Marion County Public Schools

DUNNELLON MIDDLE SCHOOL

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2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Shameka Murphy

shameka.murphy@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name

Bashannon Hinson

Bashannon.Hinson@marion.k12.fl.us

Position Title
Assistant Principal of Curriculum

Job Duties and Responsibilities

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 Study Sync and working with staff members to adjust the intensity of specific interventions, as appropriate.

Leadership Team Member #3

Employee's Name
Tia Brown

Tia.Brown@marion.k12.fl.us

Position Title
Assistant Principal of Discipline

Job Duties and Responsibilities

The Assistant Principal of Discipline will oversee the discipline program at Dunnellon Middle. The Assistant Principal of Discipline is responsible for monitoring the Early Warning System and discipline data, as well as coordinating all PBIS activities.

Leadership Team Member #4

Employee's Name
Luann Colon-Flores

Luann.Colon-Flores@marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

The School Counselor will oversee the school guidance program. They are responsible for students with last names A-L as their assigned school 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).

Leadership Team Member #5

Employee's Name
Carrie Crowder

Carrie.Crowder@marion.k12.fl.us

Position Title
Student Service Manager (Dean)

Job Duties and Responsibilities

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.

Leadership Team Member #6

Employee's Name
Carmella Samler

Carmella.Samler@marion.k12.fl.us

Position Title
Instructional Coach

Job Duties and Responsibilities

The instructional coach assists teachers with the interpretation and implementation of the Florida Benchmarks. They provide instructional support, including preparation of lesson plans, content alignment, content delivery methods, and instructional modeling.

Leadership Team Member #7

Employee's Name
Angela Villano

Angela.Villano@marion.k12.fl.us

Position Title
Testing Facilitator

Job Duties and Responsibilities

The testing facilitator assists teachers with the interpretation of district and state assessments. She

provides instructional support in identifying students and benchmarks that need remediation, which impacts instruction and student achievement.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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, is reviewed by our School Advisory Council (SAC) annually, which includes school leaders, staff, parents, students, and community leaders. Special emphasis in this review is given to the ESSA subgroups for which DMS is below the required Federal threshold (Students with Disabilities and ELL students). We discuss the interventions (Title I 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 Grade Level and Collaboration meetings, 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.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan and its areas of focus/goals will be monitored weekly through the monitoring of student FAST, District Progress Monitoring Assessments, and intervention program data. Behavior and attendance data will also be reviewed and discussed. This data will be discussed during our grade level 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.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**88.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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.*	**2025-26: C** **2024-25: C** **2023-24: C** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment							230	226	233	689
Absent 10% or more school days							93	91	115	299
One or more suspensions							85	60	82	227
Course failure in English Language Arts (ELA)							21	10	5	36
Course failure in Math							11	0	4	15
Level 1 on statewide ELA assessment							58	56	60	174
Level 1 on statewide Math assessment							70	33	32	135
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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							172	142	151	465

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							0	0	18	18
Students retained two or more times							0	0	0	0

Prior Year (2025-26) As Last 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	
School Enrollment							209	223	265	697
Absent 10% or more school days							71	88	123	282
One or more suspensions							27	33	58	118
Course failure in English Language Arts (ELA)							5	1	3	9
Course failure in Math							8	5	8	21
Level 1 on statewide ELA assessment							44	55	83	182
Level 1 on statewide Math assessment							44	29	43	116
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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							29	35	48	112

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							2		25	27
Students retained two or more times							1	1	2	4

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	51	54	62	49	51	58	46	45	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	52	57	61	54	56	59	54	52	56
ELA Lowest 25th Percentile	46	50	53	48	49	52	50	48	50
Math Achievement*	57	56	65	61	54	63	62	52	60
Math Learning Gains	60	59	62	60	57	62	65	57	62
Math Lowest 25th Percentile	50	53	57	58	53	57	72	60	60
Science Achievement	46	48	57	40	42	54	39	40	51
Social Studies Achievement*	56	68	77	74	68	73	62	57	70
Graduation Rate									
Middle School Acceleration	61	76	82	64	75	77	58	70	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					52	53		54	49

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	53%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	479
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
53%	54%	56%	51%	48%	45%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%
Students With Disabilities	33%	Yes	7	
English Language Learners	36%	Yes	6	
Black/African American Students	45%	No		
Hispanic Students	51%	No		
Multiracial Students	52%	No		
White Students	57%	No		
Economically Disadvantaged Students	50%	No		

