Dinsmore Elementary School

2023-24
Schoolwide Improvement Plan (SIP)

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Dinsmore Elementary School

7126 CIVIC CLUB DR, Jacksonville, FL 32219

http://www.duvalschools.org/dinsmore

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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.

At Dinsmore Elementary we will empower students to be lifelong learners in a safe and academically rich environment and be prepared for college and career.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Peterson, Shalane	Principal	
Smith, Latoya	Assistant Principal	Plan Implementation Oversight: Assist in the implementation of the school improvement plan, ensuring that the goals, strategies, and action steps are executed effectively. Data Collection and Analysis: Collaborate with teachers and staff to collect and analyze various data, such as student achievement scores, attendance rates, and behavior data, to identify areas needing improvement. Action Step Monitoring: Monitor the progress of the various action steps outlined in the improvement plan. This involves tracking timelines, milestones, and outcomes. Professional Development: Coordinate and facilitate professional development sessions for teachers and staff, focusing on the strategies outlined in the improvement plan. Curriculum Alignment: Collaborate with teachers to align curriculum and instruction with the goals of the improvement plan, ensuring that teaching methods are consistent with the plan's objectives. Support for Instructional Strategies: Provide guidance and support to teachers in implementing effective instructional strategies that align with the improvement plan's Data-Driven Decision Making: Use data analysis to inform decisions related to instructional practices, interventions, and resource allocation to improve student outcomes. Parent and Community Engagement: Engage parents and community stakeholders in the improvement process by communicating the goals and progress of the plan and seeking their input. Assessment and Evaluation: Work with the Principal and other school leaders to assess the effectiveness of the improvement plan through regular evaluations and adjustments as needed. Collaboration with Leadership Team: Collaborate with the school's leadership team to ensure alignment between the school improvement plan and other ongoing initiatives. Student Support Strategies: Identify and implement strategies to support struggling students, including interventions and additional resources as needed. Monitoring Resources: Ensure that the necessary resources, such as materials, technology, and personnel, are available to support the successful execution of the improvement plan.

Name	Position Title	Job Duties and Responsibilities
Mattscheck, Mary	Instructional Coach	Action Step Monitoring: Monitor the progress of the various action steps outlined in the improvement plan. This involves tracking timelines, milestones, and outcomes. Professional Development: Coordinate and facilitate professional development sessions for teachers and staff, focusing on the strategies outlined in the improvement plan. Curriculum Alignment: Collaborate with teachers to align curriculum and instruction with the goals of the improvement plan, ensuring that teaching methods are consistent with the plan's objectives. Support for Instructional Strategies: Provide guidance and support to teachers in implementing effective instructional strategies that align with the improvement plan's Data-Driven Decision Making: Use data analysis to inform decisions related to instructional practices, interventions, and resource allocation to improve student outcomes. Student Support Strategies: Identify and implement strategies to support struggling students, including interventions and additional resources as needed. Monitoring Resources: Ensure that the necessary resources, such as materials, technology, and personnel, are available to support the successful execution of the improvement plan.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Developing the School Improvement Plan was a collaborative process that involves various stakeholders to ensure a comprehensive and effective plan. Input from teachers, parents, community organizations and parent organization were included. Meetings were held gather input from stakeholders. The school leadership team provided insights into the school's current strengths, weaknesses, and strategic priorities. This input helped align the SIP with the overall school mission and vision. Stakeholder understanding of data and assessment results were used to identify specific areas that need improvement. Teachers offered their perspectives on instructional practices, classroom challenges, and student needs are invaluable. Teacher input was also valuable in identifying areas where professional development is needed and to develop strategies that directly impact student learning.
Parents provided insights into student needs, and areas where school-family collaboration can be strengthened.
They also provided feedback on communication strategies, parental involvement programs, and suggestions for improving the overall learning experience. Community partners discussed partnerships that can enhance the school's programs.

All input was compiled and analyzed for common themes, areas of agreement, and priority areas that need to be addressed in the SIP. Based on the input, develop clear goals and strategies that address the identified areas for improvement.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact using the following:

1. Data Collection and Analysis - Continuously collect relevant data, including student assessment results, attendance rates, classroom observations, and other indicators aligned with the State's academic standards. Analyze the data to identify trends, patterns, and areas where the achievement gap persists or where improvements are needed.

2. Progress Assessment - Regularly assess the progress toward the SIP goals and strategies. Compare the actual outcomes with the expected outcomes defined in the plan. Focus on analyzing data for student subgroups that demonstrate the greatest achievement gap.

3. Stakeholder Engagement - Involve stakeholders, including teachers, administrators, parents, and community members, in the monitoring process. Share data findings and progress updates with them. Gather input from stakeholders on the effectiveness of strategies implemented to address the achievement gap and overall plan implementation.

4. Review of Strategies - Review the strategies outlined in the SIP to determine their effectiveness in improving student achievement and narrowing the achievement gap. Identify strategies that are showing positive impact and consider expanding or replicating them. Similarly, assess strategies that are not yielding the expected results and explore possible modifications.

Revision of the SIP:

Based on data analysis and stakeholder input, the SIP will be revised as necessary. This could involve adjusting goals, refining strategies, or introducing new interventions that have demonstrated success elsewhere.
Targeted professional development will be offered to teachers and staff based on data analysis. Training will be on research-based instructional practices, differentiated instruction, and cultural responsiveness to meet the needs of diverse student populations.

