

Marion County Public Schools

Dunnellon High School



2023-24

Schoolwide Improvement Plan (SIP)

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Dunnellon High School

10055 SW 180TH AVENUE RD, Dunnellon, FL 34432

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

Provide the school's vision statement.

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

School Leadership Team, 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
Martin, Wade	Principal	<p>The School Principal, Mr. Martin, provides a common vision for understanding data-based decision-making and ensures that the school-based team is implementing the MTSS to enable all students to achieve academically and socially.</p> <p>The school principal, assistant principal and/or Lead IDT (Instructional Talent Developer), in addition to the content area specialists, meet with new teachers approximately 13 times during the school year to discuss a book study and best practices for teaching. The new teachers receive small group and individualized assistance to ensure success during their first year of teaching.</p>
Michaud, Michael	Assistant Principal	<p>As Assistant Principal of Curriculum (APC), Mr. Michaud's duties involve ensuring teachers are aware of and are implementing the proper intervention tiers so that students can not only grow academically but socially and emotionally, as well. Mr. Michaud also works to make sure that students have equity of access to rigorous classes.</p>
Fritz, Pamela	Assistant Principal	<p>As the Assistant Principal of Instruction (API), Mrs. Fritz is responsible for the overall quality of our academics and ensures teachers are using the most effective and data-based teaching strategies. Mrs. Fritz works to provide both students and teachers with the most effective resources. Testing is also coordinated by Mrs. Fritz in conjunction with the Testing Coordinator.</p>
Bullock, Samuel	Assistant Principal	<p>As Assistant Principal of Discipline (APD), Mr. Bullock's duties involve ensuring student and teacher safety and commitment to a positive school climate. He ensures teachers are aware of and are implementing the proper Intervention tiers so that students can grow behaviorally which affects their success in school.</p>
McNair, Teresa	Dean	<p>As a Dean of Students, Ms. McNair assists Mr. Bullock (APD) in ensuring school safety and students' behavior development.</p>
Luzunaris, Sergio	Dean	<p>As a Dean of Students, Mr. Luzunaris assists Mr. Bullock (APD) in ensuring school safety and students' behavior development.</p>
Robinson, Jennifer	Instructional Coach	<p>As our Content Area Specialist, Dr. Robinson ensures that teachers are using research-based best practices with high levels of student engagement and participation.</p>
Burns-Wein, Rebecca	Instructional Coach	<p>As our Content Area Specialist, Mrs. Burns-Wein ensures that teachers are using research-based best practices with high levels of student engagement and participation. Mrs. Burns-Wein also assists with testing responsibilities.</p>

Name	Position Title	Job Duties and Responsibilities
Franco, Jennifer	Graduation Coach	As Graduation Coach, Ms. Franco, supports all students in their efforts to graduate. From tutoring in the classroom to assisting with test preparation, Ms. Franco's responsibility is to work with students and their parents/guardians in meeting all necessary requirements for graduation.
Lucky, Morgan	Magnet Coordinator	Mrs. Lucky serves as head of our Advanced Studies Program (ASP) and Magnet Programs. She implements and oversees strategies to mentor students and help them grow academically, as well as, socially, emotionally, and behaviorally.
Darmody, Erin	Instructional Media	Mrs. Darmody serves as our school's Media Specialist and helps teachers with Tier 1 instruction. Not only does Mrs. Darmody purchase reading materials for our students, she also provides teacher resources in order to help teachers to be successful in the classroom, often co-teaching lessons in the Media Center.
Koff, Linda	School Counselor	School counselors participate in the collection, interpretation, and analysis of data; facilitate the development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities. Deans of discipline participate in the collection, interpretation, and analysis of data; facilitate the development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities.
Jervis, Bernadette	School Counselor	School counselors participate in the collection, interpretation, and analysis of data; facilitate the development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities. Deans of discipline participate in the collection, interpretation, and analysis of data; facilitate the development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities.
Wint, Lluana	School Counselor	School counselors participate in the collection, interpretation, and analysis of data; facilitate the development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities. Deans of discipline participate in the collection, interpretation, and analysis of data; facilitate the development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities.
Wingster, Michaela	School Counselor	School counselors participate in the collection, interpretation, and analysis of data; facilitate the development of intervention plans; provide support for

