitoring Data vs. 2022 State Assessment Data
ELA
-8th Grade QSMA data similar to FSA achievement
-6th/7th Grade FSA data trended much higher.
-Overall QSMA data predicted 28% proficiency, while FSA showed 43%.
-FSA data-Economically Disadvantaged (ED) students trended 4 points below overall proficiency percentage.
-In ELA assessments for the past four years, Students with Disabilities (SWD) data was extremely low.
-QSMA data trended much higher for SWD (18.2%) vs. 8% on FSA.
-FSA Learning Gains inched up 2%.
-FSA Bottom Quartile Learning Gains-11% increase.
Math
-7th/8th Grade QSMA data above FSA achievement
-6th Grade data about the same levels as FSA.
-Overall QSMA data predicted 54% proficiency, while FSA/Algebra I EOC showed 49%..
-FSA Learning Gains-up 6%
-FSA Bottom Quartile Learning Gains-11% increase.
-QSMA data trended much higher for SWD (37.7%) vs. 12% on FSA.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

2022 State Assessment Data vs. 2021 State Assessment Data
-6th Grade ELA Proficiency (-4%) and 8th Grade ELA Proficiency (-3%)

-Overall Math Proficiency (No change)
-6th Grade Math Proficiency (No change) and 8th Grade Math Proficiency (-5%)
-Science Proficiency (-4%)
2022 Progress Monitoring Data
-Our ELA QSMA SWD achievement data averaged 18% for 6th Grade, 15% for 8th Grade, and 21% for 8th Grade.
-Our ELL QSMA Math data averaged 38.8% Proficiency for 6th Grade and 19.1% for 8th Grade.

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

Attendance issues contributed to this need for improvement. In addition, less observation of 8th Grade Physical Science classrooms during the Third Nine Weeks, compared to ELA and Math classroms (due to strong Science QSMA Data) may have allowed for a less than a strong finish in these classrooms. Professional development on the new BEST ELA and Math standards, appropriate methods of chunking standards and the proper use of the Distributive Practice in assessment will help address the need for improvement. More frequent in-program progress monitoring of remedial program data, instead of just reviewing quarterly data. Instructional Rounds determined by a problem of practice based on ELA and Math data need to occur, as well as the ability for newer and progressing teachers to observe their highly effective peers. We also need to work with our Support Facilitators to individually remediate caseload students after FAST and District QSMA assessments on specific standards that data shows that they struggled with. In addition, our tutoring programs need to focus more on foundational ELA standards.

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

2022 State Assessment Data vs. 2021 State Assessment Data
-ELA Bottom Quartile Learning Gains, Math Bottom Quartile Learning Gains, Civics Proficiency, and.Middle School Acceleration (Algebra I/Industry Certifications).
-ELA and Math Bottom Quartile Learning Gains rose 11% each, Civics Proficiency rose 10%, and Middle School Acceleration rose 9% for 2021-2022.
-In addition, overall Math Learning Gains rose 6% for 2021-2022.
2022 Progress Monitoring Data vs. 2021 Progress Monitoring Data
-6th Grade Math showed increases on QSMA's 2 and 3 (5% and 9%) from 2020-2021.
-7th Grade Math showed increases on QSMA's 1 and 3 (9% and 6%) from 2020-2021.
-6th Grade Science showed a 1% increase on QSMA 3 from 2020-2021.
-7th Grade Science showed increases on all three QSMA's (8%, 4%, and 9%) from 2020-2021.
-8th Grade Science showed increases on QSMA's 1 and 3 (1% and 3%) from 2020-2021
-Civics showed a 3% increase on QSMA 3 from 2020-2021

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

A major factor to our improvement was a structured collaboration schedule. We met six times monthly. Our Horizontal Collaborations reviewed the current D-F Report, by grade, and attendance data. Staff members "adopted" struggling students to mentor and our administration left each collaboration with a plan of action for students that were not on our radar. Our Friday Faculty Focuses introduced our AVID Instructional Focus for the month and teachers shared examples of how it could be used schoolwide. We also shared schoolwide QSMA Data. Our Vertical Collaborations required that teachers bring examples of how they were implementing the AVID Instructional Focus in their classroom and rate its effectiveness with the standard(s) that they were addressing. Focused Collaborations allowed teachers in same subject to collaborate on lessons, as well as review QSMA standards student performance with an administrative representative and come up with action plans, if applicable. We also furnished Collaborative Planning Days each semester for two teachers to plan together for the entire day.

ELA Bottom Quartile Learning Gains were aided by weekly pullout lessons in the Spring. Math Bottom Quartile Learning Gains were aided greatly by focused Title I tutoring. Civics Proficiency improved due to more sections assigned to our strongest Civis teachers, with smaller class sizes. Middle School Acceleration was aided by adding more 53% more students to Algebra I, due to improved preparation through our AVID Program as proficiency only dropped 6% and 82% more students taking the Agriculture Industry Certification, with a 91% pass rate.