Stakeholders we remained informed about the progress and changes to the SIP. Changes and updates and will be regularly communicated as well as successes and challenges. Transparency in sharing data and improvement efforts fosters accountability and maintains the trust of the school community.

A regular cycle will be established for monitoring, evaluating, and revising the SIP. This could be quarterly or semester-based, depending on the timeline of the plan and the availability of data.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	69%
2022-23 Economically Disadvantaged (FRL) Rate	87%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	29	22	34	33	35	26	0	0	0	179
One or more suspensions	0	0	2	3	3	8	0	0	0	16
Course failure in English Language Arts (ELA)	2	5	4	7	6	0	0	0	0	24
Course failure in Math	1	2	4	5	4	0	0	0	0	16
Level 1 on statewide ELA assessment	0	0	0	4	16	24	0	0	0	44
Level 1 on statewide Math assessment	0	0	0	2	7	16	0	0	0	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	8	27	35	0	0	0	0	0	72

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	2	8	21	29	12	0	0	0	0	72

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	3	2	3	5	3	1	0	0	0	17
Students retained two or more times	0	1	0	2	1	5	0	0	0	9

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	1	24	25	27	28	31	0	0	0	136
One or more suspensions	0	1	2	2	3	1	0	0	0	9
Course failure in ELA	2	5	4	7	6	0	0	0	0	24
Course failure in Math	1	2	4	5	4	0	0	0	0	16
Level 1 on statewide ELA assessment	0	0	0	4	16	24	0	0	0	44
Level 1 on statewide Math assessment	0	0	0	2	7	16	0	0	0	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	8	27	35	0	0	0	0	0	72

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	2	8	21	29	12	130	0	0	0	202

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	3	2	3	5	3	1	0	0	0	17
Students retained two or more times	0	1	0	2	1	5	0	0	0	9

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	24	25	27	28	31	0	0	0	136
One or more suspensions	0	1	2	2	3	1	0	0	0	9
Course failure in ELA	2	5	4	7	6	0	0	0	0	24
Course failure in Math	1	2	4	5	4	0	0	0	0	16
Level 1 on statewide ELA assessment	0	0	0	4	16	24	0	0	0	44
Level 1 on statewide Math assessment	0	0	0	2	7	16	0	0	0	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	8	27	35	0	0	0	0	0	72

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	8	21	29	12	130	0	0	0	202

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	2	3	5	3	1	0	0	0	17
Students retained two or more times	0	1	0	2	1	5	0	0	0	9

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	52	48	53	53	50	56	48		
ELA Learning Gains				56			48		
ELA Lowest 25th Percentile				51			38		
Math Achievement*	68	58	59	73	48	50	61		
Math Learning Gains				74			43		
Math Lowest 25th Percentile				72			30		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	59	52	54	51	59	59	49		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	236
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	43			
ELL	30	Yes	1	1
AMI				
ASN				
BLK	60			
HSP	46			
MUL	69			
PAC				
WHT	61			
FRL	58			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	47			
ELL	43			
AMI				
ASN				
BLK	59			
HSP	60			
MUL	89			
PAC				
WHT	62			
FRL	59			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	52			68			59					
SWD	37			46			36				4	
ELL	17			42							2	
AMI												
ASN												
BLK	52			69			61				4	
HSP	37			56			46				3	
MUL	63			75							2	
PAC												
WHT	55			69			67				4	
FRL	49			62			61				4	

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	53	56	51	73	74	72	51					
SWD	25	50	56	53	62	60	25					
ELL	18	45		45	64							
AMI												
ASN												
BLK	51	57	48	72	75	74	38					
HSP	50	47		71	71							
MUL	85			92								
PAC												
WHT	52	50		73	71		63					
FRL	50	54	44	66	74	77	48					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	48	48	38	61	43	30	49					
SWD	36	41		38	24		22					
ELL												

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	47	50	27	54	43	25	48					
HSP	40			56								
MUL	55			73								
PAC												
WHT	51	48		73	46		48					
FRL	44	45	41	58	38	20	49					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	44%	47%	-3%	54%	-10%
04	2023 - Spring	66%	50%	16%	58%	8%
03	2023 - Spring	52%	46%	6%	50%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	72%	59%	13%	59%	13%
04	2023 - Spring	68%	58%	10%	61%	7%
05	2023 - Spring	72%	52%	20%	55%	17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	56%	48%	8%	51%	5%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

The data component that showed the lowest performance is 5th Reading. Contributing factors include transition to new curriculum/change in how we address benchmarks. Low performance of the ELL subgroup and SWD subgroup.

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

3rd grade math showed a decline from 80% proficiency to 73% proficiency. Factors contributing to the decline include a transition to new standards/benchmarks, new curriculum resources, change in personnel providing support to moderate/extensive support students.

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

In both reading and science we scored 3 points below the state average. Although the gap is not significant, here are some factors we believe contributed to the gap:

Teacher Training and Curriculum: Alignment of curriculum and instruction to state standards played a major factor in students demonstrating mastery of content. If instructional methods aren't engaging or effective, students may have difficulty grasping the content in reading and science subjects.

Language Barriers: With a growing diverse student population where English is not the first language, many teachers faced challenges in providing adequate language support for reading and science instruction.

