

Dinsmore Elementary School



2014-15 School Improvement Plan

Dinsmore Elementary School

7126 CIVIC CLUB DR, Jacksonville, FL 32219

<http://www.duvalschools.org/dinsmore>

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
67%

Alternative/ESE Center
No

Charter School
No

Minority
50%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	C	C

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Dinsmore Elementary every child will be thoroughly prepared in a safe and academically rich environment to become 21st century learners who will meet the challenges of secondary education.

Provide the school's vision statement

School Environment

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

At Dinsmore Elementary School we believe in building wonderful working relationships. Students have the ability to talk to their teachers as such the administrators about things that may be bothering them. Each day students are greeted with a warm smile a welcome from their teachers as they walk into their classroom. Teachers along with students engage in meaningful conversations and get to know each other through positive daily interactions. Teachers also find creative ways to ties learning about students cultures in to lessons that allow students to connect to real world situations and processes.

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

At Dinsmore Elementary School we strive to create a warm and loving environment that fosters love and provides a safe place for student to learn. We follow the Duval Safe Schools Plan that outlines what to do in an emergency and how to react to certain situations that may arise. Students are well versed on these procedures and they are practiced often through safety drills. There is always an adult present in common areas and in the classrooms. Students at Dinsmore understand that the adults in our building are here to protect them and they feel comfortable telling if someone or something has offended them or made them feel uncomfortable. Overall, at Dinsmore we have safety systems in place for all stakeholders.

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

At Dinsmore Elementary School we have implemented a Positive Behavior Support System that allows students earn token for achieving small successes, exhibiting good behavior, making the right choices, and going over and beyond to help others. These tokens are later used to purchase items from our school store which consist of items from small novelty toys to electronics.

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

At Dinsmore Elementary School we have a full-time guidance counselor that is available to talk with students that may be dealing with social and emotional issues. Our guidance counselor also provides classroom guidance around theses issues to let student know that it is okay to get this out and talk

about them. The guidance counselor also have connections to outside resources that may be beneficial to families as a whole.

Early Warning Systems

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

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

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

At Dinsmore Elementary we have been afforded the opportunity to increase the regular school day by 60 minutes to focus on reading. During this time students are provided focused instruction based on their reading needs. Students participate in small group instruction, computer based activities, etc.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The goal at Dinsmore is to increase number of parents that are involved in school by 10 percent.

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

Dinsmore was a active PTA which sponsors many school wide events, for example a Fall Festival held annual the first weekend in November. This is a community wide event attended by many. The school holds annual Literacy, Math and Science Night spotlighting each academic area. The school has worked to develop faith based partnerships with Dinsmore United Methodist Church and Dinsmore Baptist Church. We have business partnerships with BJ's Wholesale Club and H & R Block.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Gribben, Christina	Principal
Sapp, Daniel	Assistant Principal
Collins, Lauren	Instructional Coach
Hartley, Lou Ellen	Instructional Coach

Duties

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

The Building Leadership Team leads the faculty in a review of the data, and with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is presented to School Advisory Council for review and recommendations. The Building Leadership Team finalizes the plan.

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

The team will meet monthly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Mrs. Christina Gribben	Principal
Ms. Natasha Jackson	Parent
Mrs. Carly Bone	Parent
Ann Taylor	Business/Community
Kristen Sandifer	Parent
Stephanie Humphrey	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

Development of this school improvement plan

SAC members were given copy of 1st draft of the SIP and was asked to review and give input to any changes they felt were needed.

Preparation of the school's annual budget and plan

The SAC is kept abreast of issues with the school wide budget as well as the school improvement funds.

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

School Improvement funds were used to purchase software to help with the reading program.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Gribben, Christina	Principal
Sapp, Daniel	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the Reading Committee is to lead our school according to our district's new goals. The Reading Committee is responsible for disseminating information to the faculty, learning and sharing new teaching strategies with their grade level teams, and planning across grade levels to

ensure continuity of our educational program. The Reading Coach serves as facilitator of Reading Committee meetings, and brings back new information from bi-monthly district Coaches' Meetings.

Public and Collaborative Teaching

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

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

1. At Dinsmore Elementary School we will utilize common planning times for collaborative planning on a weekly basis.
2. At Dinsmore Elementary School we will also participate in ongoing professional development as a school during Early Release Days.