D. 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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	51%		52%	46%	57%	60%	50%	46%	56%	61%			
Students With Disabilities	21%		39%	40%	31%	44%	43%	12%	33%				
English Language Learners	27%		53%	47%	42%	55%	44%	8%	29%	18%			
Black/African American Students	44%		53%	40%	45%	61%	56%	23%	35%	50%			
Hispanic Students	46%		55%	48%	54%	57%	45%	41%	58%	53%			
Multiracial Students	49%		39%		58%	60%		47%	60%	50%			
White Students	55%		50%	47%	61%	63%	54%	55%	58%	69%			
Economically Disadvantaged Students	44%		51%	45%	53%	59%	52%	37%	49%	59%			

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	49%		54%	48%	61%	60%	58%	40%	74%	64%			27%
Students With Disabilities	15%		34%	33%	29%	42%	37%	7%	35%	31%			
English Language Learners	24%		49%	48%	42%	51%	50%	9%	63%	36%			27%
Black/African American Students	36%		29%	29%	50%	52%	59%	50%	60%				
Hispanic Students	43%		55%	51%	57%	60%	64%	26%	70%	61%			27%
Multiracial Students	48%		63%	70%	53%	68%	67%	25%	71%	42%			
White Students	56%		56%	46%	66%	60%	53%	52%	80%	69%			
Economically Disadvantaged Students	42%		49%	46%	54%	57%	55%	29%	74%	49%			

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	46%		54%	50%	62%	65%	72%	39%	62%	58%			
Students With Disabilities	13%		30%	41%	40%	61%	73%	3%	24%	9%			
English Language Learners	20%		42%	48%	46%	60%	66%	16%	34%	25%			
Black/African American Students	45%		57%	58%	55%	70%	93%	25%	77%				
Hispanic Students	36%		47%	43%	54%	61%	63%	34%	52%	47%			
Multiracial Students	41%		62%		69%	71%	55%	45%	42%				
White Students	52%		56%	54%	67%	67%	80%	45%	68%	68%			
Economically Disadvantaged Students	40%		52%	50%	59%	65%	69%	39%	54%	55%			

E. 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.

		2025-26 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	46%	51%	-5%	62%	-16%
ELA	7	53%	53%	0%	62%	-9%
ELA	8	51%	54%	-3%	60%	-9%
Math	6	39%	47%	-8%	60%	-21%
Math	7	49%	43%	6%	53%	-4%
Math	8	60%	54%	6%	61%	-1%
Science	8	46%	47%	-1%	52%	-6%
Civics	7	56%	68%	-12%	77%	-21%
Civics	8	62%	70%	-8%	75%	-13%
Algebra	8	98%	81%	17%	84%	14%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Science has shown the most improvement. When comparing 2025 Science school year data to 2026 Science school year data, the number of students proficient increased by 6%. The school's proficiency in science was the following: 2025 school year (40%) to 2026 (46%). The school provided opportunities for structured collaborative planning each week.

Lowest Performance

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

Civics proficiency showed the lowest performance. When comparing 2026 Civics school year data to state data, the number of students proficient lags the state by 20%. Our school proficiency in Civics was the following: school data (56%) to state data (76%). The contributing factors are the need to build the capacity of the teachers to understand the depth of the benchmarks, along with providing opportunities targeting remediation on non-mastery Civics benchmarks.

Greatest Decline

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

Based on FAST PM3 results, Civics showed the greatest decline compared to the prior year. When comparing 2025 to 2026 Civics data, the percentage of students achieving proficiency decreased by 18%, dropping from 74% in the 2025 school year to 56% in 2026.

Several factors contributed to this decline. The Civics department experienced multiple staffing changes throughout the school year, which impacted instructional continuity. Additionally, all Civics teachers were new to teaching the subject, making this their first year instructing Civics. These combined challenges likely affected both instruction and student performance.

Greatest Gap

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.

Civics data showed the greatest gap when compared to the state average. When comparing 2026 Civics school year data to state data, the number of students proficient lags the state by 20%. Our school's proficiency in Civics was the following: school data (76%) to state data (56%). The contributing factors are the need to build the capacity of the teachers and to understand the depth of the benchmarks.