Special Education and Individualized Support: Many of our students underperforming in these two area were ESE students. Schools that lack proper resources for special education students or students who need individualized support might see lower performance overall, as these students may struggle to keep up with the general curriculum.

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

4th Grade reading data show the most improvement. The instruction provided to students was well planned and implemented. Progress monitoring happened regularly. Tasks and questions were adapted to ensure alignment to benchmarks and state assessment.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance and out of school suspensions are two early warning systems are two areas of concern.

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

1. Student growth/gains
2. Student proficiency

3. Student Attendance
4. Additional support for ESE and ELL students

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In review of the data, the percentage of students absent 10% of the school year is high in grades K-5. The three areas identified were late arrivals, early checkouts and absences. Students consistently falling into any of these categories also showed a decreased academic achievement. Students attendance always has direct impact on learning. When students are absent from school, they miss out on valuable instructional time. Regular attendance is crucial for students to receive consistent exposure to curriculum content, engage in classroom discussions, and participate in hands-on activities. Improved attendance directly contributes to better academic performance.

Research consistently shows that there is a strong correlation between attendance and academic achievement. Students with higher attendance rates tend to have higher grades, perform better on standardized tests, and are more likely to graduate on time. There is also the cumulative effect. Even occasional absences can add up over time, leading to gaps in learning that can be difficult to bridge. These gaps can have a compounding effect, making it challenging for students to keep up with their peers.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2023-2024 school year, Dinsmore will achieve a 5% reduction in the average overall student absenteeism rate compared to the previous year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Area of Focus will be monitored and measured using daily attendance records and monthly attendance reports.

Person responsible for monitoring outcome:

Shalane Peterson (tanners@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Analyze attendance data to identify patterns, trends, and areas of concern. Identify specific groups of students or grade levels with lower attendance rates.
2. Establish clear attendance expectations across the school. Communicate these expectations to students, parents, and staff. Emphasize the importance of regular attendance for academic success and future opportunities. Collaborate with parents and guardians to address attendance challenges. Provide resources and information about the importance of attendance and how parents can support their children in attending school regularly.
3. Identify students who have chronic absenteeism or irregular attendance. Work with school counselor and attendance teams to determine the underlying reasons for their absences. Provide targeted support to students with attendance challenges.
4. Implement a tiered support system based on the severity of attendance issues. Use data-driven decision-making to determine the appropriate level of support for each student.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Collecting and analyzing attendance data is essential to understand the extent of the attendance issue, identify patterns, and target specific areas for improvement. Data-driven decision-making ensures that interventions are tailored to the actual needs of the school and its students.

Setting clear attendance expectations across the school creates a consistent and supportive environment for all students. When everyone is aware of the importance of attendance, it fosters a shared responsibility to improve overall attendance rates.

Students facing attendance challenges might be dealing with personal, family, or health-related issues. Offering tailored support, such as mentoring and counseling, addresses these challenges and increases the likelihood that students will attend regularly.

Progressively increasing the level of support for students with escalating attendance challenges can prevent small problems from becoming more severe. Early intervention is often more effective and cost-efficient than addressing chronic absenteeism later.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Analyze attendance data to identify patterns, trends, and areas of concern. Identify specific groups of students or grade levels with lower attendance rates.

Person Responsible: Shalane Peterson (tanners@duvalschools.org)

By When: October 2023

Identify students who have chronic absenteeism or irregular attendance. Work with school counselor and attendance teams to determine the underlying reasons for their absences. Provide targeted support to students with attendance challenges.

Person Responsible: Shalane Peterson (tanners@duvalschools.org)

By When: October 2023

Implement a tiered support system based on the severity of attendance issues. Use data-driven decision-making to determine the appropriate level of support for each student.

Person Responsible: Shalane Peterson (tanners@duvalschools.org)

By When: October 2023

#2. Instructional Practice specifically relating to ELA
Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Proficiency Rationale

5th Gr- Proficiency Scores declined 3pts from 47 to 44 and there is has been a decrease in proficiency from 4th to 5th gr.

4th Gr- Both teachers are new to the grade level. In order to maintain prior years proficiency, this must be an area of focus.

3rd Gr- Data reflects gap in reading proficiency between grade level teachers.

2nd Gr- Low compared to 1st and 3rd grade.

Lowest Performing Quartile:

Rationale: Although LPQ data has increased, we want to ensure that we maintain or increase growth in this target area. Two of our 4th grade teachers are new to the grade level and school and one 5th grade teacher is new to the grade level. A big percentage of our LPQ students belong to our ESE and ELL subgroups.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the academic year, Dinsmore will achieve a 6% increase in English Language Arts (ELA) proficiency, with the goal of raising the proficiency rate from the current level of 56% to 62% as measured by FAST ELA assessments.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

ELA proficiency will be monitored using the following:

Aligned assessments throughout the academic year. These include exit tickets, weekly assessments, unit assessments, district and state assessments.

Data Tracking Systems- Implement data tracking systems to consistently track student performance on standardized ELA assessments (spreadsheets, performance matters).

Data Analysis- Collect and compile assessment results to calculate the ELA proficiency rate at each assessment interval. Compare these rates with the baseline rate and the desired outcome of 62%.