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

1. Dinsmore's most effective recruitment technique is when administration and staff members take the initiative to recruit outstanding teachers with whom they have a personal connection.
2. Dinsmore works to promote an environment of collegiately and family. We continue to provide team building activities that help promote team and family.
3. Dinsmore has been able to retain many outstanding teachers by assigning each teacher a mentor/ buddy whether they are new or veteran.
4. Each mentor for each beginning teacher is CET trained.

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

Ellen Hartley mentor to Hannah Sharron--Ms. Hartley is CET trained, service as the reading coach. Share common passion for music + district will assign a music mentor as well. They will jointly participate in monthly MINT meeting, meet weekly, do classroom observations and assist with IPDP.

Trina Madison mentor to Carol Crumpton--Ms. Madison and Ms. Crumpton serve on the same grade level and have common planning time. Ms. Madison is CET certified and has had an effective evaluation. They will jointly participate in monthly MINT meeting, meet weekly, do classroom observations and assist with IPDP.

Dorothy Leitch to mentor Katherine Hurtado de Mendoza -- Ms. Leitch and Mrs. Hurtado de Mendoza serve on the same grade level and have common planning time. Ms. Madison is CET certified and has had an effective evaluation. serve on the same grade level and have common planning time. Ms. Madison is CET certified and has had an effective evaluation. Expressed preferences of both the mentor and mentee. They will jointly participate in monthly MINT meeting, meet weekly, do classroom observations and assist with IPDP.

Louise Hoffecker to mentor Aleana Pikulski- Both teachers are primary teachers, Mrs. Hoffecker is CET certified and has had an effective evaluation. Expressed preferences of both the mentor and mentee. They will jointly participate in monthly MINT meeting, meet weekly, do classroom observations and assist with IPDP.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The core instructional Program at Dinsmore Elementary School is aligned to the Florida Standards. The Duval County Public School District has strategically planned and provided Curriculum Guides and resources that aligns with the Florida Standards. Teachers are required to plan rigorous and meaningful lessons for students by using Florida Item Specifications for grade 3-5. and District created Curriculum Guides. The Item Specifications provide content limits and specific verbage for what students need to master the standard.

Instructional Strategies

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

At Dinsmore Elementary School we data to drive instruction and to differentiate lesson and activities based on student needs and abilities. Using several data source with FCAT 2.0/Iready being the main source, students are tiered according to their level. Some of our students are provided modification and accommodation as referenced in their IEP of 504 documents. Some of these students receive tier 3 interventions and testing modifications throughout the year. Students are given daily instruction on benchmarks and are assessed regularly. Based on the results of the assessments, the data is then used to create a new cycle of groups in an effort to help students achieve academic success.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

At Dinsmore Elementary School we were one in 52 schools in Duval County that was afforded an extra hour of reading instruction. Teachers have prepared specific instructional strategies to help bring student up in reading. During this time students are grouped according to reading level and ability. Teachers work closely with student to increase reading skills.

Strategy Rationale

This process will allow teachers more time to work with struggling readers on specific skills needed to become better readers.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sapp, Daniel, sappjrd@duvalschools.org

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

We will collect I-Ready data, teacher generated assessment data, and other data collected by teachers to monitor the progress of students.

Strategy: After School Program

Minutes added to school year:

Extended Day has a teacher supporting the instructional period each day. Students use computers and receive reinforcement with activities that are associated with the core academic subjects

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sapp, Daniel, sappjrd@duvalschools.org

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

The data is analyzed by the classroom teacher. Teacher can request students in extended day have specific computer base instruction.

Student Transition and Readiness

PreK-12 Transition

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

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

Dinsmore has a 1/2 day VPK program.

Safety: Students are assisted as soon as they arrive at school. We give each child a name tag with homeroom and means of transportation. We allow the parents to stay around a little while longer on the first few days. There district wide safety guidelines for Kindergarten students who go home on the bus. A parent or guardian meet the child at the bus stop.

Readiness: Every student takes the Florida Kindergarten Readiness Screener (FLKRS) which is state mandated.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The goal of Dinsmore Elementary is to have 64% of the students in grades 3-5 proficient on the Florida Standards Assessment (FSA). Reading instruction and the use of reading strategies will be implemented in all core subjects.
- G2.** Dinsmore Reading Goal for Achievable Annual Measurable Objectives (AMO) is 60 percent for all students. Part of our goal is to ensure that all of our sub groups meet their AMO. Special attention to our White(58%),Black(43%),Econ(47%) will be made.
- G3.** It is our goal to increase student math proficiency to 57% on the 2015 Florida Standards Assessment (FSA) by providing teachers with support through Collaborative Coaching Cycles and ongoing professional development in Mathematics.
- G4.** At Dinsmore Elementary 50% of students in grade 4 will make proficiency (3.5 or higher) in writing.
- G5.** A minimum of 65% of students in grade 5 will achieve proficiency (level 3 or higher) on the Science FSA.

