Marion County Public Schools

DUNNELLON HIGH SCHOOL

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2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 10

D. Early Warning Systems 11

II. Needs Assessment/Data Review 14

A. ESSA School, District, State Comparison 15

B. ESSA School-Level Data Review 16

C. ESSA Subgroup Data Review 17

D. Accountability Components by Subgroup 18

E. Grade Level Data Review 21

III. Planning for Improvement 22

IV. Positive Learning Environment 30

V. Title I Requirements (optional) 33

VI. ATSI, TSI and CSI Resource Review 39

VII. Budget to Support Areas of Focus 40

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 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.

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

Erika Wiggins

erika.wiggins@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Establish and communicate the shared vision for data-based decision-making to support the academic, behavioral, and social success of all students. Ensure the effective implementation and continuous monitoring of the Multi-Tiered System of Supports (MTSS), leading the school-based leadership team in using data to identify student needs, monitor progress, and adjust interventions to improve outcomes. Provide instructional leadership by overseeing the school's instructional program, ensuring alignment with district and state standards, and fostering a culture of continuous improvement. Through regular classroom observations, coaching, and evaluation of instructional

staff, promote high-quality teaching practices, professional growth, and accountability. Additionally, collaborate with teachers, support personnel, families, and community stakeholders to ensure equitable access to resources and interventions that enable every student to achieve academic excellence and social-emotional success.

Leadership Team Member #2

Employee's Name
Mike Michaud

michael.michaud@marion.k12.fl.us

Position Title
Assistant Principal of Curriculum

Job Duties and Responsibilities

Provide leadership in the implementation of the school's Multi-Tiered System of Supports (MTSS), ensure teachers effectively implement appropriate academic, behavioral, and social-emotional interventions to meet the diverse needs of all students. Collaborate with instructional staff to monitor student progress, analyze data, and adjust interventions to promote continuous growth and achievement.
Ensure all students have equitable access to rigorous coursework and high-quality instructional opportunities that prepare them for future success. Regularly monitor student academic performance, identify students in need of additional support or enrichment, and work collaboratively with teachers, counselors, and intervention teams to develop targeted plans for improvement. Work with the school's attendance team to monitor attendance trends, implement strategies to improve student attendance, and address barriers that impact student engagement and academic success.

Leadership Team Member #3

Employee's Name
Pamela Fritz

pamela.fritz@marion.k12.fl.us

Position Title
Assistant Principal of Instruction

Job Duties and Responsibilities

Provide leadership to ensure the delivery of high-quality instruction that promotes academic excellence for all students. Work collaboratively with teachers to implement evidence-based, data-driven instructional strategies, analyze student performance data, and support continuous improvement in classroom practices.

Ensure that teachers and students have access to effective instructional resources, professional learning opportunities, and support systems that enhance teaching and learning. Oversee the school's assessment program in collaboration with the Testing Coordinator, ensuring all state, district, and school-based assessments are administered with fidelity and in accordance with established guidelines. Oversee the school's discipline program, working closely with administrators, teachers, counselors, students, and families to maintain a safe, respectful, and positive learning environment. Utilize behavior and discipline data to identify trends, implement proactive interventions, and support restorative practices that promote student accountability, positive behavior, and increased instructional time.

Leadership Team Member #4

Employee's Name
Dr. Gemma Fleming

gemma.fleming@marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

As the 9th grade counselor, Dr. Fleming will play a vital role in supporting the successful transition of students into high school by providing academic, social-emotional, and college and career guidance. Monitor each student's progress throughout the school year, ensuring they remain on track for graduation by reviewing academic performance, credit attainment, attendance, and overall engagement. Collaborate with teachers, administrators, families, and the school's Multi-Tiered System of Supports (MTSS) team to identify students who may be at risk academically, behaviorally, or through attendance concerns. Using data to inform decisions, develop intervention plans, monitor progress, and connect students with appropriate academic, behavioral, and social-emotional supports. Work closely with students to develop individualized graduation plans and increase awareness of Career and Technical Education (CTE) pathways, industry certifications, dual enrollment, Advanced Placement (AP), honors courses, extracurricular activities, and other postsecondary opportunities. Lead classroom guidance lessons, individual conferences, and small-group counseling.

Leadership Team Member #5

Employee's Name
Yolanda Anderson

yolanda.anderson@marion.k12.fl.us

Position Title

School Counselor

Job Duties and Responsibilities

The 10th Grade School Counselor will monitor student academic progress, credits earned, GPA, and attendance to ensure students remain on track for graduation. Use academic, behavioral, and attendance data to identify students in need of intervention and coordinate appropriate MTSS supports while collaborating with teachers, administrators, and families. Provide academic advising, graduation planning, career exploration, and guidance in selecting rigorous coursework, including Honors, AP, Dual Enrollment, and Career and Technical Education (CTE) opportunities. Support students' social-emotional well-being through individual counseling, classroom guidance, crisis response, and referrals to community resources when appropriate. Ongoing communication with families and participation in MTSS, IEP, and 504 meetings.

Leadership Team Member #6

Employee's Name
Jennifer Collop

jennifer.collop@marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

The School Counselor will monitor student academic progress, credits, GPA, and graduation requirements to ensure students remain on track for successful graduation. The counselor provides individualized guidance on postsecondary planning, including college admissions, career pathways, military options, Dual Enrollment, Career and Technical Education (CTE), scholarships, and standardized testing preparation. Using academic, attendance, and behavioral data, the counselor identifies students in need of intervention, coordinates MTSS supports, and collaborates with teachers, administrators, and families to improve student outcomes. The counselor supports students' social-emotional well-being through individual counseling, classroom guidance, crisis response, and referrals to appropriate resources when needed.

