

Duval County Public Schools

# Dinsmore Elementary School



2016-17 Schoolwide Improvement Plan

## Dinsmore Elementary School

7126 CIVIC CLUB DR, Jacksonville, FL 32219

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	90%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	B*	F	C

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Duval County School Board on 11/1/2016.

### 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Dinsmore Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Every student will be provided learning experiences that guarantee opportunities for success and social responsibility.

##### b. Provide the school's vision statement.

To provide every student the opportunity to be empowered as lifelong learners in a safe and academically rich environment and be prepared for college and career.

#### 2. School Environment

##### a. 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 and school 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. Positive reinforcement is used to encourage students.

The school has engaged stakeholders (parents, students, teachers, school counselors, community, etc.) in the process of assessing the current state of the cultural awareness and student-teacher relationships through surveys such as; The New Teacher Learning Project, Gallup Poll Survey, Title I surveys, and SAC Accreditation surveys. This data is used to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and to close the existing social justice/equity gaps and shared with the school's SAC Board, Student Council, school leadership teams and Shared Decision Team to determine next steps.

##### b. 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 students 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.

The school has developed and implemented a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum such as Second Step. Supplemental data driven small group counseling and supports are in placed based on identified student need. The guidance counselor provides counseling, referral system supports to school-based and community resources. Teachers have support systems on campus that includes the full time counselor, and access to Full Service to provide additional support. Full Service is a neighborhood based collaboration designed to remove barriers to a child's academic success.

Services include:

- behavioral intervention
- individual/ family counseling
- mentoring
- parental skills enhancement
- after school tutoring
- case management
- medical/ health services
- after school activities

**c. 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.**

All staff members participate in CHAMPS Classroom Management training. A program that is used to set behavior expectations for each learning activity. The CHAMPS acronym is used to define detailed behavioral expectations. All classroom teachers are required to have an interactive CHAMPS chart in their classroom. Students participate in several school behavior assembly programs to review the school and district's student code of conduct as well as to learn the positive rewards recognitions, such as: Student of the Week, Student of the Month, quarterly behavior awards for those students who have zero referrals, citizenship awards, attendance awards, and Green Day awards for having an "A" for conduct. All staff members use positive feedback to reinforce behavior.

The school adheres to the DCPS Student Code of Conduct that defines the action step to take with each child based on the code violation. Restorative Justice will be used to give students an opportunity, to resolve skills, build stronger relationships and administration will provide alternative approaches to discipline to reduce the number of students be suspended. The school will implement an ISSP program.

In addition, the school has a School-wide Discipline Plan that defines common area behaviors. At the beginning of the year, teachers teach CHAMP lessons and each classroom uses a school-wide discipline chart to ensure that all students are treated fairly and consistently.

All of this is outlined in the school's PBIS (Positive Behavioral Interventions and Supports) plan to define school-wide expectations that are aligned with the district's Student Code of Conduct.

Dinsmore will be implementing the HERO electronic behavior incentive program to track the following behaviors: student engagement, common area & cafeteria behavior, citizenship, being on time for school, and increasing their achievement in iReady and Achieve 3000 online learning. Students earn points for meeting these goals and can redeem their points for leveled prizes. Parents and students have online access to track their points.

**d. 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.**

The school has a comprehensive guidance program and full time guidance counselor that schedules meetings with distinct staff and teachers to discuss students who are referred for social-emotional needs, academics, behaviors, or medical needs. In addition, the school has a school-wide MTSS team that meets on a biweekly basis to discuss students with barriers to academic and social success.

Mentors are assigned to students who have behavior concerns. Parent of students with severe behavior/academic concerns have the option of using Full Service schools. This resource helps

parents to connect with a behavior specialist or helps them get medical assistant. In addition, Full Service helps provide eye exams and glasses for those students who fail the vision screening.

The school has inclusion classrooms to support the students who have an individual education plan and ESE teachers support the student in the classroom to provide differentiate instruction, accommodations and modifications.

### 3. Early Warning Systems

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

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

Our school's Early Warning Indicator System provides teachers and support staff that analyze student data and provide resources that will help with the remediation of skills and standards.

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	7	19	15	20	19	10	0	0	0	0	0	0	0	90
One or more suspensions	0	2	3	3	7	1	0	0	0	0	0	0	0	16
Course failure in ELA or Math	0	0	3	8	9	7	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	8	24	42	0	0	0	0	0	0	0	74

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	8	28	26	29	37	31	0	0	0	0	0	0	0	159

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

This year the district has also provided additional support by including an interventionist in grades 3-5 that will work with students to ensure academic success. The interventionist will provide students with pullout Tier 3 instruction everyday. This is in addition to instruction provided by the classroom teacher.

