2013-2014 SCHOOL IMPROVEMENT PLAN

Dinsmore Elementary School

7126 CIVIC CLUB DR
Jacksonville, FL 32219
904-924-3126
http://www.duvalschools.org/dinsmore

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	67%

Alternative/ESE Center	Charter School	Minority Rate
No	No	50%

School Grades History

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Dinsmore Elementary School

Principal
Christina Gribben

School Advisory Council chair
Shawn Humphrey

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jeffery Miller	Assistant Principal
Ellen Hartley	School ELA Coach
Rita Brown	School Guidance

District-Level Information

District
Duval

Superintendent
Dr. Nikolai P Vitti

Date of school board approval of SIP
1/7/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Mrs. Christina Gribben, Mr. Jeff Miller, Mr. Robert Zortea, Mrs. Stephanie Humphrey, Mr. Shawn Humphrey, Mrs. Ann Taylor, Mrs. Carly Bone, Mrs. Andrea Willis, Ms. Natasha Jackson, Mrs. Judy Longstreth, Bernadette Stone and Theindia Hall

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

SAC will have monthly meeting beginning in September ending in May.

Projected use of school improvement funds, including the amount allocated to each project

Grammar Gallery Program

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Christina Gribben		
Principal	Years as Administrator: 12	Years at Current School: 8

Credentials	UNF BA Elementary Ed Nova Southeastern Master Educational Leadership Certified in Elementary Education, Educational Leadership and School Principal K-12
Performance Record	Christina Gribben is in her eighth year as the Principal at Dinsmore Elementary. Her teaching experience includes 10 years in Flagler County as a Kindergarten, First and Third grade teacher. Upon moving to Duval County, she was a writing resource teacher and later became Literacy and Design Coach at Bayview Elementary. Under he rguidance, the school moved from a "C"school to an "A" school. She was promoted to Vice Principal in June of 2002 at Kernan Trail Elementary to open a new facility. During the first two years at Kernan Trail, the school received enough points to receive an "A". She served as Principal of North Shore Elementary for two years during which time they received a B and C. Dinsmore has received a B and 5 C's. In 2012-13 Dinsmore School Grade was a C. Reading 3.0 or better went up 6 points. Reading had double digit gains in the bottom 25% for Reading and Science stay steady with a 64% over all score.

Jeffery Miller		
Asst Principal	Years as Administrator: 6	Years at Current School: 6

Credentials	BA UNF Elementary Education K-6 MA Jacksonville University EducationLeadership Certified K-6, Education Leadership K-12 and Principal K-12
Performance Record	Jeffery Miller is in his fifth year as an Assistant Principal. He spent five years as a third and fifth grade teacher at Finegan Elementary. He is a twenty two year veteran of the United States Navy. Dinsmore's School Grade was a C.

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Ellen Hartley		
Part-time / District-based	Years as Coach: 10	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Bachelor of Science in Education from University of Tennessee in 1978; Master of Arts in Education from University of North Florida in 1985. Achieved National Board Certification in 2007.
Performance Record	Ms. Hartley has 36 years experience as an educator in Duval County. Of these, 25 years were spent as a classroom teacher, 1 year as a Title I Reading Teacher, and 10 years as an Instructional Coach. Ms Hartley recently transferred to Dinsmore Elementary School from another Duval County School. During her past 13 years at other Duval County schools, her support kept the school's yearly grades at an A or a B level.

Classroom Teachers

# of classroom teachers
36

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
94%

 # certified in-field
36, 100%

 # ESOL endorsed
8, 22%

 # reading endorsed
1, 3%

 # with advanced degrees
3, 8%

 # National Board Certified
1, 3%

 # first-year teachers
1, 3%

 # with 1-5 years of experience
10, 28%

 # with 6-14 years of experience
20, 56%

 # with 15 or more years of experience
5, 14%

Education Paraprofessionals

# of paraprofessionals
3

 # Highly Qualified
3, 100%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Sherri Gainey mentor to Hannah Sharron-Share common passion for music + district will assign a music mentor as well. They will jointly participate in monthly MINT meeting, meet weekly, do classroom observations and assist with IPDP.
Trina Madison mentor to Travonna Gilbert--Similar interests in the area of scholarship They will jointly

