

2014-15 School Improvement Plan

Dunnellon Middle School

21005 CHESTNUT ST, Dunnellon, FL 34431

[no web address on file]

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

75%

Alternative/ESE Center

No

Charter School

No

Minority

39%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

D

D

C

C

School Board Approval

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

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Dunnellon Middle School has a strong PBS program in place. All teachers and staff members are able to recognize (reward) students for displaying the core values taught at DMS by utilizing DMS "Dollars". These dollars are able to be redeemed by students for admission to special activities and to buy prizes. This helps us build an environment where students are frequently recognized for positive reasons. DMS also offers students the opportunity to be involved in a club. DMS has a number of active clubs in place...FFA, SAVE CLUB, Student Council, FCA, and Bible Club are some examples of clubs available to our students. Clubs allow teachers to connect on a more personal level with students. Club members develop a special sense of "belonging".

Describe how the school creates an environment where students feel safe and respected before, during and after school

DMS's Positive Behavior Support (PBS) system allows the school to create an environment where appropriate behavior and ...doing the right thing...are frequently recognized and reinforced. The principal also utilizes the morning TV broadcast to offer "Words of Wisdom" to the entire student body. These are short video clips of the principal telling stories that have a special message or meaning to teach ideas of "character". Students are also encouraged by all staff members to report any issues that pertain to student safety and appropriate behavior to adults at school. Students can speak to the dean or an administrator if they have any issue that is impacting our school environment....this could include a bus issue, home issue or school concern. Students also have our school resource officer to assist with concerns as well. We all strive to address issues and concerns while they are small and not allow something to turn into a major problem. Students can request to see the guidance counselor or dean if they need to speak to an adult about an issue.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Dunnellon Middle School has school-wide expectations for students. They are posted throughout the school and the teachers are trained on them at the start of each school year and so are the students. Students are provided a handbook that is reviewed during the first week of school. Teachers are

expected to work with students in helping them meet the classroom expectations and to utilize classroom interventions to help students be successful and minimize distractions in the classroom. Teachers will also contact and work with parents when issues arise in the classroom that cause the learning environment to be negatively impacted. Sending students to the discipline office on a referral will be a last resort of action after contacting parents and utilizing interventions in the classroom.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

DMS addresses the social-emotional needs of its students in a variety of ways. Students are able to request to see our school counselor or dean of students when they have an issue that they want the assistance of a school official. The school can assess a situation with a student and if needed make a referral for additional services when dealing with serious issues of violence or mental health concerns such as suicide. We utilize the services of "The Centers" at times with our students. The school district has an arrangement with The Centers where we can make free referrals for violence risk or suicide risk. The guidance office also helps to facilitate the services of outside counselors that come to school to work with our students. DMS also provides tutoring services to all students free of charge both before and after school 5 days per week.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The district's current EWS utilizes Attendance rate, Behavior, Mobility, and Retention data. It is in the process of being modified to meet the needs of new legislation. Currently, we are able to pull data from the past school year in the areas mentioned above. Also, we can look at students meeting multiple warning signs. The indicators listed in section a. above are not completely in line with the Marion County Early Warning System.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	26	46	13	85
One or more suspensions	26	21	19	66
Course failure in ELA or Math	17	26	14	57
Level 1 on statewide assessment	54	53	56	163
	0	0	0	
	0	0	0	
	0	0	0	
	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	6	13	4	23