EWS Areas of Concern

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

1. Student attendance
2. Level 1 on the statewide Math assessment

Highest Priorities

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

1. Improve overall attendance by decreasing the percentage of chronically absent students
2. Improve Science proficiency
3. Improve Civics proficiency
4. Improve Math proficiency
5. Improve ELA proficiency

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Some teachers lack familiarity or a deep understanding of the benchmarks in their content area, which affects their ability to plan instruction that is fully aligned. As a result, opportunities to embed targeted remediation for non-mastery benchmarks are often missed within their lessons. This lack of intentional remediation can significantly impact the academic progress of students within ESSA-designated subgroups, ultimately hindering efforts to close achievement gaps. This impacts all grade levels.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The 2025–2026 FAST data reflects that only 21% of Students with Disabilities and 27% of English Language Learners demonstrate proficiency in English Language Arts (ELA), a trend that adversely affects performance across other academic subject areas.

Students with Disabilities Data

FAST ELA:
Proficiency: 21%
Learning Gains: 39%
25% Learning Gains: 40%

FAST Math:
Proficiency: 31%
Learning Gains: 44%

25% Learning Gains: 43%

FAST Science:
8th grade: 12%

FAST Civics:
7th grade: 33%

English Language Learners Data

FAST ELA:
Proficiency: 27%
Learning Gains: 53%
25% Learning Gains: 47%

FAST Math:
Proficiency: 42%
Learning Gains: 55%
25% Learning Gains: 44%

FAST Science:
8th grade: 8%

FAST Civics:
7th grade: 29%

If the school provides support to teachers in developing lesson plans aligned with content benchmarks, then the Federal Percent of Points Index for ESSA subgroups—specifically Students with Disabilities and English Language Learners—will show measurable improvement as follows:

Students with Disabilities
33% to 41%

English Language Learners
36% to 41%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The leadership team will monitor data collected from progress monitoring from district assessments, state assessments, and student work in order to provide support to both teachers and students. Data will be taken from the walk-through tool to monitor the effectiveness of collaborative planning.

Person responsible for monitoring outcome
Bashannon Hinson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Collaboration centered on deepening understanding of academic benchmarks and aligning instructional materials to ensure coherence and effectiveness in classroom implementation.

Rationale:
When teachers work collectively to deepen their knowledge of the curriculum, it has a positive impact on improving student achievement. Sharing best practices and utilizing instructional materials that align to the depth of the standards also has a positive impact on student achievement.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Collaboration/PLC

Person Monitoring:
Shameka Murphy

By When/Frequency:
Every Tuesday and Thursday / Starting August 11, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Collaborative planning support will be provided on Tuesdays and Thursdays. A standardized planning template will be utilized during sessions to support the development of instructionally aligned lesson plans. Every Tuesdays and Thursday of the week teachers will focus on the following:
Tuesdays: CONTENT: The “WHAT”/ Standards Alignment & Learning Targets
Data Discussion- Discuss trends and next steps from student work/assessments from the prior week
1. What percentage of students demonstrated mastery of the standard?
2. What did you notice from the data (patterns, trends, or outliers)?
3. What instructional moves contributed to areas of success, and what needs to be retaught or reinforced?
Standards Clarity (WHAT)- Ensure shared understanding of the benchmark and rigor

1. What specific standards will be addressed this week or unit?
2. What exactly must students know and be able to do to meet the standard?
3. What rigor is required?
4. What misconceptions might students have?

Learning Targets & Success Criteria (WHAT)- Define what mastery looks like

1. What are the learning targets for this lesson or week?
2. What evidence will show students have mastered the standard?
3. Are expectations consistent across classrooms?

Assessment Alignment (WHAT)- Identify how learning will be measured

1. How will we check for understanding during the lesson?
2. What formative assessment will monitor progress?
3. What will demonstrate mastery of the standard?

Thursdays: PEDAGOGY: The “HOW”/ Instructional Strategies & Differentiation

Instructional Strategy Planning (HOW)- Determine how the content will be taught

1. What instructional strategy best supports this standard?
2. How will teachers model and explain key concepts?
3. Where will students read, think, speak, or write about the content?
4. How will we build productive struggle and rigor/deeper thinking and application?

Differentiation & Monitoring (HOW)- Ensure all students can access the learning

1. Which students may need scaffolding or support?
2. How will teachers monitor for understanding during instruction?
3. What will we do if students do not understand the content?

Instructional Response:

Reteaching, Intervention, and Extension (HOW)- Ensure instructional planning includes intentional supports and extensions

1. What interventions will support struggling students?
2. How will we extend learning for advanced students?
3. Are expectations consistent across classrooms?