## B. Family and Community Engagement

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



**1. 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. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

Yes

**1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/304864>.

**2. Description**

A PIP has been uploaded for this school or district - see the link above.

**2. 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 has a volunteer coordinator and teacher that helps the school build partnerships with the local school community. The coordinator responsibilities includes:

- Facilitating parent-school communication;
- Facilitating community agency referrals;
- Encouraging parent involvement in the school;
- Fostering trust between parents and the educational community;
- Fostering higher academic achievement through collaboration with school personnel.

The primary role of the volunteer coordinator is to empower parents to become active participants in the education of their children. Targeted are those parents who:

- need help in determining how best to help their children;
- are infrequent participants in school activities;
- may need clarification of their role in the educational process; and
- need assistance in making connections and accessing services.

The school utilizes the district's Parent Academy to promote parental involvement and enhance student achievement through workshops and activities that provide tools to enhance parenting, advocacy and leadership skills.

The school works closely with Full Service Schools to help provide students with behavioral support, medical needs, glasses, and mini grants to provide awards and educational incentives.

The school has two faith base partnerships that work closely with the school to help support the school community through giving financially or provided resources for parents/students that are in need.

**C. Effective Leadership**

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

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Reese, Wanda	Principal
Sims, Barbara	Assistant Principal
Mattscheck, Mary	Instructional Coach
Collins, Lauren	Instructional Coach

## b. Duties

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

Daniel Sapp - Assistant Principal

Responsibilities: Observations/Evaluations, Supervise Paraprofessionals, discipline, textbooks, test coordinator, bus coordinator, plan and provide support with professional development, collect and analyze data, and principal designee.

Reading Coach - Mary Mattscheck, Math Coach – Lauren Collins both coaches will:

- \* Implement the Coaching Cycle
- \* Research and provide content knowledge and resources to staff about learning and teaching in their content area– including: teaching strategies, modeling; assessment; research and provide information and guidance regarding a range of effective and innovative practices through various activities such as:
  - \* individual discussions (informal and formal);
  - \* coaching sessions;
  - \* demonstration lessons with pre- and post-discussion/analysis;
  - \* study groups; staff meetings; and professional development
- \* Maintain paperwork consistently, appropriately and in a timely manner
- \* Track data through progress monitoring, keep a data notebook
- \* Use technologies in the teaching/learning process
- \* Progress Monitor
- \* Maintain the confidentiality of schools, teachers, and classrooms
- \* Maintain supplemental materials
- \* Implement district initiatives
- \* Meet monthly with the district coaches
- \* Administer and interpret assessment data to determine adequate progress
- \* Determine those in need of supplemental or intensive intervention.
- \* Become familiar with the administration and interpretation of in-depth diagnostic measures or additional assessments commonly used in the school

The Admin 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 Admin Leadership Team finalizes the plan.

### **2. 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.

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Wanda Reese	Principal
Mrs. Carly Bone	Parent
Bernadette Stone	Parent
Cheryl Miles	Business/Community
Sarah Hileman	Parent
Elissa Byrd	Teacher
Taylor Moore	Teacher
Daniel Sapp	Education Support Employee
Justin Risinger	Parent
April Green	Parent
Jurene Taylor	Business/Community

**b. Duties**

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

*a. Evaluation of last year's school improvement plan*

The SIP is reviewed quarterly during the school year to ensure that progress is being made. Formative data is shared to progress monitor goals. At the first meeting in September, summative evidence is shared with the SAC Board to determine if the objectives were met. We identify the chief causes of the data that is low in an area and the SAC members provide suggestions, make recommendations, and offer support based on the evaluation.

*b. Development of this school improvement plan*

SAC committee members were invited to attend the district SIP training. The SAC Board will be given an opportunity to provide input to the SIP plan at the first meeting that will be held the second Tuesday in September. Upon review, a meeting will be scheduled to give parents time to give input and add additional strategies. The SAC assists in the developing and evaluating of the school improvement plan at the beginning of the year and is reviewed at middle of the year to ensure that progress is being made with all goals.

*c. Preparation of the school's annual budget and plan*

The school's budget for the rising school year is shared with the SAC at the last meeting in June. In September it is shared with the new SAC and the members have an opportunity to ask questions. The district uses an Allocation Model to determine school budgets.