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students who have failed a math or language arts class have been scheduled into a special class with a limited number of students (10 or less) to allow the student a better teacher to student ratio and ensure more student success. Students in this category will also be monitored by the school leadership team to monitor school progress in the areas of academics, student behavior and attendance on a bi-weekly basis. If attendance becomes an issue a child study team meeting will be scheduled. Parents will be invited to attend. Teachers will be notified of those students who are on the EWS list. These students will be closely monitored by the core classroom teachers.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/56575>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Please see the PIP.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Rocker, Reginald	Assistant Principal
Durden, Donna	Guidance Counselor
Samler, Carmela	Instructional Coach
Smallridge, Delbert	Principal
Thomas, Rose	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The principal, assistant principal, counselor, dean, and instructional coach are the members of the school's leadership team. The principal and assistant principal are the only ones who can evaluate teachers. The dean's primary responsibility is to handle school discipline issues such as bus citations and discipline referrals. The counselor works in concert with the APC and reading coach to make sure students are scheduled appropriately into core and elective classes. The group meets to discuss school issues, students of concern, review data, plan activities, etc. The principal meets bi-weekly with the math and science departments and the APC meets bi-weekly with the social studies and language arts departments. The administrators monitor the instruction that takes place in the classroom. They monitor classroom progress along the curriculum maps and look for district initiatives to be implemented in the classrooms.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school determines the total needs of its students in the areas of reading and math remediation, special education, electives, acceleration classes, etc. to help determine a master schedule. We look at the resources available in our staffing plan and adjust personnel within their areas of certification to meet the needs of the school. This process takes place over the summer. As the school year begins and we know the actual number of students that we have to work with...we make adjustments in the master schedule to accommodate school needs. The leadership team collaborates to determine how to utilize our Title I funds and offers input into developing the Title I Budget. Due to the small size of our team we meet informally almost each day as we jointly supervise the school cafeteria. We are constantly discussing school needs and how to allocate resources as new resources become available. Resource inventory such as Title I Budget, School Based Budget, and various school accounts are reviewed on a monthly basis. These records are maintained by the school secretary. If additional monies should become available to the school the leadership team will make a joint decision (consensus) as to how the resources can best meet the needs of the school.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Delbert Smallridge	Principal
Howard Adams	Teacher
Patricia Baillargeon	Parent
David Batterton	Business/Community
Susan DiSimone	Parent
Kelly Guess	Parent
Jamie Daniels	Parent
Yolanda Esparza	Parent
David Guertin	Parent
Valerie Hanchar	Parent
Rose Thomas	Education Support Employee
Cindy Whitmore	Education Support Employee
Sherri Reddick	Teacher
Delbert Smallridge	Principal
Reginald Rocker	Principal

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The first SAC meeting of the 2014-2015 school year will take place during the week of September 15, 2014. The SAC will discuss and solicit feedback about the SIP. This section will be updated after next week's meeting takes place and details will be included in this section.

Development of this school improvement plan

Information discussed in the last SAC meeting this past May was incorporated into this SIP that is in draft form. During the first SAC meeting that will be held during the week of September 15, 2014 the SAC will discuss this year's SIP and provide input re: any items that need to be modified or items to be added.

Preparation of the school's annual budget and plan

During the last SAC meeting in May, the school's budget was discussed and input was solicited from SAC members. We also discussed the PIP and how Title I funds would be utilized during the 2014-2015 school year. SAC members present were all in agreement with how the funds were tentatively proposed to be used.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

There were no school improvement funds last school year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Smallridge, Delbert	Principal
Samler, Carmela	Instructional Coach
Foster, Kathy	Teacher, K-12
Wise, Cynthia	Teacher, K-12
Wolfanger, Laura	Other

Duties

Describe how the LLT promotes literacy within the school

The LLT monitors our school's reading data and promotes the Accelerated Reader Program at DMS. Students who meet their AR goal for the grading period are rewarded with an "AR" party. If a student is not making appropriate progress in their current reading program the reading coach will re-evaluate the student's placement. If it is determined that a change in reading program is needed the guidance counselor will be consulted and a schedule change will take place to better meet the student's individual reading needs. The two "Intensive Math" teachers are working with all of our level 1 and 2 students (math) to improve mathematical literacy. These students receive 45 minutes of math remediation every other day throughout the year.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school schedules bi-weekly collaborative planning sessions by department. This allows core academic teachers the opportunity to discuss teaching strategies, resources, student achievement, and curriculum issues on a regular basis. We also schedule professional development opportunities by department on early dismissal days. This allows for 2 hours of PD multiple times throughout the course of the year. The school also schedules "family" meals....either breakfast or lunch each grading period. This is a wonderful way to build positive working relationships.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