Monitor: Administration attends collaboration meetings, lesson plans, direct observations

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our Area of Focus is reducing chronic absenteeism across all grade levels. Prior-year data shows that chronic absenteeism increased each quarter throughout the school year, with students with disabilities and English Language Learners demonstrating higher rates than other subgroups. This directly impacts student achievement, as students must be present to engage in instruction and be successful academically. This focus was identified through data analysis and its strong connection to learning outcomes.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is to decrease chronic absenteeism by 5%. (38% in 2025-2026 to 33% in 2026-2027)
Goals for ESSA subgroup(s) that are below the ESSA Federal Index:
English Language Learners - 33%. (41% in 2025-2026)
Students with Disabilities- 33%. (41% in 2025-2026)

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our Assistant Principal of Curriculum will monitor attendance data weekly and have a designee communicate with parents of students who 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 grade level meetings 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 grade level meetings. In addition, our Support Facilitators will regularly communicate with the parents of Students with Disabilities that are chronically absent.

Person responsible for monitoring outcome

Bashannon Hinson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will work to improve teacher-student relationships (.52 on Hattie's Index of Teaching & Learning) by providing professional learning on research-based engagement strategies, as well as 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:

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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Monitoring of Student Attendance

Person Monitoring:
Bashannon Hinson

By When/Frequency:
Weekly during leadership meetings/August 17

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During weekly leadership meetings, the assistant principal of curriculum or their designee will provide an update on student attendance and action steps to support the students of need.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 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 Apptegy 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 Apptegy and our website, and we use the feedback received to make any necessary adjustments to the document.

https://www.marionschools.net/dms

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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 in 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's 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 (Apptegy), 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. 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

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

We will continue to expand our accelerated offerings (CTE, Arts) for our 8th Grade students. We will work to grow the number of students enrolled in high school coursework. We will continue to

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

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Facets of our Schoolwide Program Plan are developed in concert with our Federal Grants and Programs Department, our Student Pathways Department, and 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 both schools visit our campus to help 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 year, 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.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Dunnellon Middle School has a Multi-Disciplinary Team (MDT). MDT is a problem-solving team composed of an Administrator(s), Guidance Counselor, School Resource Officer, Student Service Manager (Dean), a Social Worker, School Psychologist, Teacher, and/or Behavior Specialist. At the meetings, students of concern are discussed, and action plans are developed to support the students; at times, the team determines that counseling, school-based mental health services, specialized support services, mentoring services, and other strategies are needed to support and improve students' skills outside the academic subject areas.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Dunnellon Middle School offers Algebra 1, Physical Science Honors, and English I Honors classes. The advanced courses prepare students to continue the track of advanced coursework during their first years of high school.

Dunnellon Middle School also offers Career and Technical Education Programs, which are the following: 2-D/3-D Art, Band, Chorus, Keyboard, Agriculture, Business Technology, Culinary Arts, Digital Video (TV) Production, and Health Occupations.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Multi-Tiered System of Support has been adopted by Marion County Public Schools as a systematic approach for evaluating the needs of students and creating positive outcomes through carefully

selected interventions for both behavior and academics. MTSS is a multi-tiered process for providing services and interventions to struggling students at increasing levels of intensity.

Tier I – Core Program:
· High-quality instructional supports for all students in general education. (Classroom management systems/School-Wide Expectations-PBIS)

Tier II – Core Program + Supplemental:
· Targeted supplemental services for students whose academic performance/behavior is below what is expected for their educational setting. (one-on-one or small group assistance)

Tier III – Core Program + Supplemental + Intensive:
· Intensive, individualized intervention that has been designed based upon a comprehensive evaluation of data from multiple sources. (More supportive instructional environment, Behavior Intervention Plan, Functional Behavior Assessment, etc.)

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Professional development is determined by specific staff needs, student performance, and professional learning communities. In the process of focusing more on student data based on student academic performance during collaboration meetings. Staff are provided with professional development throughout the school year with a focus on teacher needs and alignment of our school improvement goals.

The school participates in the district Instructional Talent Development programs, which provide school site mentors to novice teachers. The administration and district staff provide coaching and planning support to teachers who need assistance. The administration team provides opportunities for instructional staff to provide professional learning to their colleagues, take on leadership roles amongst their peers, and/or sponsor school clubs/programs.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Not Applicable

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Dunnellon Middle School will continue to use System 44, Read 180, and Study Sync to support our Intensive Reading students, as each intervention program addresses prescribed deficiencies in student reading abilities. Our students will also use PENDA to participate in differentiated remediation and reteaching 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.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Based on accountability data, both Students with Disabilities (SWD) (33%) and English Language Learners (ELL) (36%) scored below the federal Percent of Points Index benchmark of 41%. To address these needs during the 2026-2027 school year, the leadership team will conduct weekly instructional walkthroughs, provide targeted classroom support, and monitor the implementation of small-group instruction, differentiated teaching strategies, and data-driven interventions to improve outcomes for SWD and ELL students. Progress will be monitored through ongoing walkthroughs, data reviews, and collaborative planning sessions.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					**0.00**

Dunnellon Middle School
Parent and Family Engagement Plan (PFEP)

About Title I, Part A

Title I, Part A provides extra support to school districts and schools to help all students receive a high-quality education and meet Florida's academic standards. These resources may include additional teachers, ongoing staff training, extended learning time, family engagement activities, and other programs designed to improve student achievement.