participate in monthly MINT meeting, meet weekly, do classroom observations and assist with IPDP.
Amanda Tuttle to mentor Jennifer Bartley/Zuniga --Expressed preferences of both the mentor and mentee They will jointly participate in monthly MINT meeting, meet weekly, do classroom observations and assist with IPDP.
Carly Bone mentor to Steve Boatright- Expressed preferences of both the mentor and mentee They will jointly participate in monthly MINT meeting, meet weekly, do classroom observations and assist with IPDP.
Andrea Willis mentor to Jillian Dees Both are on the same grade level and have developed a good relationship. They will jointly participate in monthly MINT meeting, meet weekly, do classroom observations and assist with IPDP.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team will monitor all 3 tiers of support by reviewing data with teachers and providing support to teachers. The three tiers for MTSS are outlined below.
Tier 1 is the core universal instruction and supports designed and differentiated for all students in all settings.
Tier 2 is the targeted supplemental interventions and supports some students receive in addition to and aligned with the core academic and behavior curriculum and instruction.
Tier 3 is the intensive individualized interventions and supports few students receive in addition to and aligned with the core academic and behavior curriculum and instruction.
The School Improvement Plan becomes the guiding document for the work of the school. The Building Leadership Team should regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process, which demonstrates how the school has used RtI to inform instruction and made mid-course adjustments as data is analyzed.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: Iowa, Curriculum Guide Assessments, Diagnostic Assessment for Reading, i-Ready, Success Maker, Reflex Math and District Writing Prompt.
Midyear: Curriculum Guide Assessments, Diagnostic Assessment for Reading, i-Ready, Success Maker, Reflex Math and District Writing Prompt.
End of Year: FCAT 2.0, Baseline Curriculum Guide Assessments, Iowa, FCAT Writing Exam
Ongoing Progress Monitoring: Curriculum Guide Assessment each nine weeks. i-Ready, Success Maker and FCAT Explorer

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Dinsmore plans to have numerous curriculum nights for different subjects throughout year along with a FCAT night and a Science Project night to involve our parents and community. The school will support continuous learning for all educators that results in increased student achievement and professional learning that is result driven, standards based, school-centered, and sustained over time. School Instructional Leadership Team must establish protocols for on-going assessment and adjusting instruction to meet school needs. RtI will be job-embedded and our focus in training will occur during the following: Professional Learning Communities, Classroom Observation, Collaborative Planning, Analysis of Student Work, Book Study, Lesson Study. Our plan to support MTSS is through the purchase of researched base support materials for the entire school. We have planned collaborative planning days for teams to participate in Professional Learning Communities, data chats and grade level professional development. Documenting interventions is a priority for all teachers.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

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

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Extended day staff and core subject teacher

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Christina Gribben	Principal
Jeffery Miller	Assistant Principal
Ellen Hartley	Literacy Coach
Louise Hoffecker	Teacher
Trina Madison	Teacher
Amanda Tuttle	Teacher
Jill Bragan	Teacher
Carly Bone	Teacher
Deborah Dickerson	Teacher
Delthine Ako	Media

How the school-based LLT functions

"The district's reading/language arts philosophy is clear in suggesting that a successful reading teacher not only teaches a child how to read, but also incorporates strategies that foster a love of reading and prepares the student to enjoy a lifetime of reading." In support of the district's reading goals and our school based reading goals, we have established a weekly literacy team meeting to assist us in aligning with DCPS Comprehensive K-12 Reading Plan and the infusion of common core standards for grade levels. Team members will review current and longitudinal data to ensure the successful implementation of the core reading series and research based strategies for supporting students in the core curriculum and common core standards. The team will assist teachers across our school to implement new ways of instruction such as the Gradual Release Method and insure rigor and text complexity is evident throughout Dinsmore. Close reading (finding evidence) is used throughout the school in all subjects. The team will focus on providing support to all teachers across the curriculum with reading strategies.

Major initiatives of the LLT

The major initiative of the Reading Committee is to lead our school according to our district's new goals. The Reading Committee is responsible for disseminating information to the faculty, learning and sharing new teaching strategies with their grade level teams, and planning across grade levels to ensure continuity of our educational program. The Reading Coach serves as facilitator of Reading Committee meetings, and brings back new information from bi-monthly district Coaches' Meetings.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every teacher at Dinsmore is involved in the Coaching Process. Weekly planning meetings are held with the Reading Coach. These meetings are for grade levels (horizontal teams), and for subject area teams with a representative from each grade level (vertical teams). These Professional Learning Communities plan with one another across grade levels to ensure consistency in instruction throughout the school. In addition, the Reading Coach works with District Reading Specialists to support every faculty member. The Reading Coach, Assistant Principal, Principal, and District Specialists regularly conduct classroom visits, or walk-throughs, in which teacher and student behaviors are noted. The teachers are provided with informal feedback from these walk-throughs, and through formal observations as well. Early Release Days are times dedicated to Professional Development. At bi-monthly district Coaches' meetings, information is presented to coaches who then share with their own faculties. One of the most positive features of these meetings is the emphasis on the coach acting as facilitator, and encouraging each teacher to take part in the training.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Dinsmore has 2 new VPK units this school year.
Safety: Students are assisted as soon as they arrive at school. We give each child a name tag with homeroom and means of transportation. We allow the parents to stay around a little while longer on the first few days. There district wide safety guidelines for Kindergarten students who go home on the bus. A parent or guardian meet the child at the bus stop.
Readiness: Every student takes the Florida Kindergarten Readiness Screener (FLKRS) which is state mandated.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	51%	No	60%
American Indian				
Asian				
Black/African American	48%	43%	No	53%
Hispanic	45%	55%	Yes	50%
White	64%	58%	No	68%
English language learners				
Students with disabilities	39%	53%	Yes	45%
Economically disadvantaged	54%	47%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	124	51%	60%
Students scoring at or above Achievement Level 4	61	25%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	160	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	184	76%	80%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	25	31%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	50%	No	60%
American Indian				
Asian				
Black/African American	49%	41%	No	54%
Hispanic	57%	64%	Yes	61%
White	63%	59%	No	66%
English language learners				
Students with disabilities	39%	41%	Yes	45%
Economically disadvantaged	52%	46%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	121	50%	55%
Students scoring at or above Achievement Level 4	53	22%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	143	59%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	153	63%	68%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	64%	70%
Students scoring at or above Achievement Level 4	40	45%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	11	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	26	5%	3%
Students who are not proficient in reading by third grade	42	58%	45%
Students who receive two or more behavior referrals	7	3%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	5%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Volunteer	121	25%	35%