Leadership Team Member #7

Employee's Name
Jennifer Franco

jennifer.franco@marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

The 12th Grade School Counselor monitors student academic progress, credits, GPA, and graduation requirements to ensure every senior remains on track to graduate. Provides individualized support with college applications, career planning, military opportunities, technical programs, financial aid, scholarships, FAFSA completion, and postsecondary decision-making. Using academic, attendance, and behavioral data, the counselor identifies students in need of intervention, coordinates MTSS supports, and collaborates with teachers, administrators, families, and community partners to remove barriers to graduation. Supports students' social-emotional well-being through individual counseling, crisis response, classroom guidance, and referrals to appropriate resources. Through ongoing communication with students and families, the counselor facilitates graduation readiness, senior activities, and successful transitions to college, careers, military service, or the workforce.

Leadership Team Member #8

Employee's Name
Sergio Luzunaris

sergio.luzunaris@marion.k12.fl.us

Position Title
Student Service Manager

Job Duties and Responsibilities

The Student Services Manager promotes a safe, positive, and orderly school environment by implementing schoolwide behavior expectations, restorative practices, and the student code of conduct. The dean monitors student discipline, attendance, and behavioral data to identify trends, coordinate interventions, and reduce disciplinary incidents while supporting MTSS implementation. Collaborates with administrators, counselors, teachers, families, and community agencies to address barriers to student success and improve student engagement, attendance, and school climate. Provides proactive support through conflict resolution, behavior coaching, crisis response, and social-emotional interventions while ensuring equitable and consistent disciplinary practices. Through ongoing communication, data analysis, and relationship-building, the SSM helps increase student achievement, improve attendance, promote positive behavior, and support on-time graduation.

Leadership Team Member #9

Employee's Name
Hipolito Rodriguez

hipolito.rodriguez@marion.k12.fl.us

Position Title
Student Service Manager

Job Duties and Responsibilities

The Student Services Manager promotes a safe, positive, and orderly school environment by implementing schoolwide behavior expectations, restorative practices, and the student code of conduct. Monitors student discipline, attendance, and behavioral data to identify trends, coordinate interventions, and reduce disciplinary incidents while supporting MTSS implementation. Collaborates with administrators, counselors, teachers, families, and community agencies to address barriers to student success and improve student engagement, attendance, and school climate. Provides proactive support through conflict resolution, behavior coaching, crisis response, and social-emotional interventions while ensuring equitable and consistent disciplinary practices. Through ongoing communication, data analysis, and relationship-building, the SSM helps increase student achievement, improve attendance, promote positive behavior, and support on-time graduation.

Leadership Team Member #10

Employee's Name
Morgan Luckey

morgan.luckey@marion.k12.fl.us

Position Title
Magnet Coordinator

Job Duties and Responsibilities

The Magnet Coordinator oversees the implementation and continuous improvement of the school's magnet program while promoting equitable access and increased student enrollment. Monitors student recruitment, enrollment, attendance, academic progress, and program participation to ensure students are successful and engaged. Collaborates with administrators, counselors, teachers, families, business partners, and postsecondary institutions to strengthen career pathways, industry certifications, work-based learning opportunities, and community partnerships. The coordinator leads recruitment, marketing, outreach events, and parent engagement activities to increase awareness of the magnet program and support student retention. Through data analysis and program evaluation, the Magnet Coordinator ensures the magnet program aligns with the school's improvement goals, enhances student achievement, and prepares students for college, careers, and future success.

Leadership Team Member #11

Employee's Name
Julianna Szilagyi

julianna.szilagyi@marion.k12.fl.us

Position Title
Content Area Specialist

Job Duties and Responsibilities

The Content Area Specialist (ELA/Reading) provides instructional leadership to improve Tier 1 and small-group reading instruction with a focused emphasis on increasing achievement for Students with Disabilities (SWD) and other identified student subgroups. The specialist collaborates with teachers through data analysis, instructional planning, coaching, and classroom support to ensure reading instruction is aligned to state standards and evidence-based practices. The specialist regularly reviews FAST, progress monitoring, and classroom assessment data to identify learning gaps, monitor intervention effectiveness, and guide instructional decision-making. Through ongoing professional learning, modeling, and collaborative planning, the specialist strengthens teachers' capacity to implement differentiated instruction, targeted interventions, and effective literacy strategies. The specialist works closely with administrators, MTSS teams, ESE staff, and instructional personnel to monitor student growth, increase reading proficiency, and support the school's academic achievement goals outlined in the School Improvement Plan.

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 Dunnellon High School School Improvement Plan (SIP) was developed through a collaborative process involving the School Leadership Team, teachers, instructional staff, school counselors, students, parents, families, the School Advisory Council (SAC), and community and business partners. Stakeholders reviewed multiple sources of data, including state assessment results, graduation rates, attendance, discipline, ESSA subgroup performance, industry certifications, and school climate data, to identify strengths, areas for growth, and priorities for improving student achievement.

Input from stakeholders directly shaped the school's improvement goals and action steps, with a focus on strengthening Tier I instruction, authentic literacy across all content areas, increasing achievement for the Students with Disabilities (SWD) ESSA subgroup, expanding college and career readiness opportunities, improving school culture, and enhancing communication with families and the community. The SIP will be monitored throughout the school year, with regular progress reviews by the leadership team, faculty, SAC, students, and community stakeholders to ensure continuous improvement and shared accountability for student success.

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 (SIP) goals will be monitored regularly by the Administrative Team as new data becomes available. Student achievement data will be reviewed through FAST, District Progress Monitoring Assessments (DPMAs), common formative assessments developed through Professional Learning Communities (PLCs), course-specific assessments, and graduation readiness indicators, including concordant score attainment. Attendance, discipline, classroom walk-through data, and instructional observations will also be analyzed to monitor progress toward school improvement goals.