Research shows that when parents and families are actively involved in their child's education, students are more likely to succeed in school, regardless of family income. Because of this, Title I requires schools that receive these funds to build strong partnerships with families and provide meaningful opportunities for them to be involved in their child's learning.

What is Parent and Family Engagement?

Title I, Part A defines parent and family engagement as the active involvement of parents and family members in their child's education. This includes regular, two-way, and meaningful communication between families and school staff that supports student learning and encourages participation in school activities.

This definition aligns with the Every Student Succeeds Act, which emphasizes the importance of strong partnerships between schools and families to help students succeed both academically and socially.

About the Parent and Family Engagement Plan

This plan explains how our school will create and improve opportunities for families to be involved in supporting student learning. It outlines the different ways we encourage family engagement and how parents and family members can help plan and take part in school activities and events.

We value the important role families play in student success. Our goal is to build a strong, equal partnership between home and school to support both student achievement and overall school improvement.

You can review the District's Title I Parent and Family Engagement Plan by clicking the link or by requesting a copy from the front office.

We value our families and believe that all children can learn and succeed when schools and families work together!

Principal Name:	Shameka Murphy
School Website:	https://www.marionschools.net/dms
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

If we provide capacity building strategies to parents and families that address and promote positive home environments then, the at home environment will foster continued learning linked to Mathematics and ELA as measured by local assessments and FAST data. DMS will use the Academic Teams Conference Protocol to work with our most academically vulnerable students and their parents on data review, remediation strategies, and goal setting for upcoming intervention and state assessments. In addition, DMS will target the parents of students failing Math or English/Language Arts at the end of the First Quarter and First Semester and invite them to attend family engagement activities to teach them strategies to help their children pass the class they are failing. In addition to providing learning strategies/activities for use at home, parents will be provided information on how to utilize the Parent Portal, the requirements for being promoted from middle school to high school, and options for students who need to make up a middle school unit. This goal will help with our SIP goal of increasing our percentage of Math proficiency by 5% from % to % and to increase our percentage of ELA proficiency by 5% from 50% to 55%. It will also help reduce the number of students having to attend Summer School for unit recovery through Edgenuity.

2. Jointly Developed

Please describe how the school will:

- Involve parents and family members in the development of the school's Parent and Family Engagement Plan (for example, through input, feedback, or participation in meetings).
- Share the Parent and Family Engagement Plan with families and the local community, including how and where the plan will be accessible.
- Review and update the plan each year to reflect the needs of families and the school, including how feedback and data will be used to make improvements.
- Collect and submit parent comments to the district if families are not satisfied with the Title I Schoolwide Plan.
- Provide opportunities for family involvement, including regular meetings, parent-teacher conferences, volunteer opportunities, and reasonable access to school staff upon request.

Our school has a School Advisory Council (SAC) consisting of parents, community members, and school staff. All parents are encouraged to become members of the SAC. Information about SAC is sent out to families on our website, at Orientation, and through Apptegy phone messages, as well as any other appropriate means. Our SAC reviews feedback from our Annual Parent Survey to help guide the management of the school. Members of the SAC will be determined by the balanced representation of the ethnic, racial, and economic community served at Dunnellon Middle School. We will strive to attain more than 50% of the SAC membership to be (non-employee) representatives. The SAC meeting reviews and makes revisions to the Schoolwide Improvement Plan, the Parent and Family Engagement Plan and the School Compact each year. SAC members will have input on how Title I and Parent Involvement funds should be used at Dunnellon Middle School. At our April SAC Meeting, we review the Parent and Family Engagement Plan from the current year and ask for any suggested changes to better serve our stakeholders. Our approved plan will be available on our school website and its presence will be advertised, via Skylert and in the Principal's weekly column in The Riverland News. We will also share and review our plan with the SAC and furnish written copies, upon request, to any community member that would like a paper version. We will review survey