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

School Improvement funds were used to purchase student ID badge system.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Reese, Wanda	Principal
Sims, Barbara	Assistant Principal
Mattscheck, Mary	Instructional Coach
Collins, Lauren	Instructional Coach

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The major initiative is to reduce the achievement gap by focusing on the core curriculum and raising the percent proficient in reading by 5%. Specific professional development for the staff will include: The implementation of the Florida State Standards in K-5 grades, inquiry based instruction, use of Achieve 3000 in grades 3-5, I-Ready Reading in grades K-5, Barton Reading and Spelling System in grades K-2, close reading/text complexity, focus on Florida State Standards Writing, and training of new district reading initiatives.

In addition, the team will monitor the progress of all subgroups and identify critical needs based upon the reading data. To develop a plan to incorporate literacy across all curriculum including technology. Implementation of the Million Word Campaign. Provide targeted staff development in reading and RTI. Ensure the delivery of the core program with fidelity, intensity, and passion. To provided professional development in the area of Instruction, curriculum & assessment; and support the facilitation of the examining student work.

The team will organize Literacy Week and plan activities for the end of year Reading Celebration, reading activities such as Parent Literacy Night, and Title One Parent Nights.

The team will also function as a Professional Learning Community to research best practices of instruction and work together to help all teachers implement.

**D. Public and Collaborative Teaching**

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

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

Dinsmore Elementary encourages a positive working relationships with teachers through Shared Decision, Sunshine Committee, and Professional Learning Communities, The master schedule has been designed to provide consistent time for teachers to meet in common planning. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

In addition, all DCPS schools are participating in the New Teacher Learning Project. The TNTP helps public schools, districts and states nationwide advance excellent instruction in four key areas. All staff members took a survey in the spring of 2014. This data is being used to create a strategic plan to work on school culture.

A Gallop Survey was given to all stakeholders to provide additional data in improving the school learning environment and school culture. This data will also be used to create a plan to address the areas of improvement and build on the areas of strength..

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

Dinsmore will recruit new teachers by marking the school and creating a positive image in the community. The school will follow district procedures for interviewing new candidates and the hiring process. The school supports new teachers with a mentor program. These staff members are paired with an experienced teacher who is CET trained and have proven results. In addition, teachers who are new to the building are assigned a mentor to help support them. Carlie Bone, the school Professional Development Coordinator, leads the school's mentor program.

In addition, leadership and growth opportunities are provided for teachers. Teachers have opportunities to participate in the school leadership team; participate in professional learning communities; and participate in challenging and enriching activities, such as curriculum planning, mentoring, academic coaching, action research, and technology integration. This is lead by school administration, Wanda Reese, Principal and Daniel Sapp, assistant principal, and PLC Leads.

Another strategy to retain effective teachers is to provide and cultivate collaboration in the school; to give time for teachers to collaborate, reflect and develop plans to improve on daily; and to provide teachers with an opportunity to provide feedback and solicit it in problem solving for the school. School administration, and coaches are responsible for monitoring this process.

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

The beginning teachers at Dinsmore participate in the district's MINT Program (Mentoring and Induction for Novice Teachers). This process is led at the school level by our PDF (Professional Development Facilitator) Carlie Bone. Teachers are assigned a mentor. These mentors are CET trained, have proven data that documents student growth, and have a desire to mentor new teachers. In addition, must have a minimum of three (3) years of successful teaching experience, hold a Professional Certificate, highly skilled with high expectations for students, evidence of outstanding instructional practice, strong interpersonal skills, have strong knowledge of content, have methods that support high standards, and are willing to commit to personal professional growth and learning through participation in professional development activities. The teachers and mentors participate in biweekly meetings with the PDF to train and review the requirements for the beginning teacher program. Requirements of the program include for the beginning teacher(s) are:

- \* Complete Novice Teacher Self-Assessment.
- \* Conduct two observations of an effective teacher using the MINT Focus Observation Instrument (one each semester).
- \* Participate in the principal's Initial Screening (1st CAST) observation cycle which will be conducted

within the first 45 days of hire.

\* Implement a novice teacher individual professional development plan (NT IPDP) that includes professional learning objectives and planning/instructional strategies to support demonstration of the Florida Educator Accomplished Practices.

\* Participate in two observation cycles by a member of the support team that include pre and post conferences (observations should occur during first and second semesters).