Name	Position Title	Job Duties and Responsibilities
		intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities. Deans of discipline participate in the collection, interpretation, and analysis of data; facilitate the development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities.
Schulte, Kelly	Parent Engagement Liaison	The mission of the Family Engagement Liaison, Mrs. Schulte, is to build relationships with our students and their families. Assistance with attendance concerns is a large part of the position as positive attendance helps equate to academic success.
Singletary, Latonya	Psychologist	As the School Psychologist, Mrs. Singletary, helps our school counselors and MDT Team with Tier 2 and Tier 3 interventions. She also helps assess students, academically, emotionally, behaviorly, should the need arise.
Johnson, Tonys	Attendance/ Social Work	Social workers/social worker assistants provide interventions for students. They work with child-serving community agencies to support the child's academic,emotional, behavioral, and social success.

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.

At Dunnellon High School, we use our School Advisory Committee (SAC) as the vehicle to help with the creation and feedback process in developing our School Improvement Plan (SIP). Through monthly SAC Meetings with our various stakeholders (teachers, staff, students, community and business members, as well, as administration), we gather information/feedback that is used in the writing of the SIP at the beginning of the new school year. Each October, during the SAC Meeting, the school's data (testing/ graduation rate/acceleration) is shared and all Title I documentation (CNA, Compact, and PFEP) is reviewed seeking input for revisions/adjustments from the stakeholders.

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 SIP goals will be monitored by the Admin. Team as new data becomes available. Academic data that will be monitored will be taken from DPMA's and FAST. Course-specific assessments developed in PLC groups will also be used to focus on achievement of standards. Number of students still needing concordant scores will also be closely monitored. Attendance and discipline incidents are also factors that will be taken into account when looking at progress towards our SIP goals. Close attention will be

given to our subgroups including our Black, Hispanic, English Lang Learners (ELL), and our Students with Disabilities (SWD). Administration will discuss observations/data from classroom walk-throughs and work either directly with teachers or with the CASs to continue to develop teacher efficacy.

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)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	55%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
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: C
School Improvement Rating History	
DJJ Accountability Rating History	

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*	35	44	50	36	46	51	33		
ELA Learning Gains				44			38		
ELA Lowest 25th Percentile				40			42		
Math Achievement*	28	32	38	32	38	38	31		
Math Learning Gains				40			28		
Math Lowest 25th Percentile				42			29		
Science Achievement*	50	59	64	52	31	40	38		
Social Studies Achievement*	65	67	66	68	41	48	63		
Middle School Acceleration					41	44			
Graduation Rate	89	86	89	91	54	61	92		
College and Career Acceleration	52	63	65	56	67	67	73		
ELP Progress	31	46	45	53			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)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	350
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	89

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	554
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	91

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	33	Yes	4	
ELL	38	Yes	2	
AMI				
ASN				
BLK	39	Yes	1	
HSP	49			
MUL	47			
PAC				
WHT	59			
FRL	46			

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	34	Yes	3	
ELL	38	Yes	1	
AMI				
ASN				
BLK	41			
HSP	49			

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%
MUL	50			
PAC				
WHT	54			
FRL	48			

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	35			28			50	65		89	52	31
SWD	19			15			22	28		17	6	
ELL	17			24			43	53		26	7	29
AMI												
ASN												
BLK	19			10			30	51		45	6	
HSP	31			31			56	56		47	7	32
MUL	47			32			50	59			4	
PAC												
WHT	42			32			54	75		59	6	
FRL	32			26			50	59		49	7	19

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	36	44	40	32	40	42	52	68		91	56	53
SWD	16	33	33	20	41	27	23	37		85	21	
ELL	18	38	39	15	34	39	21	35		100	26	53
AMI												
ASN												

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
BLK	15	36	35	16	30	47	39	55		93	47	
HSP	37	45	45	31	38	38	44	56		95	49	56
MUL	24	52		30	40		47	75		94	40	
PAC												
WHT	43	45	35	38	46	46	59	77		87	64	
FRL	32	43	40	29	39	46	47	62		90	54	42