Area 10: Additional Targets

Additional targets for the school

The number of out of school suspensions will be reduced by 7% Dinsmore had 32 days out of school suspension and the goal is to reduce to 30 days.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Reduce the number of out of school suspensions by 5%	32	17%	15%

Goals Summary

G1. The goal of Dinsmore Elementary is to show a 5 percent increase in students achieving above proficiency (FCAT-- Levels 4 and 5) in Reading across grade levels.

G2. The goal of Dinsmore Elementary is to show a 9 percent increase in students achieving proficiency in Reading (FCAT 2.0 level 3) across grade levels. Special emphasis will be placed on all grade levels to improve scale score to above the 50 percentile.

G3. The goal of Dinsmore Elementary is to show a 4 percent increase in students making learning gains in the lowest 25% across grade levels in reading.

G4. The goal of Dinsmore Elementary is to show a 4 percent increase in students making learning gains across grade levels in Reading.

G5. Dinsmore Reading Goal for Achievable Annual Measurable Objectives (AMO) is 60 percent for all students. Part of our goal is to ensure that all of our sub groups meet their AMO. Special attention to our White(58%),Black(43%),Econ(47%) will be made.

G6. The goal of Dinsmore Elementary is to show a 5 percent increase in students achieving proficiency in Math (FCAT Level 3) across grade levels.

G7. The goal of Dinsmore Elementary is to show a 8 percent increase in students achieving Math proficiency (FCAT Level 4,5) across grade levels

G8. The goal of Dinsmore Elementary is to show a 5 percent increase in students making learning gains across grade levels in Math.

G9. The goal of Dinsmore Elementary is to show a 5 percent increase in students making learning gains in the bottom 25% across grade levels in Math.

G10. The goal of Dinsmore Elementary is to show a 12 percent increase in Math for our black sub group; a 7 percent increase in white sub group; and a 11 percent increase in the ECON sub group.

G11. The goal of Dinsmore Elementary is to have a overall AMO for Math 60 percent. Attention will be made in our black sub group for a 13 percent increase, a 7 percent increase in our white sub group, and 11 percent increase in our Econ sub group.

G12. The goal of Dinsmore Elementary is to have a 29 percent increase in student showing proficiency at a 3.5 scale score for writing.

G13. The goal of Dinsmore Elementary is to show a 5 percent increase in students achieving proficiency Level 3 across fifth grade in Science.

G14. The goal of Dinsmore Elementary is to increase the number of parents involved with the school curriculum events by 10 percent. The goal is to have 35% of the parents attend.

G15. The goal of Dinsmore Elementary is to decrease the number of students that miss 10% of their instructional time from 11 to 6 due to their absences.

G16. The number of out of school suspensions will be reduced by 7% Dinsmore had 32 days out of school suspension and the goal is to reduce to 30 days.

Goals Detail

G1. The goal of Dinsmore Elementary is to show a 5 percent increase in students achieving above proficiency (FCAT-- Levels 4 and 5) in Reading across grade levels.

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains)

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

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

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Principal, Assistant Principal and Reading Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Exit Tickets, Formative Classroom Assessment, CGA's, FCAT2.0, and IOWA

G2. The goal of Dinsmore Elementary is to show a 9 percent increase in students achieving proficiency in Reading (FCAT 2.0 level 3) across grade levels. Special emphasis will be placed on all grade levels to improve scale score to above the 50 percentile.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

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

- Expanded Technolgy

- Guidance ESE

Targeted Barriers to Achieving the Goal

- Teacher using all available Technology

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Principal, Assistant Principal and Reading Coach

Target Dates or Schedule:

Weekly

Evidence of Completion:

Exit Tickets, Formative Classroom Assessment, CGA's, FCAT2.0, and IOWA

G3. The goal of Dinsmore Elementary is to show a 4 percent increase in students making learning gains in the lowest 25% across grade levels in reading.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

