

Marion County Public Schools

Dunnellon Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	21
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	21
VII. Budget to Support Areas of Focus	0

Dunnellon Middle School

21005 CHESTNUT ST, Dunnellon, FL 34431

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
McAteer, William	Principal	The Principal will oversee the entire instructional program at Dunnellon Middle School. They are responsible for hiring all faculty and staff, as well as evaluating all instructional staff.
Wiggins, Erika	Assistant Principal	The Assistant Principal of Curriculum will oversee the curriculum in all disciplines at Dunnellon Middle School. They are responsible for monitoring student performance data in all areas of the school. Also is responsible for monitoring progress monitoring data, via System 44, Read 180, and Math 180 and working with staff members to adjust the intensity of specific interventions, as appropriate.
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, as well as coordinating all PBIS activities.
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, they will coordinate efforts to use positive reinforcement that encourages positive behavior choices by students. They will monitor and share both attendance and discipline data and serve as one of the leads on the school PBIS and Safety Committees. They may act as a liaison with outside agencies that offer support to students and 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).

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement Plan, along with the Parent-Family Engagement Plan and the School-Parent Compact are reviewed by our School Advisory Council (SAC) annually, which include school leaders, staff, parents, students and community leaders. Special emphasis in this review is given to the ESSA

subgroups that DMS is below the required Federal threshold (Students with Disabilities, ELL students, and Black students). We discuss the interventions (Title I and ESSER funded tutoring, District funded intervention programs, as well as any other remediation mechanisms) that will be used and solicit feedback on these planned interventions. We also do a schoolwide Data Review with our staff to start the year, as well as regular reviews of leading data at our Horizontal, Vertical, and Focused Collaborations, as well as at Friday Faculty Focus. We also review all lagging data at our Title I Annual Meeting, which occurs directly before Open House, allowing for optimal attendance.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan and its areas of focus/goals will be monitored weekly through the monitoring of student FAST, DPMA, and intervention program data. Behavior and attendance data will also be reviewed and discussed. This data will be discussed during our Horizontal, Vertical, Focused and whole-group staff collaborations, with special emphasis on data concerning students in the ESSA subgroups below the required thresholds. The Leadership Team will review the minutes of these collaborations, as well as the data itself and make any necessary adjustments to the SIP at mid-year. They will use criteria based on indicators that appear to fall below our SIP goals.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	49%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C

	2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	50	94	78	222	
One or more suspensions	0	0	0	0	0	0	19	50	43	112	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	3	36	19	58	
Course failure in Math	0	0	0	0	0	0	5	23	21	49	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	43	94	77	214	
Level 1 on statewide Math assessment	0	0	0	0	0	0	60	63	44	167	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	87	157	125	369	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	76	177	148	401	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	3	22	27
Students retained two or more times	0	0	0	0	0	0	0	1	2	3

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	74	63	95	232	
One or more suspensions	0	0	0	0	0	0	87	76	79	242	
Course failure in ELA	0	0	0	0	0	0	100	75	89	264	
Course failure in Math	0	0	0	0	0	0	65	51	84	200	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	65	58	67	190	
Level 1 on statewide Math assessment	0	0	0	0	0	0	73	43	60	176	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	96	78	121	295

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	4	7	6	17
Students retained two or more times	0	0	0	0	0	0	0	1	1	2

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	74	63	95	232	
One or more suspensions	0	0	0	0	0	0	87	76	79	242	
Course failure in ELA	0	0	0	0	0	0	100	75	89	264	
Course failure in Math	0	0	0	0	0	0	65	51	84	200	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	65	58	67	190	
Level 1 on statewide Math assessment	0	0	0	0	0	0	73	43	60	176	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	96	78	121	295

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	4	7	6	17
Students retained two or more times	0	0	0	0	0	0	0	1	1	2

