

2018-19

Continuous Improvement Plan Dinsmore Elementary



Every School
Every Classroom
Every Student
Every Day



School Type: Regular School
School Level: E - Elementary
Grade Levels: K-5

Wanda W. Reese

<SAC Chair Name>

<Region Leader>

Paula D. Wright

<School Vision>

<School Mission>

<School Core Values>

Total Enrollment	African American	Asian	Hispanic	Native American	Multi-Racial	Pacific Islander	White
	%	%	%	%	%	%	%
	Economically Disadvantaged		Students with Disabilities		English Language Learners		
	%		%		%		

Please list any special programs your school offers here.

[illegible]



Effective Leaders

Performance: n/a

Strategic Plan Alignment:

Intentional Focus on Student Achievement & Well-being
Develop & Retain High Performing Team Members
Ensure Effective, Equitable, and Efficient Use of Resources Aligned to
Improved Student Outcomes

About

In schools with effective leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders:

- Practice shared leadership
- Set high goals for quality instruction
- Maintain mutually trusting and respectful relationships
- Support professional advancement for faculty and staff
- Manage resources for sustained program improvement

Needs Assessment

Data Indicators

Data Source	Variable	2015-2016	2016-2017	2017-2018
TNTP Insight Survey	Instructional Planning for Student Growth Domain	7.07 out of 10	6.97 out of 10	7.00 out of 10
TNTP Insight Survey	Career Progression Domain	n/a	n/a	4.87 out of 10
TNTP Insight Survey	Leadership Domain	6.20 out of 10	6.91 out of 10	6.89 out of 10

What type of professional development opportunities will you use to address the areas of need within this domain?

Session Title	Session Objective	Date

Alignment

Advanced

School Performance Standards

- Domain 1: Leadership Capacity
 - Standard 1.1
 - Standard 1.3
 - Standard 1.6
 - Standard 1.7
 - Standard 1.9
 - Standard 1.10
- Domain 2: Learning Capacity
 - Standard 2.6
- Domain 3: Resource Capacity
 - Standard 3.2
 - Standard 3.3
 - Standard 3.6
 - Standard 3.7
 - Standard 3.8

School Quality Factors

- Clear Direction
- Healthy Culture
- High Expectations
- Resource Management
- Implementation Capacity

Evaluation Tools

CAST

- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Florida Principal Leadership Standards

- Domain 2: Instructional Leadership
 - Standard 3
 - Standard 4
 - Standard 5
- Domain 3: Organizational Leadership
 - Standard 6
 - Standard 7
 - Standard 8
 - Standard 9



About

In schools with strong collaborative teachers, all teachers collaborate to promote professional growth. In such schools, teachers are:

- Active partners in school improvement
- Committed to the school
- Focused on the professional development

Needs Assessment

Data Indicators				
Data Source	Variable	2015-2016	2016-2017	2017-2018
TNTP Insight Survey	Peer Culture Domain	7.85 out of 10	7.86 out of 10	7.81 out of 10
TNTP Insight Survey	Professional Development Domain	n/a	n/a	6.129999999999999 out of 10
Gallup Q12	Q05. My supervisor, or someone at work, seems to care about me as a person.	3.97 out of 5	3.79 out of 5	3.94 out of 5
Gallup Q12	Q06. There is someone at work who encourages my development.	3.95 out of 5	3.79 out of 5	3.94 out of 5
Gallup Q12	Q09. My associates or fellow employees are committed to doing quality work.	4.31 out of 5	4.38 out of 5	4.42 out of 5
Gallup Q12	Q10. I have a best friend at work.	3.57 out of 5	3.74 out of 5	3.87 out of 5

What type of professional development opportunities will you use to address the areas of need within this domain?