As a Title I school we only consider for hire those teachers who are both in-field and highly-qualified. Currently ALL of our teachers are in-field and highly-qualified. We also work with district level personnel to get leads on new graduates and other qualified applicants to fill teaching vacancies. We pair new teachers with veteran teachers to offer support and guidance as we help "grow and coach" our new teachers. We meet with our new teachers to offer additional training opportunities to assist with learning new technology, dealing with classroom discipline, how to work with parents, etc.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The school pairs all teachers new to DMS with a person knowledgeable about DMS's structure and organization. This will be a person who is close in proximity to the new teacher's classroom. This will ensure a smooth transition to a new facility. First year teachers will be paired with a person teaching in the same academic area (when possible). This mentor will assist the new teacher with setting up the classroom, planning, classroom management and learning how to navigate the organization as a whole. The mentors will also assist with the completion of new tasks such as finalizing grades, building a teacher web-page, accessing curriculum maps, etc.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school works with district leadership to develop curriculum maps aligned to Florida Standards. The MCPS system publishes its aligned maps on a district portal available to all teachers. Likewise, as materials are purchased by the district, an adoption process takes place to make sure materials are appropriate and aligned to current standards. The curriculum maps pace the instruction and incorporate the resources needed to cover the necessary standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Students who score at very high levels on state assessments (levels 4 or 5) are scheduled into advanced classes such as Algebra I Honors or English I Honors. In a similar manner those advanced students might be scheduled into other advanced classes such as Intro to Informational Technology or Ag Science Foundations. On the other end of the spectrum we use state assessment data to identify students who need special instruction in reading or math. We offer 5 levels of reading depending on individual student need as well as a remedial math program based on those students who score below grade level on the state assessment tests in math and reading. AIMS WEB testing is done with both reading and math students who are below grade level. This data will help us adjust the level of materials that the students work with to meet individual needs.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 8,700

Tutoring- Before school tutoring will be offered 5 morning per week all school year long starting on October 1, 2014. Tutoring sessions will last for 1 hour each morning

Strategy Rationale

Students will be able to have access to highly qualified teachers each morning for one hour before school to get assistance in core subject areas such as math, science, language arts, and social studies.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smallridge, Delbert, delbert.smallridge@marion.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Daily attendance data will be collected. We will look at the academic performance of the students that come on a regular basis to tutoring to see how they are performing in core academic areas.

Strategy: After School Program

Minutes added to school year: 8,700

After school tutoring offered after school from 3:45 - 4:45 p.m. daily starting 10-01-2014

Strategy Rationale

Students who get additional help in core areas will learn more and perform better on state testing.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smallridge, Delbert, delbert.smallridge@marion.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Daily attendance will be collected. We will look at the academic performance of the students that come on a regular basis to tutoring to see how they are performing in core academic areas.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The school coordinates with its two feeder elementary schools to conduct an orientation for 5th graders before they leave elementary school. The orientation is designed to ease the transition from 5th to 6th grade. The school also conducts an orientation for ALL students the week BEFORE the school year begins. This allows students the opportunity to visit the campus, view their schedule and meet their teachers. In a similar manner we actually bring all of our 8th graders to Dunnellon High School for a school tour, orientation, and scheduling session. This is designed to ease the transition from 8th to 9th grade.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

We offer an orientation to career occupations course to our 6th grade students. We also work with the local high school to allow their personnel time to come talk with our 8th grade students about various vocational programs available at the high school. The school also obtains information from our various high school in the district and publicizes specialized programs that prepare students for a particular college or career track. This helps students be aware of options that are available re: school choice. The school this year is also utilizing the Public School Foundation to bring in business leaders to work with our students on a student Philanthropy project. We also offer classes in Business, Agriculture, Computers, TV production, Art, and Music. Students learn about various careers available in the respective classes.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

We offer the following CTE courses: Agriculture, TV Production, Orientation to Career Occupations, Business, Intro to Informational Technology and Ag Science Foundations, Industry certifications are available at the high school level.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

We are integrating keyboarding skills into both the Business Classes and the Careers class in 6th grade. These skills will be important to all middle school students as state assessments become all computer based. Students involved in the TV production class utilize Language Arts skills daily as they prepare scripts for the daily broadcast.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

