

Duval County Public Schools

Dinsmore Elementary School



2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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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Dinsmore Elementary School

7126 CIVIC CLUB DR, Jacksonville, FL 32219

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>86%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>65%</p>

School Grades History

<p>Year</p>	<p>2020-21</p>	<p>2019-20</p>	<p>2018-19</p>	<p>2017-18</p>
<p>Grade</p>	<p>A</p>	<p>A</p>	<p>A</p>	<p>A</p>

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SIP Authority

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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	Position Title	Job Duties and Responsibilities
Reese, Wanda	Principal	<p>Ensuring that academic policies and curriculum are followed</p> <p>Developing and tracking benchmarks for measuring institutional success</p> <p>Helping teachers maximize their teaching potential</p> <p>Meeting and listening to concerns of students on a regular basis</p> <p>Encouraging, guiding and assisting student leaders and teachers</p> <p>Meeting with parents and administrators on a regular basis for problem resolution</p> <p>Enforcing discipline when necessary</p> <p>Providing an atmosphere free of any bias in which students can achieve their maximum potential</p> <p>Evaluating staff</p> <p>Progress monitoring school data</p> <p>Participate in PTA Board Meetings and general meetings</p> <p>Attend SAC meetings</p>
Peterson, Shalane	Assistant Principal	<ul style="list-style-type: none"> • CAST - responsible for completing evaluations for 50% of certificated staff members • Complete evaluations for Paraprofessionals • Attend, organize and facilitate Professional Development • Oversee and support Math/Science K-5 • Oversee Cafeteria staff and coverage of lunch duty • Technology Lead • Attend Student/Parent Conferences as needed an • Administer and interpret assessment data to determine adequate progress • Participate in PTA Board Meetings and general meetings • Attend SAC meetings • Serve as principal's designee • Chair the PBIS Team/Foundations/CHAMPS/Restorative Justice/Discipline • Oversee bus transportation • Testing Coordinator • Responsible for textbooks and textbook inventory
Schoenfeld, Beverly	Math Coach	<p>Research and provide content knowledge and resources to staff about learning and teaching in their content area– including:</p> <ul style="list-style-type: none"> * teaching strategies, modeling; * assessment; * research and provide information and guidance regarding a range of effective and innovative practices through various activities such as: * individual discussions (informal and formal); coaching sessions; demonstration lessons with pre- and post-discussion/analysis; study groups; staff meetings; and professional development. Maintain paperwork consistently, appropriately and in a timely manner. Track data and keep a data wall/notebook and progress monitor. * Maintain the confidentiality of schools, teachers, and classrooms. * Maintain supplemental math materials

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * Meet monthly with the district coaches * Other duties as appropriate
Mattscheck, Mary	Reading Coach	<ul style="list-style-type: none"> * Research and provide content knowledge and resources to staff about learning and teaching in their content area– including: <ul style="list-style-type: none"> o teaching strategies, modeling; o assessment; * Research and provide information and guidance regarding a range of effective and innovative practices through various activities such as: <ul style="list-style-type: none"> o individual discussions (informal and formal); o coaching cycle; o demonstration lessons with pre- and post-discussion/analysis; o study groups; o staff meetings; and o professional development * Facilitate Common Planning on a weekly basis * Manage iReady & Achieve 3000 * Maintain paperwork consistently, appropriately and in a timely manner. * Track data and keep a data wall/notebook * Use technologies in the teaching/learning process * Progress Monitor * Maintain the confidentiality of schools, teachers, and classrooms. * Maintain bookroom and supplemental materials. * Meet monthly with the district coaches * Remediate at-risk students in their content area * Other duties as appropriate

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

27

Total number of students enrolled at the school

554

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	73	85	102	90	90	92	0	0	0	0	0	0	0	532
Attendance below 90 percent	16	27	34	30	23	35	0	0	0	0	0	0	0	165
One or more suspensions	0	3	3	1	1	19	0	0	0	0	0	0	0	27
Course failure in ELA	1	3	2	11	1	2	0	0	0	0	0	0	0	20
Course failure in Math	0	1	1	12	1	2	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	23	0	0	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0

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	1	3	2	23	1	2	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 6/11/2021

2020-21 - 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	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	