Session Title	Session Objective	Date

Alignment

Advanced

School Performance Standards

- Domain 1: Leadership Capacity
 - Standard 1.2
 - Standard 1.3
 - Standard 1.8
 - Standard 1.9
- Domain 2: Learning Capacity
 - Standard 2.6
 - Standard 2.7
 - Standard 2.8
 - Standard 2.9
 - Standard 2.11
- Domain 3: Resource Capacity
 - Standard 3.1
 - Standard 3.2
 - Standard 3.3
 - Standard 3.6

School Quality Factors

- Healthy Culture
- High Expectations
- Resource Management
- Efficacy of Engagement
- Implementation Capacity

Evaluation Tools

CAST

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Florida Principal Leadership Standards

- Domain 2: Instructional Leadership
 - Standard 4
 - Standard 5
- Domain 3: Organizational Leadership
 - Standard 7
 - Standard 8



Involved Families

Performance: n/a

Strategic Plan Alignment:
Sustain Engagement of Parents, Caregivers, & Community

About

In schools with involved families, the entire staff builds strong external relationships. Such schools:

- See parents as partners in helping students learn
- Value parents’ input and participation in advancing the school’s mission
- Support efforts to strengthen its students’ community resources

Needs Assessment

Data Indicators				
Data Source	Variable	2015-2016	2016-2017	2017-2018
DCPS Parent Survey	My child’s school is good about staying in touch with me.	4.25 out of 5	4.42 out of 5	4.28 out of 5
DCPS Parent Survey	I receive regular updates from the teacher(s) on my child’s progress.	4.11 out of 5	4.22 out of 5	4.20 out of 5
DCPS Parent Survey	I receive information on what I can do at home to help my child with learning and/or behavior needs.	4.12 out of 5	4.15 out of 5	4.14 out of 5
DCPS Parent Survey	There are different ways I can be involved with the school, either at the school building, at home, or in the community.	4.13 out of 5	4.30 out of 5	4.25 out of 5
DCPS Parent Survey	I am invited to meetings so I can learn about what is going on in the school.	4.16 out of 5	4.40 out of 5	4.42 out of 5
DCPS Parent Survey	My child’s teacher(s) hold high expectations for my child.	4.35 out of 5	4.43 out of 5	4.43 out of 5
DCPS Parent Survey	My child receives the academic support needed to meet his/her individual needs	4.25 out of 5	4.25 out of 5	4.21 out of 5
DCPS Parent Survey	My child receives high-quality instruction from his or her teacher(s)	4.26 out of 5	4.26 out of 5	4.27out of 5
DCPS Parent Survey	My child’s school is a safe place to learn.	4.26 out of 5	4.42 out of 5	4.14 out of 5
DCPS Parent Survey	My child’s school respects all cultures & diversity.	4.13 out of 5	4.32 out of 5	3.97 out of 5
DCPS Parent Survey	My child’s school is a friendly environment for students, parents, and families.	4.16 out of 5	4.32 out of 5	4.10 out of 5

What type of professional development opportunities will you use to address the areas of need within this domain?

Session Title	Session Objective	Date

Previous Year Financial & Programmatic Outcomes

Fiscal Overview from the Previous Fiscal Year

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$3317	\$3303.1799999999998	\$13.9
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year		
The \$13.90 was unspent due to the change in price of the items that were bought.		

Programmatic Overview from the Previous Fiscal Year

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	Comments (include inventory that was not returned, non-functioning resource rooms, or any other information pertaining to the effectiveness of the parent involvement resource room)
7	0	There was no checking out of materials last year, however, we did have about 7 parents to visit the resources room to utilize the computer to check student grades, etc. There is not documentation of them signing in.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants	Results of Evidence of Effectiveness
Title I Open House	383	383 Use of evaluation forms to determine the feedback and barriers and to determine if the parents were communicated effectively with the presentation
Development Meeting	31	Parents were able to provide positive feedback related to the previous year's activities. Some recommendations were made to continue specific parent night activities as well as new ideas for other parent engagement opportunities. Parents were provided w
Science Showcase Night	0	Science night was designed for parents to learn about our magnet. The night was very effective. Parents left with ideas on our program and ideas on how to use science strategies in the real world with their children.