Strategic Goals Detail

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

G1. The goal of Dinsmore Elementary is to have 64% of the students in grades 3-5 proficient on the Florida Standards Assessment (FSA). Reading instruction and the use of reading strategies will be implemented in all core subjects. 1a

G045609

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	64.0

Resources Available to Support the Goal 2

- This year Dinsmore has been privileged to have a full time Reading Coach. It is our plan to have the Coach involved in trainings (Data Chats, Common Planning, Modeling Instruction and PLC's). Dinsmore will also have a district support person that will be used to support our teachers.
- School Base Literacy Support
- District Support
- Core Subject Area Teachers
- Collaborative Planning
- Professional Development both district and school based

Targeted Barriers to Achieving the Goal 3

- Lack of understanding and/or urgency by teachers of the benefit of students receiving embedded and continual exposure to reading instruction

Plan to Monitor Progress Toward G1. 8

Data Chats per Grade Level

Person Responsible

Christina Gribben

Schedule

Biweekly, from 8/22/2014 to 6/1/2015

Evidence of Completion

CGA/FCIM Assessment Results, Data Notebooks, Computer Usage Reports, (Small group data)

G2. Dinsmore Reading Goal for Achievable Annual Measurable Objectives (AMO) is 60 percent for all students. Part of our goal is to ensure that all of our sub groups meet their AMO. Special attention to our White(58%),Black(43%),Econ(47%) will be made. 1a

G045612

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- It is our plan to have the Coach involved in training (Data Chats, Common Planning, Modeling Instruction and PLC's). Dinsmore will also have a full time substitute teacher that will be used for teachers so they may go to observe other teachers and lessons during the instructional day. We plan to use the District Specialist to support our teachers.
- Expanded Technolgy
- Guidance, ESE

Targeted Barriers to Achieving the Goal 3

- Teacher's lessons are planned out with the complexity and rigorous components that are needed. Teachers are using novels for instruction instead of the basal and ensuring that strategies and benchmarks are incorporate into each lesson. Teachers are learning a new instructional delivery method, Gradual Release Method.
- Teacher using all available Technology

Plan to Monitor Progress Toward G2. 8

Classroom Observation

Person Responsible

Christina Gribben

Schedule

On 6/5/2015

Evidence of Completion

CAST observation, Exit Tickets, Formative Classroom Assessment, CGA's

G3. It is our goal to increase student math proficiency to 57% on the 2015 Florida Standards Assessment (FSA) by providing teachers with support through Collaborative Coaching Cycles and ongoing professional development in Mathematics. 1a

G045618

Targets Supported 1b

Indicator	Annual Target
	57.0

Resources Available to Support the Goal 2

- The Math Team will be involved in training (Data Chats, Common Planning, Modeling Instruction PLC's and Technology). Dinsmore will solicit substitutes as necessary to cover classes so that teachers may participate in common planning periods and observe classrooms. We plan to use the District Specialist to support our teachers.
- Expanded Technology (i-ready, Xtra Math)
- Guidance ESE
- Math Investigations
- Curriculum Guides

Targeted Barriers to Achieving the Goal 3

- Teacher's lessons are planned out with the complexity and rigorous components that is needed. Teachers are learning a new instructional delivery method, Gradual Release Method.
- Teacher questioning at higher level that drives instruction deeper

Plan to Monitor Progress Toward G3. 8

Instructional Plans, Classroom Instruction, ensuring the rigor and complexity is part of planning and presentation of instruction.