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

- Expanded Technolgy

- Guidance ESE

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Principal, Assistant Principal and Reading Coach

Target Dates or Schedule:

Weekly

Evidence of Completion:

Exit Tickets, Formative Classroom Assessment, CGA's, FCAT2.0 and IOWA

G4. The goal of Dinsmore Elementary is to show a 4 percent increase in students making learning gains across grade levels in Reading.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

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

- Expanded Technology

- Guidance ESE

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Principal, Assistant Principal and Reading Coach

Target Dates or Schedule:

Weekly

Evidence of Completion:

Exit tickets, Formative classroom assessments, CGA's, FCAT 2.0 and IOWA

G5. Dinsmore Reading Goal for Achievable Annual Measurable Objectives (AMO) is 60 percent for all students. Part of our goal is to ensure that all of our sub groups meet their AMO. Special attention to our White(58%),Black(43%),Econ(47%) will be made.

Targets Supported

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

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

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Principal, Assistant Principal and Reading Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Exit Tickets, Formative Classroom Assessment, CGA's, FCAT2.0 and IOWA

G6. The goal of Dinsmore Elementary is to show a 5 percent increase in students achieving proficiency in Math (FCAT Level 3) across grade levels.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

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

- Expanded Technology (i-ready, FCAT explorer, Success Maker, Math Reflex)

- Guidance ESE

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Instructional Plans, Classroom Instruction using the Gradual Release Method.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

on going

Evidence of Completion:

Teachers using Gradual Release Method Daily

G7. The goal of Dinsmore Elementary is to show a 8 percent increase in students achieving Math proficiency (FCAT Level 4,5) across grade levels

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

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

- Expanded Technology (i-ready, FCAT explorer, Success Maker, Math Reflex)

- Guidance ESE

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Principal and Assistant Principal

Target Dates or Schedule:
Weekly

Evidence of Completion:
Exit Tickets, Formative Classroom Assessment, CGA's FCAT2.0, Iowa

G8. The goal of Dinsmore Elementary is to show a 5 percent increase in students making learning gains across grade levels in Math.

Targets Supported

Resources Available to Support the Goal
- The Math Team will be involved in training (Data Chats, Common Planning, Modeling Instruction PLC's and Technology). Dinsmore will also have a full time substitute teacher that will be used for teachers so they may go to observe other teachers and lessons during the instructional day. We plan to use the District Specialist to support our teachers.
- Expanded Technology (I-ready, FCAT explorer, Success Maker, Math Reflex)
- Guidance ESE

Targeted Barriers to Achieving the Goal
- Teacher's lessons are planned out with the complexity and rigorous components that is needed. Teachers are learning a new instructional delivery method, Gradual Release Method.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Principal and Assistant Principal

Target Dates or Schedule:
Weekly

Evidence of Completion:
Exit Tickets, Formative Classroom Assessment, CGA's FCAT2.0,

G9. The goal of Dinsmore Elementary is to show a 5 percent increase in students making learning gains in the bottom 25% across grade levels in Math.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

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

- Expanded Technology (i-ready, FCAT explorer, Success Maker, Math Reflex)

- Guidance ESE

Targeted Barriers to Achieving the Goal

- Teacher's knowledge of Technology

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

Weekly

Evidence of Completion:

Exit Tickets, Formative Classroom Assessment, CGA's FCAT2.0,

G10. The goal of Dinsmore Elementary is to show a 12 percent increase in Math for our black sub group; a 7 percent increase in white sub group; and a 11 percent increase in the ECON sub group.

Targets Supported

Resources Available to Support the Goal

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

- Expanded Technology (i-ready, FCAT explorer, Success Maker, Math Reflex)

- Guidance ESE

Targeted Barriers to Achieving the Goal

- Teacher questioning at higher level that drives instruction deeper

Plan to Monitor Progress Toward the Goal

Instructional Plans, Classroom Instruction using the Gradual Release Model.

Person or Persons Responsible
Principal and Assistant Principal

Target Dates or Schedule:
Weekly

Evidence of Completion:
Exit Tickets, Formative Classroom Assessments, CGA's and FCAT 2.0

G11. The goal of Dinsmore Elementary is to have a overall AMO for Math 60 percent. Attention will be made in our black sub group for a 13 percent increase, a 7 percent increase in our white sub group, and 11 percent increase in our Econ sub group.

Targets Supported

Resources Available to Support the Goal
- The Math Team will be involved in training (Data Chats, Common Planning, Modeling Instruction PLC's and Technology). Dinsmore will also have a full time substitute teacher that will be used for teachers so they may go to observe other teachers and lessons during the instructional day. We plan to use the District Specialist to support our teachers.
- Expanded Technology (i-ready, FCAT explorer, Success Maker, Math Reflex)
- Guidance ESE

Targeted Barriers to Achieving the Goal
- Teacher's lessons are planned out with the complexity and rigorous components that is needed. Teachers are learning a new instructional delivery method, Gradual Release Method.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Principal and Assistant Principal

Target Dates or Schedule:
Weekly

Evidence of Completion:
Exit Tickets, Formative Classroom Assessment, CGA's and FCAT2.0,

G12. The goal of Dinsmore Elementary is to have a 29 percent increase in student showing proficiency at a 3.5 scale score for writing.