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	33	38	42	31	28	29	38	63		92	73	47
SWD	8	37	44	9	25	33	24	37		88	54	
ELL	15	33	35	12	17	31	13	26		88	67	47
AMI												
ASN												
BLK	22	38	56	18	25	32	24	47		90	67	
HSP	25	37	41	20	21	26	33	56		94	73	41
MUL	19	22		25			30					
PAC												
WHT	41	40	41	44	34	30	45	73		92	73	
FRL	29	36	39	28	27	29	38	57		91	70	52

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
10	2023 - Spring	36%	44%	-8%	50%	-14%
09	2023 - Spring	33%	43%	-10%	48%	-15%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	17%	44%	-27%	50%	-33%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	39%	43%	-4%	48%	-9%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	57%	-8%	63%	-14%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	65%	-1%	63%	1%

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.

Based on our latest data, Math Achievement shows the greatest need for improvement with math proficiency resting at only 32% again this year. If we look closer at the two subjects, our Algebra 1 was only at 17% proficient, while our Geometry proficiency was at 39%. Both subjects are below not only the State averages. (50% for Algebra 1 and 48% for Geometry), but the District averages (44% for Algebra 1 and 43% for Geometry), as well. We have historically struggled in math proficiency, especially in Algebra 1, seeing a 10% drop from 27% in 2022 and a 5% drop from 22% in 2021. As our data might indicate, we had issues with instruction in Algebra 1. We replaced a teacher with in the first 2 weeks of the school year and there was the delay in the time that it takes to get a new teacher interviewed and hired. We then added a new unit in October. This position was filled with a substitute more than the teacher of record for the remained of the 22-23 school year, thus greatly impacting the continuity of our Algebra 1 instruction.

We would be remiss not to mention ELA Achievement here, as well. Although Math Achievement showed the lowest performance, we know and recognize the need to continue to focus on this component. Last year, our overall proficiency was 36%. This is static with the prior year. For the years

prior to 2022, our ELA Achievement level has been in the 30's. An increase in ELA/Reading proficiency will help in ALL of our other subjects, including our CTE and elective courses, too.

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

Surprisingly, the data component that showed the greatest decline this past school year was our Social Studies Achievement, dropping from 68% for the 21-22 school year to only 64% this past school year. Historically, our Social Studies scores have been our strongest of all of our core subjects, always within a point or two of the District and State scores. We do not have factors that we feel contributed to this, as the department has remained rather status quo in comparison to our other core subjects.

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.

As mentioned earlier, our largest gap, when comparing to the state averages, would be our math achievement, especially in Algebra 1. Algebra 1 has been a low performing subject for a number of years. Over the past 5 years, we have had different Algebra 1 teachers each school year. With consistency in teachers, we are hoping to build on teacher capacity this school year.

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

Overall, none of our data components showed significant improvement, rather consistency from last year's data within a point or two. The one area, however, if you dig deeper into the math data, that showed the most improvement was our Geometry scores. If we isolate these scores, Geometry had a 6% increase over last year. This increase is attributed to an experienced Geometry teacher and a "consistent" substitute who worked collaboratively under the direction of our CAS during PLCs and collaborative planning days.

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

Not that our EWS data is presented in Part 1 (9th -12th not requested), but attendance and discipline incidents are ALWAYS areas of concern. We need our students in school and in class in order to best educate them.

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

1. Core Instruction - Math
2. Core Instruction - English
3. Core Instruction - Student Subgroups
4. Teacher Capacity
5. Community Engagement

Area of Focus

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

#1. 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.

Remediation, Intervention, and Enrichment

Rationale: In looking at the FAST Data for most subjects, we are the same as or below our performance levels from the year prior. ELA Achievement and Math Achievement were identical at 36% for ELA and 32% for Math. Science Achievement was down 1% and Social Studies was down by 4%. We are lagging the District and the State in almost every subject. In comparison to State averages, we are anywhere from -9% in Geometry upwards to -33% in Algebra I. All the other subjects fall somewhere in between except US History in which we lost -4% but still managed to exceed the State Average by +1%.