Technology Night	17	Effective. Parents left with information about Focus and blending learning platforms.
Literacy Night	0	Parents thought the evening was very effective. The night centered around reading and how parents can help their child read at home. The state literacy program was recommended.
FSA Night	46	Effective. Parents received information on the FSA format and how to help their child at home.

Barriers to Parental Involvement

Using previous year financial and programmatic and financial outcomes; district and school climate data; parent perception data; data from SAC meetings, parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; and other forms of needs assessment data; carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.

Prioritize the Top 3 barriers (it may be possible to combine some) and describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers.

REQUIRED: include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)

Barrier		Priority	Steps/Strategies to eliminate/reduce the barrier:
Barrier 1	1. Flexible Meeting Times	Priority 1	During our developmental meeting, parent stressed the importance of having flexible meeting times for parent meetings. It is the goal to have meeting s schedule for both morning and evening sessions where applicable. Some of our parent activities have only specific times that they can take place due to vendorsâ€™ schedules and presentation time allotments. We will make every effort to make meeting times more flexible for parents to be involved. We will also continue to notify parents in ample time of upcoming event through our monthly newsletters, Remind 101, and other means of communication.
Barrier 2	Space for a Parent Room	Priority 2	To continue to brainstorm ways that we can develop a room dedicated as the parent resource room. We currently have the area in the office area, which is not idea for what we would like to do. Space is a barrier.
Barrier 3			
Barrier 4			
Barrier 5			

What are the overarching outcomes/goals for the current school year for parent engagement?

To increase parent involvement in the parent nights by highly advertising them and using parent and student motivators to increase attendance. Also, to provide more flexible times for parents who work. To find a way to move the parent resource center to an area that is dedicated for the purpose of educating parents.

Communication & Accessibility

Communication trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, parents with various educational backgrounds, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education.

Dinsmore is committed to providing opportunities for all parents to participate in family engagement activities while keeping in mind the diverse needs of our parents. Parents will be surveyed at the beginning of the year and after each parent activity as to their needs and how we can get them more involved. If parents are in need of transportation, we can provide a day bus pass if we are contacted in enough time. It is our hope that parent would let us know of their transportation needs at least 48 hours in advanced. Also, if the inability to secure childcare for a child is a hindrance from attending parent meetings/parent nights, if parent let us know in advanced, childcare can be provided as well. As it relates to the multicultural diversity, we will contact district personnel to for translators of different languages if needed.

Describe how the school will share information related to school, parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand.

At Dinsmore Elementary we have many ways that we communicate with our parent as it relates to school activities and parent involvement nights include:

School website

Remind 101(Text messaging)

Monthly Newsletters

School Connect

Flyers

Marquee

Social Media (Facebook)

Twitter

PFEP available in these languages upon request.

Select all of the different languages spoken by students, parents and families at your school.

Chinese,Spanish,English,Russian,Haitian-Creole

Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. Include the tools and resources that will be used for communication.

Flyers are sent home a few weeks in advance to advertise the upcoming event as well as posted on the school marquee. The event is announced during morning announcements. In addition, the following tools are use: Remind 101, School Messenger, Facebook, T

How will the school describe and explain (1) the curriculum at the school and (2) the forms of assessment used to measure student progress and (3) the achievement levels students are expected to obtain?

During our SAC meetings, parent nights and Open House, the curriculum that is used throughout the district, as well as Blended learning will be described and explained to parents. Parents will also have an opportunity to engage in parent teacher conferences that will give then more insight on the curriculum and students achievement levels. Student achievement is the centerpiece of what drives our work here at Dinsmore. During Open House, and at many of the parent nights, such as the FSA Parent night, information is shared regarding the achievement levels and how they can help their child be successful through progress monitoring.

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision-making?

(1) During our SAC meeting our parents will have the opportunity to share and provide input as it relates to the School Improvement Plan. The input from parents is heavily considered and is evaluated based on the benefit of the whole school.