Targets Supported

- Writing

Resources Available to Support the Goal

- This is first year Dinsmore has a full time Reading Coach. It is our plan to have the Coach involved in training (Common Planning, Modeling Instruction and supporting writing conventions). Dinsmore will also have a full time substitute teacher that will be used for teachers so they may go to observe other teachers and lessons during the instructional day.

- Writing Process (Sue Law) Sept-17th-Oct-16

- Step Up to Writing Curriculum

Targeted Barriers to Achieving the Goal

- Lack of explicit convention instruction/lack of strategies for interventions

Plan to Monitor Progress Toward the Goal

Instructional Plans, classroom instruction ensuring the rigor and complexity is part of planning and presentation of instruction and Grammar Gallery

Person or Persons Responsible

Principal, Assistant Principal and Reading Coach

Target Dates or Schedule:

Weekly

Evidence of Completion:

Built in assessment and data tracking

G13. The goal of Dinsmore Elementary is to show a 5 percent increase in students achieving proficiency Level 3 across fifth grade in Science.

Targets Supported
- Science

- Science - Elementary School

Resources Available to Support the Goal
- The Science Committee will be meeting weekly to discuss common threads of instruction. A Science Lab will be established with a weekly schedule for teacher to take the students for hands on instruction. The District Science Specialist will support with training and classroom observation. Dinsmore will also have a full time substitute teacher that will be used for teachers so they may go to observe other teachers and lessons during the instructional day.

- Reading Coach, ESE, Guidance

- Science Lab

Targeted Barriers to Achieving the Goal
- Students with reading deficiencies unable to read the complex text in science and students not having the background knowledge in science are major barriers.

- The development and implementation of the new science lab and the teachers regular use of the lab by all teachers.

Plan to Monitor Progress Toward the Goal

Science Instruction with rigor and text complexity embedded into instruction and using text complexity with close reading.

Person or Persons Responsible
Principal and Assistant Principal

Target Dates or Schedule:
Weekly

Evidence of Completion:
Exit Tickets, CGA's and FCAT 2.0

G14. The goal of Dinsmore Elementary is to increase the number of parents involved with the school curriculum events by 10 percent. The goal is to have 35% of the parents attend.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Dinsmore has a wealth of resources to achieve this goal; include 2 neighboring churches and an active PTA.

Targeted Barriers to Achieving the Goal
- Low attendance of parents at school events that relate to curriculum.

Plan to Monitor Progress Toward the Goal

Parents, volunteers and community involvement

Person or Persons Responsible
Volunteer/Business Partners Committee (Community Relations)

Target Dates or Schedule:
Monthly

Evidence of Completion:
Number of Volunteers hours for the Year, nominate for Volunteers of the Year

G15. The goal of Dinsmore Elementary is to decrease the number of students that miss 10% of their instructional time from 11 to 6 due to their absences.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- The School Counselor will work with the Attendance Truancy Officer with monthly AIT meetings and home visits.

Targeted Barriers to Achieving the Goal
- Parents no supporting the need for students to attend on a regularly basis.

Plan to Monitor Progress Toward the Goal

Students missing more than 10 days within 30 days.

Person or Persons Responsible
Guidance Counselor

Target Dates or Schedule:
Daily/Weekly/Monthly or as needed

Evidence of Completion:
The decrease in the number of students missing more than 30 days per school year.

G16. The number of out of school suspensions will be reduced by 7% Dinsmore had 32 days out of school suspension and the goal is to reduce to 30 days.

Targets Supported

Resources Available to Support the Goal
- Foundations/CHAMPS and Second Step Bullying Curriculum

Targeted Barriers to Achieving the Goal
- Lack of training and implementation by teachers

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Plan to Monitor Progress Toward the Goal

Action Plan for Improvement

Problem Solving Key

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

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. The goal of Dinsmore Elementary is to show a 9 percent increase in students achieving proficiency in Reading (FCAT 2.0 level 3) across grade levels. Special emphasis will be placed on all grade levels to improve scale score to above the 50 percentile.

G2.B2 Teacher using all available Technology

G2.B2.S1 Will have technology training that ensures teachers have the knowledge to use all technology in their classroom

Action Step 1

Training from STC

Person or Persons Responsible

STC Assistant Principal

Target Dates or Schedule

As needed

Evidence of Completion

Classroom instruction using technology in lessons

Facilitator:

STC

Participants:

As identified through out year

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

Classroom Technology

Person or Persons Responsible

STC

Target Dates or Schedule

on going as needed

Evidence of Completion

Use of technology

Plan to Monitor Effectiveness of G2.B2.S1

Technology

Person or Persons Responsible

STC

Target Dates or Schedule

On going

Evidence of Completion

Classroom observation

G5. Dinsmore Reading Goal for Achievable Annual Measurable Objectives (AMO) is 60 percent for all students. Part of our goal is to ensure that all of our sub groups meet their AMO. Special attention to our White(58%),Black(43%),Econ(47%) will be made.