Person Responsible

Daniel Sapp

Schedule

Daily, from 9/22/2014 to 6/5/2015

Evidence of Completion

Exit Tickets, Formative Classroom Assessment, CGA's and Florida Standards Assessment

G4. At Dinsmore Elementary 50% of students in grade 4 will make proficiency (3.5 or higher) in writing. 1a

G045619

Targets Supported 1b

Indicator	Annual Target
	50.0

Resources Available to Support the Goal 2

- This is the second year Dinsmore has had a full time Reading Coach. It is our plan to have the Coach involved in training (Common Planning, Modeling Instruction and supporting writing conventions). Dinsmore will schedule substitutes that will be used to cover classes for teachers to observe other teachers and lessons during the instructional day.
- Write to Learn
- Step Up to Writing Curriculum
- District Specialist Support

Targeted Barriers to Achieving the Goal 3

- Lack of explicit convention instruction/lack of strategies for interventions
- Student lack of knowledge of the writing process

Plan to Monitor Progress Toward G4. 8

Instructional Plans, classroom instruction ensuring the rigor and complexity is part of planning and presentation of instruction and Write To Learn.

Person Responsible

Christina Gribben

Schedule

On 6/5/2015

Evidence of Completion

Built in assessment and data tracking

G5. A minimum of 65% of students in grade 5 will achieve proficiency (level 3 or higher) on the Science FSA. **1a**

 G045622

Targets Supported **1b**

Indicator	Annual Target
	65.0

Resources Available to Support the Goal **2**

- 5th Grade Science Instructors
- District Science Specialist
- Professional Development
- Gizmos Inquiry Based Computer Program
- Nominal computer technology support in Science with inquiry based programs.

Targeted Barriers to Achieving the Goal **3**

- Limited teaching of prerequisite Science NGSSS content in Grades 3 and 4
- Nominal enrichment and differentiated instruction of Science concepts
- Lack of rigor and higher level questioning on classroom assessments

Plan to Monitor Progress Toward G5. **8**

Data Chats

Person Responsible

Daniel Sapp

Schedule

On 6/5/2015

Evidence of Completion

CGA's, teacher generated assessments, lab observations

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. The goal of Dinsmore Elementary is to have 64% of the students in grades 3-5 proficient on the Florida Standards Assessment (FSA). Reading instruction and the use of reading strategies will be implemented in all core subjects. **1**

 G045609

G1.B1 Lack of understanding and/or urgency by teachers of the benefit of students receiving embedded and continual exposure to reading instruction **2**

 B112588

G1.B1.S1 Conduct a Professional Inquiry into the benefits of supporting students with continual exposure to reading instruction. **4**

 S129306

Strategy Rationale

To ensure that teacher understand the importance of exposing students to good instruction through the reading content.

Action Step 1 **5**

Professional Development Training through Professional Article Inquiries

Person Responsible

Christina Gribben

Schedule

Monthly, from 9/23/2014 to 5/1/2015

Evidence of Completion

Articles of use, student work samples, teacher surveys, administrative observation notes

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

Curriculum Vertical Planning w/Subject Area Teachers

Person Responsible

Christina Gribben

Schedule

Weekly, from 9/23/2014 to 6/1/2015

Evidence of Completion

Written lesson plans, coach/administrative observation notes, student artifacts, Calendars, Instructional Focus Walk-through Feedback Form

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

Administrative Walk –through and documentation of Vertical Planning

Person Responsible

Christina Gribben

Schedule

Weekly, from 9/23/2014 to 6/1/2015

Evidence of Completion

Observation notes, Exit Tickets, Formative Classroom Assessment, CGA's and Florida Standards Assessment

G2. Dinsmore Reading Goal for Achievable Annual Measurable Objectives (AMO) is 60 percent for all students. Part of our goal is to ensure that all of our sub groups meet their AMO. Special attention to our White(58%),Black(43%),Econ(47%) will be made. 1

G045612

G2.B1 Teacher's lessons are planned out with the complexity and rigorous components that are needed. Teachers are using novels for instruction instead of the basal and ensuring that strategies and benchmarks are incorporate into each lesson. Teachers are learning a new instructional delivery method, Gradual Release Method. 2

B112597

G2.B1.S1 Teachers meet cross grade level on a weekly basis to stay on target with the curriculum. 4

S124015

Strategy Rationale

Action Step 1 5

Common Planning with Instructional Coaches

Person Responsible

Daniel Sapp

Schedule

Evidence of Completion

Lesson Plans, common planning agendas/notes, observation notes, CGA's

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

Classroom Walkthroughs

Person Responsible

Daniel Sapp

Schedule

Evidence of Completion

Lesson plans, student work samples, formative assessments, CGA's

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

Data Chats

Person Responsible

Christina Gribben

Schedule


Evidence of Completion

Lesson plans, student work samples, formative assessments results, CGA's

G2.B2 Teacher using all available Technology 2

 B112598

G2.B2.S1 On going training with the STC and Math Specialist will be on going with teachers. 4