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

AVID WICOR strategies such as Focused Note Taking, Text Marking, the Critical Reading Process, and Socratic Seminars will need to be regularly employed, schoolwide, to make sure that students are able to comprehend and master both new and recursive standards. These strategies will also help our students to own their own learning and progress at an instructional pace appropriate for their individual needs. The Distributive Practice will be used to consistently review key standards on all assessments. ELA and Math teachers will need to collaborate regularly to determine best ways for students to address the new BEST Standards and discuss any adjustments in instruction necessary, due to the shift from the Florida Standards.

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

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

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

An analysis of our units, as well as our data will be ongoing, as we determine the effectiveness of the allocation of our Title I and District Budget funds. This year, we will continue to hire more Title I tutors than in previous years, in order to work with our most vulnerable students, both before and after school. We will work with our Math Intervention Teacher, to determine individual student needs, especially in our Intensive Math classes, and possibly change student groupings, based on observation and data review. We are piloting, with our 6th Grade students, assigning the same core Math and Intensive Math instructor for those needing both classes. We also trained more teachers on AVID strategies as we had fifteen staff members attend the AVID Summer Institute in June, as well as using schoolwide professional development on research-based AVID classroom instructional strategies to create a school-wide common pedagogical language that will sustain and hopefully foster student learning. In addition, we will be offering two new Pre-AP courses in 2022-2023, by College Board trained instructors, to help enrich several of our most advanced students.

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. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	If we can offer additional instructional time in Mathematics, addressing missing foundational skills, then student learning will increase. The Intensive Math class will be a separately scheduled Math class, in addition to the required Math class. The course focus will be on identifying missing skills and remediating the deficiencies.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is to increase Math Proficiency from 49% to 54%. Monitoring: Administrative staff will regularly observe instruction in all Math classes, with the focus on the Intensive Math classes. Regular assessment data from the Math 180 platform that will be used in our Intensive Math classes will be reviewed, disaggregated, and discussed with our Math teachers, making sure that interventions are increased or changed, if applicable.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Our Math Intervention Teacher will make regular visits to these classrooms to review groupings, pedagogy, and appropriate use of technology, as well as teaching model lessons. FAST (State progress monitoring assessment) and DPMA (District quarterly assessment) data will also be reviewed, disaggregated, and discussed with our Math teachers to determine the level of growth on recursive standards. Intervention adjustments may occur as a result of this process.
Person responsible for monitoring outcome:	Erika Wiggins (erika.wiggins@marion.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	We are using the same approach that FDOE takes with turnaround schools, by adding 90 days of extra instructional time for Math. Computer-assisted instruction (.37 Effect Size in Hattie's Index of Teaching & Learning Strategies) can mean that 25 times out of 100,computer-aided instruction in the form of tutoring, managing, simulation, enrichment, programming, and/or problem-solving will make a positive difference. The majority of studies are about teachers using computers in instruction compared to those who don’t—fewer about students using them in learning in different ways. The use of computers are more effective when a diversity of teaching strategies are employed, when

implemented for this Area of Focus.	teachers receive pre-training in their use, when multiple opportunities for learning, when the student (not teacher) is in control of learning, when peer learning is optimized, and when feedback is optimized. All of these ideas make up the framework of our Intensive Math curriculum plan.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Excepting the 2020-2021 school year, Dunnellon Middle School (DMS) had shown significant progress in Math performance. For the past eight years, DMS has utilized an Intensive Math course that has served all Level 1 and 2 students. Our scores improved to the point that in 2017-2018, we had the highest Learning Gains in Math of all of the middle schools in our district. We consider the data from 2020-2021 an anomaly, as in 2021-2022 our Learning Gains went back up 6% and our Bottom Quartile Learning Gains rose 11%. We have seen first hand the success that this type of academic intervention can produce and we are continuing this program, in order to keep Math as one of our academic strengths at DMS.

Action Steps to Implement
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.

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

Person Responsible	Erika Wiggins (erika.wiggins@marion.k12.fl.us)