(2) Each month, there is a parent newsletter sent home with students and information regarding our parent nights and SAC meetings is posted on our marquee. School Messenger is also used to advertise the upcoming events. There are several ways that we at Dinsmore communicate with our parents regarding opportunities to be involved.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]

Dinsmore Elementary school is committed to the improvement of our programs. Parents that have concerns regarding the Title I program at our school will have the opportunity to submit evaluations of programs and activities after each event. Feedback from the evaluation forms are reviewed and taken into consideration for future events. The Title I liaison will forward any information regarding parent complaints to the Title I specialist for our school via email. We will also check with the district specialist to see if there are opportunities for them to come out to one of our parent meetings to discuss parent concerns. The information to the Title I office will be posted in the Parent Resource Room. Parents can call the Title I office themselves if needed.

How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (technology cannot be the only option).

In the front office of the school, there is a sign that states that the PFEP is available upon request for parents. It can also be available in multiple languages if necessary/or requested by parents. The PFEP will be stored in the Parent Resource Room's Title I binder for their review. There will also be a link added to our school website to our online PFEP.

Flexible Parent & Family Meetings

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]

Involvement of Parents and Families

Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].

At Dinsmore we will involve parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs by inviting and engaging parents in the developmental meeting and also through SAC. Parents will have the opportunity to participate in the Title I parent meetings where they will be able to evaluate, provide feedback and input into the program. It our desire that parent fully engage in our school through the Title I program,

How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]

Transportation:

there are parents that need transportation, a day bus pass can be issued if advance notice is given.

Childcare:

Will be provided for parents by a district employee(s) if advanced notice is given

Home Visits:

Particularly, home visits are not an option unless requested by the parent due to transportation and inability to leave the home due to medical reason. Will take place as needed or on a case by case basis.

Additional services to remove barriers to encourage event attendance:

Flexible Family Meetings

How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]

Parent input was gathered from parents regarding flexible times during our developmental meeting and also form the evaluations presented at the end of our parent night activities.

What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?

In our meeting notes form the March 2018 Developmental Meeting, it is documented that parents wanted to have more flexible meeting times. There was no indication that child care was needed or was a barrier to the involvement of our parents.

How flexible meeting be offered to accommodate parents? Check all that apply.

AM & PM Sessions (Same content to appeal to more parents)

Required Annual Meeting

Title I schools are required to hold an annual meeting, at a convenient time, where ALL parents are invited and encouraged to attend. The Annual Meeting is held at the beginning of the year. This section will ensure all required components of the meeting are addressed.

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]

Step 1	Set date and time for Annual Meeting
Step 2	Create and send out invitation/flyer regarding the Annual Meeting
Step 3	Create agenda and sign-in sheets
Step 4	Gather resources such as the Title I PowerPoint presentation
Step 5	Choose room and set up for presentation
Step 6	Present the information regarding Title I
Step 7	Provide parent evaluation surveys
Step 8	
Step 9	
Step 10	

Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Beginning of Year Annual Meeting.

The Title I Annual Meeting is to inform parents and community stakeholders about the Title I program and how it aids in school improvement. It will also inform parents of their rights of attending a Title I school.

Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds.

(1) Administration will review school's latest assessment data with stakeholders.

(2) Administration will also provide parents with information regarding school choice. Parents have choices, and as long as the school has vacancies and parent can provide

How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?

At Dinsmore we work hard at providing our parents with many streams of communication. Some of the ways we communicate with parents who do not have technology is by sending information home via hard copies in the form a flyer, parent monthly newsletter, use of the school communication folder, and school marquee. Also, School Messenger is used to contact parents via phone.

Required Developmental Meeting

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your schools is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

Describe the strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.

In March, we will conduct a developmental meeting with parents and community stakeholders. During this meeting, parents will have the opportunity to provide feedback regarding the parent engagement activities and nights that took place during the year. We will utilize a rubric provided by the Title I district as a guide of measure to assess our program. Parents will then brainstorm activities for the upcoming year to include in the PFEP. Parents and community stakeholders engage in conversation about the successes and outcomes of previous parent activities and they determine if some events should be repeated because of the impact or eliminated due to low impact or attendance. Once they are done with their brainstorming of ideas for the upcoming year, they are then compiled onto one document and reviewed whole group. These ideas are then taken back to the Title I liaison and administrative staff for final approval.