2020-21 - 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	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	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				61%	50%	57%	51%	50%	56%
ELA Learning Gains				66%	56%	58%	51%	51%	55%
ELA Lowest 25th Percentile				55%	50%	53%	58%	46%	48%
Math Achievement				85%	62%	63%	83%	61%	62%
Math Learning Gains				77%	63%	62%	83%	59%	59%
Math Lowest 25th Percentile				75%	52%	51%	82%	48%	47%
Science Achievement				73%	48%	53%	69%	55%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	54%	51%	3%	58%	-4%
Cohort Comparison						
04	2021					
	2019	63%	52%	11%	58%	5%
Cohort Comparison		-54%				
05	2021					
	2019	61%	50%	11%	56%	5%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	90%	61%	29%	62%	28%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	79%	64%	15%	64%	15%
Cohort Comparison		-90%				
05	2021					
	2019	83%	57%	26%	60%	23%
Cohort Comparison		-79%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	71%	49%	22%	53%	18%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Students in grades 1-2 took the iReady diagnostic for reading and math. Students in grades 3-5 took the district's Progress Monitoring Assessment.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35/37%	37/43%	54/64%
	Economically Disadvantaged	21/33%	18/32%	19/35%
	Students With Disabilities	3/17%	4/22%	8/42%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22/33%	32/38%	66/78%
	Economically Disadvantaged	13/21	19/35	44/77
	Students With Disabilities	3/17%	4/22%	14/74%
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27/24%	46/44%	71/68%
	Economically Disadvantaged	13/22%	22/39%	34/63%
	Students With Disabilities	3/14%	2/9%	12/60%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14/13%	33/32%	61/59%
	Economically Disadvantaged	8/13%	15/28%	26/48%
	Students With Disabilities	1/5	5/24	12/60
	English Language Learners	0	0	1/100
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28/33%	43/48%	42/48%
	Economically Disadvantaged	13/25%	22/42%	42/49%
	Students With Disabilities	6/30%	7/35%	6/33%
	English Language Learners	1/14%	2/29%	1/13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42/49%	62/70%	51/68%
	Economically Disadvantaged	25/49%	34/64%	26/63%
	Students With Disabilities	6/45%	12/16%	11/65%
	English Language Learners	4/57%	3/43%	3/38%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36/43%	50/58%	40/49%
	Economically Disadvantaged	21/38%	33/59%	23/44%
	Students With Disabilities	4/29%	4/31%	2/17%
	English Language Learners	0%	1/50%	2/100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46/56	48/58	40/63
	Economically Disadvantaged	29/55	29/55	26/51
	Students With Disabilities	4/36	4/33	6/55
	English Language Learners	2/100	1/100	2/100
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39/43	45/49	46/52
	Economically Disadvantaged	18/33	26/46	26/46
	Students With Disabilities	3/18	3/17	5/25
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37/41	40/48	39/46
	Economically Disadvantaged	22/40	24/44	25/46
	Students With Disabilities	0	0	1/5
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	47/52	43/47	50/56
	Economically Disadvantaged	25/45	27/48	33/58
	Students With Disabilities	4/24	6/33	9/45
	English Language Learners	0	0	1/100

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	36	41		38	24		22				
BLK	47	50	27	54	43	25	48				
HSP	40			56							
MUL	55			73							
WHT	51	48		73	46		48				
FRL	44	45	41	58	38	20	49				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	317
Total Components for the Federal Index	7
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our data shows that in all subgroups, the number of students in 3-5 grades proficient in reading has shown an decreased. Students are entering the rising grade level below grade level expectations in reading. They struggle with determining the main idea and supporting details in a text, answering questions related to the text and comparing two texts on the same topic. In reading, African America students are performing lower than Caucasian students. African American students 47%, Caucasian students were 52%, Hispanic 48% are proficient in reading on PMA averages.

Our PMA data in math shows that African America students had an average score 48%, Caucasian 57, and Hispanic 51% Students in grades 3-5 struggle with multiply step word problems, fractions, and math fluency. Math proficiency has decreased as well as learning gains and lowest performing quartile students on PMA assessments compared to 2019.

Across the board, African American students scored lower than other subgroups in reading and math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on our data, students are not making gains in math and proficiency has dropped since 2019 . Based on PMA 3 data, our students made 35% gains in math, the LPQ (lowest performing quartile) made 11% growth in math and 58% proficient. In 2019 90% of 3rd graders were proficient in math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Teachers dealt with several challenges related to COVID-19 and unfinished learning from the 2019-2020 school year. Students were out of school since March of 2020. Students' loss critical content and skills. When the school reopened for face-to-face instruction in August of 2020, many parents choose for their child to remain virtual and most of the students did not return until January 2021. During the transition from virtual to face-to face students had multiple teachers and the rigor and consistency of how instruction was delivered was impacted. It was very difficult to provide small group reading and math instruction virtually. Math growth is highly dependent upon prior learning. When students don't have prior learning, it is difficult to advance mathematical concepts.

