# Dinsmore Elementary School



## 2022-23 Schoolwide Improvement Plan

## Table of Contents

# Dinsmore Elementary School

### 7126 CIVIC CLUB DR, Jacksonville, FL 32219

### http://www.duvalschools.org/dinsmore

## Demographics

## Principal: Shalane Peterson

Start Date for this Principal: 6/15/2022

| | |
|---|---|
| **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 |
| **2021-22 Title I School** | Yes |
| **2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) | 87% |
| **2021-22 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** | 2021-22: B (61%) 2018-19: A (70%) 2017-18: A (68%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Northeast |
| **Regional Executive Director** | Cassandra Brusca |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | N/A |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here. | |

## School Board Approval

This plan is pending approval by the Duval County School Board.

## SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](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.

## Table of Contents

# Dinsmore Elementary School

## 7126 CIVIC CLUB DR, Jacksonville, FL 32219

### http://www.duvalschools.org/dinsmore

## School Demographics

| School Type and Grades Served (per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|---|---|---|
| Elementary School PK-5 | Yes | 87% |

| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 69% |

## School Grades History

| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| Grade | B | | A | A |

## School Board Approval

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## SIP Authority

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**Provide the school's vision statement.**

To provide every student the opportunity to be empowered as lifelong learners in a safe and academically rich environment and be prepared for college and career.

### School Leadership Team

**Membership**
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.**:**

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Reese, Wanda | Principal | * Leading the school wide vision and mission of the school<br>* Ensuring that academic policies and curriculum are followed<br>* Developing and tracking benchmarks for measuring institutional success<br>* Helping teachers maximize their teaching potential<br>* Meeting and listening to concerns of students on a regular basis<br>* Encouraging, guiding and assisting student leaders and teachers<br>* Meeting with parents and administrators on a regular basis for problem resolution<br>* Enforcing discipline when necessary<br>* Providing an atmosphere free of any bias in which students can achieve their maximum potential<br>* Supervision and evaluation of staff<br>* Budget<br>* Professional development plan |
| Peterson, Shalane | Assistant Principal | * Staff evaluations, discipline, data analysis, providing feedback, various duties.<br>* Participate in development of campus improvement plans with staff, parents, and community members.<br>* Helps principal develop, maintain, and use information systems to maintain and records to track progress on campus performance objectives and academic excellence indicators.<br>* Leads various committees such as PBIS, etc. Process incoming curriculum materials and creates the school-wide testing calendar. Manages behavior and processing referrals. |
| Mattscheck, Mary | Reading Coach | Implements scientific-based reading research strategies to enable students to develop the competencies and skills to be successful readers.<br>• Provides individual and group instruction designed to meet individual needs and motivate students.<br>• Evaluates academic growth of students and maintains appropriate records.<br>• Communicates with parents through a variety of means.<br>• Identifies student needs and cooperates with other professional staff members in assessing and helping students solve learning problems.<br>• Use appropriate core and supplemental intervention materials that align with district and state curriculum and provide Tier II and III Literacy support.<br>• Use technologies in the teaching/learning process.<br>• Assist teachers with the selection of books and other instructional materials to meet individual literacy needs.<br>• Attend and assist with MTSS Team as needed.<br>• Consistently assess student achievement through screening, progress monitoring, diagnostic and outcome measures.<br>• Administer and interpret assessment data to determine adequate progress, determine those in need of supplemental or intensive intervention.<br>• Become familiar with the administration and interpretation of in-depth diagnostic measures or additional assessments commonly used in the school. |

## Demographic Information

**Principal start date**

Wednesday 6/15/2022, Shalane Peterson

**Number of teachers with a 2022 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.*

3

**Number of teachers with a 2022 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.*

10

**Total number of teacher positions allocated to the school**

27

**Total number of students enrolled at the school**

560

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

5

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

5

**Demographic Data**

## Early Warning Systems

**Using prior year's 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 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 86 | 85 | 97 | 97 | 107 | 980 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1452 |
| Attendance below 90 percent | 1 | 24 | 25 | 27 | 28 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 136 |
| One or more suspensions | 0 | 1 | 2 | 2 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Course failure in ELA | 2 | 5 | 4 | 7 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 |
| Course failure in Math | 1 | 2 | 4 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 4 | 16 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 44 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 2 | 7 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |
| Number of students with a substantial reading deficiency | 2 | 8 | 27 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 |

