Dinsmore Elementary School

2020-21 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: 7/1/2015

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2019-20 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%)
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 is pending approval by the Duval County School Board.

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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7126 CIVIC CLUB DR, Jacksonville, FL 32219

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

School Board Approval

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SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Schoenfeld, Beverly	Instructional Coach	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 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 * Other duties as appropriate
Peterson, Shalane	Assistant Principal	• 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
Mattscheck, Mary	Instructional Coach	* Research and provide content knowledge and resources to staff about learning and teaching in their content area– including: 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: 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
		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 coachers * Remediate at-risk students in their content area * Other duties as appropriate

Demographic Information

Principal start date

Wednesday 7/1/2015, Shalane Peterson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

28

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities English Language Learners* Black/African American Students

(subgroups below the federal threshold are identified with an asterisk)	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%)
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.	

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	83	100	92	86	87	102	0	0	0	0	0	0	0	550
Attendance below 90 percent	8	8	13	12	10	19	0	0	0	0	0	0	0	70
One or more suspensions	6	6	2	4	7	7	0	0	0	0	0	0	0	32
Course failure in ELA	0	4	2	0	0	1	0	0	0	0	0	0	0	7
Course failure in Math	0	3	4	2	0	1	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	2	15	17	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide Math assessment	0	0	0	2	5	5	0	0	0	0	0	0	0	12

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	26	51	43	29	38	41	0	0	0	0	0	0	0	228

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	1	3	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 6/3/2020

Prior Year - As Reported

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	
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	

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	
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	

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%				
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	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

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%	0
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%	0

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 teaching. 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 caused the 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 LPQ 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?

The greatest area of concern is the absenteeism.

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

1. Reading lowest performing quartile
2. Math lowest performing quartile
3. Reading and math gains
4. Attendance Issues
5. Science Proficiency

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on our data, the first area of focus needs to be intentional and explicit instruction with meeting the individual needs of lowest performing quartile in reading. Our data has show over the past few years that as our proficiency scores have increased, the gains for lowest performing quartile students have gone backwards. Students are having a difficult time with the rigor of the rising FSA tests due to being below grade level in reading. An emphasis this year will be on 5th grading gains and 4th grade proficiency due to the exemption of the state FSA test in 2020.
Measurable Outcome:	To increase the leaning gains from 66% to 68% and lowest performing quartile students from 55% to 60%.
Person responsible for monitoring outcome:	Mary Mattscheck (medinam@duvalschools.org)
Evidence-based Strategy:	In grades 3-5 provide differentiated reading instruction using Leveled Literacy Instruction, a researched based program. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability.
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 non-examples).

Action Steps to Implement

A reading coach was 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. Technology interactive carts will be purchased with Tile I dollars to enhance teaching using innovative technology.

Person Responsible	Wanda Reese (reesew1@duvalschools.org)

Implementation of LLi for student in grades 3-5 to build sub skills in reading and to develop comprehension, vocabulary and fluency. Teachers will use LLI to match students to books that they can read without difficulty and to provide more challenging text (referred to as "student's instructional level") during small group instruction.. The teacher will meet with the LPQ students daily to provide at least 30 minutes of reading instruction.

Person Responsible	Mary Mattscheck (medinam@duvalschools.org)

Weekly common planning sessions, to analyze data, progress monitor students (evidence by teacher data sheets) and plan instructional next steps around the learning arc of the standard.

Person Responsible	Mary Mattscheck (medinam@duvalschools.org)

Use of Title I funds to provide after-school tutors after SAI dollars are expended. Tutoring will begin in January using classroom teachers after school for 1.5 hours two times a week for approximately six to eight weeks.

Person Responsible Wanda Reese (reesew1@duvalschools.org)

Rewards and incentives to motivate students to meet school-wide reading goals for Million Word Campaign. In addition, rewards will be given to students who meet their blended learning goals. Title I field trips will be taken to enrich student's backgrounds

Person Responsible Mary Mattscheck (medinam@duvalschools.org)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	On the 5 Essentials Survey, 51% of students in grades 4 & 5 agreed that paying attention in class was not important and 41% agreed that coming to school every day was not important. Students who do not have the mindset that coming to school every day and paying attention is important do not understand how learning connects to their life and beyond the classroom. This results in low student engagement and academic performance. Students see greater value in their schoolwork when they understand its relevance to their own lives and experiences when it connects to something they personally value, such as a purpose that is bigger than themselves. When students find learning meaningful and valuable, they show greater interest in their schoolwork, and are better able to "learn deeply."
Measurable Outcome:	The goal is to decrease the number of students that agree on the 5 Essentials survey to 25% in the area of paying attention in school, and 20% in the area of attending school.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	We will be using the growth mindset by Carol Dweck to teach students about having a growth mineset.
Rationale for Evidence-based Strategy:	Research has shown that we can successfully teach students to develop a growth mindset, which can increase student engagement and performance (Dweck, 2008).