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	43	40	49	43	42	50	42		
ELA Learning Gains				46			44		
ELA Lowest 25th Percentile				42			31		
Math Achievement*	58	48	56	49	30	36	49		
Math Learning Gains				52			46		
Math Lowest 25th Percentile				46			35		
Science Achievement*	37	40	49	37	45	53	41		
Social Studies Achievement*	58	61	68	65	49	58	55		
Middle School Acceleration	71	71	73	71	41	49	62		
Graduation Rate					40	49			
College and Career Acceleration					64	70			
ELP Progress	38	36	40	28	69	76	47		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	305
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	479
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	4	4
ELL	29	Yes	3	1
AMI				
ASN				
BLK	43			
HSP	42			
MUL	44			
PAC				
WHT	61			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	47			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	3	3
ELL	32	Yes	2	
AMI				
ASN				
BLK	32	Yes	1	
HSP	43			
MUL	50			
PAC				
WHT	54			
FRL	45			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	43			58			37	58	71			38
SWD	13			24			22	14			4	
ELL	18			46			12	35	27		6	38
AMI												
ASN												
BLK	29			42				59			3	
HSP	33			51			21	45	64		6	38
MUL	30			56				46			3	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	53			64			46	69	73		5	
FRL	36			54			31	54	66		6	38

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	43	46	42	49	52	46	37	65	71			28
SWD	8	34	40	12	35	39	0	25				
ELL	22	40	40	32	38	39	12	39				28
AMI												
ASN												
BLK	32	33		30	50	36	8					
HSP	35	45	43	43	47	42	25	54	69			29
MUL	44	48		50	58							
PAC												
WHT	49	47	45	55	55	49	45	73	70			
FRL	39	44	43	48	51	44	31	58	68			22

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	42	44	31	49	46	35	41	55	62			47
SWD	6	19	21	14	30	27	11	20				
ELL	15	28	31	23	38	38	0	27				47
AMI												
ASN												
BLK	16	22	25	14	35	20	8	36				
HSP	36	41	33	40	45	42	31	47	44			47
MUL	43	12		48	44							
PAC												
WHT	49	50	33	58	48	33	50	63	71			
FRL	39	42	31	44	45	33	36	52	55			47

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	42%	37%	5%	47%	-5%
08	2023 - Spring	45%	38%	7%	47%	-2%
06	2023 - Spring	39%	36%	3%	47%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	52%	44%	8%	54%	-2%
07	2023 - Spring	48%	41%	7%	48%	0%
08	2023 - Spring	70%	45%	25%	55%	15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	38%	37%	1%	44%	-6%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	85%	44%	41%	50%	35%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	58%	-1%	66%	-9%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our Science proficiency showed the lowest performance at 36.9%. Our data was slightly below the 37.4% proficiency that our students scored in 2021-2022. We added another section of Physical Science Honors in 2022-2023, with a much smaller 8th Grade overall than in 2021-2022, so a decrease of 3% in this course was not unexpected. However, we were completely flat in growth for our regular 8th Grade Physical Science students as they were 16.2% proficient in 2021-2022 and 15.9% proficient in 2022-2023. While we increased our administrative support for our Science Department, we had one new teacher that taught one section of Physical Science and her student proficiency rate was 4.8% for 21 students. Due to the fact that she taught five sections of Earth Science, the administrative support may have been more focused in that non-assessed area, when it should have been more robust for Physical Science.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our Civics proficiency declined the most from 2021-2022 (8.3% from 65.4% proficient to 57.1% proficient). A major factor that contributed to this decline was teacher instability. One of our teachers, whose regular students scored 55% proficient in 2021-2022 and advanced students scored 94% proficient in 2021-2022, was out on Leave and was not scheduled with any Civics classes. Our advanced Civics students were placed with a veteran Gifted/Social Studies teacher, whose students scored 97% proficient during the 2021-2022 school year. However, they went on FMLA in November and didn't return until May. Therefore, we had to shift their classes to a teacher returning from leave in November, causing much instability. In addition, all of our regular Civics classes were assigned to a teacher that had not taught Civics in several years and our proficiency in our regular Civics classes dropped from 46.9% in 2021-2022 to 39.0% in 2022-2023.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our Civics proficiency was nine percent below the state average in 2022-2023, after being only four percent below the state average in 2021-2022. A major factor that contributed to this gap was teacher instability. One of our teachers, whose regular students scored 55% proficient in 2021-2022 and advanced students scored 94% proficient in 2021-2022, was out on leave and was not scheduled with any Civics classes. Our advanced Civics students were placed with a veteran Gifted/Social Studies teacher, whose students scored 97% proficient during the 2021-2022 school year. However, the teacher went on FMLA in November and didn't return until May. Therefore, we had to shift their classes to the teacher returning from leave in November, causing much instability. In addition, all of our regular Civics classes were assigned to a teacher that had not taught Civics in several years and our proficiency in our regular Civics classes dropped from 46.9% in 2021-2022 to 39.0% in 2022-2023. Our 6th Grade ELA proficiency also had a large gap at eight percent.