Provide reports that show the ELA proficiency and students growth rates over time. Make these reports accessible to teachers, administrators, and relevant stakeholders.

Person responsible for monitoring outcome:
Mary Mattscheck (medinam@duvalschools.org)
Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Small Group- students will receive additional in classroom support.

Admin/Teacher and Teacher Student Data Chats- chats pertaining to classroom, district and state data

including (celebrations, strengths, areas of improvement, strategies to implement).

Structured Common Planning-teachers will meet 1 weekly with admin to look at overall data, plan and determine next steps for instruction/intervention. Teachers will continue to plan with content area teachers for a minimum of one additional day per week.

Weekly Walkthroughs- monitor for instructional strategies and content discussed in common planning in addition to tier 1 supports. Feedback will be provided individually to teachers and/or in common planning as it pertains to the group.

Blended Learning- Strategically assigning and monitoring blended learning lessons to support core and focus benchmarks.

Professional Development- Teachers will receive professional development on the implementation and use of data reports in Freckle. I

Collaboration with other ELA teachers and district specialists

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Blended learning and Small group instruction allows teachers to target individual students' needs more effectively. By grouping students based on their skill levels, teachers can provide tailored instruction, address specific challenges, and offer more personalized support to enhance ELA skills.

Structured common planning time provides teachers with opportunities to collaborate, share effective teaching strategies, and discuss best practices. This collaboration allows teachers to pool their expertise, align their curriculum, and ensure a consistent and cohesive approach to ELA instruction.

Professional development enhances teachers' instructional skills and knowledge. ELA educators can benefit from workshops, seminars, and training sessions that focus on effective literacy strategies, differentiation techniques, and the integration of technology to enhance ELA instruction.

Collaborating with teachers from other schools in the district provides a broader perspective on effective teaching methods. Sharing experiences, successes, and challenges across schools can lead to the identification of innovative approaches to ELA instruction.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Differentiated Centers, Blended Learning, and Small Group instruction

Person Responsible: Latoya Smith (belll@duvalschools.org)

By When: October 2023

Teacher-students chats about current data, goals, and next steps.

Person Responsible: Shalane Peterson (tanners@duvalschools.org)

By When: December 2023

teachers will meet 1 weekly with admin to look at overall data, plan and determine next steps for instruction/intervention. Teachers will continue to plan with content area teachers for a minimum of one additional day per week.

Person Responsible: Shalane Peterson (tanners@duvalschools.org)

By When: October 2023

monitor for instructional strategies and content discussed in common planning in addition to tier 1 supports. Feedback will be provided individually to teachers and/or in common planning as it pertains to the group.

Person Responsible: Shalane Peterson (tanners@duvalschools.org)

By When: Ongoing through June 2024

Teachers will receive professional development on the implementation and use of data reports in STAR/ Freckle.

Person Responsible: Shalane Peterson (tanners@duvalschools.org)

By When: October 2023

Collaboration with other ELA teachers and district specialists

Person Responsible: Shalane Peterson (tanners@duvalschools.org)

By When: Ongoing until June 2024

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

There has been one science teacher for the last 8 years. We have a third-grade teacher joining the 5th grade team this year who will be new to the content area. Before 2020 science proficiency was 70% or greater. Two of the last three years, proficiency has been at 50% with this last year increasing to 58%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the academic year, Dinsmore will achieve a 5% increase in Science proficiency, with the goal of raising the proficiency rate from the current level of 5%8 to 63% as measured by NGSSS assessments."

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Science proficiency will be monitored using the following:

Aligned assessments throughout the academic year. These include exit tickets, weekly assessments, unit assessments, district and state assessments.

Data Tracking Systems- Implement data tracking systems to consistently track student performance on standardized science assessments (spreadsheets, performance matters).

Data Analysis- Collect and compile assessment results to calculate the science proficiency rate at each assessment interval. Compare these rates with the baseline rate and the desired outcome of 63%.

Provide reports that show the science proficiency and students growth rates over time. Make these reports accessible to teachers, administrators, and relevant stakeholders.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Admin/Teacher and Teacher Student Data Chats- chats pertaining to classroom, district and state data including (celebrations, strengths, areas of improvement, strategies to implement).

Structured Common Planning-teachers will meet 1 weekly with admin to look at overall data, plan and determine next steps for instruction/intervention. Teachers will continue to plan with content area teachers for a minimum of one additional day per week.

Weekly Walkthroughs- monitor for instructional strategies and content discussed in common planning in addition to tier 1 supports. Feedback will be provided individually to teachers and/or in common planning as it pertains to the group.

Blended Learning- Strategically assigning and monitoring blended learning lessons to support core and focus benchmarks.

Professional Development- Teachers will receive professional development on the implementation and

use of data reports in Freckle.

Collaboration with other science teachers and district specialists

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Centers and Small group instruction allows teachers to target individual students' needs more effectively. By grouping students based on their skill levels, teachers can provide tailored instruction, address specific challenges, and offer more personalized support to enhance science skills.

Structured common planning time provides teachers with opportunities to collaborate, share effective teaching strategies, and discuss best practices. This collaboration allows teachers to pool their expertise, align their curriculum, and ensure a consistent and cohesive approach to science instruction.

Professional development enhances teachers' instructional skills and knowledge. Science educators can benefit from workshops, seminars, and training sessions that focus on effective literacy strategies, differentiation techniques, and the integration of technology to enhance science instruction.

