

Duval County Public Schools

Dinsmore Elementary School



2019-20 Schoolwide Improvement Plan

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Dinsmore Elementary School

7126 CIVIC CLUB DR, Jacksonville, FL 32219

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

Demographics

Principal: Shalane Peterson

Start Date for this Principal: 7/16/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (70%) 2017-18: A (68%) 2016-17: A (69%) 2015-16: A (65%) 2014-15: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

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.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Collins, Lauren	Instructional Coach	<p>Research and provide content knowledge and resources to staff about learning and teaching in their content area– including:</p> <ul style="list-style-type: none"> * 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 and keep a data wall/notebook and progress monitor. * Maintain the confidentiality of schools, teachers, and classrooms. * Maintain supplemental math materials * Meet monthly with the district coaches <p>* Other duties as appropriate</p>
Sims, Barbara	Assistant Principal	<ul style="list-style-type: none"> • CAST - responsible for completing evaluations for 50% of certificated staff members • Complete evaluations for Paraprofessionals • Attend, organize and facilitate Professional Development • Oversee and support Math/Science K-5 • Oversee Cafeteria staff and coverage of lunch duty • Technology Lead • Attend Student/Parent Conferences as needed an • Administer and interpret assessment data to determine adequate progress • Participate in PTA Board Meetings and general meetings • Attend SAC meetings • Serve as principal's designee • Chair the PBIS Team/Foundations/CHAMPS/Restorative Justice/ Discipline • Oversee bus transportation • Testing Coordinator • Responsible for textbooks and textbook inventory
Mattcheck, Mary	Instructional Coach	<ul style="list-style-type: none"> * Research and provide content knowledge and resources to staff about learning and teaching in their content area– including: <ul style="list-style-type: none"> o teaching strategies, modeling; o assessment; * Research and provide information and guidance regarding a range of effective and innovative practices through various activities such as: <ul style="list-style-type: none"> o individual discussions (informal and formal); o coaching cycle; o demonstration lessons with pre- and post-discussion/analysis; o study groups; o staff meetings; and

Name	Title	Job Duties and Responsibilities
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- o professional development
- * Facilitate Common Planning on a weekly basis
- * Manage iReady & Achieve 3000
- * Maintain paperwork consistently, appropriately and in a timely manner.
- * Track data and keep a data wall/notebook
- * Use technologies in the teaching/learning process
- * Progress Monitor
- * Maintain the confidentiality of schools, teachers, and classrooms.
- * Maintain bookroom and supplemental materials.
- * Meet monthly with the district coaches
- * Remediate at-risk students in their content area
- * Other duties as appropriate

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	91	90	92	79	97	83	0	0	0	0	0	0	0	532
Attendance below 90 percent	9	18	17	6	10	7	0	0	0	0	0	0	0	67
One or more suspensions	3	1	1	3	2	1	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	0	5	8	5	4	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	14	20	16	0	0	0	0	0	0	0	50

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	3	6	11	0	0	0	0	0	0	0	21

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

26

Date this data was collected or last updated

Tuesday 7/9/2019

Prior Year - As Reported

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 with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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	0	0	9	25	22	18	0	0	0	0	0	0	0	74
One or more suspensions	0	2	4	1	2	4	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	0	1	5	3	1	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	4	10	17	0	0	0	0	0	0	0	31

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	13	20	18	19	0	0	0	0	0	0	0	70