\* Complete CHAMPS class and follow-up requirements.

\* Complete DCPS Code of Ethics class.

\* Attend school-based MINT meetings.

\* Obtain the principal's verification of satisfactory demonstration of competency in the Florida Educator Accomplished Practices upon completion of the NT IPDP requirements. Beginning teachers will have an opportunity to observe in other classrooms, schools, and collaborate with their peers. Training will be provided in Focus (the school grade book program), Performance Matters (district data program), Teachers will also participate in professional learning communities to collaborate with their peers on lesson plans and teaching strategies. In addition, teachers who are new to the school, but have classroom experience are paired with a peer to help provide support to acclimate them to the school and district procedures.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

##### **1. 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 and the implementation of a new reading and math curriculum, Duval Reads and Duval Math. The Item Specifications provide content limits and specific verbage for what students need to master the standard.

#### b. Instructional Strategies

##### **1. 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 use data to drive instruction and to differentiate lesson and activities based on student needs and abilities. Using several data sources such as FSA, iReady Reading & Math, Ahiave 3000, core assessments, and DAR, 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.

Grade levels meet biweekly to review data and use the Collaborative Problem Solving Model to create MTSS/RTI intervention plans for the students who are not responding to core instruction. iReady Reading & Math, Curriculum Guide Assessments for grades 2-5, and DAR. Reading and math instruction is differentiated based on individual learning needs. In addition, teachers use differentiated

data driven centers to provide additional practice. Student goals are frequently assessed using formative assessments and district assessments are given quarterly. Students who have IEPs are given the appropriate accommodations and modifications based on their individual plans such as: giving the student extra time to complete assignments or tests, breaking up testing over several days working in a small group or working one-on-one with the classroom or VE ESE teacher.

The Barton Reading & Spelling System a one-on-one tutoring system will be used by the Reading Interventionist for the lowest students to provide intensive support in spelling, reading, and writing skills for students who struggle or have been identified with a learning disability; .

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Scheduling 150 minutes of reading instruction/ ELA
- Using Intensive instruction based on student needs during RTI
- Providing Instruction that is aligned with the Language Arts Florida Standards for their grade level
- \* Using classroom resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based reading levels
- Students receiving push-in/pull out services for ESE
- Providing LLI (Leveled Literacy Intervention) instruction in K-2
- Providing Process and Strategy charts for reminders of teaching

***2. 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:** After School Program

**Minutes added to school year:** 1,200

After school tutoring program will be developed to provide support for at-risk students. The teachers will meet with students twice weekly for one hour starting in January 2017 for 20 days.

**Strategy Rationale**

So that students who are behind will be given additional support in the sub skills that are deficient in reading, math, and science.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Sims, Barbara, blacksheab1@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.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

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

Dinsmore has one VPK unit with 21 students. The VPK class is a part of the Duval County Pre-K Readiness program built on the premise of quality early childhood education, designed to provide a safe and nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of the family. Child Find is available to assist families of preschoolers with low readiness rates..

Kindergarten teachers work closely with VPK teacher and families to ensure a smooth transition into Kindergarten. In the spring, the school sends home fliers with all students K-5 announcing Kindergarten Round-up to encourage parents to register their children for Kindergarten classes for the upcoming school year. New kindergarten families are supported in their transition to school by being offered the opportunity to ask questions. Other important information is sent home via newsletters and flyers to our VPK and Head Start students and families announcing upcoming events and expectations for school.

Dinsmore allocates funds from our Title I budget to implement activities to help with the transition into Kindergarten. Parent surveys and evaluation components are used to evaluate the quality and effectiveness of the plan and transition programs. VPK teachers and the receiving Kindergarten teachers are highly instrumental with this transition. Parents are invited to attend parent workshops and are given information about our Parent Resource Center. During the first forty-five days of school, Kindergarten students are screened using FLKRS and iReady. This data is used to indicate the students' development and readiness for school as well as the effectiveness of the transition plan.

There are approximately 85 Kindergarten students at Dinsmore. Fifteen percent of them attended the



Pre K program the previous year. Testing results indicate that most of the students that had the benefit of the VPK program are on grade level, those that are below grade level show evidence of possible disabilities. Those that did not attend a VPK program arrive below grade level, sometimes as much as one to two years.