Now that the pandemic has improved, students are returning to face-to-face instruction. This will provide students with more consistent instruction and small group intensive instruction in reading and math. Updated and relevant data to progress monitor students and provide interventions earlier to close the learning gap. There will be increased monitoring of instructional delivery by school administration. 3-5 grade teachers will use Acaletics to practice math standards daily in a 30-minute block of time. ACALETICS is a method of math instruction teaches students to practice daily the standard. Implementation of Freckle computer-based program that differentiates instruction and remediates standards.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our data shows that there were no areas that showed improvement (compared to 2019). 2021 PMA data shows that students scored lower in reading, math, and science compared to similar assessments taken in 2019. However, the number of students progress towards the standard

What were the contributing factors to this improvement? What new actions did your school take in this area?

Looking at the PMA data, the number of students progressing towards proficiency in math in 19-20 compared to PMA2 in 20-21, our students math improved from 56% to 57.25. This is still significantly lower than the proficiency in 18-19 which was 83%.

What strategies will need to be implemented in order to accelerate learning?

We will continue to teach grade level standards and use small group differentiated instructional to remediate in reading and math. Continue to implement Acaletics for math practice. Teachers will unpack standards and create aligned activities and assessments that are equivalent to the level of the FSA. The students will use Freckle by Reissuance, an online standards base program that helps teachers differentiate instruction to teach every student at their own level in reading and math. Student tasks during core instruction will be at a level 3 or higher. In addition, tutoring before and after school will provided for lowest performing students. The math and reading coach will be working with small groups to close the learning gabs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will engage in weekly common planning where they will continue to build understanding of achievement level descriptors, aligned tasks and assessments. We will continue professional development around unpacking the standards to ensure each component of the standard was addressed. Based on data, we will provide a series of trainings on small group guiding reading instruction and instructional best practices. Teachers in grades 3-5 will receive training in Leveled Literacy/Guided Reading. Teachers will patriciate in guided reading training, close reading, the science of reading, understanding Star Data (Freckle), K-2 teachers will receive training in the BEST standards for reading and math. In addition, K-2 teachers will be trained in using the new district reading curriculum Benchmark Advance.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

To sustain improvement, we will ensure that our students receive instruction from highly qualified teachers. We will continue to progress monitor data and provide students with small group instruction in addition to offering before and after school tutoring using Title I funds. For teachers seeking

additional support with interventions, the MTSS process will be available. Acaletics math program will continued to be implemented. Teachers will identify lowest performing quartile and the school's math coach will provide small group intervention Reading Mastery will be implemented in grades K-2 to build reading capacity.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

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 math and math gains for all students in grades 3-5.. Our data has shown over the past year, that math gains for all students and lowest performing quartile students have gone backwards since FSA of 2019. Students are having a difficult time with the rigor of the rising FSA tests due to being below grade level in math

Measurable Outcome: To increase the leaning gains from and lowest performing quartile students from

Monitoring: Early identification of students falling into this category take place at the onset of the school year. Tier 1, Tier 2 and Tier 3 instruction will be monitored closely to ensure remediation and core instruction are taking place and the correct levels. Progress monitoring data will be kept for all students using both school level and district level assessments.

Person responsible for monitoring outcome: Beverly Schoenfeld (schoenfeldb@duvalschools.org)

Evidence-based Strategy: Explicit systematic instruction will implemented for this area of focus. This strategy involves teaching a specific concept or procedure in a highly structured and carefully sequenced manner. Research has indicated that teaching mathematics in this manner is highly effective and can significantly improve a student’s ability to perform mathematical operations as well as to solve word problems.

Rationale for Evidence-based Strategy: Explicit instruction (with visual representation) has been shown to be effective across all grade levels and for diverse groups of students, including students with disabilities and ELL. Components of explicit instruction requires the teacher to: Clearly identify the skills or concepts to be learned, connect the new content to previous learning, give precise instructions, model concepts or procedures in a step-by-step manner (including think-alouds), and provide opportunities to practice using a scaffolded instruction sequence. Explicit instruction allows students the opportunity to practice skills on a continuum moving from simple to complex and supports them in learning to use their schema to solve word problems.

Action Steps to Implement

Teachers will receive professional development on the mathematics framework for core instruction.

Person Responsible Beverly Schoenfeld (schoenfeldb@duvalschools.org)

Teachers will plan and incorporate evidenced based math practices in the daily core and centers instruction.

Person Responsible Beverly Schoenfeld (schoenfeldb@duvalschools.org)

Administration, teachers, and students will regularly track progress of skill and standards mastery

Person Responsible Shalane Peterson (tanners@duvalschools.org)

A math coach was purchased with Title I funds who will design, monitor, and assess math achievement progress; provide professional development and coaching for teachers. Additional computers will be purchased with Tile I dollars to enhance teaching using innovative technology.