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	61%	50%	57%	50%	49%	55%
ELA Learning Gains	66%	56%	58%	63%	56%	57%
ELA Lowest 25th Percentile	55%	50%	53%	54%	54%	52%
Math Achievement	85%	62%	63%	78%	62%	61%
Math Learning Gains	77%	63%	62%	84%	63%	61%
Math Lowest 25th Percentile	75%	52%	51%	84%	54%	51%
Science Achievement	73%	48%	53%	71%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	91 (0)	90 (0)	92 (0)	79 (0)	97 (0)	83 (0)	532 (0)
Attendance below 90 percent	9 ()	18 ()	17 ()	6 ()	10 ()	7 ()	67 (0)
One or more suspensions	3 ()	1 (0)	1 (0)	3 (0)	2 (0)	1 (0)	11 (0)
Course failure in ELA or Math	0 ()	0 (0)	5 (0)	8 (0)	5 (0)	4 (0)	22 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	14 (0)	20 (0)	16 (0)	50 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	54%	51%	3%	58%	-4%
	2018	60%	50%	10%	57%	3%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	63%	52%	11%	58%	5%
	2018	51%	49%	2%	56%	-5%
Same Grade Comparison		12%				
Cohort Comparison		3%				
05	2019	61%	50%	11%	56%	5%
	2018	39%	51%	-12%	55%	-16%
Same Grade Comparison		22%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	90%	61%	29%	62%	28%
	2018	87%	59%	28%	62%	25%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	79%	64%	15%	64%	15%
	2018	71%	60%	11%	62%	9%
Same Grade Comparison		8%				
Cohort Comparison		-8%				
05	2019	83%	57%	26%	60%	23%
	2018	85%	61%	24%	61%	24%
Same Grade Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	71%	49%	22%	53%	18%
	2018	69%	56%	13%	55%	14%
Same Grade Comparison		2%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	38	33		76	81		60				
BLK	62	71	63	85	81	84	67				
MUL	60			80							
WHT	60	59	47	86	75	69	83				
FRL	55	59	63	82	73	77	69				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	38	47	61	75	74	27				
BLK	44	47	56	78	82	77	57				
HSP	42			92							
MUL	60			100							
WHT	59	56	67	88	84	92	81				
FRL	47	51	61	83	81	82	67				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	28	58	60	54	71	71	65				
BLK	40	65	57	75	79	84	67				
HSP	55			91							
WHT	62	60	54	81	88	88	78				
FRL	44	59	58	74	86	90	72				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	492
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	73
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	68
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component which showed the lowest performance was our bottom quartile reading gains at 55%; a 3% decrease from 2018. Some contributing factors include students entering the rising grade level below their current grade level standards. The reading gap is closing at Dinsmore, but we have many students who are not reading on grade level. This trend is being addressed with new curriculum and explicit corrective reading. Also other factors include attendance and tardies.

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

The data component which showed the greatest decline was bottom quartile math gains, which decreased by 7%. After offering tutoring sessions and providing math small group sessions with the math coach, we acknowledged that there were different testing platforms in the previous year, as well

as, testing formats such as the gridded response that students struggled with. Students having difficulty with the academic rigor of the tests from grade level to grade level often cause scale scores to decrease. Attendance and tardies continue to be a concern for low performing students as well as transportation from tutoring. All of the bottom quartile were invited to tutoring before school or after, however; many of them did not attend. In addition, we had some of those students who did not finish the FSA test.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Third Grade ELA Proficiency had the greatest gap to the state average. Third Grade had 54% proficiency as compared to State Third Grade which was 58% proficiency. There was a decline in the content area Key Ideas and Details which dropped 5% from 57% in 2018 to 52% in 2019. This content area has fluctuated over the past several years while the other content areas have shown improvement through the same years. New content along with lack of background knowledge and vocabulary may be contributing to this. Another factor may be the lack of going back to the text to find evidence to support their answers.

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

The data components that showed the most improvement were reading proficiency and reading gains. There was a 10 point increase in proficiency and 15 point increase in gains. The contributing factors weekly collaboration, the implementation of new curriculum such as L.A.F.S., "Reading Rewards Program", and deeper dives into books along with formative assessments which were more closely aligned to standards. A new action included a fourth grade teacher changing grade levels with students resulting in a 22 point gain in fifth grade proficiency and an entire point gain in writing. Strategic professional development in connection to intentional assignments for students that built capacity for vocabulary content elements and writing passages.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