Measurable Outcome:

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

If more of our students are able to get the remediation, intervention, and/or enrichment needed in a given subject(s), then not only will their personal skill level increase, but the school's achievement levels will improve, as well. The achievement goals set for the 2023-2024 school year are as follows: English Achievement from 36% to 40%, Math Achievement from 32% to 36%, Science Achievement from 51% to 55%, and Social Studies improvement from 64% to 68%.

Monitoring:

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

Number of students attending after-school tutoring and Saturday Tutoring (attendance).

Person responsible for monitoring outcome:

Wade Martin (wade.martin@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.)

Tutoring will provide students the needed extra time and attention to help them master the standards for the given subject(s) that a student has chosen (or the teacher has invited the student) to attend. Increased time engaged in learning/time on-task, using a variety of materials such as Khan Academy, WICOR Strategies, manipulatives (when appropriate), and access to Academic Coaches/Intervention Teacher are sure to enhance a students' learning as evidenced by their formative and summative assessments, CSMAs, DPMA's and their FAST test scores.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students are able to receive instruction from either their teacher and/or a different teacher who teaches the same subject. Teachers are able to access programs and hands-on materials to help support skill acquisition. When parent-teacher conferences are held, after-school tutoring (Monday-Thursday) and Saturday School (tutoring) are the number one recommended interventions for struggling 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 1 - Strong Evidence

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.

Plan after-school tutoring and Saturday School (tutoring) days (including outreach at Horizon Academy) and select teachers/tutors, process paperwork.

Person Responsible: Jennifer Robinson (jennifer.robinson@marion.k12.fl.us)

By When: As soon as tutoring funds become available

Communicate plan to teachers, students, and parents; times, locations, teachers/tutors.

Person Responsible: Jennifer Robinson (jennifer.robinson@marion.k12.fl.us)

By When: As soon as tutoring funds become available, details can be completed and communicated

Monitor participation and involve counselors and Family Engagement Liaison (FEL) in ensuring that struggling students take advantage of the opportunity (via parent/teacher conferences and phone calls home)

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

By When: On-going

Use data (of struggling students) from Horizontal Collaboration Meetings to establish mentorships with teachers and struggling students

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

By When: On-going as new data becomes available (monthly Horizontal Meeting)

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a 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.

High Quality Instruction

Rationale: As best stated in the article “Engaging Students in Learning” published by The Center for Teaching and Learning, “Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher level critical thinking skills and promotes meaningful learning experiences.” Students need to be able to contextualize their learning and use that knowledge in authentic literacy activities in the classroom in preparation for life beyond high school. In order to achieve this goal, teachers need to be equipped with the skills and materials necessary to facilitate this type of learning.

Measurable Outcome:

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

If our teachers consistently deliver high quality instruction comprising of the use of WICOR strategies, with ORGANIZATION being the main strategy, coupled with a continued emphasis authentic literacy, including reading, writing, and talking every day, in all subjects with a focus on academic discourse, then our school’s achievement levels in all subjects will improve. The achievement goals set for the 2023-2024 school year are as follows: English Achievement from 36% to 40%, Math Achievement from 32% to 36%, Science Achievement from 51% to 55%, and Social Studies improvement from 64% to 68%.

Monitoring:

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

Data from WICOR walk-throughs and teacher observations

Person responsible for monitoring outcome:

Jennifer Robinson (jennifer.robinson@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.)

A few summers ago, some of our teachers were afforded the opportunity to attend Kagan Training. The use of Collaboration strategies continues to be a focus each year. The past three summers, a group of teachers and administrators were trained in AVID, with this past year’s conference being another face-to-face conference. Not only will this group use the WICOR Strategies from AVID, they will also be training the staff so that we are able to incorporate these strategies into all classrooms to support/extend the efforts of cooperative learning strategies and authentic literacy in instruction. This year’s WICOR strategy that we will be focusing on is ORGANIZATION. Learning opportunities will come in the form of PLC’s and trainings in Faculty Meetings and mostly through our Early Release Professional Learning opportunities created by our AVID Site Team, our CASs and Intervention Teacher, as well as, staff members themselves.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The more “tools” or strategies that teachers have in their toolbox, the better equipped they will be to engage all students in the learning process. Our goal is to provide the training and resources needed for our teachers to consistently deliver high-quality instruction for our students on a daily basis with an emphasis on relationships, WICOR Strategies, and authentic literacy. The collaborative structures and WICOR Strategies dovetail nicely into several of Hattie’s Learning Strategies and/or Marzano’s High-Yield Instructional Strategies such as: summarizing and note taking, advanced organizers reinforcing effort and

providing recognition, practice, cooperative learning, and providing feedback (which comes from both formative and summative assessments).