Collaborating with teachers from other schools in the district provides a broader perspective on effective teaching methods. Sharing experiences, successes, and challenges across schools can lead to the identification of innovative approaches to science instruction.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Differentiated Centers plan

Person Responsible: Shalane Peterson (tanners@duvalschools.org)

By When: Oct 2023

Structured Common Planning-teachers will meet once weekly to look at overall data, plan and determine next steps for instruction/intervention.

Person Responsible: Shalane Peterson (tanners@duvalschools.org)

By When: Oct 2023

Participate in region common planning and PD

Person Responsible: Shalane Peterson (tanners@duvalschools.org)

By When: Ongoing through June 2024

Collaborating with teachers from other schools in the district

Person Responsible: Shalane Peterson (tanners@duvalschools.org)

By When: Ongoing through June 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Gather data on student performance, achievement gaps, attendance rates, discipline incidents, and other relevant indicators. Identify specific areas where improvement is needed based on the data. Conduct a comprehensive needs assessment that considers academic, social-emotional, and other needs of the student population.

Involve teachers, administrators, support staff, parents, and students in the assessment to gain diverse perspectives. Define clear and measurable improvement goals aligned with the school's improvement plan. Determine the resources required to achieve these goals. Identify the existing resources available to the school, including personnel, programs, materials, and facilities. Assess the effectiveness of current resources in meeting the identified needs. Establish a committee comprising key stakeholders such as administrators, teachers, support staff, parents, and community members. Ensure diverse representation to make informed decisions.

Review the data collected during the needs assessment and analyze which areas require the most attention. Prioritize needs based on urgency, impact, and alignment with the school improvement goals. Develop a resource allocation plan that outlines how funds will be distributed to address the identified needs.

Determine which resources are needed for professional development, curriculum enhancements, support services, technology, and other areas. Communicate the resource allocation plan to all stakeholders, including staff, parents, and the wider community. Provide clear explanations of how decisions were made and how the chosen allocations will support the improvement goals. Recognize that needs may change over time due to shifts in student demographics, assessment data, or other factors. Build flexibility into the plan to adjust resource allocations based on evolving needs. Regularly monitor the implementation of the resource allocation plan.

Assess whether the allocated resources are making a positive impact on student outcomes and meeting the intended goals. Seek feedback from teachers, staff, students, and parents on the effectiveness of the resource allocation plan. Reflect on successes, challenges, and areas for improvement in the allocation process.

Use the feedback and evaluation data to make informed adjustments to the resource allocation plan in subsequent years. Continuously refine the process to ensure resources are aligned with changing needs and goals.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Area of Focus
2nd Gr-Student proficiency is at 43%. This is low compared to kindergarten proficiency at 72% and 1st grade proficiency at 62%

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Proficiency Rationale
5th Gr- Proficiency Scores declined 3pts from 47 to 44 and there is has been a decrease in proficiency from 4th to 5th gr.
4th Gr- Both teachers are new to the grade level. In order to maintain prior years proficiency, this must be an area of focus.
3rd Gr- Data reflects gap in reading proficiency between grade level teachers.

Lowest Performing Quartile:
Rationale: Although LPQ data has increased, we want to ensure that we maintain or increase growth in this target area. Two of our 4th grade teachers are new to the grade level and school and one 5th grade teacher is new to the grade level. A big percentage of our LPQ students belong to our ESE and ELL subgroups.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

By the end of the academic year, Dinsmore will achieve at minimum a 10% increase in K-2 English Language Arts (ELA) proficiency, with the goal of raising the proficiency rate from the current level of 59% to 69% as measured by FAST ELA assessments.

Grades 3-5 Measurable Outcomes

By the end of the academic year, Dinsmore will achieve a 6% increase in English Language Arts (ELA) proficiency, with the goal of raising the proficiency rate from the current level of 56% to 62% as measured by FAST ELA assessments."

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

ELA proficiency will be monitored using the following:

Aligned assessments throughout the academic year. These include exit tickets, weekly assessments, unit assessments, district and state assessments.

Data Tracking Systems- Implement data tracking systems to consistently track student performance on standardized ELA assessments (spreadsheets, performance matters).

Data Analysis- Collect and compile assessment results to calculate the ELA proficiency rate at each assessment interval. Compare these rates with the baseline rate and the desired outcome of 69%.

Provide reports that show the ELA proficiency and students growth rates over time. Make these reports accessible to teachers, administrators, and relevant stakeholders.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Bone, Carly, brownc18@duvalschools.org

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Small Group- students will receive additional in classroom support.

Admin/Teacher and Teacher Student Data Chats- chats pertaining to classroom, district and state data including (celebrations, strengths, areas of improvement, strategies to implement).

Structured Common Planning-teachers will meet 1 weekly with admin to look at overall data, plan and determine next steps for instruction/intervention. Teachers will continue to plan with content area teachers for a minimum of one additional day per week.

Weekly Walkthroughs- monitor for instructional strategies and content discussed in common planning in addition to tier 1 supports. Feedback will be provided individually to teachers and/or in common planning as it pertains to the group.

Blended Learning- Strategically assigning and monitoring blended learning lessons to support core and focus benchmarks.