### **b. College and Career Readiness**

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. 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.**

## **II. Needs Assessment**

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

##### **b. Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### **2. Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### **C. Strategic Goals**

## 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.** If Restorative Justice Practices are incorporated within our school wide discipline plan with fidelity, then the discipline referrals will decrease by 20% while positive student relationships and behaviors will increase school wide.
- G2.** If teachers in all grade levels teach science with fidelity on a daily basis as outlined in the daily schedule, then students achievement in science will increase on Science FCAT.
- G3.** If teachers understand the ELA standards and use effective reading strategies then student achievement will increase in all core academic areas.
- G4.** If teachers understand effective math teaching strategies and implement them, then bottom quartile math proficiency will increase.

## Strategic Goals Detail

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

**G1.** If Restorative Justice Practices are incorporated within our school wide discipline plan with fidelity, then the discipline referrals will decrease by 20% while positive student relationships and behaviors will increase school wide. 1a

G086352

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	20.0

**Targeted Barriers to Achieving the Goal** 3

- Accurate Discipline being reported
- Effective Communication between school and home regarding student behaviors

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- School-Wide Discipline Plan
- Code of Students Conduct
- Daily communication folder and phone logs

**Plan to Monitor Progress Toward G1.** 8

Meetings with PBIS Team during PLC

**Person Responsible**

Barbara Sims

**Schedule**

Monthly, from 10/3/2016 to 6/2/2017

**Evidence of Completion**

Discussion notes, feedback from teachers, meeting agenda, Discipline Report

**G2.** If teachers in all grade levels teach science with fidelity on a daily basis as outlined in the daily schedule, then students achievement in science will increase on Science FCAT. 1a

G086353

**Targets Supported** 1b

Indicator	Annual Target
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**Targeted Barriers to Achieving the Goal** 3

- Teachers running overtime in other core subject areas and not meeting the required time for science instruction.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Student science curriculum/materials
- Monthly Support from district science specialist
- Web-based Interactive Science resources

**Plan to Monitor Progress Toward G2.** 8

Student work samples, journal entries and exit tickets, student assessment data

**Person Responsible**

Barbara Sims

**Schedule**

On 6/2/2017

**Evidence of Completion**

Assessment item analysis, student attendance data, student work samples, lesson plans

**G3.** If teachers understand the ELA standards and use effective reading strategies then student achievement will increase in all core academic areas. 1a

G086354

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	73.0
ELA/Reading Gains District Assessment	69.0
AMO Reading - White	79.0
AMO Reading - ED	73.0

**Targeted Barriers to Achieving the Goal** 3

- Gaps in instruction of standards in reading curriculum

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Common planning with grade levels to plan lessons and unpack standards
- District Training/Support
- Reading Coach
- Professional Development both district and school based
- Duval Reads and District Curriculum Guides
- Data chats in Reading PLC meetings

**Plan to Monitor Progress Toward G3.** 8

Instructional plans and data of student assessments

**Person Responsible**

Wanda Reese

**Schedule**

Monthly, from 9/8/2016 to 5/25/2017

**Evidence of Completion**

Exit tickets, Standards Mastery assessment data, lesson plans

**Plan to Monitor Progress Toward G3.** 8

Use of district blending learning to monitor progress in reading and math.

**Person Responsible**

Barbara Sims

**Schedule**

Monthly, from 9/1/2016 to 5/26/2017

**Evidence of Completion**

iReady and Achieve data reports Module Assessments Standards Mastery Assessments

**G4.** It teachers understand effective math teaching strategies and implement them, then bottom quartile math proficiency will increase. 1a

G086355

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	75.0
Math Lowest 25% Gains	65.0
Math Gains	75.0

**Targeted Barriers to Achieving the Goal** 3

- Bottom quartile student achievement.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Techonology (Iready, Zearn, Xtra Math, Gizmos)
- Math Coach to work in classrooms along side teachers to increase student achievement.
- Duval Math and District Curriculum Guides.
- After school tutoring for small group math remediation.

**Plan to Monitor Progress Toward G4.** 8

Instructional Plans, Classroom Instruction, Data Tracking through I-ready, CGA's, and Module Assessments.

**Person Responsible**

Barbara Sims

**Schedule**

Daily, from 9/30/2015 to 6/2/2017

**Evidence of Completion**

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

## 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.** If Restorative Justice Practices are incorporated within our school wide discipline plan with fidelity, then the discipline referrals will decrease by 20% while positive student relationships and behaviors will increase school wide. **1**

 G086352

**G1.B1** Accurate Discipline being reported **2**

 B229464

**G1.B1.S1** Teachers accurately identifying and reporting behaviors via student discipline referrals to administration. **4**

 S242060

### Strategy Rationale

It is important that behaviors are accurately identified so that the proper disciplinary actions can be given. This is also important for communicating behaviors to parents.