We are now offering 4 high school credit classes for our advanced 8th grade students. Some of our most advanced students will enter high school with 3 to 4 credits from middle school. This will allow the students to have more opportunity to be dual enrolled or take AP level classes...thus setting the stage for more postsecondary readiness.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we focus on writing skills weekly in Language Arts, then we will improve the quality of our students' writing at all grade levels.
- G2.** If we can increase the amount of STEM activities that are available to our students at DMS, then student learning will also increase.
- G3.** If we can decrease the percentage of students who have an annual attendance rate of less than 90%... to less than 11 percent, then student learning will increase.
- G4.** If DMS can provide additional instructional opportunities in mathematics for all students, then student learning will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we focus on writing skills weekly in Language Arts, then we will improve the quality of our students' writing at all grade levels. 1a

G044801

Targets Supported 1b

Indicator	Annual Target
CELLA Writing Proficiency	40.0
FAA Writing Proficiency	100.0

Resources Available to Support the Goal 2

- ESOL para professionals to work with our non-english speaking students
- ESE teachers and ESE para professionals to work with our alternatively assessed students
- Business and Occupation Teachers who can teach keyboarding skills (Lab setting as a classroom)

Targeted Barriers to Achieving the Goal 3

- Florida has a new test to assess writing that is embedded in the ELA test. Teachers are not familiar with the requirements of the test. Students will now be tested in 6th and 7th grade as well as 8th grade.
- Students will have to use a computer to respond to the writing prompt. Most of our students lack keyboarding skills. This will impact the amount of time needed to complete the task and hamper their ability to truly show their knowledge of how to write.

Plan to Monitor Progress Toward G1. 8

We will evaluate the performance of all grade levels in "writing" after the state assessment results come in.

Person Responsible

Delbert Smallridge

Schedule

On 6/20/2015

Evidence of Completion

We expect to see that the students who were taught keyboarding skills will have an average score (writing) higher than their peers that were not able to be taught keyboarding.

G2. If we can increase the amount of STEM activities that are available to our students at DMS, then student learning will also increase. 1a

G044800

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	45.0

Resources Available to Support the Goal 2

- Title I funds for a "Science Night"
- Science Teachers to teach the scientific method utilizing science fair projects

Targeted Barriers to Achieving the Goal 3

- Not enough funding for science related field trips to places such as MOSI in Tampa

Plan to Monitor Progress Toward G2. 8

Student performance on the Science FCAT will be evaluated

Person Responsible

Delbert Smallridge

Schedule

On 6/6/2015

Evidence of Completion

A comparison of school proficiency levels on the Science FCAT will be evaluated. We will compare 2014 data to 2015 data. We expect to see a 7% increase in the percentage of students scoring a 3 or higher.

G3. If we can decrease the percentage of students who have an annual attendance rate of less than 90%... to less than 11 percent, then student learning will increase. 1a

G044787

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	11.0

Resources Available to Support the Goal 2

- DMS "Dollars" as a reward for good attendance
- Teachers to serve as mentors
- Child Study Team to address cronic attendance issues

Targeted Barriers to Achieving the Goal 3

- Poor school attendance is a community issue for Dunnellon. Attendance is an issue at both of our elementary schools, the middle school and high school as well.

Plan to Monitor Progress Toward G3. 8

Monitor the school's percentage of students who have less than a 90% attendance rate.

Person Responsible

Schedule

Weekly, from 9/15/2014 to 6/6/2015

Evidence of Completion

The attendance clerk will submit a weekly attendance report to the principal showing students with less than a 90% attendance rate.

G4. If DMS can provide additional instructional opportunities in mathematics for all students, then student learning will increase. 1a

G044769

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	70.0
Math Gains	67.0
FSA - Mathematics - Proficiency Rate	50.0

Resources Available to Support the Goal 2

- We have Title I funding for additional math/intensive math teachers
- We have resources to offer before and after school tutoring in mathematics to all students

Targeted Barriers to Achieving the Goal 3

- There is not enough instructional time in a regular math class to properly remediate students scoring below grade level on state assessments in mathematics
- Teachers need to be compensated to be able to assemble a team of highly qualified individuals to offer a strong tutoring program.

Plan to Monitor Progress Toward G4. 8

Student quarterly grades in intensive math will be monitored. We expect to see students earning a "C" or higher. AIMS WEB data will also be monitored quarterly to see that performance is showing continual growth.

Person Responsible

Schedule

Quarterly, from 8/18/2014 to 6/6/2015

Evidence of Completion

Custom reports will be created to look at grades in the intensive math class and performance on progress monitoring assessments (AIMS WEB).