Particular attention will be given to the performance of our ESSA subgroups, including Black/African American students, Hispanic students, English Language Learners (ELL), and Students with Disabilities (SWD), with the SWD subgroup serving as our highest priority for improvement. The Administrative Team will collaborate with Content Area Specialists (CASs), teachers, and support facilitators to provide targeted instructional coaching, monitor implementation of effective instructional practices, and ensure interventions and support facilitation services are driven by student data and individual academic needs.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**81.6%**
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)** **ASIAN STUDENTS (ASN)** **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

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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
School Enrollment	532	437	408	377	1,754
Absent 10% or more school days	19	42	49	4	114
One or more suspensions	152	104	94	50	400
Course failure in English Language Arts (ELA)	366	224	219	12	821
Course failure in Math	366	221	214	11	812
Level 1 on statewide ELA assessment	153	78	44	21	296
Level 1 on statewide Algebra assessment	151	18	43	9	221

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
	9	10	11	12	
Students with two or more indicators	410	285	291	58	1,044

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
	9	10	11	12	
Absent 10% or more school days	[]	[]	[]	[]	0
One or more suspensions	[]	[]	[]	[]	0
Course failure in English Language Arts (ELA)	[]	[]	[]	[]	0
Course failure in Math	[]	[]	[]	[]	0
Level 1 on statewide ELA assessment	[]	[]	[]	[]	0
Level 1 on statewide Algebra assessment	[]	[]	[]	[]	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
	9	10	11	12	
Students with two or more indicators	61	60	67	19	207

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
	9	10	11	12	
Retained students: current year	[]	[]	[]	[]	0
Students retained two or more times	[]	[]	[]	[]	0

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*	46	55	62	47	52	59	46	50	55
Grade 3 ELA Achievement									
ELA Learning Gains	54	56	59	50	55	58	52	55	57
ELA Lowest 25th Percentile	55	55	55	51	54	56	56	54	55
Math Achievement*	24	38	52	32	34	49	31	35	45
Math Learning Gains	30	37	45	38	41	47	38	42	47
Math Lowest 25th Percentile	41	36	44	52	44	49	43	44	49
Science Achievement	62	66	74	58	67	72	57	61	68
Social Studies Achievement*	68	71	76	65	69	75	66	67	71
Graduation Rate	85	90	94	87	86	92	84	80	90
Middle School Acceleration									
College and Career Acceleration	51	65	74	54	65	69	59	68	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					59	52		51	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	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	517
Total Components for the FPPI	10
Percent Tested	96%
Graduation Rate	85%

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
52%	53%	53%	50%	50%	47%	

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	32%	Yes	7	
English Language Learners	43%	No		
Asian Students	73%	No		
Black/African American Students	48%	No		
Hispanic Students	51%	No		
Multiracial Students	50%	No		
White Students	54%	No		
Economically Disadvantaged Students	48%	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	46%		54%	55%	25%	30%	41%	62%	68%		85%	51%	
Students With Disabilities	13%		45%	45%	8%	17%	17%	26%	39%		84%	28%	
English Language Learners	19%		51%	52%	15%	30%	48%	35%	50%		82%	47%	
Asian Students	82%		64%										
Black/African American Students	42%		58%	52%	22%	30%	35%	59%	56%		85%	36%	
Hispanic Students	48%		55%	53%	23%	33%	49%	56%	64%		85%	48%	
Multiracial Students	34%		56%		12%	19%		65%	71%		85%	59%	
White Students	46%		51%	56%	31%	26%	36%	69%	75%		86%	59%	
Economically Disadvantaged Students	40%		50%	48%	23%	30%	40%	56%	60%		83%	47%	

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	47%		50%	51%	32%	38%	52%	58%	65%		87%	54%	54%
Students With Disabilities	30%		49%	48%	18%	29%	39%	32%	36%		86%	19%	
English Language Learners	15%		33%	40%	12%	39%	63%	38%	33%		78%	43%	54%
Black/African American Students	39%		45%	45%	25%	34%	45%	46%	55%		87%	48%	
Hispanic Students	40%		50%	49%	28%	41%	61%	54%	54%		85%	53%	53%
Multiracial Students	53%		41%		29%	29%		75%	69%		65%	45%	
White Students	56%		53%	59%	38%	39%	47%	64%	83%		90%	58%	
Economically Disadvantaged Students	44%		49%	49%	29%	39%	52%	56%	59%		86%	52%	46%

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%		52%	56%	31%	38%	43%	57%	66%		84%	59%	55%
Students With Disabilities	17%		43%	52%	14%	40%	41%	30%	38%		96%	25%	
English Language Learners	26%		44%	40%	24%	53%	50%	48%	50%		74%	69%	55%
Black/African American Students	36%		50%	59%	17%	37%	50%	43%	57%		83%	49%	
Hispanic Students	38%		50%	57%	26%	40%	43%	48%	61%		76%	52%	55%
Multiracial Students	59%		74%		26%	37%		60%	67%				
White Students	55%		52%	49%	40%	37%	34%	70%	73%		91%	67%	
Economically Disadvantaged Students	42%		52%	53%	25%	38%	47%	52%	61%		85%	59%	57%

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	9	42%	51%	-9%	60%	-18%
ELA	10	46%	54%	-8%	61%	-15%
Biology	9	89%	91%	-2%	87%	2%
Biology	10	49%	53%	-4%	60%	-11%
Algebra	9	22%	34%	-12%	41%	-19%
Algebra	10	14%	14%	0%	31%	-17%
Geometry	9	52%	72%	-20%	75%	-23%
Geometry	10	14%	28%	-14%	40%	-26%
Geometry	11	17%	16%	1%	26%	-9%
Geometry	12	18%	17%	1%	19%	-1%
History	9	91%	86%	5%	60%	31%
History	10	61%	78%	-17%	76%	-15%
History	11	58%	69%	-11%	75%	-17%
History	12	25%	50%	-25%	56%	-31%
Biology	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

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?