feedback from our parent and family engagement activities after each parent engagement event, as well as from our Title I Annual Survey. We will also solicit teacher and student feedback, as well as review the document with our SAC at our April meeting each year. Comments from families and community members regarding the Parent and Family Engagement Plan and the Schoolwide Improvement Plan (Title I School-Wide Plan) are gained through the annual survey for the school-based Parent and Family Engagement Plan and School Improvement Plan, the Annual Parent Survey and via monthly SAC meetings. The aforementioned surveys and SAC meeting minutes are made available to the District Title I Office for review throughout the year. The principal will also share these comments, via email, with our Title I Regional Representative and reach out to the Title I Office for further guidance. We will address these opportunities at our Orientation, Open House, and our parent and family engagement activities throughout the school year. We will also highlight opportunities via Apptegy call, on our website, and social media platforms. All dates for SAC Meetings and Parent and Family Engagement Nights will be posted on the DMS website.

3. Annual Title I Meeting

Describe how the school will conduct an annual meeting (before November 1st) to inform parents of the requirements of Title I, the school's participation, and the parents' rights under Title I.

Step 1 Advertise Annual Meeting on posted signs starting the first week of school. Step 2 Complete a Apptegy callout message inviting families to attend Annual Meeting. Step 3 Post the meeting date and information on the school's website. Step 4 Conduct the Annual Meeting on the same day as Open House to maximize attendance. Step 5 Create an agenda to explain the Title I program and parent and family engagement activities. Step 6 Train teachers during pre-planning on the Title I program, the budget, the agenda to present to parents during the annual meeting and the activities planned for the parent and family engagement activities. Step 7 Conduct the Annual Meeting, keeping sign-in sheets, and copies of the agenda.

4. Communications

Please describe how the school will:

- Ensure the plan is written in a clear and consistent format, and how it will be provided in a language that families can understand, to the extent possible.
- Offer meetings at flexible times, such as morning and evening, to accommodate family schedules.
- Provide meetings in a variety of formats, including in-person, virtual, and individual options (such as conferences or home visits, when applicable).
- Maintain ongoing, two-way communication between families and school staff, and how communication will be provided in a language families can understand, to the extent possible.
- Monitor communication practices to ensure families receive timely responses from school staff.

We will share the plan with our administrative team and also share the current year's plan at our April SAC meeting. We will note suggestions and make sure that we minimize acronyms and educational jargon, to maximize parent understanding. We will also have the plan translated into Spanish, as necessary. By including families in the development of our PFEP, we will ensure that the plan is

written in an understandable format. We will also emphasize how to access our PFEP and encourage parents to reach out for more information. We will offer parent conferences during morning planning, as well in the afternoon, as necessary. We will offer our SAC meetings, Parent and Family Engagement meetings, Title I Annual Meeting, and Open House after 6:00 PM, so that working parents can attend. We will work to accommodate parents with scheduling challenges, by meeting during the school day, as necessary. We will also use Zoom, as necessary, for parents that are unable to physically attend meetings. DMS will offer in-person individual and group meetings on a regular basis, both in the morning and evening. Our Family-School Liaison will also conduct regular home visits with parents that are unable to access transportation to our school, using our bilingual Guidance Clerk for support, as necessary. Zoom and Teams meetings will also be conducted with parents, upon request. DMS employs several bilingual staff members and will use them to regularly communicate with our parents. In addition, printed school information that is sent home to parents will be translated into Spanish for our non-English speaking parents. Our Family-School Liaison also makes home visits, helping to accentuate two-way communication. Two-way communication will be monitored by daily administrative follow-up with teachers and staff.

5. Barriers

Please respond to the following questions.

- Will the school offer transportation services to help reduce barriers to parent and family engagement? If yes, please describe.
- Will the school offer childcare services to help reduce barriers to parent and family engagement? If yes, please describe.

1. No, however, our Family-School Liaison can help to support those parents without transportation or childcare by conveying information, via home visits. Online meetings are conducted, as necessary, and also alleviate these barriers. 2. No, except at regional District Title I Parent and Family Engagement events, where childcare may be furnished by the hosting school.

6. School-Parent Compact

Please describe how the school will:

- Partner with families to jointly develop the School-Parent Compact.
- Clearly define shared responsibilities within the School-Parent Compact, including how parents, school staff, and students will contribute to improving student academic achievement.
- Strengthen partnerships with families to support students in meeting challenging state academic standards.