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 1 - Strong Evidence

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.

AVID Site Team will provide ongoing professional development in WICOR strategies. Professional development will be embedded into all collaboration meetings, faculty focus meetings, and early release days.

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

By When: On-going; all year

Increased collaboration opportunities for teachers with every collaboration meeting tying back to standards-based instruction, data, and using collaboration and WICOR Strategies.

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

By When: On-going; all year

Resources to help teachers implement collaboration, engagement, and WICOR strategies

Person Responsible: Jennifer Robinson (jennifer.robinson@marion.k12.fl.us)

By When: Purchase materials as need arises and budget allows

Increase expectation level of teachers for the implementation of collaboration, engagement, and WICOR strategies

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

By When: All teachers are expected to incorporate these strategies into their instruction, with increased onus on Administration and the AVID Site Team members to oversee implementation through WICOR Walkthroughs and observations (administration); on-going; all-year

#3. Positive Culture and Environment specifically relating to Other

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.

Family and Community Engagement - DHS Title I Family Fun Day and Conferencing

Rationale: In looking at the FAST Data for all subjects, we are behind the State in all school grade components (except US History). In particular, our students in the subgroups Students with Disabilities (SWD) and English Language Learners (ELL) are lagging their white counterparts in every subcomponent based on our 2021-2022 Subgroup Data which included all the components (ELA Achievement, ELA Learning Gains, ELA Learning Gains of the Lowest 25%, Math Achievement, Math Learning Gains, Math Learning Gains of the Lowest 25%). Our ELL subgroup is 38% and our SWD subgroup is at 34%. Our Black subgroup is on the cusp at 41% and warrants attention, as well. There is a definite need to close that gap not only for our school grade but more importantly for our students' future success (employment, enlistment and/or enrollment opportunities).

Measurable Outcome:

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

If DHS provides family and community engagement activities that empower parents and students with knowledge about courses, testing, graduation requirements, and strategies to support academic learning, specifically geared to the families of students in the subgroups of Black, English Language Learners, and Students with Disabilities, then the English Achievement will rise from from 36% to 40%, Math Achievement from 32% to 36% and each subgroup will achieve at least 41% on the federal index.

Knowing that all 3 of

these subcomponents were lower in years past, there is much work to be done to help our students meet or exceed the federal index.

Monitoring:

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

Attendance at family involvement event(s)

Person responsible for monitoring outcome:

Wade Martin (wade.martin@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.)

Ongoing Parent Engagement (true involvement) with parents in the learning process is the key to student success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students receive instruction from their teachers every day, however, without the support of families, as well as other stakeholders, students are not going to be successful or as successful as they could be. A quote from the article, "The Enduring Importance of Parental Involvement" by the NEA (National Education Association) sums it up best. They state: "Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior."

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 1 - Strong Evidence

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.

Increase learning/engagement opportunities for students and their parents (with special emphasis on our students from various subgroups) by hosting a DHS Title I Family Fun Day(s) and Conference Nights

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

By When: Two events in the fall semester and two in the spring semester

Plan event(s); date(s), staff, materials/information to be shared, activities, guests including community members

Person Responsible: Jennifer Franco (jennifer.franco@marion.k12.fl.us)

By When: Two events in the fall semester and two in the spring semester

Communicate with stakeholders about event(s) with personal invites to students who fall into a struggling subgroup(s)

Person Responsible: Jennifer Franco (jennifer.franco@marion.k12.fl.us)

By When: Two events in the fall semester and two in the spring semester

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

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

By When: October/November 2023 for first event/conference night March/April 2024 for second event/conference night

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).

We are identified as an ATSI school. So, with this said, we are using our budget to purchase such items as support positions (Content Area Specialists), collaborative planning time for our teachers, tutoring, classroom libraries, and supplies/materials for communication. All of these work to support our three Areas of Focus: Student Achievement, High Quality Instruction, and Family and Community Engagement, which have been identified by our Comprehensive Needs Assessment completed last Spring and data from our 2022-2023 testing.