The strongest areas of improvement were: Science Achievement with an increase of 4 points (58 to 62% proficiency) and ELA Learning Gains increased by 4% (50 to 54% proficiency). Targeted interventions and differentiated instruction were a top priority, along with establishing an after school tutoring program.

Lowest Performance

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

The ESSA subgroup data identifies Students with Disabilities (SWD) as the highest priority subgroup. The SWD Federal Percent of Points Index declined to 32%, marking the seventh consecutive year below the 41% federal benchmark, while the school's overall FPPI decreased from 53% to 52%, resulting in Dunnellon High School remaining a Comprehensive Support and Improvement (CSI) school. Analysis of student performance data identified several contributing factors to the decline in proficiency for the Students with Disabilities (SWD) ESSA subgroup. During the 2025–2026 school year, the school experienced significant staffing changes, including the departure of two Support Facilitators mid-year, resulting in disruptions to continuity of services and instructional support. Additionally, there was inconsistent implementation of effective Tier I inclusive instructional practices, including limited use of co-teaching models, differentiated instruction, and specially designed instruction within the general education classroom. These factors reduced opportunities for students with disabilities to receive consistent, high-quality instruction aligned to grade-level standards. As a result, the SWD subgroup proficiency declined from 38% to 32%, making this the school's highest priority area for improvement.

Greatest Decline

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

The greatest decline from the prior year occurred in Mathematics, with the most significant decrease in the Math Lowest 25th Percentile component (52% to 41%), along with declines in Math Achievement (32% to 24%) and Math Learning Gains (38% to 30%). Several factors contributed to

this decline, including inconsistent implementation of high-quality Tier I instructional practices, limited differentiation and intervention within the general education classroom, and staffing changes that impacted instructional continuity.

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.

The greatest gap between Dunnellon High School and the state average was in Math Achievement, where the school scored 24% compared to the state average of 52%, resulting in a 28-point gap. Mathematics has remained an area of concern, with additional declines in Math Learning Gains and the Math Lowest 25th Percentile component, indicating that both overall proficiency and student growth require significant improvement. Contributing factors include inconsistent implementation of high-quality Tier I mathematics instruction, limited differentiation and intervention within the general education classroom, and instructional staffing challenges that impacted continuity of instruction. Additionally, the Students with Disabilities (SWD) subgroup continues to demonstrate significant performance gaps, highlighting the need for stronger inclusive instructional practices, embedded support facilitation, and data-driven interventions within the Math subject area.

EWS Areas of Concern

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

Two primary Early Warning System (EWS) areas of concern at Dunnellon High School are course performance and attendance. An increase in course failures, particularly in core academic subjects such as mathematics and English Language Arts, places students at risk of falling behind in credit attainment and graduation requirements. Chronic absenteeism continues to negatively impact student engagement, academic achievement, and overall school performance, making consistent attendance a critical focus area.

Highest Priorities

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

1. Improve Mathematics Achievement and Learning Gains

- Increase overall mathematics proficiency through high-quality Tier I instruction, targeted interventions, data-driven instructional planning, and frequent progress monitoring, with a focus on closing the gap between DHS and state performance.

2. Increase Achievement for Students with Disabilities (SWD)

- Improve outcomes for the SWD ESSA subgroup by strengthening inclusive instructional practices, implementing embedded Support Facilitator services, increasing collaboration between general education and ESE teachers, and providing specially designed instruction aligned to grade-level standards.

3. Strengthen Tier I Instruction Across All Content Areas

- Increase the effectiveness of core instruction through instructional coaching, collaborative planning, WICOR strategies, differentiation, student engagement, formative assessment practices, and consistent implementation of rigorous, standards-based instruction.

4. Improve Student Attendance, Course Performance, and Graduation Readiness

- Reduce chronic absenteeism and course failures through Early Warning System (EWS) monitoring, MTSS interventions, academic mentoring, credit recovery, and proactive student and family engagement to increase graduation rates and postsecondary readiness (including an increase in industry certifications) .

5. Build a Data-Driven Culture Focused on Continuous Improvement

- Strengthen the use of formative assessments, DPMAs, FAST/EOC data, classroom walkthroughs, PLC collaboration, and student data conferences to monitor progress, inform instructional decisions, and ensure timely interventions for all students. Include Vertical and Horizontal collaboration.

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)

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.

Dunnellon High School's primary area of focus for grades 9–12 is strengthening Tier I instruction and implementing high-quality inclusive instructional practices to improve academic achievement for all students, with a specific emphasis on Students with Disabilities (SWD). Support Facilitators will remain embedded in core academic classrooms (English Language Arts, Mathematics, Science, and Social Studies) to provide collaborative instructional support alongside general education teachers. Instruction will include differentiated instruction, small-group targeted interventions, specially designed instruction, and data-driven instructional practices that provide students with increased access to grade-level standards while maintaining high expectations.

This area of focus was identified through an analysis of school accountability and ESSA data, which revealed that the SWD subgroup experienced the most significant performance challenges, with proficiency declining from 38% to 32%. Mathematics also demonstrated the school's greatest decline and largest gap compared to the state average. Contributing factors included the mid-year departure of two Support Facilitators, inconsistent implementation of effective Tier I inclusive instructional strategies, and limited opportunities for collaborative planning between general education and ESE teachers. By strengthening embedded support facilitation, increasing collaborative instructional planning, utilizing frequent progress monitoring, and providing targeted small-group and direct instruction within the core classroom, Dunnellon High School will increase student engagement, improve learning gains, and accelerate achievement for students with disabilities while strengthening outcomes for all learners.

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.

By the end of the 2026–2027 school year, Dunnellon High School will increase the Students with Disabilities (SWD) Federal Percent of Points Index from 32% to at least 40% through the implementation of embedded Support Facilitators, strengthened Tier I inclusive instructional practices,

collaborative planning between general education and ESE teachers, and targeted small-group and direct instruction within core academic classrooms. Additionally, the school will increase Mathematics Achievement from 24% to 32%, Mathematics Learning Gains from 30% to 40%, and Mathematics Lowest 25% Learning Gains from 41% to 50%, as measured by Florida FAST and End-of-Course (EOC) assessments and monitored through District Progress Monitoring Assessments (DPMAs), common formative assessments, and classroom progress monitoring.