G5.B2 Teacher using all available Technology

G5.B2.S1 On going training with the STC and Math Specialist will be on going with teachers.

Action Step 1

Technology Training on new programs

Person or Persons Responsible

STC and Math Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

The use of the online programs will be monitored

Facilitator:

STC and Math Specialist

Participants:

ALI Math teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6. The goal of Dinsmore Elementary is to show a 5 percent increase in students achieving proficiency in Math (FCAT Level 3) across grade levels.

G6.B1 Teacher's lessons are planned out with the complexity and rigorous components that is needed. Teachers are learning a new instructional delivery method, Gradual Release Method.

G6.B1.S1 Teacher lesson plans checked weekly and ensure all teachers are using the Gradual Release Method

Action Step 1

Lesson Delivery Observation

Person or Persons Responsible

Principal, Assistant Principal, District Coach

Target Dates or Schedule

During walk through's or informal or formal observation

Evidence of Completion

FCAT 2.0

Facilitator:

Math Lead Teacher and District Specialist

Participants:

All Classroom Teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Gradual Release Method

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Daily

Evidence of Completion

FCAT 2.0 CGA's

Plan to Monitor Effectiveness of G6.B1.S1

Lesson Delivery

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

ongoing

Evidence of Completion

observation, CAST

G7. The goal of Dinsmore Elementary is to show a 8 percent increase in students achieving Math proficiency (FCAT Level 4,5) across grade levels

G7.B1 Teacher's lessons are planned out with the complexity and rigorous components that is needed. Teachers are learning a new instructional delivery method, Gradual Release Method.

G7.B1.S1 Provide training and modeling of instructional practices using the Gradual Release Method. Have district Math specialist provide modeling and support.

Action Step 1

Gradual Release Instructional Method Training

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Early Release

Evidence of Completion

Teacher Observation

Facilitator:

District Coach

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Instructional Delivery

Person or Persons Responsible

Administration

Target Dates or Schedule

As Needed

Evidence of Completion

Lesson Plans and Student assessment scores

Plan to Monitor Effectiveness of G7.B1.S1

Instruction is planned out and has the rigorous components

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson delivery

G8. The goal of Dinsmore Elementary is to show a 5 percent increase in students making learning gains across grade levels in Math.

G8.B1 Teacher's lessons are planned out with the complexity and rigorous components that is needed. Teachers are learning a new instructional delivery method, Gradual Release Method.

G8.B1.S1 Teacher lesson plans checked weekly and ensure all teachers are using the Gradual Release Method

Action Step 1

Lesson Delivery Observation

Person or Persons Responsible

Principal, Assistant Principal, District Coach

Target Dates or Schedule

During Walk Through and Informal or Formal Observation

Evidence of Completion

FCAT 2.0

Facilitator:

Math Lead and District Specialist

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Lesson Plans support rigorous instruction, and new delivery method is used in each classroom.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

FCAT 2.0

Plan to Monitor Effectiveness of G8.B1.S1

Lesson Plans support rigorous instruction, and new delivery method is used in each classroom.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

FCAT 2.0

G9. The goal of Dinsmore Elementary is to show a 5 percent increase in students making learning gains in the bottom 25% across grade levels in Math.

G9.B2 Teacher's knowledge of Technology

G9.B2.S1 To provide technology and support so that teachers will be able to use technology effectively in the classroom. Technology will enable Teacher to target students in the lower 25% by using district support programs.

Action Step 1

Technology Support for

Person or Persons Responsible

Bottom 25% across grade levels

Target Dates or Schedule

Multiple times per week

Evidence of Completion

Increase in the learning gains in bottom 25% in Math.

Facilitator:

School STC and District Specialist

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Technology use in Classrooms

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

FCAT 2.0

Plan to Monitor Effectiveness of G9.B2.S1

Technology use in Classrooms

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

FCAT 2.0

G10. The goal of Dinsmore Elementary is to show a 12 percent increase in Math for our black sub group; a 7 percent increase in white sub group; and a 11 percent increase in the ECON sub group.

G10.B3 Teacher questioning at higher level that drives instruction deeper

G10.B3.S1 For teachers to conduct questioning that goes above the recall/skill concept and focus more on the strategic thinking and extended thinking levels of the Depth of Knowledge (DOK) levels.

Action Step 1

Training that will help teachers plan and deliver instruction with high level of questions that increase student thinking.