Professional Development- Teachers will receive professional development on the implementation and use of data reports in Freckle. I

Collaboration with other ELA teachers and district specialists

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

  ◦ Do the evidence-based practices/programs address the identified need?

  ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Blended learning and Small group instruction allows teachers to target individual students' needs more effectively. By grouping students based on their skill levels, teachers can provide tailored instruction, address specific challenges, and offer more personalized support to enhance ELA skills.

Structured common planning time provides teachers with opportunities to collaborate, share effective teaching strategies, and discuss best practices. This collaboration allows teachers to pool their expertise, align their curriculum, and ensure a consistent and cohesive approach to ELA instruction.

Professional development enhances teachers' instructional skills and knowledge. ELA educators can benefit from workshops, seminars, and training sessions that focus on effective literacy strategies, differentiation techniques, and the integration of technology to enhance ELA instruction.

Collaborating with teachers from other schools in the district provides a broader perspective on effective teaching methods. Sharing experiences, successes, and challenges across schools can lead to the identification of innovative approaches to ELA instruction.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Small Group- Students identified as in need of intensive intervention will receive additional support by reading interventionists a minimum of 3 times per week. Intervention will include the use of Heggerty 3-5 Bridge the Gap.	Bone, Carly, brownc18@duvalschools.org
Blended Learning- Strategically assigning and monitoring blended learning lessons to support core and focus benchmarks.	Bone, Carly, brownc18@duvalschools.org
Structured Common Planning-teachers will meet 1 weekly with admin to look at overall data, plan and determine next steps for instruction/intervention. Teachers will continue to plan with content area teachers for a minimum of one additional day per week (including VE teachers).	Peterson, Shalane, tanners@duvalschools.org
Weekly Walkthroughs- monitor for instructional strategies and content discussed in common planning in addition to tier 1 supports (anchor charts, graphic organizers, journals, etc). Feedback will be provided individually to teachers and/or in common planning as it pertains to the group.	Peterson, Shalane, tanners@duvalschools.org
Data Chats- teacher led chat pertaining to classroom, district and state data including (celebrations, strengths, areas of improvement, strategies to implement). Teacher-students chats about current data, goals, and next steps.	Peterson, Shalane, tanners@duvalschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Dissemination of the school improvement plan will be by the following: a dedicated section on the school's website, Bloomz (district parent teacher communication tool), and school social media pages. In addition copies of our plan will be located in the main office and parent resource room and will be made available in SAC and other parent meetings. Progress updates and budget information will be accessible. A quarterly or semester-based update will be provided on progress, achievements, challenges, and changes to the plan.
Multi-Lingual Support will be available. Translated versions of key documents will be available.

Parent Workshops and Meetings will be held to discuss the school improvement plan, progress, and budget. Encourage questions and provide opportunities for parents to give input. Updates on the school improvement plan and progress will be available in regular newsletters that are sent to parents. Emails and newsletters will include links to the online resources.

We will use school events, such as open houses, orientations, and parent nights, to provide an overview of the school improvement plan and the progress made so far. At each of these events, there will be ways for stakeholders to provide feedback on the plan, progress, and budget.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

School Webpage :https://dcps.duvalschools.org/dinsmore

Create a warm and inviting atmosphere in the school by ensuring that staff members greet parents and visitors with a friendly demeanor.

Display welcoming signs, artwork, and messages throughout the school that emphasize the importance of family involvement.

Establish multiple communication channels to reach parents and families. This could include regular newsletters, emails, phone calls, a school website, and social media platforms.

Use different languages when communicating to ensure that parents from diverse backgrounds can understand and engage.

Organize regular parent-teacher conferences to provide parents with an opportunity to discuss their child's progress, strengths, challenges, and goals.

Encourage teachers to share concrete examples of student work and provide insights into their child's classroom experiences.

Host family engagement events, such as back-to-school nights, open houses, workshops, and seminars. These events offer opportunities for parents to learn about the curriculum, teaching methods, and school resources.

Offer workshops on topics of interest to parents, such as supporting homework, understanding standardized tests, and promoting literacy at home.

Collaborate with community partners to provide expertise and resources for these workshops.

Establish parent advisory groups where parents can provide input on school policies, curriculum decisions, and other matters that affect their children's education.

These groups create a sense of ownership and empower parents to actively contribute to the school community.

Encourage parents and families to participate as volunteers in school activities, field trips, and special events. Their involvement showcases a strong partnership between the school and families.

Recognize and celebrate student achievements, whether academic, artistic, or athletic. Share these successes with parents to highlight their children's progress.

Utilize technology to keep parents informed about assignments, assessments, and classroom activities. Use online platforms to share resources, schedules, and announcements.

Provide regular updates on each child's progress and achievements through personalized emails, calls, or messages.

Encourage parents to share their feedback, concerns, and suggestions. Actively listen to their input and demonstrate a commitment to addressing their needs.
13. Community Partnerships:

Collaborate with local businesses, organizations, and community leaders to create opportunities for students and enhance the school's resources.
14. Reflect and Adapt:

Regularly evaluate the effectiveness of engagement efforts. Gather feedback from parents and families to identify areas for improvement and adjust strategies accordingly.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Collaborate with teachers and curriculum specialists to review and align the curriculum with state standards and best practices.

Identify gaps in the curriculum and develop strategies to fill them, ensuring a comprehensive and cohesive learning experience.