Monitoring

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

This Area of Focus will be monitored through ongoing classroom observations, instructional walkthroughs, lesson plan reviews, PLC collaboration, and monthly data analysis. The administrative team, Content Area Specialists, and Support Facilitators will conduct regular walkthroughs to monitor the implementation of high-quality Tier I instruction, differentiated instruction, specially designed instruction, and student engagement within core academic classrooms. Support Facilitators will maintain documentation of small-group instruction, direct instructional support, progress monitoring, and collaborative planning with general education teachers to ensure services are aligned with individual student needs.

Student progress will be monitored through FAST and EOC data, District Progress Monitoring Assessments (DPMAs), common formative assessments, classroom assessments, IEP goal progress, and MTSS data reviews. The school leadership team will review student performance data at least monthly to identify trends, evaluate the effectiveness of interventions, and make timely instructional adjustments. Particular attention will be given to the academic growth of Students with Disabilities (SWD), mathematics achievement, and learning gains to ensure the school is making measurable progress toward increasing the SWD Federal Percent of Points Index and improving overall student achievement.

Person responsible for monitoring outcome

Erika Wiggins, Principal

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:

Dunnellon High School will implement an evidence-based inclusive instructional model in grades 9–12 by embedding Support Facilitators within core academic classrooms, including English Language Arts, Mathematics, Science, and Social Studies. Support Facilitators will collaborate with general education teachers to deliver high-quality Tier I instruction through differentiated instruction, specially designed instruction, scaffolded supports, direct instruction, and targeted small-group

instruction based on student performance data. Students with Disabilities (SWD) will receive instructional support within the general education classroom while maintaining access to grade-level standards. Teachers will utilize data from FAST, End-of-Course (EOC) assessments, District Progress Monitoring Assessments (DPMAs), common formative assessments, and IEP progress monitoring to identify learning gaps, adjust instruction, and provide timely interventions. Professional Learning Communities (PLCs) will focus on collaborative lesson planning, analysis of student work, and implementation of research-based instructional strategies to improve student achievement across all core content areas.

Rationale:
Interventions were selected following an analysis of school accountability, ESSA, and Early Warning System (EWS) data, which identified Students with Disabilities (SWD) as the school's highest-priority subgroup and mathematics as the area with the greatest decline in student performance. Data also revealed a need to strengthen Tier I instruction, increase collaboration between general education and ESE teachers, and provide more consistent access to specially designed instruction within the general education setting. Embedding Support Facilitators in core classrooms, providing targeted small-group and direct instruction, and utilizing ongoing progress monitoring are research-based practices shown to improve student engagement, academic achievement, and learning gains. Implementation fidelity and effectiveness will be monitored through classroom walkthroughs, lesson plan reviews, collaborative planning documentation, PLC meetings, MTSS reviews, and regular analysis of FAST, EOC, DPMA, common assessment, and IEP progress data to ensure continuous improvement toward the school's measurable outcomes.

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
Implement Embedded Support Facilitator Model

Person Monitoring:
Erika Wiggins, Principal

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Support Facilitators will remain embedded in core academic classrooms to collaborate with general education teachers in providing differentiated instruction, specially designed instruction, direct instruction, and targeted small-group interventions for Students with Disabilities (SWD). Weekly PLCs will focus on analyzing student data, identifying learning gaps, and planning standards-based instruction and interventions to improve student achievement.
Implementation will be monitored through classroom walkthroughs, lesson plan reviews, PLC documentation, and collaborative planning. Student progress and the effectiveness of interventions will be monitored using FAST, EOC, District Progress Monitoring Assessments (DPMAs), common formative assessments, IEP progress monitoring, and MTSS data reviews to ensure continuous improvement and timely instructional adjustments.

Area of Focus #2

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

Instructional Practice specifically relating to Math

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.

Dunnellon High School will improve mathematics achievement for all students through consistent implementation of high-quality Tier I mathematics instruction, standards-aligned lesson planning, differentiated instruction, collaborative planning, and targeted interventions. Teachers will utilize FAST and EOC data, District Progress Monitoring Assessments (DPMAs), formative assessments, and PLC collaboration to identify learning gaps and provide timely intervention. Emphasis will be placed on increasing mathematical discourse, problem-solving, and student engagement while strengthening instructional consistency across Algebra I, Geometry, and Algebra II courses.

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.

By the end of the 2026-2027 school year, Dunnellon High School will increase the Students with Disabilities (SWD) Federal Percent of Points Index from 32% to at least 40% through strengthened Tier I inclusive instruction, embedded Support Facilitators, small group instruction, collaborative planning, specially designed instruction, and ongoing progress monitoring.

Monitoring

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

The Administrative Team and Math Department Chair will monitor implementation through:

- Weekly PLC data meetings
- Monthly walkthroughs using a mathematics look-for tool
- Common formative assessment analysis
- DPMA data reviews
- Student work analysis
- Quarterly instructional rounds
- Progress monitoring of students scoring Level 1 and Level 2

Instructional adjustments will be made after each assessment cycle.

Person responsible for monitoring outcome

Erika Wiggins, Princpal

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:

Evidence-Based Interventions: High-quality Tier I instruction aligned to Standards, Small-group intervention during intervention/enrichment periods, Spiral review of prerequisite skills, Standards-based formative assessment, Data chats with students, Math vocabulary and academic discourse routines, Frequent checks for understanding, Guided Notes and Targeted tutoring for students below proficiency.

Rationale:

SWD proficiency declined to 32% and has remained low. Mathematics expereinced the school's greatest decline in achievement and learning gains. Classroom observations identified inconsistent Tier 1 instruction, differentiation and inclusive instructional practices.