**Using the table above, complete the table below with the number of students by current grade level who have 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 | 2 | 8 | 21 | 29 | 12 | 130 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 202 |

**Using current year data, complete the table below with the number of students identified as being "retained.":**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 3 | 2 | 3 | 5 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Students retained two or more times | 0 | 1 | 0 | 2 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |

**Date this data was collected or last updated**

Wednesday 6/15/2022

**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 | 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 | |
| Number of students with a substantial reading deficiency | 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 | |

**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 | |

**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 | 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 | 2 | 15 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 2 | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Number of students with a substantial reading deficiency | 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 | 4 | 1 | 1 | 6 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |

**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 | 1 | 0 | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |

## 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 | 2022 | | | 2021 | | | 2019 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 53% | 50% | 56% | | | | 61% | 50% | 57% |
| ELA Learning Gains | 56% | | | | | | 66% | 56% | 58% |
| ELA Lowest 25th Percentile | 51% | | | | | | 55% | 50% | 53% |
| Math Achievement | 73% | 48% | 50% | | | | 85% | 62% | 63% |
| Math Learning Gains | 74% | | | | | | 77% | 63% | 62% |
| Math Lowest 25th Percentile | 72% | | | | | | 75% | 52% | 51% |
| Science Achievement | 51% | 59% | 59% | | | | 73% | 48% | 53% |

**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 |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 54% | 51% | 3% | 58% | -4% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 63% | 52% | 11% | 58% | 5% |
| Cohort Comparison | | -54% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 61% | 50% | 11% | 56% | 5% |
| Cohort Comparison | | -63% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 90% | 61% | 29% | 62% | 28% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 79% | 64% | 15% | 64% | 15% |
| Cohort Comparison | | -90% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 83% | 57% | 26% | 60% | 23% |
| Cohort Comparison | | -79% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 71% | 49% | 22% | 53% | 18% |
| Cohort Comparison | | | | | | |

**Subgroup Data Review**

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | |
| SWD | 25 | 50 | 56 | 53 | 62 | 60 | 25 | | | | |
| ELL | 18 | 45 | | 45 | 64 | | | | | | |
| BLK | 51 | 57 | 48 | 72 | 75 | 74 | 38 | | | | |
| HSP | 50 | 47 | | 71 | 71 | | | | | | |
| MUL | 85 | | | 92 | | | | | | | |
| WHT | 52 | 50 | | 73 | 71 | | 63 | | | | |
| FRL | 50 | 54 | 44 | 66 | 74 | 77 | 48 | | | | |

**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 | | | | |

## ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index – All Students | 61 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 430 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 100% |
| **Subgroup Data** | |

| Students With Disabilities | |
|---|---|
| Federal Index - Students With Disabilities | 47 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |

| English Language Learners | |
|---|---|
| Federal Index - English Language Learners | 43 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |

| Native American Students | |
|---|---|
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |

| Asian Students | |
|---|---|
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |

| Black/African American Students | |
|---|---|
| Federal Index - Black/African American Students | 59 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |

| Hispanic Students | |
|---|---|
| Federal Index - Hispanic Students | 60 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |

| Multiracial Students | |
|---|---|
| Federal Index - Multiracial Students | 89 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |

| Pacific Islander Students | |
|---|---|
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |

| White Students | |
|---|---|
| Federal Index - White Students | 62 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| **Economically Disadvantaged Students** | |
| Federal Index - Economically Disadvantaged Students | 59 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

## Part III: Planning for Improvement

**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?**

In K-2 reading, data shows that majority of students are doing well with tier 1 instruction (70%) and a small percentage of students are at risk for tier 3 (2%). As students matriculate, there is a decline of the number of students working on/at grade level.

K-2 math data shows that 66% of students are working on/at grade level, while 1/3 of students are in need of tier 2 instruction and a very small percentage, 3%, in need of tier 3. Proficiency decreases as students progress through grades and the number of students working 2 or more grade levels below increases.

Grades 3-5 reading data shows that 26% of students scored at the proficient level on the last progress monitoring assessment. Proficiency in the 4th grade was the lowest at 13% while both 3rd and 5th grade scored at 33%.