### Action Step 1 **5**

Review of School-wide Discipline Plan with teachers

#### Person Responsible

Barbara Sims

#### Schedule

Monthly, from 8/15/2016 to 6/2/2017

#### Evidence of Completion

Pre-Planning agenda and teacher sign-in. powerpoint presentation, copy of school-wide discipline plan

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

Classroom walkthroughs and conversations with teachers

**Person Responsible**

Barbara Sims

**Schedule**

Monthly, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Discussion notes, feedback from teachers, discipline referral data

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

Behavioral Survey for teachers and discussions

**Person Responsible**

Barbara Sims

**Schedule**

Monthly, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Discussion notes, teacher feedback, Discipline Data Report



**G1.B2 Effective Communication between school and home regarding student behaviors** 2

B229465

**G1.B2.S1** Teachers will utilize the communication folders to communicate students daily behaviors to parents. This includes behaviors with all teachers as well as resource encumbered together. 4

S242061

**Strategy Rationale**

The purpose of this system is to effectively communicate how students are behaving on a daily basis. This helps parents stay in the know about their children's progress throughout the year. With parents knowing this information about their child, citizenship grades can be easily understood and acceptable.

**Action Step 1** 5

Teacher use of the Communication Folders daily

**Person Responsible**

Barbara Sims

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Student communication folders, student citizenship grades, parent communication logs

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Classroom Walkthrough/Focus walks

**Person Responsible**

Barbara Sims

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Observation Notes, Parent communication logs, discipline Referral data

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Classroom Walkthroughs focus Students discipline

**Person Responsible**

Barbara Sims

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Monthly Discipline Report, observation notes, parent communication logs

**G2.** If teachers in all grade levels teach science with fidelity on a daily basis as outlined in the daily schedule, then students achievement in science will increase on Science FCAT. 1

G086353

**G2.B1** Teachers running overtime in other core subject areas and not meeting the required time for science instruction. 2

B229466

**G2.B1.S1** Teachers will follow daily schedule that outlines specific time each day for science instruction.

4

S242062

**Strategy Rationale**

It is important that teacher utilize this time to provide students with science instruction in an effort for students to gain knowledge and wisdom as students matriculate throughout school. Science should be taught daily in each grade level. Each grade level builds upon the other, which helps with proficiency in 5th grade.

**Action Step 1 5**

Classroom Walkthroughs and observations

**Person Responsible**

Barbara Sims

**Schedule**

Weekly, from 8/22/2016 to 5/26/2017

**Evidence of Completion**

Observation notes with feedback and next steps, students work, FCIM Assessment Data

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

Classroom Focus walk and walkthroughs

**Person Responsible**

Wanda Reese

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Walkthrough and observation notes, lesson plans, student work, journals, student data

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

Classroom walkthroughs, science PLC collaboration

**Person Responsible**

Barbara Sims

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Walkthrough and observation notes, student work, journals, student data

**G3.** If teachers understand the ELA standards and use effective reading strategies then student achievement will increase in all core academic areas. 1

G086354

**G3.B1** Gaps in instruction of standards in reading curriculum 2

B229467

**G3.B1.S1** Teachers will participate in weekly common planning with the reading coach by grade level to review and/or unpack the standards and create standards based lesson plans. 4

S242063

### Strategy Rationale

Teacher planning will be more effective when collaborating with peers and reading coach which ensures that the teachers understand the standards in the curriculum.

### Action Step 1 5

Common Planning with each grade level focusing on the standards in the curriculum.

#### Person Responsible

Mary Mattscheck

#### Schedule

Weekly, from 8/18/2016 to 5/25/2017

#### Evidence of Completion

Grade level notes

### Action Step 2 5

Data chats with each grade level

#### Person Responsible

Mary Mattscheck

#### Schedule

Monthly, from 9/1/2016 to 5/25/2017

#### Evidence of Completion

Data collected and analyzed in notes

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

Focus Walks to ensure implementation of lesson planning from common planning

**Person Responsible**

Wanda Reese

**Schedule**

Monthly, from 9/7/2016 to 5/26/2017

**Evidence of Completion**

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

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

Lesson Plans written with evidence of standard based instruction

**Person Responsible**

Wanda Reese

**Schedule**

Monthly, from 9/7/2016 to 5/26/2017

**Evidence of Completion**

Observations, checklists, and lesson plans, data chats.