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

Strengthen Tier 1 Mathematics Instruction

Person Monitoring:	**By When/Frequency:**
Assistant Principal of Curriculum, M. Michaud	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement weekly collaborative planning focused on standards-based instruction, common assessments, and instructional strategies aligned to FAST and EOC expectations.

Action Step #2

Implement Targeted Math Interventions

Person Monitoring:	**By When/Frequency:**
Assistant Principal of Curriculum, M. Michaud	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Math teachers and MTSS team: Identify students performing below grade level using FAST, DPMA, and classroom data. Provide small-group interventions, tutoring, and progress monitoring every three weeks.

Action Step #3

Monitor Instructional Fidelity

Person Monitoring:	**By When/Frequency:**

Principal, Erika Wiggins Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration team will conduct regular walkthroughs focused on mathematics instructional practices, differentiation, student engagement, and formative assessment. Provide coaching and feedback to teachers based on walkthrough data.

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.

DHS will focus on improving student attendance in grades 9–12 by reducing chronic absenteeism through proactive attendance monitoring, early intervention, family engagement, and schoolwide supports. Students with consistent attendance have greater access to instruction, improved academic achievement, increased course completion, and a higher likelihood of graduating on time. Analysis of the 2025–2026 attendance data identified attendance as a critical need, with 43% of students having attendance below 90% (chronically absent) by the end of the school year. The school will utilize the Early Warning System (EWS), MTSS framework, attendance team meetings, parent communication, and positive attendance incentives to identify at-risk students early and improve overall attendance 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.

During the 2026–2027 school year, Dunnellon High School will reduce the percentage of students identified as chronically absent from 43% to 35% or lower while increasing the percentage of students with no attendance concerns from 31% to at least 40% by the end of the school year. Progress will be monitored monthly through attendance reports, Early Warning System (EWS) data, MTSS meetings, and parent communication logs. The school will implement proactive attendance interventions, recognize positive attendance, and engage families to improve daily attendance and reduce chronic absenteeism.

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.

Dunnellon High School will monitor attendance through weekly Early Warning System (EWS) reports, monthly attendance data reviews, MTSS meetings, and attendance team meetings to identify students with attendance below 90% and implement timely interventions. Parents will be contacted through Aptegy, Skyward, phone calls, emails, attendance conferences, and home visits when appropriate to address barriers to attendance and develop individualized attendance improvement plans.

Ongoing monitoring of attendance, course performance, grades, and behavior will allow the school to evaluate the effectiveness of interventions and make data-driven adjustments throughout the year. Improving student attendance will increase instructional time, resulting in higher academic achievement, improved course completion, stronger learning gains, and increased graduation readiness.

Person responsible for monitoring outcome

Erika Wiggins, Principal

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:

DHS will implement a comprehensive, evidence-based attendance intervention framework that includes proactive attendance monitoring through the Early Warning System (EWS), Multi-Tiered System of Supports (MTSS), positive attendance incentives, mentoring, attendance conferences, and consistent family communication. Students identified with attendance concerns will receive tiered interventions based on their level of need, including counselor support, mentoring, individualized attendance plans, and referrals to community resources when appropriate. Parents and guardians will receive regular attendance updates through Aptegy, Skyward, phone calls, emails, and conferences to strengthen home-school partnerships and address barriers to attendance.

Rationale:

The selected interventions were identified through an analysis of 2025–2026 attendance and Early Warning System (EWS) data, which showed that 43% of students were chronically absent by Quarter 4, while the percentage of students with no attendance concerns declined from 46% to 31%. Research demonstrates that early identification of attendance concerns, consistent family communication, positive attendance incentives, mentoring, and tiered interventions through an MTSS framework are effective strategies for reducing chronic absenteeism and improving student outcomes. By implementing these evidence-based practices and monitoring attendance weekly through EWS reports and monthly data reviews, Dunnellon High School will increase instructional time, improve academic achievement, strengthen course completion, and enhance graduation readiness for all students.

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
Weekly Attendance Monitoring

Person Monitoring:
Assistant Principal of Curriculum, Attendnace Clerk, School Counselors, MDT Team and Family Engagement Liaison

By When/Frequency:
Weekly Reviews

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Review weekly Early Warning System (EWS) and attendance reports to identify students with attendance below 90%, implement timely interventions, and monitor progress through MTSS and attendance team meetings.

Action Step #2
Family Engagement and Communication

Person Monitoring:
Assistant Principal of Curriculum, School Counselors, Attendance Clerk, Teachers, FEL

By When/Frequency:
\Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Communicate regularly with families through Aptegy, Skyward, phone calls, emails, attendance conferences, and home visits, when appropriate, to address attendance concerns, identify barriers, and develop attendance improvement plans.

Action Step #3
Attendance Recognition and Student Support

Person Monitoring:
Principal

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement schoolwide attendance incentives, mentoring, and positive recognition programs to encourage regular attendance while providing targeted supports and community resource referrals for students with chronic absenteeism. These action steps directly support your goal of reducing the 43% of students with attendance below 90% and align with your MTSS, PBIS, and family engagement initiatives.

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.

Available on the website, social media, call-outs, local newspaper (Riverland News).
https://dhs.marionschools.net/
Aptegy will be used as the school's primary communication platform to provide timely and consistent information to students, parents, staff, and the community. Through Aptegy, Dunnellon High School will share attendance reminders, school announcements, academic updates, event information, testing schedules, emergency notifications, and family engagement opportunities using text messages, phone calls, emails, the school website, and social media. Regular communication through Aptegy will strengthen home-school partnerships, improve family engagement, and support increased student attendance and academic success.