Grades 3-5 math data shows that 36% of students were proficient on the last progress monitoring assessment. Students in grade 4 had the lowest proficiency rate at 24% while 4th and 5th had an average of 42 combined.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

A data component demonstrating the greatest need for improvement is increased proficiency and gains in reading for students in grades 3-5. These subgroups incldue students who are economically disadvanged, ESE, and ELL.

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

A few contributing factors to this area of improvement are:
Inconsistency of instruction (teacher and substitute shortage)
Student attendance (absences, tardies, early checkouts)
Student engagement in the work

Actions steps to address the needs for improvement:
All students actively engaged in learning
All teachers delivering strong tier 1 instruction and providing intentional/explicit small group instruction
instruction
All teachers fully immersed in Standards-Aligned instructional practices
Addressing student attendance concerns

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

A data component demonstrating the most improvement would be our primary students consistent growth within Reading and Math to include increased proficiency and learning gains from Fall to Spring assessments. Another component would be increased learning gains and proficiency in math as evidenced on District PMAs and the Florida Standards Assessment

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

Contributing factors to this improvement include all K-5 students engaging in standards aligned work and assessments. Primary students students engaging in reading mastery and iready as well as intermediate students engaging in Freckle, Achieve 3000, and Acaletics.

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

In order to accelerate learning, there needs to be greater focus in the areas of need. Instruction will need to be explicit and students will need adequate time to practice and process learning. Teachers should begin identifying where gaps in learning are present and design learning experiences to address those needs. Secondly, help students build background knowledge in order to help them make connections. Background knowledge helps students move from what they know to understanding the new. We would also want to ensure that students are actively engaged in learning process. Instruction for them must be both relevant and pacing must be appropriate. Both whole group and small group instruction will need to be consistent and scaffolded with intention. Progress monitoring must done frequently to assess teaching and learning and that data should be used to continue the cycle of planning meaningful experiences that push learning forward.

**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.**

All teachers will received professional development on new BEST standards. This training will be provided both by the district and by the school throughout the school year. This professional development should help teachers understand what each standard calls for students to be able to do and provide guidance as to how skills should be practiced and assessment. Teachers will also receive training on how to provide classroom interventions and providing meaningful work during center time. This training will be provided at the school and the leadership will follow up frequently to ensure quality implementation.

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

Reading and Math professional development will be ongoing. Teachers will continue to receive training and support from both coaches and administration. Modeling, coteaching, and planning support will be available weekly and data driven discussions will be held to ensure students are moving in the right direction. In addition, teachers will consistently be provided with actionable feedback from observations.

**Areas of Focus**
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

| **#1. Instructional Practice specifically relating to ELA** | |
|---|---|
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | The first area of focus is intentional and explicit instruction in reading. Our data has show over the past year based on PMA and FSA data, that as our proficiency scores, gains for all students and lowest performing quartile students are making gains, however; we still need to focus on proficiency and reading gains.. An emphasis this year will be on closing the reading gap for students that were impacted by learning loss from the continued absenteeism due to Covid. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | To increase the leaning gains by 3% 56% to 60%and lowest performing quartile students from 51% to 54%. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | 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: Describe the evidence-based strategy being implemented for this Area of Focus.** | 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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**

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.

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)

Title I tutors to remediate students who are the lowest performing. Using Title I money to buy laptops for Tier 2 interventions. And, use of Title I funds to supplies.

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

Purchase of a Title I reading coach/interventionist to support teachers and work with low performing students. And adding a media instruction using Title I money to add 2.5 days of media to support students in literacy. In addition a Title math interventionist to support the reading of word problems and selection of choices.

**Person Responsible**      Wanda Reese (reesew1@duvalschools.org)

Hire a Title I paraprofessional to provide additional academic support.

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

Field trips to support reading Students will go to the Old Fort in St. Augustine to learning about Florida history. The program is curriculum-based and designed to link field trip experiences with a variety of Best Standards in reading and social studies, that is embedded into reading.