1. The two great areas of concerns is attendance.
2. Course work failure

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

1. Reading Bottom Quartile
2. Math Bottom Quartile
3. Reading and math gains
4. Attendance Issues
5. Science Proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Based on our data, the second area of focus needs to be intentional and explicit instruction with meeting the individual needs of bottom quartile students in math.
Rationale	As the proficiency scores have increased and three year trend show that the bottom quartile students in math -has decreased by 9% from 84% in 2017 to 75%in 2019.
State the measurable outcome the school plans to achieve	To in crease the bottom quartile learning gains from 75% to 78% or higher.
Person responsible for monitoring outcome	Lauren Collins (collinsl1@duvalschools.org)
Evidence-based Strategy	Teachers in grades 3-5 will implement Acaletcis Math Program a method of math instruction that teaches students that the preparation required to be good at math is practice.
Rationale for Evidence-based Strategy	Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships. The program is aligned with State and National Standards and uses data to progress monitor.
Action Step	
Description	<ol style="list-style-type: none"> 1. A math coach purchased with Title I funds who will design, monitor and assess reading achievement progress; provide professional development and coaching for teachers. 2. Common planning to review data and plan instruction 3. Monthly grade level data meetings to progress monitor students 4. Tutoring for students after SAI funds are expended to focus on reading paid through Title I funds 5. Implementation of Acaletics for grades 3-5 grades 6. Title I field trips 7. Paraprofessional to support instruction in kindergarten 8. Explicit data based small group instruction 9. Focus lesson on standards with aligned assessments and progress monitoring 10. Rewards and incentives to motivate students to meet school-wide reading goals.
Person Responsible	Barbara Sims (blacksheab1@duvalschools.org)

#2	
Title	If we engage and teach students positive behavior strategies, then the number of referrals will decrease.
Rationale	Students who receive positive reinforcement and are taught positive strategies are more likely to change their behavior.
State the measurable outcome the school plans to achieve	To decrease the number of <ul style="list-style-type: none"> • Reduce referrals by 10% (118 referrals) • Reduce Class 2 referrals by 10% a reduction of 3 referrals (29 referrals)
Person responsible for monitoring outcome	Barbara Sims (blacksheab1@duvalschools.org)
Evidence-based Strategy	Implementation of the Stanford Harmony Curriculum for Social and Emotional Learning school-wide. <ul style="list-style-type: none"> • Increase in student participation at school.
Rationale for Evidence-based Strategy	<ul style="list-style-type: none"> • Increased communication between students and teachers. • Decrease in student behavior and discipline referrals • Students displaying a more positive level of respect for peers and adults.
Action Step	
Description	<ol style="list-style-type: none"> 1. 2. Provide teachers with ongoing professional development in the Sanford Harmony Curriculum. 3. School-wide implementation of Class DoJo to track student behavior and as a tool of communication with parents. Daily communication to parents regarding their child’s behavior. 4. Full implementation of CHAMPs and ongoing training on positive behavior strategies. 5. Positive incentives and school-wide campaigns to promote a positive school environment, implementation of a student Respect Team
Person Responsible	Barbara Sims (blacksheab1@duvalschools.org)
#3	
Title	
Rationale	
State the measurable outcome the school plans to achieve	
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
Person Responsible	[no one identified]

#4	
Title	Based on our data, the first area of focus needs to be intentional and explicit instruction with meeting the individual needs of bottom quartile students in reading.
Rationale	Our data has show over the past few years that as our proficiency scores go up gains for bottom quartile students have gone backwards. Students are having a difficult time with the rigor of the rising FSA test and enter grade levels reading below grade level expectations.
State the measurable outcome the school plans to achieve	To increase the leaning gains from 66% to 68 and bottom quartile students from 55% to 60%.
Person responsible for monitoring outcome	Mary Mattscheck (medinam@duvalschools.org)
Evidence-based Strategy	Provide differentiated instruction based on assessment results and adapt instruction to meet students' needs. To provide explicit and systematic instruction with lots of practice—with and without teacher support and feedback, including cumulative practice over time, And, to provide opportunities to apply skills and strategies in reading and writing meaningful text with teacher support.
Rationale for Evidence-based Strategy	Students with learning difficulties benefit from explicit instruction in decoding skills and strategies, fluency (modeling fluent reading, directly teaching how to interpret punctuation marks when reading orally, etc.), vocabulary word meanings and word-learning strategies, and comprehension strategies. When a teacher provides explicit instruction she or he clearly models or demonstrates skills and strategies and provides clear descriptions of new concepts (providing both clear examples and nonexamples).
Action Step	
Description	<ol style="list-style-type: none"> 1. A reading coach purchased with Title I funds who will design, monitor and assess reading achievement progress; provide professional development and coaching for teachers. In addition, a media specialist has been purchased for 2.5 days. She will support teachers in teaching the standards and promote literacy with the Million Work Campaign. 2. Common planning to review data and plan instruction 3. Monthly grade level data meetings to progress monitor students 4. Tutoring for students after SAI funds are expended to focus on reading paid through Title I funds 5. Implementation of Acaletics for grades 3-5 grades 6. Title I field trips 7. Paraprofessional to support instruction in kindergarten 8. Explicit data based small group instruction 9. Focus lesson on standards with aligned assessments and progress monitoring 10. Implementation of Level Literacy for students in grades 3-5 11. Rewards and incentives to motivate students to meet school-wide reading goals.
Person Responsible	Wanda Reese (reesew1@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