Building Capacity

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I School-wide plan by engaging parents and families. [ESEA Section 1116 (e)]

Building the Capacity of Parents & Family Members

Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?

Based on the information from our developmental meeting, we found that parents really wanted to ensure that we were able to provide different forms of communication for notification and flexible meetings for parent that work mornings. We will ensure that we schedule some of our meeting for mornings and evening meetings to be more convenient for parents to attend. We will also use a variety of communication avenues to notify parent of school activities and events

How will the school implement activities that will build relationship with the community (business partners, faith based partners, community leaders, community organizations, local colleges, etc.) to improve student achievement?

It is with great intention that Dinsmore Elementary build positive relationships with our community stakeholders by way of inviting and encouraging parents and community members to become actively engaged in SAC and attend our parent nights. It is here that we are able to provide information regarding what's happening at Dinsmore and how parents can become involved. Parents will have an opportunity to get hands on practice and experiences with strategies to help their children be successful at home.

(1)How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.

1) At Dinsmore we make every effort to ensure that our parents are aware of our Parent Resource Room. Parents are free to visit our resource room at any time throughout the day except during morning arrival and dismissal due to students and personnel moving about the building. Safety is our primary goal for all students and these times are focused on students during these transition periods.

(2) The advertisement of the Parent Resource Room will be achieved in three ways. We will send out information about our resource room in our monthly newsletter to parents along with other school wide activities. We will also advertise our Parent Resource Room at every event and activity that we have at our school. We will be sure to make announcements regarding our Parent Resource Room and what it entails. Another way we will advertise our Parent Resource Room is through signage and personal invitation from teachers and staff throughout the building.

(3) Prior the beginning of school, the administration team will train the front office staff on how to work with parents in the resource room. I will sit down with the staff and review every detail regarding the Parent Resource room check out procedures.

If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?

None at this time.

Parent & Family Engagement Events

If Parent and Family engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I School-wide Plan.

Name of Activity	Person Responsible	MEASURABLE Anticipated Impact on	Month Activity will Take Place	Evidence of Effectiveness	Budget (if applicable)
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Student Achievement						
1	Title I Annual Meeting (required)	Principal & AP	Parents will understand the purpose of a Title I school and how it support the improvement of education that contributes to students growth and performance.	Aug-18	Will use the following: Attendance and utilization of Title 1 resources, surveys to get feedback	0
2	Title I Developmental Meeting	Principal & AP	Parents evaluate and provide feedback for Title I parent meetings throughout the year. Parents also gives input for the upcoming school year PFEP.	Sep-18	Evaluations forms will document effectiveness of meeting outcomes.	0
3	Literacy Night	Principal, AP, Reading Coach, Media Specialist and ELA teachers	Parents and students to develop a love for literacy and to help improve state reading assessments, parents & students reading together	Sep-18	Parents will learn strategies for reading and how to support their children at home. Parents will be given an evaluation at the end of the activity to evaluate their understanding and effectiveness of the event.	100
4	Science Night	Administration Math Coach Science Department	DODADS of Science will be engaging parents in the fundamentals of science with a focus on Changes of Matter. Parents will develop an awareness of Science	Nov-18	The review of interim assessments results, FCAT practice results and the official released scores Increased involvement with home learning and utilization of	600

			standards and expectations relating to the Curriculum Guide Assessments, FCAT 2.0 and other upcoming		Title 1 resources and School Climate Survey	
5	FSA Parent Night	Administration, Math & Reading Coach	Parents receive information on how to help their child be successful on the FSA assessments in reading, math, writing, and science.	Jan-19	Total number of parents in attendance and evaluation forms.	500
6	Math Night	Administration, Math Coach & Teachers	Parents and students have an opportunity to view examples of the math curriculum using hands on games and to help improve state math assessments.	Feb-19	Total number of parents in attendance and evaluation forms.	100
7	Literacy Night	Administration, Reading Coach, Media Specialist, and ELA teachers	Parents and students to develop a love for literacy and to help improve state reading assessments, parents & students reading together	May-19	Total number of parents in attendance and evaluation forms.	100
8						
9						
10						

Building the Capacity of Teachers & Staff Members

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

...the assistance of parents and families and in the value of their contributions.