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  **S123456** = Quick Key


G1. If we focus on writing skills weekly in Language Arts, then we will improve the quality of our students' writing at all grade levels. **1**

 **G044801**

G1.B1 Florida has a new test to assess writing that is embedded in the ELA test. Teachers are not familiar with the requirements of the test. Students will now be tested in 6th and 7th grade as well as 8th grade. **2**

 **B110401**

G1.B1.S1 Teachers will need to be trained in the new writing rubric **4**

 **S121859**

Strategy Rationale

Teachers will need to know how the students will be assessed. They need to know what the format of the test will look like....so that they can properly prepare their students.

Action Step 1 **5**

Schedule an inservice training on the new writing rubrics for the DMS Language Arts teachers

Person Responsible

Delbert Smallridge

Schedule

On 10/10/2014

Evidence of Completion

Sign in roster from the inservice training

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Make sure that all Language Arts teachers attend the scheduled in-service training for the new writing rubrics.

Person Responsible

Delbert Smallridge

Schedule

On 11/30/2014

Evidence of Completion

Sign in sheet from in-service training.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Collect writing samples from all Language Arts Teachers quarterly.

Person Responsible

Delbert Smallridge


Schedule

Quarterly, from 10/30/2014 to 6/6/2015

Evidence of Completion

Actual writing samples from all Language Arts teachers from all grade levels.

G1.B2 Students will have to use a computer to respond to the writing prompt. Most of our students lack keyboarding skills. This will impact the amount of time needed to complete the task and hamper their ability to truly show their knowledge of how to write. 2

 B110402

G1.B2.S1 Incorporate the teaching of keyboarding skills into the 6th grade Occupations class as well as the business classes in 7th and 8th grade. 4

 S121856

Strategy Rationale

It will be beneficial to teach keyboarding skills to as many students as possible. We want our students to be tested on their ability to write...not use a keyboard. This skill is critical to improving our writing scores.

Action Step 1 5

Find free software that can be utilized in the classrooms to teach keyboarding skills to students.

Person Responsible

Delbert Smallridge

Schedule

On 9/30/2014

Evidence of Completion

I will be able to see students utilizing software (in the classroom) to learn keyboarding skills

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom walk through monitoring in Business classes and the 6th grade Career Occupations class.

Person Responsible

Delbert Smallridge

Schedule

Weekly, from 9/15/2014 to 6/6/2015

Evidence of Completion

I will see students utilizing keyboarding software as I conduct classroom visits on a weekly basis.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

I will monitor the Words Per Minute data on students as I conduct classroom visits.

Person Responsible

Delbert Smallridge

Schedule

Biweekly, from 9/20/2014 to 6/6/2015


Evidence of Completion

The teacher's computer will display the present level of WPM performance of each student. I will expect to see growth each couple of weeks as I check on the progress of the classes.

G2. If we can increase the amount of STEM activities that are available to our students at DMS, then student learning will also increase. 1

 G044800

G2.B1 Not enough funding for science related field trips to places such as MOSI in Tampa 2

 B110393

G2.B1.S1 Seek community support to fund science related field trips. Also look for community resources such as Rainbow Springs State Park that might also be able to assist with STEM activities for school students. 4

 S121851

Strategy Rationale

We do have some local businesses that are willing to make a financial contribution to support education.

Action Step 1 5

The principal will contact the local Thrift Shop to solicit support for our school

Person Responsible

Delbert Smallridge

Schedule

On 10/1/2014

Evidence of Completion

A donation being made to DMS that is deposited into a school account.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Science related activiteis will be added to the school calendar...available to all students.

Person Responsible

Delbert Smallridge

Schedule

Quarterly, from 10/1/2014 to 10/1/2014

Evidence of Completion

Science related activities will be scheduled at various grade levels. Field trips and Science Nights will be planned and implemented.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The number of students participating in additional STEM activities will be monitored

Person Responsible

Delbert Smallridge

Schedule

Quarterly, from 10/1/2014 to 6/6/2015


Evidence of Completion

The number of students participating in additional STEM activities will evaluated.....such as number of students participating in the school science fair or the number of students that participate in a school field trip that is science related.