**Person Responsible**      Wanda Reese (reesew1@duvalschools.org)

| #2. Instructional Practice specifically relating to Science | |
|---|---|
| **Area of Focus Description and Rationale:** **Include a rationale that explains how it was identified as a critical need from the data reviewed.** | The second area of focus is intentional and explicit instruction in science K-5. An emphasis this year will be on closing the gap for students that were impacted by learning loss from the continued absenteeism due to Covid.. Data shows that over the past three years our science scores have dropped. In 2019 71% of our students were proficient and in 2022 51% proficient that is a loss of 20% |
| **Measurable Outcome:** **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | To increase science proficiency in 5th grade from 51% to 61%. |
| **Monitoring:** **Describe how this Area of Focus will be monitored for the desired outcome.** | The 5th grade science teachers will use district PMA and benchmark assessments to progress monitoring learning and plan differentiated instruction for students not meeting the standard. |
| **Person responsible for monitoring outcome:** | Wanda Reese (reesew1@duvalschools.org) |
| **Evidence-based Strategy:** **Describe the evidence-based strategy being implemented for this Area of Focus.** | All teachers K-5 will teach science with fidelity, follow the district curriculum guide and use of PowerPoints to teacher whole group lessons. Teachers will implement labs weekly and an aligned investigation to give the students hands on experiences. The use of Study Island for students who are below grade level in science. |
| **Rationale for Evidence-based Strategy:** **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** | Due to time restraints teachers in K-2 do not always get to science. Since the assessment is K-5 it is vital that all teachers teach science with fidelity. This is based on admin walk throughs and science scores. |

### 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.

Weekly common planning in science and monthly vertical science meetings.

| **Person Responsible** | Wanda Reese (reesew1@duvalschools.org) |
|---|---|

Focus walks to observe science lessons and use a checklist to provide feedback to teachers.

| **Person Responsible** | Wanda Reese (reesew1@duvalschools.org) |
|---|---|

Use of Title I funds for STEM field trips such as Star Base and Science Showcase night activities.

| **Person Responsible** | Wanda Reese (reesew1@duvalschools.org) |
|---|---|

Progress monitor 5th grade science be analyzing baseline, PMA data, and district benchmark assessments for each standard mastery. Plan next steps for students below grade level.

**Person Responsible**      Wanda Reese (reesew1@duvalschools.org)

Use of Acaletics to support science and math. Acaletcis is a Tier 2 intervention to front load and review skills that are taught.

**Person Responsible**      [no one identified]

Use of Mystery Science program purchased with School Improvement dollars to remediate and provide enrichment in science and hands on experiences in the science lab.

**Person Responsible**      Wanda Reese (reesew1@duvalschools.org)

| **#3. Positive Culture and Environment specifically relating to Attendance** | |
|---|---|
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Research shows that students who attend school regularly are able to learn more, have fewer discipline problems, develop better study habits and often are more successful than students who do not. Good attendance is essential to academic success. Dinsmore's attendance data shows that for the 2021-2022 school year, student average daily attendance for grades prek-5 was about 90%. The number of students absent 20 or more days was 96. That is equivalent to almost 100 students missing 2 or more days per month which drastically impacts student learning. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | The goal is to increase students daily attendance from 90% to 95% for the 2022-2023 school year. The number of students falling into the "chronic absence" catergory reduced by 50%. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | Student attendance will be monitored both weekly and monthly. Weekly reports will be pulled to monitor grade level average attendance. Monthly reports both the grade level and individuval level will be pulled and shared with staff. Students falling into the "chronic" category will be identified early and interventions for absenteeism will be put into place to support the student and the family. |
| **Person responsible for monitoring outcome:** | Shalane Peterson (tanners@duvalschools.org) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | A Multi-tiered System of Support (MTSS), such as PBIS, can be useful for organizing a continuum of intervention supports for attendance. Students will receive direct instruction on skills related to greater success getting to school (e.g., transportation, sleep and eating routines, homework completion) or at school (e.g., academic study, equesting assistance, conflict management, problem solving, managing bullying and other harassment) |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/** | Many of the factors contributing to chronic absenteeism are directly and indirectly addressed by PBIS, such as developing a safe and respectful school climate, teaching critical social skills (e.g., self-regulation, problem solving, conflict management), establishing an engaging relationship with a peer or adult, and implementing individual and small group positive behavior support plans |

**criteria used for
selecting this
strategy.**

**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.

*No action steps were entered for this area of focus*

## RAISE

The RAISE program established criteria for identifying schools for additional support. The
criteria for the 2022-23 school year includes schools with students in grades Kindergarten
through fifth, where 50 percent or more of its students, for any grade level, score below a
level 3 on the most recent statewide English Language Arts (ELA) assessment.