During our preplanning, the teachers will participate in professional development geared towards helping parents utilize strategies at home to help their children be successful. Starting at the beginning of the year and throughout, teachers will be engaged in professional development around literacy and the effect size that certain strategies have on students learning. It is in these trainings that teachers gain insight and knowledge of how to transfer this information to parents.

...how to reach out to, communicate with, and work with parents and families as equal partners.

The administration team will ensure that teachers and staff are equipped with the tools needed to support parents and community stakeholders. Translators of others languages will be secured through the district as needed.

...implementing and coordinating parent and family programs and building ties between parents and families and the school.

Teachers will work hand in hand with parents during parent nights and activities. During our parent teacher conferences, the teacher will review with parents and sign the school compact. The school compact outlines adult expectations and student expectation. It clearly states the responsibility of each stakeholder.

(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?

(1) The staff will engage in professional development around parent and family engagement starting the week of preplanning. During preplanning, the administrative team will meet with the office staff and provide training with how to help parents in the Pa

Collaboration of Funds

Program		Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input type="checkbox"/>	IDEA/ IDEIA - The Individuals with Disabilities Education Improvement Act	The Individuals with Disabilities Education Improvement Act (IDEIA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEIA at home to be successful in the classroom and give families strategies for providing a safe environment.
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4 and 5 year olds who reside in Florida. Title I seeks to educate families on how to work with VPK students at home in order to help them be ready for kindergarten. Title I also seeks to help families with new school aged children adjust to their new parenting roles.
<input type="checkbox"/>	Title I, Part D – Prevention & intervention programs for children & youth who are Neglected, Delinquent, or At Risk	The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. Title I also seeks to furnish families with strategies for a safe environment.
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	The McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) Program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
<input type="checkbox"/>	Supplemental Academic Instruction (SAI) - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	This super categorical is a fund created to assist districts in providing supplemental instruction to students in kindergarten through grade 12. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready.
<input type="checkbox"/>	Title II, Part A – Supporting Effective Instruction through professional development targeted to administrators and teachers.	The purpose to provide grants to State agencies for higher education, and eligible partnerships to increase student academic achievement. This is done by increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Title I seeks to provide the tools and education necessary to families so that they can work hand-in-hand
<input type="checkbox"/>	Parent Academy	The school sends home information when provided by the district. In addition, a link is on the school website for parents to access.

Alignment

AdvancED

School Performance Standards

- Domain 1: Leadership Capacity
 - Standard 1.2
 - Standard 1.3
 - Standard 1.8
 - Standard 1.10
- Domain 2: Learning Capacity
 - Standard 2.10

School Quality Factors

- Healthy Culture
- Resource Management
- Efficacy of Engagement
- Implementation Capacity

Evaluation Tools

CAST

- 1b: How we support rigorous & differentiated instruction
- 1c: How we support students
- 2a: How we recruit & retain
- 3a: How we invite all to participate
- 3b: How we promote welcoming environments
- 3c: How we collaborate on decisions
- 4c: How we are fiscally responsible

Florida Principal Leadership Standards

- Domain 3: Organizational Leadership
 - Standard 9



Supportive Environment

Performance: n/a

Strategic Plan Alignment:
Intentional Focus on Student Achievement & Well-being

About

In schools with a supportive environment, the school is safe, demanding, and supportive. In such schools:

- Students feel safe in and around the school
- Students find teachers trust-worthy and responsive to their academic needs
- Students are well supported in planning for college and other post-high school experiences

PBIS Team

Team Member Name	Team Member Role	Team Member Title
Wanda Reese	Administrator	Principal
Daniel Sapp	Administrator	Assistant Principal
Sandra Woodward	Recorder	Teacher
Rita Hill	Content Expert	Teacher
Jennifer Zuniga		Teacher
Marlena Nixon		Teacher
Rebecca Snyder		Teacher
Elizabeth Mayernick	Team Lead/Facilitator	Teacher
Danielle Joseph		Teacher