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.

On, Tuesday, September 12, 2023, we will be holding our Annual Title I Meeting from 5:30 PM - 6:00 PM. This is a unique opportunity to share "everything Title I" with our families and various other stakeholders. Our other main method of communicating about our Title I status and what that entails for our school is our School Advisory Committee (SAC). SAC is the vehicle used to help with the creation and feedback process in developing our School Improvement Plan (SIP). Through monthly SAC Meetings with our various stakeholders (teachers, staff, students, community and business members, as well, as administration), we gather information/feedback that is used in the writing of the SIP at the beginning of the new school year. Each October, during the SAC Meeting, the school's data (testing/ graduation rate/acceleration) is shared and all Title I documentation (CNA, Compact, and PFEP) is reviewed seeking input for revisions/adjustments from the stakeholders. Our Title I flyers and Skylerts are translated into Spanish before sending home or being posted on our school's website. Also, we traditionally hold an outreach meeting at Horizon Academy in December in an attempt to reach more of our stakeholders. Translation services will be provided. Title I documents including the SIP and SAC Meeting dates and times are listed on our school's website. Our Parent Engagement Liaison also works to communicate this information and more when she works with our families on an individual basis.

School's Website: <https://www.marionschools.net/domain/22687>

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))

Every stakeholder contributes to our positive school culture, our school's performance, and addressing equity throughout our school environment. In order to ensure that all stakeholders are involved, Dunnellon High School has created several paths for all the different stakeholders to communicate with our school's leadership and develop an Improvement Plan that is effective and efficient. We involve our teachers, families, and students in different ways. During our monthly staff meetings and our monthly Professional Development opportunities, we use the plus/delta reflection or the dot method to allow participants to contribute to what teachers believe are the important ways for us to improve continuously. We also use our monthly SAC meetings to allow each participant to share his thoughts and ideas on ways we can continue moving forward to meet our goals. We offer Parent-Family Engagement meetings to allow families to know what makes Dunnellon High a special place to be and to hear what is on the minds of our families. We hold these meetings in different locations and at different times in order to reach as many families as possible. This school year, we will be added two conference nights; one in the fall and one in the spring. Information about our Parent Family Engagement Plan can be found on our school's website (listed below).

As for our students, besides sports which foster that TEAM feeling, we offer various clubs and organizations that students are able to be a part of. Some of these offerings include: CSI Club, Spanish Club, Robotics Club, Drama Club, etc. We have organizations such as Student Government, Class Officers, and Student Ambassadors which allow students to not only take on leadership roles, but allows them a voice in how things operate here at DHS. Our CTE Programs create quite a draw for our students, offering even more opportunities for our students "to be a part of something". We here at DHS work hard to recognize the accomplishments of our students. Honor Roll Pizza, Pride of DHS, Athletic Signings, and award programs are just a few of the ways we recognize our students' achievements.

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

School's Website: <https://www.marionschools.net/domain/22687>

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)

One of our Areas of Focus is High Quality Instruction. With an emphasis on this, we are working with our instructional staff through PLCs. Last year, under the leadership of our CAS, we worked to reshape our collaboration time. This has led us to recalendarize our collaboration meetings this year, allowing for PLCs to occur twice a month in the mornings rather than just once a month. We will also be able to gain more time during our Early Release days, as well. During our PLCs, we will be focusing on teaching to the standards, aligning assignments to the standards/rigor, formative assessment, and feedback. Other components of professional learning include instruction and practice in collaborative structures and WICOR strategies. There will also be an emphasis on Domain 2 components such as time on task through the use of effective routines and procedures, and bell-to-bell instruction. Learning will also focus on parent communication, both academically and behaviorally, and parent teacher conferencing. This year adding to our Advanced Placement, Dual Enrollment, and AICE curriculum will be new courses such as: Pre-Advanced Placement English 2 and AICE Psychology 1. The number of students in the Advanced Studies Program (ASP) has also been increased this year from approximately 75 students last year to over 250 students this school year.

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))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No