Person Responsible Beverly Schoenfeld (schoenfeldb@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 (reese1@duvalschools.org)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The second area of focus is intentional and explicit instruction in reading. Our data has show over the past year based on PMA data, that as our proficiency scores, gains for all students and lowest performing quartile students have gone backwards. An emphasis this year will be on closing the reading gap for students that were impacted by learning loss during the Covid 19 pandemic.

Measurable Outcome: To increase the leaning gains from 66% to 68% and lowest performing quartile students from 55% to 60%.

Monitoring: Weekly common planning sessions, to analyze data, progress monitor students (evidence by teacher data sheets), review student work, analyze for common errors, and plan instructional next steps around of the standard.

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. Computers will be purchased to support student instruction in reading.

Person Responsible Mary Mattscheck (medinam@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 Mary Mattscheck (medinam@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)

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

Area of Focus Description and Rationale: School-wide PBIS is the framework used to establish a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students. School level data shows that the rate of suspension (in-school and out of school) for Dinsmore is 8.7 out of 100 in comparison to state wide student suspensions rate of 3.9 out of 100. This data is considered high which is why this area has been identified as a critical need area. PBIS impacts school suspensions by establishing preventive behavior management systems that keep students in the classroom and in the school building. Through the use of data, outcomes, practices and systems PBIS promotes a positive school climate that reduces school suspensions

Measurable Outcome: It is our goal to decrease the number of suspensions by 50% (37 to 18) for the 2021-2022 school year.

Monitoring: Discipline data will be reviewed weekly by administration and monthly by the PBIS team. The team will review the number of discipline incidents, behaviors on the rise, common areas of concern and consistent implementation of expectations.

Person responsible for monitoring outcome: Shalane Peterson (tanners@duvalschools.org)

Evidence-based Strategy: Explicit instruction of school wide expectations will be implemented for this area of focus. Teachers will receive training on the school wide discipline plan. This plan will include behavior expectations as well as rewards and consequences. Lessons for each expectation will be provided so that teachers can embed learning into daily activities. Students will have the opportunity practice and demonstrate understanding daily.

Rationale for Evidence-based Strategy: Explicit instruction and monitoring of school wide expectations will help us take a proactive approach to improving school safety and promoting positive behavior. The goal is to maximize positive outcomes for students. With this strategy everyone will learn what's considered appropriate behavior and use common language to talk about it. Consistent implementation will lead to a decrease in student misbehavior and have a direct impact on school culture and the learning environment.

Action Steps to Implement

Review Guidelines for success and expectations for common areas with staff and students

Person Responsible Shalane Peterson (tanners@duvalschools.org)

Provide PBIS lessons to teachers to incorporate into daily activities.

Person Responsible Shalane Peterson (tanners@duvalschools.org)

Observe implementation of expectations for consistency throughout the school

Person Responsible Shalane Peterson (tanners@duvalschools.org)

Work with PBIS team to collect and review data (discipline, dojo points, positive referrals, etc...)

Person Responsible Shalane Peterson (tanners@duvalschools.org)

Use of Calm Classroom to reduce stress and anxiety and to help students get centered and focused. Teachers will be encouraged to use the techniques two to three times a day.

Person Responsible Shalane Peterson (tanners@duvalschools.org)

#4. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Based on the Standards Walk Through 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.

Monitoring: This will be monitored by classroom focus walks and using the standards walkthrough tool. During common planning having conversation about the standard by unpacking it and looking at student work and aligned equivalent experiences.

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 aligned to the standard.

Person Responsible Shalane Peterson (tanners@duvalschools.org)

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

Person Responsible Wanda Reese (reesew1@duvalschools.org)

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

Person Responsible Shalane Peterson (tanners@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

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The data shows that Dinsmore Elementary has a moderate school incident rating. During the 2019-2020 school year, we reported .5 incidents per 100 students. The identified primary area of concern is school suspensions. The school ranking in this area is "very high". For every 100 students, 8.7 students either received in-school or out of school suspension. This is high compared to the statewide rate of 3.9. To improve this area, classroom and school wide behavior expectations will be established and closely monitored. Incidents/behaviors will be identified as major or minor and all staff will use a consistent multistep process to address behaviors and identify next steps for repeat offenders or behaviors with more severity. Discipline data will be reviewed weekly by administration and monthly by the PBIS team. The team will review the number of discipline incidents, behaviors on the rise, common areas of concern and consistent implementation of expectations. It is the goal of the team to be proactive and solutions oriented to ensure teachers and students are working in a safe learning environment where learning is not impacted by behavior.

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.

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 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
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2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
Total:			\$0.00