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)).

https://dhs.marionschools.net/
Families will be encouraged to actively participate in School Advisory Council (SAC), booster organizations, parent information nights, FAFSA and college planning events, curriculum nights, open house, orientation, and other family engagement opportunities. To support student achievement,

school staff will regularly monitor student academic performance, attendance, behavior, and graduation progress while maintaining ongoing communication with families regarding interventions and supports. Dunnellon High School will collaborate with local businesses, postsecondary institutions, community organizations, and district partners to expand opportunities for students through career exploration, internships, dual enrollment, scholarships, mentoring, and workforce development. By fostering positive relationships and maintaining transparent communication, the school will strengthen family engagement, increase student success, and promote a culture of collaboration, accountability, and continuous improvement.

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)).

Dunnellon High School will strengthen its academic program by improving Tier I instruction, increasing collaborative planning, and implementing evidence-based instructional practices that provide all students with access to rigorous, standards-aligned coursework. As identified in the School Improvement Plan Areas of Focus, Support Facilitators will remain embedded in core academic classrooms to provide co-teaching, differentiated instruction, specially designed instruction, direct instruction, and targeted small-group interventions that improve learning outcomes for Students with Disabilities (SWD). Teachers will utilize student performance data from FAST, End-of-Course (EOC) assessments, District Progress Monitoring Assessments (DPMAs), and common formative assessments to adjust instruction, monitor student growth, and provide timely interventions through the MTSS process.

To increase both the amount and quality of learning time, Dunnellon High School will provide academic intervention opportunities before, during, and after school, credit recovery, tutoring, and extended learning opportunities for students requiring additional support or acceleration. The school will expand access to Advanced Placement (AP), Dual Enrollment, Career and Technical Education (CTE), industry certification programs, and work-based learning opportunities to ensure students are prepared for college, careers, and military service. Professional Learning Communities (PLCs), instructional walkthroughs, and ongoing professional learning will support continuous improvement in instructional practices while fostering a culture of high expectations, student engagement, and academic excellence across all grade levels.

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)).

The plan is developed collaboratively with input from administrators, teachers, counselors, staff, parents, the School Advisory Council (SAC), students, and district personnel. The plan is based on an analysis of student achievement, ESSA subgroups, attendance, graduation, and Early Warning System (EWS) data and is aligned with Marion County Public Schools' strategic priorities. Implementation is coordinated through Title I, ESE, ESOL, MTSS, Career and Technical Education (CTE), Advanced Placement (AP), school counseling, community partnerships, and Continuous School Improvement (CSI) initiatives to ensure all students receive the academic, behavioral, and social-emotional supports needed for success.

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 High School supports the whole child by providing comprehensive counseling, school-based mental health services, mentoring, and specialized student support services that promote social-emotional well-being, career readiness, and positive decision-making. During the 2026–2027 school year, the school will establish The Rock, a free student resource room that will provide access to food, clothing, hygiene products, school supplies, and other essential resources to remove barriers to learning. The school will also expand hands-on learning opportunities by partnering with neighboring feeder schools to provide authentic learning experiences and leadership opportunities for students. In addition, Dunnellon High School will expand On-the-Job Training (OJT) opportunities for seniors, allowing students to gain valuable workplace experience while earning academic credit and developing the skills necessary for postsecondary success.

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)).

DHS prepares students for postsecondary education and the workforce by providing a wide range of academic and career pathways that support college, career, and military readiness. Students have opportunities to enroll in Advanced Placement (AP), Dual Enrollment, Career and Technical Education (CTE), industry certification programs, and On-the-Job Training (OJT) while earning high school credit. School counselors provide individualized academic and career planning, assist with college and career exploration, FAFSA completion, scholarship opportunities, and postsecondary applications. Through partnerships with local businesses, postsecondary institutions, and community organizations, students participate in career exploration, work-based learning experiences, internships, and industry connections that develop the knowledge, technical skills, and employability skills needed for success after graduation.

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)).

Schoolwide Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) framework to proactively prevent and address problem behaviors while promoting a safe, positive learning environment. Schoolwide behavioral expectations will be clearly defined, taught, and reinforced throughout the year, with consistent signage displayed in classrooms, hallways, the cafeteria, common areas, and transition spaces illustrating expected behaviors. Expectations will be reviewed regularly with all students, and staff will provide consistent modeling, positive reinforcement, and corrective feedback. PBIS incentives and recognition programs will encourage positive behavior, attendance, and academic engagement. Students requiring additional support will receive targeted Tier II and Tier III interventions, including mentoring, counseling, behavior plans, Check-In/Check-Out, MTSS, and MDT problem-solving. These services will be coordinated with Exceptional Student Education (ESE), school counselors, school-based mental health providers, and families to ensure appropriate early intervening supports that address students' behavioral, social-emotional, and academic needs.

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)).

DHS will provide ongoing professional learning for teachers, paraprofessionals, and staff to strengthen instructional practices, improve student achievement, and increase the effective use of academic data. The school year will begin with focused professional learning centered on analyzing school accountability data, FAST and End-of-Course (EOC) results, ESSA subgroup performance, and Early Warning System (EWS) data to establish instructional priorities and schoolwide goals. Throughout the year, professional learning will focus on strengthening Tier I instruction, differentiated instruction, inclusive practices, effective use of instructional technology, classroom management, and evidence-based instructional strategies. Teachers will participate in Professional Learning Communities (PLCs), instructional coaching, collaborative planning, classroom walkthrough feedback, and data chats to continuously refine instructional practices. The school will also support the recruitment and retention of effective teachers through mentoring, new teacher support, collaborative leadership opportunities, and ongoing professional development, with an emphasis on high-need content areas and improving outcomes for all students, particularly Students with Disabilities (SWD).

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)).