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

Teacher participation in common planning of standards based lessons

**Person Responsible**

Mary Mattscheck

**Schedule**

Weekly, from 8/17/2017 to 8/17/2017

**Evidence of Completion**

Notes from common planning indicating standards based lessons

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

Administrative Walk-through and documentation of lesson plans

**Person Responsible**

Wanda Reese

**Schedule**

Monthly, from 9/7/2016 to 5/26/2017

**Evidence of Completion**

Students making a year's worth of growth in i-Ready Reading and Achieve 3000.

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

Observations

**Person Responsible**

Wanda Reese

**Schedule**

Monthly, from 9/7/2016 to 5/26/2017

**Evidence of Completion**

Observation notes and data checks

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

Data chats

**Person Responsible**

Mary Mattscheck

**Schedule**

Monthly, from 9/1/2016 to 5/25/2017

**Evidence of Completion**

Data notes, graphs of student achievement from Standards Mastery assessments, i-Ready Reading and Achieve3000

**G4.** It teachers understand effective math teaching strategies and implement them, then bottom quartile math proficiency will increase. 1

G086355

**G4.B1** Bottom quartile student achievement. 2

B229468

**G4.B1.S1** Teachers will participate in weekly common planning to increase knowledge of math strategies with the math coach to ensure standards based lessons plans are being written and implemented. 4

S242065

### Strategy Rationale

Teachers planning will be more effective when they collaborate with their PLC's and the math coach.

### Action Step 1 5

Teachers will begin observing their peers to gain insight and ideas for implementing standards based lessons and embed the strategies in their lessons. Teacher will provide each other feedback to increase collaboration and effective instruction.

#### Person Responsible

Lauren Collins

#### Schedule

Quarterly, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

PLC discussions, teacher to teacher feedback

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

Lesson planning and delivery

#### Person Responsible

Barbara Sims

#### Schedule

Weekly, from 9/2/2016 to 6/2/2017

#### Evidence of Completion

Lesson plans, student work samples, CGS, teacher generated assessments, FSA, module assessments

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

Effective teaching is occurring daily using curriculum guides and planned lessons. Student Growth is improving.