 S124016

Strategy Rationale

Action Step 1 5

Technology Training on new programs (Achieve 3000, Write To Learn)

Person Responsible

Christina Gribben

Schedule

On 8/14/2014

Evidence of Completion

The use of the online programs will be monitored, built in assessment data analysis

Action Step 2 5

Gradual Release and collaborative strategies Training

Person Responsible

Lou Ellen Hartley

Schedule

On 10/3/2014

Evidence of Completion

Lesson Plans, observation notes, students work samples

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom Walkthroughs

Person Responsible

Christina Gribben

Schedule

On 6/5/2015

Evidence of Completion

Observation notes, lesson plans, student work samples, classroom instruction

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Administrative Walkthroughs

Person Responsible

Christina Gribben

Schedule

On 6/5/2015

Evidence of Completion

Student work samples, interactive journals, CGA's, teacher generated assessments

G3. It is our goal to increase student math proficiency to 57% on the 2015 Florida Standards Assessment (FSA) by providing teachers with support through Collaborative Coaching Cycles and ongoing professional development in Mathematics. 1

G045618

G3.B1 Teacher's lessons are planned out with the complexity and rigorous components that is needed. Teachers are learning a new instructional delivery method, Gradual Release Method. 2

B112615

G3.B1.S1 Ensure lessons are planned out with targeted instruction. Using data teachers will provide individual instruction based on student needs. 4

S124022

Strategy Rationale

Having coaches walk teachers through the process of strategic lesson planning and modeling best practices would be a great benefit for all and should increase student performance overall.

Action Step 1 5

One primary and one intermediate teacher will be chosen to be a model teacher based on both their excellent teaching ability and their willingness to work with new and struggling teachers in a compassionate manner. These teachers will be made available to all other teachers and assigned to mentor new teachers and teachers currently on action plans. Model teachers will receive extra support from the instructional coaches and district specialist to prevent burnout.

Person Responsible

Lauren Collins

Schedule

Weekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Exit tickets, Lesson Plans, Student work samples, CGA's, Florida Standards Assessment

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

Lesson planning and delivery

Person Responsible

Daniel Sapp

Schedule

Daily, from 9/22/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Observation notes, student work samples, interactive journals

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

Targeted instruction is going on daily

Person Responsible

Daniel Sapp

Schedule

Daily, from 9/22/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, student work samples, CGA's, teacher generated assessments, Florida Standards Assessment

G3.B3 Teacher questioning at higher level that drives instruction deeper 2

 B112617

G3.B3.S1 Common planning with emphasis on preparing Higher Order Questions 4

 S134298

Strategy Rationale

Teachers will understand how and why students are asked higher order questions. Students are asked these questions to increase their understanding and extend their thoughts.

Action Step 1 5

Collaborative planning

Person Responsible

Lauren Collins

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Lesson plans, meeting agendas, student work samples, teacher feedback

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Classroom Walkthroughs

Person Responsible

Daniel Sapp

Schedule

Weekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, student work samples, interactive activities, observation notes

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Instructional coaches and grade-level teachers in all subject areas (reading, math, science) will each be present for common planning period each grade level has during the school week. During these sessions, coaches will utilize the district curriculum guides, the gradual release lesson planning template, and a higher order questioning organizer to collaboratively write plans for the upcoming week. Teachers will be asked to bring artifacts of student work from the current week to establish whether mastery has been met. Administrators and coaches will monitor classroom instruction for fidelity and implementation of plans through Administrative Walkthroughs and other observations.

Person Responsible

Daniel Sapp

Schedule

On 6/5/2015

Evidence of Completion

Lesson plans, student work samples, Exit Tickets, interactive journals, observation notes

G4. At Dinsmore Elementary 50% of students in grade 4 will make proficiency (3.5 or higher) in writing. 1

G045619

G4.B1 Lack of explicit convention instruction/lack of strategies for interventions 2

B112618

G4.B1.S1 School wide implementation of the program Write To Learn 4

S124023

Strategy Rationale

Write To Learn allows students the opportunity to practice writing skill in the same format the students will be tested in the Spring via computer.