Which data component showed the most improvement? What new actions did your school take in this area?

Our Pre-Algebra proficiency rose from 30.9% in 2021-2022 to 71.4% in 2022-2023 (40.5 percent). After having a rookie teacher teach six sections of Pre-Algebra in 2021-2022 and have their students score 10.3% proficiency, while having a veteran teacher that joined us in September 2021, as a new unit, have their students score 64.3 proficiency in their three sections, we assigned the veteran teacher all of our Pre-Algebra sections, as the number of 8th Grade students in 2022-2023 was much smaller than in

2021-2022. The veteran teacher furnished high-quality direct instruction and successfully used IXL to supplement and remediate skill acquisition, accounting for the large increase. Also, the change to the BEST Math Standards meant that these students were furnished a solid foundation by an outstanding 7th Grade Math teacher in 2021-2022.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. The number of chronically absent students
2. The number of students with one or more suspensions

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Improved ELA proficiency (major focus on 6th and 7th Grades)
2. Improved Civics proficiency
3. Improved Science proficiency
4. Improved Math proficiency (major focus on 6th and 7th Grades)
5. Improved overall attendance by decreasing the percentage of chronically absent students

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We will improve our overall schoolwide attendance daily rate. By improving schoolwide culture and creating and refining systemic processes to monitor and intervene appropriately, we will be able to improve academic achievement by improving student attendance, with special emphasis being placed on Students with Disabilities.

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 an overall attendance rate of 91.50%. (89.84% in 2022-2023)

Goals for ESSA subgroups that are below the ESSA Federal Index:

Black Students-93.50%. (92.44% in 2022-2023)

English Language Learners-92.00%. (90.26% in 2022-2023)

Students with Disabilities-89.50%. (86.19% in 2022-2023)

Monitoring:

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

Our Leadership Team and our Family Engagement Liaison will monitor attendance data weekly and communicate with parents of students that are chronically absent. Extreme cases will be referred to our District Attendance Specialist and Social Worker for inclusion in the Child Study Team process. In addition, our teachers will discuss student attendance data at our monthly Horizontal Collaborations and PBIS Committee Meetings. Our teachers will "adopt" one student with academic and attendance issues and follow up with them regularly, sharing their progress at our Horizontal Collaborations. In addition, our Support Facilitators will regularly communicate with the parents of Students with Disabilities that are chronically absent.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will work to improve teacher-student relationships (.52 on Hattie's Index of Teaching & learning Index) by providing professional learning on research-based engagement strategies, as well on how to better motivate struggling students. We will also consistently communicate our schoolwide ROAR Expectations (Respect, Ownership, Active Learning, and Responsibility), with emphasis on responsibility and use our ROAR incentive dollars to reward students for improved attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

As famed educator Rita Pierson said, "Kids don't learn from teachers they don't like". Improving teacher-student relationships gives struggling students a reason to come to school. Professional learning on this concept allows our staff members that excel in this area to share best practices with their peers, as well as allowing all staff members to be exposed to proven research-based strategies. Communicating our expectations and tying them to attendance will help adolescent learners see the connection with real-life scenarios.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

Daily monitoring of student attendance.

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

By When: Ongoing. McAteer/Wiggins/Lindsey and Bennett-daily

Monthly follow up on attendance.

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

By When: Ongoing. Horizontal Collaboration-monthly PBIS Committee-monthly Attendance Specialist/Social Worker Review-Monthly

Professional learning on best practices in communication, engagement strategies, forming positive teacher-student relationships, and motivating struggling students.

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

By When: Communication-August 2 Engagement strategies-ongoing Forming positive teacher-student relationships-December 19 Motivating struggling students-March 1

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We will mirror the approach that FDOE takes with turnaround schools, which is to increase instructional time.