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

Person Responsible	Erika Wiggins (erika.wiggins@marion.k12.fl.us)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	We will mirror the approach that FDOE takes with turnaround schools, which is to increase instructional time. By offering 108 days of before and after school tutoring, we will be able to assist academically struggling students in the areas of ELA and Math, addressing learning loss and increasing student learning.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is to have all three subgroups that are below the ESSA Federal Index scoring above the 41% minimum threshold by the end of the 2022-2023 school year. 2021-2022 ESSA Federal Index Subgroup Data Black Students-32% English Language Learners-32% Students with Disabilities-24%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will determine who our regular (3-5 days per week) attendees are in our tutoring program after week three. We will determine which subgroup that they belong to and track their ELA and Math classroom grades, FAST/DPMA data, in-program progress monitoring data (if applicable) and their FAST data, at the end of the school year to determine the number (percentage) of students that become proficient, as well as the number (percentage) of students that show learning gains. We will then compare our subgroup FAST ELA and Math tutoring data, with our overall subgroup FAST ELA and Math data.
Person responsible for monitoring outcome:	William McAteer (william.mcateer@marion.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	We are using the same approach that FDOE takes with turnaround schools, by adding 108 days of extra instructional time for ELA and Math. Individualized instruction (.22 on Hattie'sIndex of Teaching & Learning Strategies) is based on the idea that each student has unique interests and past learning experiences, and individualized program takes this into account. Tutoring allows for student flexibility and individualized differences. Tutoring normally has a small effect size, but one study claimed higher effects based upon teacher adapting instruction to needs of students and aligning to capability in addition to finding resources that were fitting. We will offer additional instructional time to all students in the

implemented for this Area of Focus.	three underperforming subgroups, via before and after-school tutoring. We will hire ELA and Math certified teachers to assist and instruct students on a daily basis.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Based on FDOE standardized assessment scores, our ESSA Subgroups that are below the Federal Index (Black students, English Language Learners, and Students with Disabilities) need extra support in ELA and Math. Increasing instructional time will help students increase ELA and Math achievement. Our tutoring program allows students to receive smaller group instruction up to ten hours a week. Surveys of our parents state that Math is the subject that they feel least equipped to help them with. By placing a Math teacher in every tutoring session, we will guarantee that students are able to receive skill-specific tutoring, based on any deficiency noted through local assessments and FAST Progress Monitoring, as well by student grades. In addition, most sessions will have an ESE Certified Support Facilitator present to work directly with students.

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.

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

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

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.

We continuously consult with our teachers, students, families, volunteers, community members, and School Advisory Council (SAC) throughout the year. We understand that our stakeholders play a key role in our school's performance, as well as effectively addressing equity. As such, we begin each school year with a meeting (notifications and invitations in English and Spanish) to address the following:
-A description and explanation of the school's curriculum
-Information on the forms of academic assessment used to measure student progress
-Information on the proficiency levels that students are expected to meet
-An explanation of the school Parental and Family Engagement Plan (PFEP) and School-Parent Compact

-An explanation of the right of parents to become involved in the school's programs and ways to do so
-An explanation that parents have the right to request opportunities for regular meetings for them to formulate suggestions and participate in decisions about the education of their child
-An opportunity for feedback and open discussion

In order to increase stakeholder engagement and promote a welcoming environment, we will offer different modalities (online and paper-based) of communication with our families, such as phone (Skylert), email, the Remind app, Twitter, the school website, teacher webpages via Canvas, the Skyward Parent Portal, as well as communications through Dunnellon's local newspaper, the Riverland News.
-Academic Parent Nights, Orientation, and Open House, as well as arts and athletic events also allow the ability to engage our parents in positive interactions with our school.
-The Principal will participate in many community events within the Dunnellon community to maintain visibility and spread the message about the great things happening at DMS. (Ex. Dunnellon Police Department community meetings, City Council meetings, civic organization meetings, Chamber of Commerce meetings, collaboration with schools within the feeder pattern, High School Football Games, Boomtown Days, the Dunnellon Christmas Parade, etc.)
-Family and community feedback is requested and collected during monthly SAC meetings, the Annual Parent Survey, Parent and Family Plan event surveys and Schoolwide Improvement Plan surveys.

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

-Students will maintain a positive attitude while attending their seven daily classes. They will also participate in academic, athletics, arts, and career and technical events at the school and district level and the school will celebrate their participation and successes, in order to promulgate the importance of positive interactions in building school culture.
-Teachers will encourage our students to strive academically. Our AVID schoolwide focus will help to address an academic focus for ALL of our students. Teachers will provide a safe place for students to experiment with their academic interests and to engage in productive academic struggle. They will mentor our students on positive behavior and help develop a character-based focus within our school, by leading by example. Many of our teachers will expand that focus and sphere of influence by serving as club sponsors and coaches.
-Parents will participate in outreach events designed to welcome them into their child's school experience. By encouraging positive parental relationships with our school, they will promote the positive atmosphere that our school exudes via various communication mediums. They will provide honest feedback and question our academic direction, as a positive influence in our academic planning.
-Community members will participate in school organizations such as SAC, attend schoolwide programs, and
events, and serve as judges, guest speakers, AVID tutors, classroom volunteers, and volunteer coaches, in order to positively influence our students by sharing their knowledge and life experiences. They will also welcome our students and staff to participate in community events that they are involved with, further strengthening the school-community bond.
-Administrators will facilitate positive interactions between all of the aforementioned stakeholder groups. They will analyze the culture and environment, via anecdotal data, personal observation, and survey results to make any necessary adjustments to improve stakeholder interactions.