G3. If we can decrease the percentage of students who have an annual attendance rate of less than 90%... to less than 11 percent, then student learning will increase. 1

 G044787

G3.B1 Poor school attendance is a community issue for Dunnellon. Attendance is an issue at both of our elementary schools, the middle school and high school as well. 2

 B110361

G3.B1.S1 Work with the Title I office to learn ideas about how schools can improve attendance. 4

 S121823

Strategy Rationale

All four Dunnellon schools have similar issues with poor attendance. Many of our students have siblings that attend the other area schools. By attending a formal training offered by the Title I office that addresses issues of home/school relationships we might be able to develop some new strategies to improve attendance.

Action Step 1 5

Schedule an opportunity to attend professional development related to attendance or home/school relationships

Person Responsible

Delbert Smallridge

Schedule

On 10/9/2014

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Make sure that DMS sends a representative to the Title I training on 10-09-2014

Person Responsible

Delbert Smallridge

Schedule

On 10/9/2014

Evidence of Completion

Attendance roster showing the names of participants involved in the training on 10-09-2014

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Look for new ideas being implemented at the school level to address attendance

Person Responsible

Delbert Smallridge

Schedule

Quarterly, from 11/10/2014 to 6/6/2015


Evidence of Completion

We will monitor the percentage of students who have less than a 90% attendance rate. This will be done quarterly.


G4. If DMS can provide additional instructional opportunities in mathematics for all students, then student learning will increase. 1

 G044769

G4.B1 There is not enough instructional time in a regular math class to properly remediate students scoring below grade level on state assessments in mathematics 2

 B110271

G4.B1.S1 Offer an additional class in remedial math that is separate and apart from the regular math class. 4

 S121752

Strategy Rationale

This will allow students to receive additional instruction to address a lack of basic math skills. This class will identify weaknesses and work to remediate the deficient skills.

Action Step 1 5

Hire two additional math/intensive math teachers

Person Responsible

Delbert Smallridge

Schedule

On 6/6/2015

Evidence of Completion

PSN's showing the fact that a person has been hired to teach math/intensive math

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Student performance will be monitored on all students enrolled in an intensive math class

Person Responsible

Delbert Smallridge

Schedule

Quarterly, from 8/18/2014 to 6/6/2015

Evidence of Completion

Quarterly grades will be reviewed for all intensive math students. We want to see all students earning a "C" or higher. We will also monitor AIMS WEB data to see that progress monitoring data in showing continual growth.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Reports will be run to ensure that all level 1 and level 2 students in mathematics are scheduled into an intensive math class

Person Responsible

Delbert Smallridge

Schedule

Quarterly, from 8/18/2014 to 6/6/2015

Evidence of Completion

Custom reports will be created to make sure that all students with levels 1 or 2 in mathematics are taking the additional remedial math class. These reports will be run quarterly to make sure that we have not missed any students....due to our high mobility rate.

G4.B1.S2 Offer tutoring in mathematics both before and after school to all students...including those performing at and above grade level. 4

 S121753

Strategy Rationale

This will allow all students to receive additional instructional time in mathematics. This will benefit the student in a regular or advanced math class as well as one in an intensive math class.

Action Step 1 5

Hire highly qualified teachers to tutor before and after school 5 days per week

Person Responsible

Delbert Smallridge

Schedule

On 5/30/2015

Evidence of Completion

Blue PSN's sent to Title I office to offer Tutoring Program before and after school at DMS

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Monitor the actual tutoring sessions both before and after school.

Person Responsible

Delbert Smallridge

Schedule

Weekly, from 10/1/2014 to 5/30/2015

Evidence of Completion

The principal will conduct a weekly walk through during both a.m. and p.m. sessions of tutoring. The principal will look at the number of students in attendance, the number of teachers involved in tutoring, and the level of student engagement. Notes will be made on the daily sign in sheets for documentation.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Principal will look at sign in sheets to monitor the volume of student participation in each tutoring session.

Person Responsible

Delbert Smallridge


Schedule

Weekly, from 10/1/2014 to 5/30/2015

Evidence of Completion

Student sign in sheets will be kept to document the volume of student participation in both a.m. and p.m. tutoring sessions.