**Person Responsible**

Barbara Sims

**Schedule**

Weekly, from 8/31/2015 to 6/2/2017

***Evidence of Completion***

Lesson plans, student work samples, CGA's teacher generated assessments, FSA



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G3.MA1 M323246	Instructional plans and data of student assessments	Reese, Wanda	9/8/2016	Exit tickets, Standards Mastery assessment data, lesson plans	5/25/2017 monthly
G3.B1.S1.MA6 M323242	Data chats	Mattscheck, Mary	9/1/2016	Data notes, graphs of student achievement from Standards Mastery assessments, i-Ready Reading and Achieve3000	5/25/2017 monthly
G3.B1.S1.A1 A313318	Common Planning with each grade level focusing on the standards in the curriculum.	Mattscheck, Mary	8/18/2016	Grade level notes	5/25/2017 weekly
G3.B1.S1.A2 A313319	Data chats with each grade level	Mattscheck, Mary	9/1/2016	Data collected and analyzed in notes	5/25/2017 monthly
G3.MA2 M323247	Use of district blending learning to monitor progress in reading and math.	Sims, Barbara	9/1/2016	iReady and Achieve data reports Module Assessments Standards Mastery Assessments	5/26/2017 monthly
G2.B1.S1.A1 A313317	Classroom Walkthroughs and observations	Sims, Barbara	8/22/2016	Observation notes with feedback and next steps, students work, FCIM Assessment Data	5/26/2017 weekly
G3.B1.S1.MA1 M323240	Administrative Walk-through and documentation of lesson plans	Reese, Wanda	9/7/2016	Students making a year's worth of growth in i-Ready Reading and Achieve 3000.	5/26/2017 monthly
G3.B1.S1.MA4 M323241	Observations	Reese, Wanda	9/7/2016	Observation notes and data checks	5/26/2017 monthly
G3.B1.S1.MA1 M323243	Focus Walks to ensure implementation of lesson planning from common planning	Reese, Wanda	9/7/2016	Written lesson plans, coach/ administrative observation notes, student artifacts, Calendars, Instructional Focus Walk-through Feedback Form	5/26/2017 monthly
G3.B1.S1.MA3 M323244	Lesson Plans written with evidence of standard based instruction	Reese, Wanda	9/7/2016	Observations, checklists, and lesson plans, data chats.	5/26/2017 monthly
G1.MA1 M323236	Meetings with PBIS Team during PLC	Sims, Barbara	10/3/2016	Discussion notes, feedback from teachers, meeting agenda, Discipline Report	6/2/2017 monthly
G2.MA1 M323239	Student work samples, journal entries and exit tickets, student assessment data	Sims, Barbara	8/22/2016	Assessment item analysis, student attendance data, student work samples, lesson plans	6/2/2017 one-time
G4.MA1 M323252	Instructional Plans, Classroom Instruction, Data Tracking through I-ready, CGA's, and Module...	Sims, Barbara	9/30/2015	Exit Tickets, Formative Classroom Assessment, CGA's and Florida Standards Assessment	6/2/2017 daily
G1.B1.S1.MA1 M323232	Behavioral Survey for teachers and discussions	Sims, Barbara	8/15/2016	Discussion notes, teacher feedback, Discipline Data Report	6/2/2017 monthly
G1.B1.S1.MA1 M323233	Classroom walkthroughs and conversations with teachers	Sims, Barbara	8/15/2016	Discussion notes, feedback from teachers, discipline referral data	6/2/2017 monthly
G1.B1.S1.A1 A313315	Review of School-wide Discipline Plan with teachers	Sims, Barbara	8/15/2016	Pre-Planning agenda and teacher sign-in. powerpoint presentation, copy of school-wide discipline plan	6/2/2017 monthly
G1.B2.S1.MA1 M323234	Classroom Walkthroughs focus Students discipline	Sims, Barbara	8/22/2016	Monthly Discipline Report, observation notes, parent communication logs	6/2/2017 weekly
G1.B2.S1.MA1 M323235	Classroom Walkthrough/Focus walks	Sims, Barbara	8/22/2016	Observation Notes, Parent communication logs, discipline Referral data	6/2/2017 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
G1.B2.S1.A1 A313316	Teacher use of the Communication Folders daily	Sims, Barbara	8/22/2016	Student communication folders, student citizenship grades, parent communication logs	6/2/2017 daily
G2.B1.S1.MA1 M323237	Classroom walkthroughs, science PLC collaboration	Sims, Barbara	8/22/2016	Walkthrough and observation notes, student work, journals, student data	6/2/2017 weekly
G2.B1.S1.MA1 M323238	Classroom Focus walk and walkthroughs	Reese, Wanda	8/22/2016	Walkthrough and observation notes, lesson plans, student work, journals, student data	6/2/2017 weekly
G4.B1.S1.MA1 M323248	Effective teaching is occurring daily using curriculum guides and planned lessons. Student Growth...	Sims, Barbara	8/31/2015	Lesson plans, student work samples, CGA's teacher generated assessments, FSA	6/2/2017 weekly
G4.B1.S1.MA1 M323249	Lesson planning and delivery	Sims, Barbara	9/2/2016	Lesson plans, student work samples, CGS, teacher generated assessments, FSA, module assessments	6/2/2017 weekly
G4.B1.S1.A1 A313320	Teachers will begin observing their peers to gain insight and ideas for implementing standards...	Collins, Lauren	8/22/2016	PLC discussions, teacher to teacher feedback	6/2/2017 quarterly
G3.B1.S1.MA5 M323245	Teacher participation in common planning of standards based lessons	Mattscheck, Mary	8/17/2017	Notes from common planning indicating standards based lessons	8/17/2017 weekly

## V. Professional Development Opportunities

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

## VI. Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## VII. Budget

1	G1.B1.S1.A1	Review of School-wide Discipline Plan with teachers	\$0.00
2	G1.B2.S1.A1	Teacher use of the Communication Folders daily	\$0.00
3	G2.B1.S1.A1	Classroom Walkthroughs and observations	\$0.00
4	G3.B1.S1.A1	Common Planning with each grade level focusing on the standards in the curriculum.	\$0.00
5	G3.B1.S1.A2	Data chats with each grade level	\$0.00
6	G4.B1.S1.A1	Teachers will begin observing their peers to gain insight and ideas for implementing standards based lessons and embed the strategies in their lessons. Teacher will provide each other feedback to increase collaboration and effective instruction.	\$0.00
<b>Total:</b>			<b>\$0.00</b>