None

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

A Title I parent room provides parents resources they can check out and a computer to access online DCPS web based programs. With in the Dinsmore Parent Center there are many instructional resources available for checkout. We have : flashcards, books, interactive games, science file folder games, math file folder games, and more.

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.

PFEP Link

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

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 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. Dinsmore implements the Sanford Harmony Curriculum, a curriculum that is design around social emotional learning. This includes problem-solving skills, as well as teaching kids to embrace diversity and build healthy relationships that will last well into adulthood.

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 5 Essential Survey. 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, Respect Team, school leadership teams and Shared Decision Team to determine next steps.

Dinmsore has a school mental health counselor that is on staff three days a week. She works along with Full Service Schools, a program that is designed to provide support services to parents to ensure that the physical and mental needs of the students that are referred are being met.

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 to each grade. Parent surveys and evaluation components are used to evaluate the quality and effectiveness of the plan and transition programs. Parents are invited to attend parent workshops and are given information about our Parent Resource Center.

The school has an orientation day at the beginning of the school year where parents come and meet the teachers and Open House.

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 MLT (Multi-Tiered Leadership Team) lead by principal and consists of one representative from each grade level, will meet monthly to engage in the following activities: Review diagnostic and formative data in reading, math, and science, plan for instruction and school-wide next steps and monitor the MTSS

process. The team will progress monitoring data during weekly common planning and monthly grade level data chats. Based on the above information, the team will also identify professional development and resources. The team will 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. The principal and assistant principal will monitor this process by looking at teacher data, conferences, viewing lesson plans and agendas.

Dinsmore Elementary has a PBIS team that meets monthly to review behavior data. Class DOJO an online behavior support system is used to acknowledge students positive behavior. The goal of the program to is to create an environment to maximize academic and social success for all students. Students incentives are use to reward students for positive behavior.

Title I funds are used to provide professional development opportunities to enhance reading, writing, math,and science. In addition, Title I money is used to purchase a reading and math coach ,2.5 days of media , and a paraprofessional to support our reading and math initiatives. A Title I paraprofessional supports the kindergarten teachers academically in reading and math. Title I parent nights and events are planned to provide resources to support their child's education. A Title I Parent Center is open during school hours to assist parents with district online resources and educational materials they can check out.

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

Career awareness experiences begin in elementary school. They happen in the classroom, on field trips, after school, or in summer enrichment programs, parent nights and guest speakers. Students will participate in Title I field trips such as StarBase. The goal is to motivate students to explore Science, Technology, Engineering and Math (STEM) as they continue their education and career choice.

Part V: Budget

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

1	III.A.	Areas of Focus: Based on our data, the second area of focus needs to be intentional and explicit instruction with meeting the individual needs of bottom quartile students in math.				\$0.00
2	III.A.	Areas of Focus: If we engage and teach students positive behavior strategies, then the number of referrals will decrease.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1142		0451 - Dinsmore Elementary School	Other		\$3,000.00
<i>Notes: This is a projected budget. Money is dependent of fundraiser for incentives.</i>						
3	III.A.	Areas of Focus:				\$0.00
4	III.A.	Areas of Focus: Based on our data, the first area of focus needs to be intentional and explicit instruction with meeting the individual needs of bottom quartile students in reading.				\$0.00
Total:						\$3,000.00