Action Step 1 5

Write to Learn

Person Responsible

Lou Ellen Hartley

Schedule

Weekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Built in assessment and data tracking through program

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

Write to Learn

Person Responsible

Christina Gribben

Schedule

On 6/5/2015

Evidence of Completion

Built in assessment and data tracking through program

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

Administrative Walkthroughs/Data Chats

Person Responsible

Christina Gribben

Schedule

Biweekly, from 9/22/2014 to 6/5/2015


Evidence of Completion

Built in assessment and data tracking, District writing prompt data, student work samples

G4.B2 Student lack of knowledge of the writing process 2

 B112619

G4.B2.S1 Student will participate in daily writing exercises across all subject areas. 4

 S133983

Strategy Rationale

Action Step 1 5

Daily writing entries in student interactive journals

Person Responsible

Lou Ellen Hartley

Schedule

On 6/5/2015

Evidence of Completion

District writing prompts, Interactive journals, Formative Classroom Assessment, CGA's and Florida Standards Assessment

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Classroom Walkthroughs

Person Responsible

Christina Gribben

Schedule

On 6/5/2015

Evidence of Completion

Students work samples, interactive journals, District Writing Prompt data, teacher generated assessments

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Data Chats

Person Responsible

Christina Gribben

Schedule

On 6/5/2015

Evidence of Completion

Student work samples, interactive journals, writing portfolios

G5. A minimum of 65% of students in grade 5 will achieve proficiency (level 3 or higher) on the Science FSA.

1

G045622

G5.B1 Limited teaching of prerequisite Science NGSSS content in Grades 3 and 4

2

B112624

G5.B1.S1 District specialist will provide greater classroom support throughout the year.

4

S124027

Strategy Rationale

Action Step 1

5

Administration along with District Specialist will complete classroom walk-throughs to provide feedback to teachers and the specialist will provide support and assistance during common planning and classroom instruction. The specialist and teacher will team teach various scientific concepts, which will include hands on activities, scientific inquiry, and small group instruction.

Person Responsible

Daniel Sapp

Schedule

Weekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Coaching Logs, Teacher Feedback Forms and Lesson Plans, Student Artifacts, Interactive Science Journals

Plan to Monitor Fidelity of Implementation of G5.B1.S1

6

Instructional coaches and grade-level teachers in all subject areas (reading, math, science) will each be present for common planning period each grade level has during the school week. During these sessions, coaches will utilize the district curriculum guides, the gradual release lesson planning template, and a higher order questioning organizer to collaboratively write plans for the upcoming week. Teachers will be asked to bring artifacts of student work from the current week to establish whether mastery has been met. Administrators and coaches will monitor classroom instruction for fidelity and implementation of plans.

Person Responsible

Daniel Sapp

Schedule

On 6/5/2015

Evidence of Completion

Lesson plans, Student Artifacts, Questioning Organizer, District Specialist Planning Agendas

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Administrative Walk –through and documentation of Common Planning Meeting with Teachers and Coaches

Person Responsible

Daniel Sapp

Schedule

On 6/5/2015


Evidence of Completion

Written lesson plans, Coach/administrative observation notes, Student artifacts, Agendas

G5.B2 Nominal enrichment and differentiated instruction of Science concepts 2

 B122310

G5.B2.S1 Utilize the District Science Specialist to help create meaningful activities to aide in the differentiation of Science content to meet the needs of the students. 4

 S134255

Strategy Rationale

Differentiated instruction has proven to help student learning at their ability level. As students learn, they grow academically in hopes of becoming proficient in the subject areas.

Action Step 1 5

District and Instructional coaches will facilitate vertical planning to include a focus on foundational skills.

Person Responsible

Lou Ellen Hartley

Schedule

Weekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Coaching Logs, Teacher Feedback Forms and Lesson Plans, Student Artifacts, Interactive Science Journals, Group Charts created during planning time as evidence and a continuous reference.

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Curriculum Vertical Planning w/Subject Area Teachers

Person Responsible

Daniel Sapp

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Written lesson plans, coach/administrative observation notes, student artifacts, Calendars, Instructional Focus Walk-through Feedback Form

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Administrative Walkthroughs/Observations

Person Responsible

Daniel Sapp

Schedule

Daily, from 9/22/2014 to 6/5/2015

Evidence of Completion

Written lesson plans, coach/administrative observation notes, student artifacts, Calendars, Instructional Focus Walk-through Feedback Form