Implement differentiated instruction techniques to cater to diverse learning styles, abilities, and interests.

Use data-driven insights to personalize learning experiences, ensuring that each student's strengths and needs are addressed.

Extend learning beyond the traditional classroom setting through after-school programs, clubs, and extracurricular activities.

Collaborate with community partners to offer workshops, seminars, and hands-on experiences that enrich students' knowledge and skills.

5. Professional Development:

Provide ongoing professional development to teachers to enhance their instructional strategies and ability to teach an enriched curriculum effectively.

Equip educators with the tools and methods needed to create engaging, challenging, and student-centered learning experiences.

Offer targeted support to students who may need additional help to catch up or excel.

Use formative and summative assessments to monitor student progress and identify areas for improvement or acceleration.

Use data to guide instructional decisions, adapt curriculum, and provide timely interventions.

Keep parents informed about the enriched and accelerated curriculum offerings through regular communication, workshops, and meetings.

Provide resources to support parents in understanding and supporting their child's educational journey.

Regularly review the effectiveness of the enriched and accelerated curriculum through data analysis, student feedback, and teacher input.

Adjust curriculum offerings and strategies based on the outcomes of this evaluation.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Comprehensive Counseling Services:
Employ certified school counselors who provide individual and group counseling to address social, emotional, and behavioral challenges.
Offer regular counseling sessions that focus on developing students' self-awareness, emotional regulation, conflict resolution skills, and decision-making abilities.

2. School-Based Mental Health Services:
Collaborate with mental health professionals to provide on-site counseling and therapy services.
Identify students who may need additional mental health support and ensure they have access to appropriate services.

3. Specialized Support Services:
Develop Individualized Education Plans (IEPs) and 504 plans for students with special needs. Provide targeted interventions and accommodations to address their unique requirements.
Employ paraprofessionals or specialists to work with students who require extra support due to learning

disabilities or other challenges.

4. Mentoring Programs:
Establish mentoring programs where students are paired with adult mentors from the school staff, community, or local organizations.
Mentors provide guidance, support, and positive role modeling, helping students develop life skills, self-esteem, and confidence.

5. Socio-Emotional Learning (SEL) Curriculum:
Integrate SEL into the curriculum to teach students essential life skills such as empathy, resilience, communication, and problem-solving.
Provide opportunities for students to engage in discussions, activities, and projects that promote self-awareness and relationship building.

6. Peer Support Programs:
Implement peer mentoring or buddy systems where older students mentor younger ones.
Encourage positive peer relationships, foster a sense of belonging, and provide a supportive network for students.

7. Wellness Activities:
Offer wellness programs that incorporate activities like yoga, mindfulness, and relaxation techniques to help students manage stress and develop healthy coping mechanisms.
8. Parent and Family Engagement:

Involve parents and families in discussions about students' social-emotional development. Provide resources and workshops to support parents in fostering these skills at home.

9. Monitoring and Feedback:
Regularly assess the effectiveness of counseling, mental health services, and support programs. Collect feedback from students, parents, and staff to identify areas for improvement.

10. Collaboration with External Partners:
Collaborate with community organizations, mental health agencies, and non-profits that offer specialized support services.
Leverage external expertise to provide a wider range of resources and interventions.

11. Professional Development:
Provide training to teachers, counselors, and staff on effective strategies for promoting students' social-emotional skills and well-being.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Offer career exploration activities that help students identify their interests, strengths, and potential career paths.

Include visits to technical training centers to showcase career and technical education (CTE) programs.

Offer a variety of career and technical education programs that provide students with hands-on training and skills in specific industries.

Collaborate with local businesses to ensure that CTE programs align with workforce demands and provide relevant skills.

Partner with local businesses and organizations to provide these opportunities.

Establish mentoring programs that connect students with professionals in their chosen fields.

Provide opportunities for students to attend networking events, workshops, and conferences to expand their professional connections.

Offer workshops on financial literacy, including budgeting, saving, and managing student loans.

Help parents understand the value of CTE programs and other vocational opportunities.

Connect with alumni who have pursued various postsecondary paths and invite them to share their experiences with current students.

Provide ongoing support during the application process for colleges, universities, and technical schools.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Utilize the MTSS framework that includes three tiers: universal, targeted, and intensive.

2. Universal Tier (Tier 1):

Provide universal interventions that support all students' behavioral and social-emotional needs.

Implement schoolwide positive behavior interventions and supports (PBIS) to establish a positive and consistent behavioral framework across the school.

Focus on promoting a positive school climate, teaching behavioral expectations, and recognizing and rewarding positive behaviors.

3. Targeted Tier (Tier 2):

Identify students who may need additional support beyond the universal interventions.

Offer targeted interventions such as small group counseling, social skills training, and mentoring programs for students who display mild problem behaviors.

4. Intensive Tier (Tier 3):

Provide more individualized interventions for students with persistent and severe problem behaviors.

Develop behavior intervention plans (BIPs) tailored to the specific needs of these students. Involve parents, teachers, and specialists in designing and implementing these plans.

5. Data-Driven Decision Making:

Collect and analyze behavioral data to identify patterns and trends in student behavior. Use this data to

guide intervention strategies.

Regularly review and evaluate the effectiveness of interventions and make adjustments as needed.