G4.B2 Teachers need to be compensated to be able to assemble a team of highly qualified individuals to offer a strong tutoring program. 2

 B110272

G4.B2.S1 Utilize Title I funds to hire teachers to tutor before and after school. 4

 S121757

Strategy Rationale

By paying teachers to tutor we will be able to acquire a steady group of individuals to tutor our students. This will allow us to offer predictable days and hours of tutoring available to all students.

Action Step 1 5

Hire highly qualified teachers to tutor before and after school

Person Responsible

Delbert Smallridge

Schedule

On 5/30/2015

Evidence of Completion

Title I Pre-Order sheet

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Marion - 0172 - Dunnellon Middle School - 2014-15 SIP
Dunnellon Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Hire two additional math/intensive math teachers	Smallridge, Delbert	8/18/2014	PSN's showing the fact that a person has been hired to teach math/intensive math	6/6/2015 one-time
G4.B1.S2.A1	Hire highly qualified teachers to tutor before and after school 5 days per week	Smallridge, Delbert	10/1/2014	Blue PSN's sent to Title I office to offer Tutoring Program before and after school at DMS	5/30/2015 one-time
G4.B2.S1.A1	Hire highly qualified teachers to tutor before and after school	Smallridge, Delbert	10/1/2014	Title I Pre-Order sheet	5/30/2015 one-time
G3.B1.S1.A1	Schedule an opportunity to attend professional development related to attendance or home/school relationships	Smallridge, Delbert	10/9/2014		10/9/2014 one-time
G2.B1.S1.A1	The principal will contact the local Thrift Shop to solicit support for our school	Smallridge, Delbert	10/1/2014	A donation being made to DMS that is deposited into a school account.	10/1/2014 one-time
G1.B2.S1.A1	Find free software that can be utilized in the classrooms to teach keyboarding skills to students.	Smallridge, Delbert	9/25/2014	I will be able to see students utilizing software (in the classroom) to learn keyboarding skills	9/30/2014 one-time
G1.B1.S1.A1	Schedule an inservice training on the new writing rubrics for the DMS Language Arts teachers	Smallridge, Delbert	10/10/2014	Sign in roster from the inservice training	10/10/2014 one-time
G1.MA1	We will evaluate the performance of all grade levels in "writing" after the state assessment results come in.	Smallridge, Delbert	6/20/2015	We expect to see that the students who were taught keyboarding skills will have an average score (writing) higher than their peers that were not able to be taught keyboarding.	6/20/2015 one-time
G1.B2.S1.MA1	I will monitor the Words Per Minute data on students as I conduct classroom visits.	Smallridge, Delbert	9/20/2014	The teacher's computer will display the present level of WPM performance of each student. I will expect to see growth each couple of weeks as I check on the progress of the classes.	6/6/2015 biweekly
G1.B2.S1.MA1	Classroom walk through monitoring in Business classes and the 6th grade Career Occupations class.	Smallridge, Delbert	9/15/2014	I will see students utilizing keyboarding software as I conduct classroom visits on a weekly basis.	6/6/2015 weekly
G1.B1.S1.MA1	Collect writing samples from all Language Arts Teachers quarterly.	Smallridge, Delbert	10/30/2014	Actual writing samples from all Language Arts teachers from all grade levels.	6/6/2015 quarterly
G1.B1.S1.MA1	Make sure that all Language Arts teachers attend the scheduled in-service training for the new writing rubrics.	Smallridge, Delbert	10/30/2014	Sign in sheet from in-service training.	11/30/2014 one-time
G2.MA1	Student performance on the Science FCAT will be evaluated	Smallridge, Delbert	10/1/2014	A comparison of school proficiency levels on the Science FCAT will be evaluated. We will compare 2014 data to 2015 data. We expect to see a 7% increase in the percentage of students scoring a 3 or higher.	6/6/2015 one-time
G2.B1.S1.MA1	The number of students participating in additional STEM activities will be monitored	Smallridge, Delbert	10/1/2014	The number of students participating in additional STEM activities will be evaluated.....such as number of students participating in the school science fair or the number of students that participate in a school field trip that is science related.	6/6/2015 quarterly
G2.B1.S1.MA1	Science related activiteis will be added to the school calendar...available to all students.	Smallridge, Delbert	10/1/2014	Science related activities will be scheduled at various grade levels. Field trips and Science Nights will be planned and implemented.	10/1/2014 quarterly
G3.MA1	Monitor the school's percentage of students who have less than a 90% attendance rate.		9/15/2014	The attendance clerk will submit a weekly attendance report to the principal showing students with less than a 90% attendance rate.	6/6/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Look for new ideas being implemented at the school level to address attendance	Smallridge, Delbert	11/10/2014	We will monitor the percentage of students who have less than a 90% attendance rate. This will be done quarterly.	6/6/2015 quarterly
G3.B1.S1.MA1	Make sure that DMS sends a representative to the Title I training on 10-09-2014	Smallridge, Delbert	10/9/2014	Attendance roster showing the names of participants involved in the training on 10-09-2014	10/9/2014 one-time
G4.MA1	Student quarterly grades in intensive math will be monitored. We expect to see students earning a "C" or higher. AIMS WEB data will also be monitored quarterly to see that performance is showing continual growth.		8/18/2014	Custom reports will be created to look at grades in the intensive math class and performance on progress monitoring assessments (AIMS WEB).	6/6/2015 quarterly
G4.B1.S1.MA1	Reports will be run to ensure that all level 1 and level 2 students in mathematics are scheduled into an intensive math class	Smallridge, Delbert	8/18/2014	Custom reports will be created to make sure that all students with levels 1 or 2 in mathematics are taking the additional remedial math class. These reports will be run quarterly to make sure that we have not missed any students....due to our high mobility rate.	6/6/2015 quarterly
G4.B1.S1.MA1	Student performance will be monitored on all students enrolled in an intensive math class	Smallridge, Delbert	8/18/2014	Quarterly grades will be reviewed for all intensive math students. We want to see all students earning a "C" or higher. We will also monitor AIMS WEB data to see that progress monitoring data in showing continual growth.	6/6/2015 quarterly
G4.B1.S2.MA1	Principal will look at sign in sheets to monitor the volume of student participation in each tutoring session.	Smallridge, Delbert	10/1/2014	Student sign in sheets will be kept to document the volume of student participation in both a.m. and p.m. tutoring sessions.	5/30/2015 weekly
G4.B1.S2.MA1	Monitor the actual tutoring sessions both before and after school.	Smallridge, Delbert	10/1/2014	The principal will conduct a weekly walk through during both a.m. and p.m. sessions of tutoring. The principal will look at the number of students in attendance, the number of teachers involved in tutoring, and the level of student engagement. Notes will be made on the daily sign in sheets for documentation.	5/30/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we focus on writing skills weekly in Language Arts, then we will improve the quality of our students' writing at all grade levels.