Person or Persons Responsible

School Reading Coach

Target Dates or Schedule

Weekly grade level meetings

Evidence of Completion

FCAT 2.0

Facilitator:

School/District Reading Coach

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G10.B3.S1

Higher Level Questions

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Formal/ Informal observation, walk through observation

Evidence of Completion

FCAT 2.0

Plan to Monitor Effectiveness of G10.B3.S1

Improve questioning techniques

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

FCAT 2.0

G11. The goal of Dinsmore Elementary is to have a overall AMO for Math 60 percent. Attention will be made in our black sub group for a 13 percent increase, a 7 percent increase in our white sub group, and 11 percent increase in our Econ sub group.

G11.B1 Teacher's lessons are planned out with the complexity and rigorous components that is needed. Teachers are learning a new instructional delivery method, Gradual Release Method.

G11.B1.S1 Ensure lessons are planned out with targeted instruction. Using data teachers will provide individual instruction based on student needs.

Action Step 1

Sub-groups are addressed in weakness are addressed in lesson plans. Lesson plans reflect the rigor needed by each sub-group

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

FCAT 2.0

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Lesson planning and delivery

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

FCAT 2.0

Plan to Monitor Effectiveness of G11.B1.S1

Targeted instruction is going on daily

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

During classroom observations

Evidence of Completion

FCAT 2.0

G12. The goal of Dinsmore Elementary is to have a 29 percent increase in student showing proficiency at a 3.5 scale score for writing.

G12.B1 Lack of explicit convention instruction/lack of strategies for interventions

G12.B1.S1 School wide implementation of the program "Grammar Gallery"

Action Step 1

Grammar Gallery

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

As needed

Evidence of Completion

Built in assessment and data tracking through program

Facilitator:

Ellen Hartley

Participants:

Carly Bone and Rachel Smith

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Grammar Gallery

Person or Persons Responsible

Principal Assistant Principal, Literacy Coach

Target Dates or Schedule

As needed

Evidence of Completion

Built in assessment and data tracking through program

Plan to Monitor Effectiveness of G12.B1.S1

Grammar Gallery

Person or Persons Responsible

Principal Assistant Principal Literacy Coach

Target Dates or Schedule

As needed

Evidence of Completion

Built in assessment and data tracking, FCAT Writes

G13. The goal of Dinsmore Elementary is to show a 5 percent increase in students achieving proficiency Level 3 across fifth grade in Science.

G13.B1 Students with reading deficiencies unable to read the complex text in science and students not having the background knowledge in science are major barriers.

G13.B1.S1 Training teachers on the Close reading strategy to help identified the evidence in the text.

Action Step 1

Training on Close Reading

Person or Persons Responsible

All Science Teachers

Target Dates or Schedule

Ongoing Monthly

Evidence of Completion

Implementation of close reading in classrooms

Facilitator:

Reading Coach and Science Specialist

Participants:

All Science Teachers

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G13.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G13.B2 The development and implementation of the new science lab and the teachers regular use of the lab by all teachers.

G13.B2.S1 Develop a check out system and weekly schedule for teacher to use the lab and the materials in the lab.

Action Step 1

Use of Science Lab

Person or Persons Responsible

All Teachers

Target Dates or Schedule

On going

Evidence of Completion

The weekly monitoring of the use of Science Lab

Facilitator:

Special Specialist and Science Lead Teachers

Participants:

All Science Teachers

Plan to Monitor Fidelity of Implementation of G13.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G13.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G13.B2.S1

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. The goal of Dinsmore Elementary is to show a 9 percent increase in students achieving proficiency in Reading (FCAT 2.0 level 3) across grade levels. Special emphasis will be placed on all grade levels to improve scale score to above the 50 percentile.

G2.B2 Teacher using all available Technology

G2.B2.S1 Will have technology training that ensures teachers have the knowledge to use all technology in their classroom

PD Opportunity 1

Training from STC

Facilitator

STC

Participants

As identified through out year

Target Dates or Schedule

As needed

Evidence of Completion

Classroom instruction using technology in lessons

G5. Dinsmore Reading Goal for Achievable Annual Measurable Objectives (AMO) is 60 percent for all students. Part of our goal is to ensure that all of our sub groups meet their AMO. Special attention to our White(58%),Black(43%),Econ(47%) will be made.

G5.B2 Teacher using all available Technology

G5.B2.S1 On going training with the STC and Math Specialist will be on going with teachers.

PD Opportunity 1

Technology Training on new programs

Facilitator

STC and Math Specialist

Participants

ALI Math teachers

Target Dates or Schedule

Monthly

Evidence of Completion

The use of the online programs will be monitored

G6. The goal of Dinsmore Elementary is to show a 5 percent increase in students achieving proficiency in Math (FCAT Level 3) across grade levels.

G6.B1 Teacher's lessons are planned out with the complexity and rigorous components that is needed. Teachers are learning a new instructional delivery method, Gradual Release Method.