6. Early Intervening Services (EIS) and IDEA Coordination:

Identify students who are at risk of developing disabilities and intervene early to provide necessary support.

Ensure coordination between the school's tiered model and activities outlined in IDEA, such as child find and evaluation processes for students with disabilities.

7. Collaboration and Communication:

Foster collaboration among teachers, special education staff, counselors, administrators, and related service providers to share information and coordinate services.

8. Professional Development:

Provide training for staff on implementing the tiered model effectively, recognizing early signs of problem behavior, and implementing evidence-based interventions.

9. Parent and Family Engagement:

Engage parents and families in the process by communicating about the tiered model, interventions, and their role in supporting their child's behavioral development.

10. Monitoring and Evaluation:

Regularly monitor the effectiveness of the tiered model and early intervening services by assessing student outcomes and gathering feedback from staff, parents, and students.

11. Continuous Improvement:

Continuously refine the tiered model based on feedback, data analysis, and evolving best practices.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

1. Data-Informed Instruction:

training sessions on analyzing and interpreting data from academic assessments. Teachers should be able to use assessment results to identify student strengths and areas needing improvement.

Provide workshops on using data to differentiate instruction, tailor interventions, and develop individualized learning plans.

2. Evidence-Based Instructional Practices:

Provide ongoing professional development on evidence-based teaching strategies aligned with best practices in education.

Encourage teachers to attend workshops, webinars, and conferences that focus on innovative and effective instructional methods.

3. Technology Integration:

Offer training in the integration of technology tools that enhance instruction, support personalized learning, and facilitate data analysis.

Show teachers how to leverage digital resources for differentiated instruction and real-time assessment.

4. Culturally Responsive Teaching:

Provide training in culturally responsive teaching methods to ensure that instruction is inclusive and meets the needs of diverse student populations.
5. Peer Observations and Collaborative Learning:

Encourage peer observations and collaborative learning sessions where teachers can share effective strategies, give feedback, and learn from one another.
6. Mentoring and Coaching:

Implement mentoring programs where experienced teachers provide guidance and support to newer teachers, helping them improve their instructional techniques.

Provide instructional coaches who work closely with teachers to provide targeted support and feedback.

7. Professional Learning Communities (PLCs):

Establish PLCs where teachers collaborate to analyze data, discuss instructional strategies, and share insights on improving student learning.
8. Subject-Specific Workshops:

Provide subject-specific professional development for teachers in high-need subjects, focusing on improving content knowledge and instructional techniques.
9. Recruitment and Retention Activities:

Create programs that attract and retain effective teachers in high-need subjects, such as offering signing bonuses, mentorship opportunities, and targeted professional development.

Partner with universities to provide pathways for aspiring teachers to gain experience through student teaching and internships.

10. Leadership Development:

Provide opportunities for teachers to take on leadership roles within the school, such as department heads or curriculum coordinators.

Offer leadership training to help teachers grow professionally and take on more responsibilities.

11. Reflective Practice:

Encourage regular reflection on teaching practices and their impact on student learning. Teachers can document their experiences, challenges, and successes.
12. Feedback and Evaluation:

Establish a system of regular feedback and evaluation where teachers receive constructive feedback on their instruction and areas for improvement.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

1. Early Communication:
Initiate communication between preschools and elementary schools well in advance. Share information about the children's backgrounds, learning styles, strengths, and areas of need.
Facilitate meetings between preschool educators and elementary school teachers to discuss individual student profiles and specific transition plans.

2. Familiarization Visits:
Organize visits to the elementary school for preschool children and their families. This can include tours of the school facilities, classrooms, and playgrounds.
Allow preschool children to spend some time in a kindergarten classroom to become familiar with the environment and routines.

3. Orientation Sessions:
Conduct orientation sessions for parents to explain the elementary school's curriculum, expectations, policies, and support services.
Provide information about the school's approach to teaching and learning, assessment, and communication with parents.

4. Transition Events:
Host transition events or open houses where preschool children and their parents can meet the kindergarten teachers and school staff.

Organize activities that encourage interaction between incoming kindergarten students, their families, and current students.

5. Individualized Transition Plans:

Develop individualized transition plans for each child based on their unique needs, strengths, and areas requiring support.

Collaborate with parents and preschool educators to create plans that address any challenges the child might face during the transition.

6. Peer Mentoring:
Pair incoming kindergarten students with older students or "buddies" who can help them navigate the school environment and routines.
Peer mentors can provide guidance, support, and friendship, making the transition less overwhelming.

7. Collaboration Between Educators:
Foster collaboration between preschool teachers and kindergarten teachers to ensure continuity in instructional approaches, learning goals, and expectations.
Share information about teaching strategies, curriculum alignment, and individual student needs.

8. Social-Emotional Support:
Develop activities that focus on social and emotional development, such as teamwork, conflict resolution,

and building relationships.
Offer resources for parents to support their child's emotional well-being during the transition.

9. Parent Engagement:
Engage parents in the transition process by providing resources, guides, and workshops on preparing their child for kindergarten.
Encourage parents to communicate their child's interests, needs, and concerns with the elementary school.

10. Ongoing Communication:
Maintain communication between preschools, elementary schools, and families throughout the transition process and during the early days of kindergarten.
Address any concerns promptly and provide consistent updates on how the child is adjusting to the new school environment.