**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

The area of focus, specifically related to ELA, is annotating the text. Annotation promotes a deeper
understanding of passages and encourages students to read with a purpose. It is an active learning
strategy that improves comprehension and retention of information. Data shows that 31% of of students
in K-2 were at scored one grade level below in comprehension of Literature and Informational Text. Fifty
percent of students in grades 3-5 scored at least one grade level below in the same areas.

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

Provide explicit instruction and supportive practice in the use of effective comprehension strategies
during small group instruction. Teaching specific comprehension strategies, such as fix-up strategies
when comprehension breaks down (self monitoring), use of graphic and semantic organizers, including
story maps; question generations, summarization and paraphrasing;, annotating, and selective
rereading.

**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 new 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: Measureable Outcome(s)

Students will demonstrate increased comprehension of text by scoring either a 75% or better on classroom or by scoring on/above grade level on progress monitoring assessments.

### Grades 3-5: Measureable Outcome(s)

Teachers will progress monitor reading comprehension using Freckle/Star Assessments weekly and assessments.

**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 take place with evaluating impact at the end of the year.

Classroom and progress monitoring assessments will be used to monitor progress for this specific area. Student work and classroom assessments will be reviewed weekly during common planning. Progress monitoring assessment data will be reviewed and analyzed immediately following the assessments (fall/winter/spring) during common planning.

**Person responsible for monitoring outcome:**
Select the person responsible for monitoring this outcome.

Mattscheck, Mary, medinam@duvalschools.org

**Evidence-based Practices/Programs:**
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. Â§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?

Kindergarten students will use Waterford, students in grades 1 - 2 will use iReady, and students in grades 3 - 5 will use Freckle and Achieve3000. Teachers will also use LLI for small group instruction.
Records will be maintained of student work to monitor the students' progress throughout the programs.

**Rationale for Evidence-based Practices/Programs:**
Explain the rationale for selecting the specific 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 practices/programs show proven record of effectiveness for the target population?

Students using the programs will have improvements in their reading performance. Students will be able to make corrections throughout their learning process in Freckle, Achieve3000, and LLI.

**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 |
|---|---|
| Teachers will:<br>1. Model the instructional practice<br>2. Provide guided practice<br>3. Monitor student use of instructional practice as they work cooperatively in groups and/or independently. | Mattscheck, Mary, medinam@duvalschools.org |
| Classroom walks and feedback on the instructional practice | Mattscheck, Mary, medinam@duvalschools.org |

# 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

## Describe how the school addresses building a positive school culture and environment.

The first way the school address a positive school environment is by having a shared vision. The vision of the school is not just understood but also shared by all, from school leadership team to stakeholders. Everyone knows what the goals mean and how they relate to the achievement of the school's vision. Individuals are clear about the actions that they need to take for these goals to be fulfilled. We have open communication with our parents and community.

Secondly, Collegiality, we're in this Together. At Dinsmore we focus on building camaraderie between all staff and students with positive relationships. The professional bonds that exist amongst staff members are strong enough to weather the storms that have happened over the past through years during the pandemic. There is a shared sense of belonging, purpose, and a desire for the vision of the school to be fulfilled. No-one is working for themselves; no-one is left out. All staff are made to feel welcome, and everyone is treated as a part of the team. We have school norms and expectations this helps to build a positive school-wide values with our students.

Thirdly, Continuous Improvement and Lifelong Learning. We can always get better. Staff are empowered to view themselves as lifelong learners and to help facilitate the learning of others within the school. Learning is seen as a key part of the adult learning journey, enabling individuals to achieve ever varying degrees of personal and professional maturity. Monthly, we have professional development to focus on school improvement. At Dinsmore we work on the mind set to work hard and get smart. A growth mind-set is adopted by all and as such, mistakes are not seen as failure but as a source of learning and growth. Students are encouraged daily to work hard and get smart.

Last, we work on celebrating staff and students. We have multiple incentives for students such as positive rewards, student of the month, dances, and incentives of academic success and social emotional growth. We recognize staff by having monthly activities, luncheons, and faculty celebrations. There is consistent school-wide ritual and routines that helps to help with school wide behavior and promotes that Dinsmore is a great place to grow and learn.

## Identify the stakeholders and their role in promoting 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 include:

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. Title I parent nights in the areas of math, science, test taking strategies and the use of One School One Book to promote schoolwide reading. Students are given a book and parents read a chapter nightly with the child.

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

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.