By offering at least 80 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 2023-2024 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We are using the same approach that FDOE takes with turnaround schools, by adding days of extra instructional time for ELA and Math. Individualized instruction (.22 on Hattie's Index of Teaching & Learning Strategies) is based on the idea that each student has unique interests and past learning experiences, and individualized program takes this into account. Tutoring allows for student flexibility and individualized differences. Tutoring normally has a small effect size, but one study claimed higher effects based upon teacher

adapting instruction to needs of students and aligning to capability in addition to finding resources that were fitting. We will offer additional instructional time to all students in the three underperforming subgroups, via before and after-school tutoring. We will hire ELA and Math certified teachers to assist and instruct students on a daily basis.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: Begin-November 1 End-March 31 Fridays will be added with the \$1237 left in the Title I Budget

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Our students will use IXL to support and remediate direct instruction in each of the four core academic areas, as it is aligned to the BEST and NGSSS Standards. We will also continue to use System 44, Read 180, and StudySync to support our Intensive Reading students, as each intervention program addresses prescribed deficiencies in student reading abilities. We will use Math 180 to address specific deficiencies in our non-proficient Math students and support direct instruction in both the core and Intensive Math classrooms for those students. Our students will also use PENDA to participate in differentiated remediation and re-teaching of key Science concepts. Our Civics students will use the Gateway series of books to support their direct instruction in this course. All of these resources are provided through Federal, State, and District funds and will be available to all appropriate students.

Our students will not be able to participate in as robust of a Tutoring Program as in previous years, due to a major cut in our school's Title I funding. (Previously Monday through Friday, both morning and afternoon for one hour, September-May, with a specific emphasis on ESSA subgroups below the required threshold, and a Math expert scheduled at each session). Our plan to address this is to use volunteer tutors and to participate in the District's ESSER funded tutoring program from November-March.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

We review the School Improvement Plan (SIP), page by page, with our School Advisory Council and also share our Areas of Focus at our Title I Annual Meeting. We provide hard copies, in both English and Spanish, upon request at our Front Desk. When our School Improvement Plan is approved to be released to our website, we do a Skylert call to all parents, letting them know that it is available for review. Our Title I Department also creates a yearly survey directly related to the SIP for our stakeholders, which we publicize, via Skylert and our website, and we use the feedback received to make any necessary adjustments to the document.

<https://www.marionschools.net/dms>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We will 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

We will keep parents informed of their child's progress on a regular basis through parent calls and emails that address academic concerns, individual parent conferences, Progress Reports and Report Cards, through ESE progress reports, through the Parent District and State Assessments Portals, as well as through twice yearly Academic Conference Teams evenings, where targeted students and parents will review with staff all pertinent student academic data that belongs to that specific student and discuss appropriate intervention strategies that parents can aid with.

<https://www.marionschools.net/dms>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

We will continue to expand our accelerated offerings (Pre-AP, CTE, Arts) for our 8th Grade students. For the 2023-2024 school year, we are adding Spanish I (high school level), and Medical Skills and Services. We will work to grow the number of students participating in our AVID elective and continue to offer high school coursework as part of our Summer School programs.

We will continue to participate in whole-staff professional learning that addresses literacy in all disciplines, quality Tier 1 instruction, best uses for technology in middle school classrooms. We will also participate in professional learning on how to best support and motivate struggling students.

We are also adding one minute to each period, which adds three hours of instructional time to each class. We will also to continue to work extremely hard to protect class instructional time, by not using one subject area to conduct required, non-academic tasks.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Facets of our Schoolwide Program Plan are developed in concert with our Federal Grants and Programs Department, our Student Pathways Department, and with our feeder pattern schools.

Professional learning gleaned from our Federal Grants and Programs Department allows our school leaders to engage in research-based programs that improve integration and execution of stakeholder involvement.

Our Student Pathways Program coordinates our six Career and Technical Programs and furnishes curriculum and resources to allow our teachers and students to better integrate with local employers and gain real-world experience. (Ex. Culinary Arts-Mojo's Grill and Agriculture-Southeastern Youth Fair).

We work with Dunnellon Elementary and Romeo Elementary on our 5th Grade Parent Night and the Principal visits each 5th Grade classroom to help both parents and students better acclimate to middle school. In addition, our 8th Grade Acceleration Academy students visit both our feeder high schools in

the Fall of their 8th Grade years and both Dunnellon High and West Port High furnish guest speakers at our School Advisory Council Meetings, as well as our 6th/7th Grade Parent Academic Night.