Action Steps to Implement

No action steps were entered for this area of focus

#3. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale:	The area of focus will be discipline/total referrals due to the infraction with the highest percentage in the top ten referrals being "disruption of the learning environment". The rationale is that there were a total of 136 referrals, 181% of our target set for the 2019-2020 school year. This results in not only the student causing disruption losing time spent learning and having to miss class time to meet with administration, but several other students in most cases experience disruption of student learning when there are outbursts worthy of a referral.
Measurable Outcome:	Discipline referrals will be reduced from 181% of the target goal to 100% of the target goal for the amount of referrals resulting in 75 versus 136 total referrals for the school year.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	The evidence-based strategy being implemented is peer ownership/peer-led (acknowledgement, recognition, and reinforcement) of desired positive behaviors.
Rationale for Evidence-based Strategy:	The rationale for implementing school-wide peer ownership, in addition to current school-wide positive behavior incentives and systems such as CHAMPs, is based on evidence-based peer influence studies such as John Hattie's effect size: Positive Peer Influence has an effect size of .53.

Action Steps to Implement

A school-wide peer-positive incentive program/system will be introduced wherein students will have the opportunity to be recognized by peers making good behavior choices as well as encourage peers to make good choices or "do the right thing".

Person Responsible	Wanda Reese (reesew1@duvalschools.org)

#4. Other specifically relating to Collaborative Leadership/Building Teacher Efficacy	
Area of Focus Description and Rationale:	The data from the 5 Essential survey indicated that teachers agree that we need to increase teacher collaboration with leadership and foster teacher voice. Research by Hattie shows that when there is collective teacher efficacy it has an effective size towards student learning of 1.57 influence. He stated, "That the greatest influence on student progression in learning is having highly expert, inspired and passionate teachers and school leaders working together to maximize the effect of their teaching on all students in there care." In addition, collaboration will help co-construct goals for professional development, observations, share ideas, opinions and put a focus on learning.
Measurable Outcome:	To increase the score on the 5 Essentials Survey from the neutral range to a strong range with teachers in the areas of teacher collaboration and effective leadership.
Person responsible for monitoring outcome:	Wanda Reese (reesew1@duvalschools.org)
Evidence-based Strategy:	Enable teachers to lead innovation and contribute to the development of professional knowledge by creating an environment that promotes shared practices and collaboration.
Rationale for Evidence-based Strategy:	This strategy was selection because on the 5 Essentials survey teachers indicated they want more voice in collaboration around systems, professional. learning and discussing what works.

Action Steps to Implement

1, Individual conversions where administration listens more
2. Take surveys and put into action the suggestions that arise
3. Faculty meetings that are lead by teachers and more opportunity for teachers to share strategies and ideas on teaching
4. Discuss school climate at leadership meetings and at faculty meetings
5. Administration to be more visible
6. Teacher conferencing and talking with stakeholders one conversation at a time to hear ideas
7. Peer led focus walks for teachers to observe best practices of instruction
8. Teacher input on curriculum - how to best teach standards (the arc of the standard)
9. Continue to provide staff incentives and social activities to build staff morale

Person Responsible   Wanda Reese (reesew1@duvalschools.org)