G1.B1 Florida has a new test to assess writing that is embedded in the ELA test. Teachers are not familiar with the requirements of the test. Students will now be tested in 6th and 7th grade as well as 8th grade.

G1.B1.S1 Teachers will need to be trained in the new writing rubric

PD Opportunity 1

Schedule an inservice training on the new writing rubrics for the DMS Language Arts teachers

Facilitator

Sandy Wilson

Participants

Language Arts Teachers at Dunnellon Middle School

Schedule

On 10/10/2014

G3. If we can decrease the percentage of students who have an annual attendance rate of less than 90%... to less than 11 percent, then student learning will increase.

G3.B1 Poor school attendance is a community issue for Dunnellon. Attendance is an issue at both of our elementary schools, the middle school and high school as well.

G3.B1.S1 Work with the Title I office to learn ideas about how schools can improve attendance.

PD Opportunity 1

Schedule an opportunity to attend professional development related to attendance or home/school relationships

Facilitator

Jane Davis, "Parent Liaison Training" (Title I office)

Participants

Individual school Parent Liaisons

Schedule

On 10/9/2014

Budget Rollup

Summary

Description	Total
Goal 4: If DMS can provide additional instructional opportunities in mathematics for all students, then student learning will increase.	130,347
Grand Total	130,347

Goal 4: If DMS can provide additional instructional opportunities in mathematics for all students, then student learning will increase.

Description	Source	Total
B1.S1.A1 - Notes Hire two additional teachers to teach math/intensive math	Title I Part A	112,376
B2.S1.A1 - Notes Tutoring in a.m. and p.m. 5 days per week for one hour each session.	Title I Part A	17,971
Total Goal 4		130,347