G6.B1.S1 Teacher lesson plans checked weekly and ensure all teachers are using the Gradual Release Method

PD Opportunity 1

Lesson Delivery Observation

Facilitator

Math Lead Teacher and District Specialist

Participants

All Classroom Teachers

Target Dates or Schedule

During walk through's or informal or formal observation

Evidence of Completion

FCAT 2.0

G7. The goal of Dinsmore Elementary is to show a 8 percent increase in students achieving Math proficiency (FCAT Level 4,5) across grade levels

G7.B1 Teacher's lessons are planned out with the complexity and rigorous components that is needed. Teachers are learning a new instructional delivery method, Gradual Release Method.

G7.B1.S1 Provide training and modeling of instructional practices using the Gradual Release Method. Have district Math specialist provide modeling and support.

PD Opportunity 1

Gradual Release Instructional Method Training

Facilitator

District Coach

Participants

Math Teachers

Target Dates or Schedule

Early Release

Evidence of Completion

Teacher Observation

G8. The goal of Dinsmore Elementary is to show a 5 percent increase in students making learning gains across grade levels in Math.

G8.B1 Teacher's lessons are planned out with the complexity and rigorous components that is needed. Teachers are learning a new instructional delivery method, Gradual Release Method.

G8.B1.S1 Teacher lesson plans checked weekly and ensure all teachers are using the Gradual Release Method

PD Opportunity 1

Lesson Delivery Observation

Facilitator

Math Lead and District Specialist

Participants

Classroom Teachers

Target Dates or Schedule

During Walk Through and Informal or Formal Observation

Evidence of Completion

FCAT 2.0

G9. The goal of Dinsmore Elementary is to show a 5 percent increase in students making learning gains in the bottom 25% across grade levels in Math.

G9.B2 Teacher's knowledge of Technology

G9.B2.S1 To provide technology and support so that teachers will be able to use technology effectively in the classroom. Technology will enable Teacher to target students in the lower 25% by using district support programs.

PD Opportunity 1

Technology Support for

Facilitator

School STC and District Specialist

Participants

Classroom Teachers

Target Dates or Schedule

Multiple times per week

Evidence of Completion

Increase in the learning gains in bottom 25% in Math.

G10. The goal of Dinsmore Elementary is to show a 12 percent increase in Math for our black sub group; a 7 percent increase in white sub group; and a 11 percent increase in the ECON sub group.

G10.B3 Teacher questioning at higher level that drives instruction deeper

G10.B3.S1 For teachers to conduct questioning that goes above the recall/skill concept and focus more on the strategic thinking and extended thinking levels of the Depth of Knowledge (DOK) levels.

PD Opportunity 1

Training that will help teachers plan and deliver instruction with high level of questions that increase student thinking.

Facilitator

School/District Reading Coach

Participants

Classroom Teachers

Target Dates or Schedule

Weekly grade level meetings

Evidence of Completion

FCAT 2.0

G12. The goal of Dinsmore Elementary is to have a 29 percent increase in student showing proficiency at a 3.5 scale score for writing.

G12.B1 Lack of explicit convention instruction/lack of strategies for interventions

G12.B1.S1 School wide implementation of the program "Grammar Gallery"

PD Opportunity 1

Grammar Gallery

Facilitator

Ellen Hartley

Participants

Carly Bone and Rachel Smith

Target Dates or Schedule

As needed

Evidence of Completion

Built in assessment and data tracking through program

G13. The goal of Dinsmore Elementary is to show a 5 percent increase in students achieving proficiency Level 3 across fifth grade in Science.

G13.B1 Students with reading deficiencies unable to read the complex text in science and students not having the background knowledge in science are major barriers.

G13.B1.S1 Training teachers on the Close reading strategy to help identified the evidence in the text.

PD Opportunity 1

Training on Close Reading

Facilitator

Reading Coach and Science Specialist

Participants

All Science Teachers

Target Dates or Schedule

Ongoing Monthly

Evidence of Completion

Implementation of close reading in classrooms

G13.B2 The development and implementation of the new science lab and the teachers regular use of the lab by all teachers.

G13.B2.S1 Develop a check out system and weekly schedule for teacher to use the lab and the materials in the lab.

PD Opportunity 1

Use of Science Lab

Facilitator

Special Specialist and Science Lead Teachers

Participants

All Science Teachers

Target Dates or Schedule

On going

Evidence of Completion

The weekly monitoring of the use of Science Lab

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G12.	The goal of Dinsmore Elementary is to have a 29 percent increase in student showing proficiency at a 3.5 scale score for writing.	$500
	Total	$500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
SAC		$500	$500
Total		$500	$500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G12. The goal of Dinsmore Elementary is to have a 29 percent increase in student showing proficiency at a 3.5 scale score for writing.

G12.B1 Lack of explicit convention instruction/lack of strategies for interventions

G12.B1.S1 School wide implementation of the program "Grammar Gallery"

Action Step 1

Grammar Gallery

Resource Type

Evidence-Based Program

Resource

Funding Source

SAC

Amount Needed

$500