#5. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Based on the Standards Walk Though Dashboard 46% of our classrooms show standards aligned assessments. During observations (Focus Walks), it was observed that teachers used adequate instruction, however; due to time constraints did not always complete the lesson check or assess the standard.
Measurable Outcome:	90% 'or more of our core content teachers will use assessments that are fully aligned to standards. Assessments should determine mastery and contain the learning arc and/or FSA alignment.
Person responsible for monitoring outcome:	Wanda Reese (reesew1@duvalschools.org)
Evidence-based Strategy:	Aligned assessments will ensure students are mastering the standards. Assessments may include small group questioning, exit tickets,focused calendar with aligned assessments, consistent instructional/work periods (the instructional loop), etc. Extensive formative assessments will be used, and student assessment experience will be equivalent to state standards; including item specifications, appropriate item types, and assessment limits, ALD's, We can use the Standards Walkthrough Tool to measure classrooms with aligned standards, instructional deliver, and assessments.
Rationale for Evidence-based Strategy:	In order for teachers to delivery effective instructional they must be strategic in planning how students will be assessed. Planning with the end in mind. Aligned assessments will ensure that students are mastering the standards and assessing the appropriate item types. The assessment is about reflection in action and measuring performance for continual improvement.. John Hattie's work around success criteria/ student self evaluation has a high effect size of 1.44, which is more than a years worth of growth. Teachers should use extensive formative assessments to measure instructional delivery.

Action Steps to Implement

Teachers will work on unpacking the arc of the standard in common planning and during early release, Use the item specks/ALD"S to define each standard with the aligned assessment piece as well as use district resources.

Person Responsible	Wanda Reese (reesew1@duvalschools.org)

Use the standards focus tool to conduct observations and to monitor for an instructional loop that includes the assessment/ lesson check and ensure that it is algned to the standard.

Person Responsible	Wanda Reese (reesew1@duvalschools.org)

Facilitate learning arc training with teachers during common planning and early release and create learning arcs. The addition of new math coach Christine Shermann.

Person Responsible	Mary Mattscheck (medinam@duvalschools.org)

Train teachers on the relationship between the SIP and SBI requirements.

Person Responsible	Wanda Reese (reesew1@duvalschools.org)

Utilize Standards Walkthrough Tool to observe classrooms, provide feedback, and plan professional development for continuous improvement.

Person Responsible   Wanda Reese (reesew1@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

An additional area of focus is attendance. 70 students have attendance under 90% and 34 of these students scored a Level 1 on the FSA in 2019. We will address this by asking teachers to call the parent after the student has been absent for 3 days. Students that have missed 10 days in a reporting period will be referred to the guidance counselor and referred for an attendance intervention meeting with the parent/guardian. At this meeting the counselor will create an attendance plan. In some cases it may be required to meet with the social worker, contact DCF or make a referral to the state attorney's office. A school wide incentive program will be implemented to acknowledge the students who attend on a daily basis based on class attendance average. We will individualize attendance for those students who need additional support. Students will be rewarded for improved attendance, not just perfect attendance. Offering weekly perfect attendance awards will allow students to still have a chance to succeed the next week if they are absent

Title I funds will be utilized to purchase walkie talkie's to ensure students are safely where they should be during transitions such as for Reading Mastery Instruction, centers, class switches and so on. Walkie talkies will also ensure teachers are able to quickly communicate to ensure a safe and productive learning environment.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Dinsmore creates a positive school culture and engages stakeholders in several ways. Through volunteers, alumni group (Friends of Dinsmore), partnerships with faith base churches, and through positive programs for students and staff. Dinsmore's volunteer coordinator helps the school build partnerships with the local school community. 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 and needs assistance in making connections and accessing services.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 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. Within 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.

The alumni group, Friends of Dinsmore Elementary, was founded by two former students and the current school principal to: narrow the achievement gap by raising student test scores to mirror those of the affluent elementary schools in Florida – a bar much higher than the measure of "grade level;"solicit and receive funds, gifts, endowments, donations, and bequests to fund student needs; and promote and provide volunteer services to benefit the students.

Dinsmore has a school pantry that serves the school community and provides hundreds of meals to parents, elderly, and veterans who live in the school zip code. This is through a grant with Feeding Northeast Florida.

In addition, through SAC (School Advisory Council) parents have an opportunity to become a member and to provide input for school improvement. The SAC consist of teachers, parents, faith based partners, community representatives, and PTA. The SAC team meets monthly to discuss school-wide issues and to inform the community of events happening at the school.

the school uses surveys and feedback form teachers, parents, and students to plan for school improvement.

Incentive programs and the implementation of rituals and traditions make Dinsmore a family orientated community, a great place to grown and learn.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Discipline	$0.00

4	III.A.	Areas of Focus: Other: Collaborative Leadership/Building Teacher Efficacy	$0.00
5	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
		Total:	$0.00