N/A

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 High School collaborates with Marion County Public Schools to review the use of federal, state, district, and local resources through a structured vetting process that aligns all resource decisions with the school's improvement goals and student needs. School and district leaders analyze student achievement, ESSA subgroup performance, Early Warning System (EWS) data, attendance, graduation rates, and stakeholder feedback to determine priorities and evaluate the effectiveness of current programs, staffing, instructional materials, technology, and interventions. Proposed resources and initiatives are reviewed to ensure they are evidence-based, fiscally responsible, and aligned with the School Improvement Plan. Ongoing monitoring of implementation and student outcomes allows the school to adjust resource allocation throughout the year to maximize student achievement and ensure continuous improvement.

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).

Utilize evidence-based instructional resources, embedded Support Facilitators, MTSS interventions, tutoring, instructional technology, Professional Learning Communities (PLCs), and ongoing professional learning to address the identified needs in mathematics achievement, Students with Disabilities (SWD) performance, attendance, and Early Warning System (EWS) indicators. Baseline data identified mathematics achievement at 24%, mathematics learning gains at 30%, and the SWD Federal Percent of Points Index at 32%, demonstrating the need for targeted instructional supports and frequent progress monitoring.

Conduct monthly reviews of FAST, End-of-Course (EOC), District Progress Monitoring Assessments (DPMAs), attendance, behavior, course performance, and EWS reports to identify students requiring additional support and evaluate the effectiveness of interventions. Parents and families will be kept informed through Aptegy, Skyward, phone calls, emails, parent conferences, and progress reports, ensuring ongoing communication regarding student progress, attendance, and available supports. Resource allocation and intervention effectiveness will be reviewed throughout the school year by the leadership team and adjusted as needed to ensure alignment with the School Improvement Plan goals and continuous improvement.

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 High 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:	Erika Wiggins
School Website:	https://dhs.marionschools.net/
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

By May 2027, Dunnellon High School will increase meaningful parent and family participation in school events, conferences, workshops, and decision-making opportunities by at least 10% over the previous year, with an emphasis on supporting attendance, graduation, academic achievement, and postsecondary readiness. Family engagement efforts will align with the School Improvement Plan and focus on improving outcomes for all students, particularly Students with Disabilities, English Learners, Black and Hispanic students, and students identified through the Early Warning System.

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.

The PFEP will be developed collaboratively through School Advisory Council (SAC) meetings, parent surveys, student and staff feedback, and input from community partners. The completed plan will be posted on the DHS website, available in the front office, and shared during the Annual Title I Meeting. The plan will be reviewed annually using participation data, survey results, and school improvement data. Families who are not satisfied with the Title I Schoolwide Plan may submit comments to the district through the school. Parents will have ongoing opportunities to participate through conferences, volunteer activities, SAC meetings, Open House, Freshman Connection, FAFSA events, curriculum nights, and meetings with teachers, counselors, and administrators.

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.

Prior to November 1, DHS will host an Annual Title I Meeting in conjunction with Open House. Families will learn about Title I services, parent rights, the Parent and Family Engagement Plan, School Improvement Plan, School-Parent Compact, assessment information, graduation requirements, and opportunities to become involved. Information will also be available virtually and posted on the school website.

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.

DHS will communicate through Apptegy/social media, email, phone calls, social media, the school website, Canvas, Skyward, printed materials, and individual conferences. Information will be translated when practical, meetings will be offered in-person and virtually at flexible times, and staff will be expected to respond promptly to family communications. Translation and interpreter services will be provided when available.

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.

Transportation and childcare are not routinely provided; however, DHS will work with families on a case-by-case basis to reduce participation barriers whenever possible. Virtual meeting options, flexible scheduling, and community-based events will also be utilized.

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.

The School-Parent Compact will be jointly reviewed through SAC with input from parents, students, teachers, and administrators. The compact will clearly define the responsibilities of students, families, and school staff in supporting attendance, academic achievement, positive behavior, and graduation readiness. Signed compacts will be distributed annually.

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.

DHS will coordinate family engagement with Title I, School Counseling, Career and Technical Education, Cambridge, Exceptional Student Education, FAFSA support, business partners, Marion Technical College, the College of Central Florida, military recruiters, local employers, and community organizations to strengthen college and career readiness.

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

Families will receive information about curriculum, graduation requirements, B.E.S.T. Standards, FAST and End-of-Course assessments, assessment reports, Skyward and Canvas access, attendance expectations, and strategies to support learning at home through workshops, conferences, newsletters, and school events.

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 1 Meeting	Create an opportunity for families to learn about the benefits of participating in the Title I program. Additionally, key personnel will share the Parent and Family Engagement Plan, School Improvement Plan, and School-Parent Compacts. The school will recruit families to engage with the school through various volunteer opportunities, including, but not limited to SAC.	September 3rd, 2026 5:30 PM
Academic Parent Student - Teacher Conferences	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	On-going

	used at home to support student learning. Families and teachers will set goals for upcoming assessments.	
Fall Conference Night	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 1 October 20th, 2026 5:00 PM
Pathways to Graduation and FASFA Night	Share graduation requirements and various pathways to graduation (CTE, AICE, AP). Provide guidance to assist families to monitor and help fulfill their child's goals and aspirations for school and life beyond high school.	Quarter 2 November 12th, 2026 6:00 PM
Tigers Know BEST	Provide an opportunity for families to understand the concepts and skills needed to meet each grade level's expectations. Families will understand how to access Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and learn about assessment requirements for Graduation.	Quarter 3 January 12th, 2026 5:30-7:00 PM
Spring Conference Night	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 3 March 9th, 2026 5:00 PM
Title 1 Family Fun Evening	To involve the entire school and representative community members in an event that highlights school and college and career resources.	Quarter 4 April 6th, 2026 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

Staff will participate in professional learning focused on effective family communication, culturally responsive engagement, customer service, use of translation resources, Canvas and Apptegy communication, conference best practices, and strategies for partnering with families as equal stakeholders. Parent feedback collected through surveys and SAC meetings will be incorporated into staff training and continuous improvement.

School Advisory Council (SAC) Interest Form

[Dunnellon High 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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_____

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