DMS develops its School-Parent Compact by using feedback from the Title I Annual Survey and our SAC. We review the current year's document at our April SAC Meeting and note any suggested changes as we create the following year's document. In our School-Parent Compact, we document the shared responsibilities for our school, families, and students. These responsibilities address two-way communication, the learning environment, academic and disciplinary expectations, as well as progress monitoring methodology. Some of the mechanisms that we use to share this responsibility are through parent conferences, SAC Meetings, parent and family Engagement Nights, and through

the home visits conducted by our Family-School Liaison. Our parent and family engagement nights are designed to address how parents can help their student successfully master state standards. Strategies will be shared that parents can adopt to work with their students towards standards mastery. Parent-Teacher Conferences also will help to strengthen to supportive relationship between both stakeholder groups and develop monitoring and communication mechanism designed to improve student success. SAC Meetings and Open House will allow parents to interact with the school community in a manner designed to seek parental feedback. Teachers will call the parents of students that are failing their courses to solicit ways to create mutual support systems with parents for academic success.

7. Coordination of Funds

Describe how the school will coordinate and connect its parent and family engagement efforts with other programs and resources. Include early childhood programs for elementary schools, college and career readiness resources for middle and high schools, parent resource centers, and any other relevant community or district programs.

Our parent and family engagement programs will work directly to improve our parents and families' knowledge of our curriculum, high school opportunities at the schools that we feed, as well as the ultimate goal of a student achieving their "E" (Employment, Enlistment, or Enrollment). Our SAC Presentations will be geared in educating our stakeholders about the resources available towards this focus. Our parent and family engagement nights will share information on magnet opportunities, acceleration opportunities, standardized college preparatory testing requirements, and ways for parents to better access resources to support their child's academic journey. We also conduct Tiger Takeoff each Summer for our incoming 6th Grade students, a half-day orientation specific to 6th Grade students, led by our older students and many of our teachers. This will be followed by our normal Orientation, where staff members focus on incoming 6th Grade students and their families.

8. Building Capacity of Parents

Describe how the school will build parents' understanding of their child's education by providing:

- Explanations of the curriculum and instructional resources
- Individual student assessment results, along with support to help parents understand those results
- Information about the assessments used to measure student progress and state academic standards

DMS will provide parents with multiple opportunities to receive a description and explanation of the curriculum that their students will be learning. Orientation, Open House, Academic Team Conferences, and individual parent conferences are some of the mechanisms in which this will be accomplished. Family Literacy, Math and Science, and College and Career Planning Nights will delve deeper into the key standards and concepts that students must master in the curriculum, as well as sharing strategies that parents can use to help their child achieve academic success. Our College and Career Planning Night will also share the accelerated curriculum options that are available to our students and how they fit in the development of a high school/college academic plan. Individual student academic state assessment results are posted in Skyward and available, via the Parent Portal.

Interpretive printouts for individual students are also furnished to parents. MCPS is also purchasing a data dashboard that will furnish parents with individual student academic district assessment results. Academic Team Conferences will review individual student assessment results with the teacher, student, and their family. In addition, this information is shared with parents as part of our parent and family engagement nights and at two separate SAC meetings during the school year. This information is shared with parents as part of Academic Team Conferences, at our parent and family engagement nights and at two separate SAC meetings during the school year.

9. Parent and Family Engagement Events

Please list a minimum of 4 parent and family engagement events that are planned for the 2026-27 school year. Note that 2 of these will require compliance documentation to be submitted (sign-in sheets, presentation or handouts

Title	Purpose	Quarter Date/Time
Annual Title I Meeting	Provide an opportunity for families to learn about our Title I Program, including our parent and family engagement policy, the schoolwide improvement plan, the school-parent compacts, and parents' requirements. Invitations will be sent home with students, posted on our website and a Apptegy call will support these methods of communication.	**Quarter 1** September 8, 2026 5:30 pm
Open House	Provide an opportunity for families to learn about their child's classes by meeting their teachers and reviewing their curriculums. They will follow their child's daily schedule, in order, in short blocks of time.	**Quarter 1** September 8, 2026 6:00 pm
Academic Conference Teams	Provide an opportunity to promote family-teacher collaboration to support student academic achievement. Teachers will facilitate student-led conferences and equip families with skill building activities that can be used at home to support student learning. Families and teachers will set goals for upcoming assessments.	**Quarter 2** November 12, 2026 6:00 PM **Quarter 3** January 28, 2027 6:00 PM
Family Literacy, Math and Science Night	Address the most prevalent standards in the Math, Language Arts, and Science curriculums by using fun activities and strategies that can be replicated at home. Share ways that parents can help improve their child's literacy skills, as well as provide information about schoolwide literacy strategies and intervention programs used with our students.	**Quarter 3** February 17, 2027 6:00 PM

College and Career Planning Night	Increase awareness of preparatory coursework necessary for college and career pathways, as well as middle school and high school course advisement. Have representatives from our feeder high schools share information about their magnet opportunities.	**Quarter 4** April 8, 2027 6:00 PM
5th Grade Parent Night	Increase awareness of academic and behavioral expectations for our incoming 6th Grade students, as well as share information on specific academic, vocational, and arts programs. Teacher representatives, as well as extracurricular sponsors will be on hand to answer parent questions.	**Quarter 4** April 22, 2027 6:00 PM

Note: The activities listed may be updated after publishing.