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1	Technology Training on new programs (Achieve 3000, Write To Learn)	Gribben, Christina	8/14/2014	The use of the online programs will be monitored, built in assessment data analysis	8/14/2014 one-time
G3.B1.S1.A1	One primary and one intermediate teacher will be chosen to be a model teacher based on both their excellent teaching ability and their willingness to work with new and struggling teachers in a compassionate manner. These teachers will be made available to all other teachers and assigned to mentor new teachers and teachers currently on action plans. Model teachers will receive extra support from the	Collins, Lauren	9/22/2014	Exit tickets, Lesson Plans, Student work samples, CGA's, Florida Standards Assessment	6/5/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	instructional coaches and district specialist to prevent burnout.				
G4.B1.S1.A1	Write to Learn	Hartley, Lou Ellen	9/22/2014	Built in assessment and data tracking through program	6/5/2015 weekly
G1.B1.S1.A1	Professional Development Training through Professional Article Inquiries	Gribben, Christina	9/23/2014	Articles of use, student work samples, teacher surveys, administrative observation notes	5/1/2015 monthly
G2.B1.S1.A1	Common Planning with Instructional Coaches	Sapp, Daniel	Lesson Plans, common planning agendas/ notes, observation notes, CGA's	weekly	
G4.B2.S1.A1	Daily writing entries in student interactive journals	Hartley, Lou Ellen	9/22/2014	District writing prompts, Interactive journals, Formative Classroom Assessment, CGA's and Florida Standards Assessment	6/5/2015 one-time
G5.B1.S1.A1	Administration along with District Specialist will complete classroom walk-throughs to provide feedback to teachers and the specialist will provide support and assistance during common planning and classroom instruction. The specialist and teacher will team teach various scientific concepts, which will include hands on activities, scientific inquiry, and small group instruction.	Sapp, Daniel	9/22/2014	Coaching Logs, Teacher Feedback Forms and Lesson Plans, Student Artifacts, Interactive Science Journals	6/5/2015 weekly
G5.B2.S1.A1	District and Instructional coaches will facilitate vertical planning to include a focus on foundational skills.	Hartley, Lou Ellen	9/22/2014	Coaching Logs, Teacher Feedback Forms and Lesson Plans, Student Artifacts, Interactive Science Journals, Group Charts created during planning time as evidence and a continuous reference.	6/5/2015 weekly
G3.B3.S1.A1	Collaborative planning	Collins, Lauren	9/22/2014	Lesson plans, meeting agendas, student work samples, teacher feedback	6/5/2015 monthly
G2.B2.S1.A2	Gradual Release and collaborative strategies Training	Hartley, Lou Ellen	10/1/2014	Lesson Plans, observation notes, students work samples	10/3/2014 one-time
G1.MA1	Data Chats per Grade Level	Gribben, Christina	8/22/2014	CGA/FCIM Assessment Results, Data Notebooks, Computer Usage Reports, (Small group data)	6/1/2015 biweekly
G1.B1.S1.MA1	Administrative Walk –through and documentation of Vertical Planning	Gribben, Christina	9/23/2014	Observation notes, Exit Tickets, Formative Classroom Assessment, CGA's and Florida Standards Assessment	6/1/2015 weekly
G1.B1.S1.MA1	Curriculum Vertical Planning w/Subject Area Teachers	Gribben, Christina	9/23/2014	Written lesson plans, coach/ administrative observation notes, student artifacts, Calendars, Instructional Focus Walk-through Feedback Form	6/1/2015 weekly
G2.MA1	Classroom Observation	Gribben, Christina	9/22/2014	CAST observation, Exit Tickets, Formative Classroom Assessment, CGA's	6/5/2015 one-time
G2.B1.S1.MA1	Data Chats	Gribben, Christina	Lesson plans, student work samples, formative assessments	monthly	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			results, CGA's		
G2.B1.S1.MA1	Classroom Walkthroughs	Sapp, Daniel	Lesson plans, student work samples, formative assessments, CGA's	daily	
G2.B2.S1.MA1	Administrative Walkthroughs	Gribben, Christina	9/22/2014	Student work samples, interactive journals, CGA's, teacher generated assessments	6/5/2015 one-time
G2.B2.S1.MA1	Classroom Walkthroughs	Gribben, Christina	9/22/2014	Observation notes, lesson plans, student work samples, classroom instruction	6/5/2015 one-time
G3.MA1	Instructional Plans, Classroom Instruction, ensuring the rigor and complexity is part of planning and presentation of instruction.	Sapp, Daniel	9/22/2014	Exit Tickets, Formative Classroom Assessment, CGA's and Florida Standards Assessment	6/5/2015 daily