10. Building Capacity of School Staff

Describe how the school will build staff capacity, with input from parents, to:

- Value and include parent contributions in the school community
- Effectively communicate and work with parents as equal partners
- Implement and coordinate strong parent and family engagement activities
- Ensure information is accessible and understandable for all families and, when possible, in a language parents can understand
- Respond to parent needs and requests for engagement opportunities

During pre-planning, all staff members will receive training on the value of communicating with parents and families and the value of their contributions, especially in the area of discipline and academics. Communication with families is required before writing discipline referrals on Level 1 and Level 2 incidents. Communication is also required if a student is failing a core course leading up to the end of a quarterly report card. Information gleaned from parent conferences and the Title I Annual Survey, as well as conversations with parents at parent and family engagement Nights, extracurricular events, and SAC Meetings will be used to develop these trainings. Input from our Family-School Liaison will also be used to plan the training components. During pre-planning, teachers are trained how to effectively communicate with families by phone to ask for help in discipline or academic situations. Staff is taught the power of asking families to “help” instead of being told all of the problems. In August, our Assistant Principal of Curriculum (APC) will include this information as part of her schoolwide academic expectations session and our Assistant Principal of Discipline (APD) will include this information as part of her schoolwide behavioral expectations session. Being proactive with parents on both academics and behavior will be the main focus of these sessions. Parental feedback from previous interactions in these areas will be the crux of this training. DMS will train our entire staff on the importance of inviting parents into the school to share what they do for a living. Having guest speakers share the path they took to a career or business will help strengthen the vision

of our students for their future. Parents will be invited to share their professional stories within our "elective classes" based on their story's similarities to the chosen course. (Agriculture, Business, Culinary, Technology, Band/Music, Health Occupations, Sports, etc.) In August, our APC will include this information as part of her schoolwide academic expectations session. One component that she will use in planning this professional development is parental survey and anecdotal feedback. This training will also break down barriers to parental understanding, i.e.; excessive educational acronyms and jargon. DMS will train our entire staff on ways that a myriad of communication methods can be translated into parents' native languages. Our ESOL Paraprofessionals will lead this training at a September faculty meeting. Our SAC will furnish feedback and our Family-School Liaison will furnish feedback on whether parents feel that format changes are necessary. DMS will train our entire staff on the importance of soliciting feedback from parents on appropriate parent and family engagement activities during preplanning. In August, our APC will include this information as part of her schoolwide academic expectations session. Staff will be trained to share with the administrative staff information that requires a response to any parent request for parent and family engagement activities. Our Family-School Liaison will also solicit feedback from parents during her home visits and we will use Title I Annual Survey information. Our SAC Chair(s) are receiving special training from Grants and Federal Programs and we will ask them, as well as any other SAC parents interested to assist, as necessary.

School Advisory Council (SAC) Interest Form

Dunnellon Middle School

2026-27

The School Advisory Council (SAC) is a team of parents, school staff, and community members who work together to support student success and school improvement. The council helps review school data, provides input on plans and goals, and encourages strong communication between the school and families. SAC members share ideas, give feedback, and help make decisions that improve the learning environment for all students.

Role Interest

Please select all that apply:

☐Parent/Guardian
☐School Staff
☐Community Member
☐Business Partner

Contact Information

Name:

Student's Name (if applicable):

Student's Grade Level (if applicable):

Address:

Phone Number:

Email Address:

What is your preferred method of contact?

☐Phone Call
☐Text Message
☐Email

Parent and Family Engagement Plan Feedback Form

Thank you for taking a few minutes to provide feedback on our Parent and Family Engagement Plan (PFEP). Your input helps us better understand how well our school is supporting families and where we can improve. We value your ideas and experiences and will use your feedback to strengthen communication, involvement opportunities, and support for student success. Please write any comments in the space provided below and submit this form to the school's main office.

Name: _____

Phone Number:_____

Email Address: _____

Comments:

_____

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