G3.B1.S1.MA1	Targeted instruction is going on daily	Sapp, Daniel	9/22/2014	Lesson Plans, student work samples, CGA's, teacher generated assessments, Florida Standards Assessment	6/5/2015 daily
G3.B1.S1.MA1	Lesson planning and delivery	Sapp, Daniel	9/22/2014	Lesson Plans, Observation notes, student work samples, interactive journals	6/5/2015 daily
G3.B3.S1.MA1	Instructional coaches and grade-level teachers in all subject areas (reading, math, science) will each be present for common planning period each grade level has during the school week. During these sessions, coaches will utilize the district curriculum guides, the gradual release lesson planning template, and a higher order questioning organizer to collaboratively write plans for the upcoming week. Teachers will be asked to bring artifacts of student work from the current week to establish whether mastery has been met. Administrators and coaches will monitor classroom instruction for fidelity and implementation of plans through Administrative Walkthroughs and other observations.	Sapp, Daniel	9/22/2014	Lesson plans, student work samples, Exit Tickets, interactive journals, observation notes	6/5/2015 one-time
G3.B3.S1.MA1	Classroom Walkthroughs	Sapp, Daniel	9/22/2014	Lesson Plans, student work samples, interactive activities, observation notes	6/5/2015 weekly
G4.MA1	Instructional Plans, classroom instruction ensuring the rigor and complexity is part of planning and presentation of instruction and Write To Learn.	Gribben, Christina	9/22/2014	Built in assessment and data tracking	6/5/2015 one-time
G4.B1.S1.MA1	Administrative Walkthroughs/Data Chats	Gribben, Christina	9/22/2014	Built in assessment and data tracking, District writing prompt data, student work samples	6/5/2015 biweekly
G4.B1.S1.MA1	Write to Learn	Gribben, Christina	9/22/2014	Built in assessment and data tracking through program	6/5/2015 one-time
G4.B2.S1.MA1	Data Chats	Gribben, Christina	9/22/2014	Student work samples, interactive journals, writing portfolios	6/5/2015 one-time
G4.B2.S1.MA1	Classroom Walkthroughs	Gribben, Christina	9/22/2014	Students work samples, interactive journals, District Writing Prompt data, teacher generated assessments	6/5/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.MA1	Data Chats	Sapp, Daniel	9/22/2014	CGA's, teacher generated assessments, lab observations	6/5/2015 one-time
G5.B1.S1.MA1	Administrative Walk –through and documentation of Common Planning Meeting with Teachers and Coaches	Sapp, Daniel	9/22/2014	Written lesson plans, Coach/ administrative observation notes, Student artifacts, Agendas	6/5/2015 one-time
G5.B1.S1.MA1	Instructional coaches and grade-level teachers in all subject areas (reading, math, science) will each be present for common planning period each grade level has during the school week. During these sessions, coaches will utilize the district curriculum guides, the gradual release lesson planning template, and a higher order questioning organizer to collaboratively write plans for the upcoming week. Teachers will be asked to bring artifacts of student work from the current week to establish whether mastery has been met. Administrators and coaches will monitor classroom instruction for fidelity and implementation of plans.	Sapp, Daniel	9/22/2014	Lesson plans, Student Artifacts, Questioning Organizer, District Specialist Planning Agendas	6/5/2015 one-time
G5.B2.S1.MA1	Administrative Walkthroughs/ Observations	Sapp, Daniel	9/22/2014	Written lesson plans, coach/ administrative observation notes, student artifacts, Calendars, Instructional Focus Walk-through Feedback Form	6/5/2015 daily
G5.B2.S1.MA1	Curriculum Vertical Planning w/Subject Area Teachers	Sapp, Daniel	9/22/2014	Written lesson plans, coach/ administrative observation notes, student artifacts, Calendars, Instructional Focus Walk-through Feedback Form	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Dinsmore Reading Goal for Achievable Annual Measurable Objectives (AMO) is 60 percent for all students. Part of our goal is to ensure that all of our sub groups meet their AMO. Special attention to our White(58%),Black(43%),Econ(47%) will be made.

G2.B2 Teacher using all available Technology

G2.B2.S1 On going training with the STC and Math Specialist will be on going with teachers.

PD Opportunity 1

Technology Training on new programs (Achieve 3000, Write To Learn)

Facilitator

STC and Math Specialist

Participants

All teachers

Schedule

On 8/14/2014

Budget Rollup

Summary	
Description	Total
Grand Total	0