Needs Assessment

Data Indicators

Data Source	Variable	2015-2016	2016-2017	2017-2018
TNTP Insight Survey	Learning Environment Domain	6.46 out of 10	6.90 out of 10	7.07 out of 10
Gallup Student Poll	I feel safe in this school	4.11 out of 10	4.09 out of 10	4.13 out of 10
Gallup Student Poll	The adults at my school care about me	4.53 out of 5	4.39 out of 5	4.34 out of 5
Gallup Student Poll	I have at least one teacher who makes me excited about the future	4.40 out of 5	4.36 out of 5	4.62 out of 5

Data Entry & Analysis Plan

Use the Climate Dashboard & FOCUS to provide baseline data and targets for your PBIS Goals for 2018-19.

Data Point	2016-17 Total #	2017-18 Total #	2018-19 Target #
Class I ODRs	11	23	12
Class II ODRs	82	94	75
Class III ODRs	4	7	4
Total OSS Events	8	41	30
Total RJ Events		23	36

What were your TOP FIVE infractions from 2017-18?

1. 2.01 (ZZZ) Failure to Adhere to Safety Considerations
2. 2.07 (PHA) Physical Attack of a Student
3. 2.22 (ZZZ) Obscene, Profane, or Offensive Language or Gestures directed to a School District Employee or Agent
4. 2.06 (ZZZ) Intentional Threat of a Student
5. 1.01 (ZZZ) Disruption in Class

PBIS Goals

Based on your data, what are your PBIS goals? How will you know you are progressing toward your goals? What PBIS team member(s) will monitor your progress and follow up to refine your goals throughout the year?

Goal	Action Steps	Responsible	Progress Monitoring
Goal 1: The goal of the PBIS Team is to decrease the number of referrals by engaging student in positive behavior strategies to ensure academic success.	We will conduct quarterly discipline meetings with our students and staff to ensure that the behavioral expectations are thoroughly explained based on the students Code of Conduct. We will present positive behavior reward systems as a way to motivate stud	Principal and Assistant Principal	We will continue to monitor discipline data and observe common areas throughout the year.
Goal 2: Increase Restorative Justice actions	Continue to process each referral on a case by case basis. Also, determine occurrences in the process based on the students Code of Conduct. It is our goal to always utilize Restorative Justice as the first course of action after a discipline referral had been written. Students will meet with the Assistant Principal and the school counselor to discuss strategies for making better choices. Parents will be informed	The Assistant Principal and School Counselor	Monthly Discipline Reports, classroom walkthroughs and observation

	of their children participation in Restorative Justice. Teachers will receive updates on studentsâ€™ progress to ensure that the strategies are working.		
Goal 3: Decrease the total number of students absent by 10%.	Attendance is taken daily by 9:00 am. The school counselor will track those students that and send notices to parents inform of the inconsistencies in attendance.	The school counselor	Daily, Monthly, and quarterly

Equitable Outcomes

In using your Equity Profile generated by the USF PBIS Project, how will you identify bias, respond to it?

- **Identify:** Utilize the Equity Profile to list evidence of disparities.
(ex. The average number of referrals per student for African Americans/Black students is 2 times that for all other students)
- **Respond:** What strategies do you plan on implementing to address the evidence above?
(ex. We will use professional development and district resources to implement cultural competence training with all staff members.)

Identify		Respond
Evidence #1	The average number of referrals per student for African American/ Black students is 1.99 times that for all other students.	We will utilize district professional development and resources to implement cultural competence training for our staff. Also, our target population is the African American subgroup which also attributes to this outcome.
Evidence #2	The average number of OSS events per student for African American/ Black students is 3.28 times that for all other students.	We will utilize district professional development and resources to implement cultural competence training for our staff. Also, our target population is the African American subgroup which also attributes to this outcome.

Restorative Justice Practices

Identify the restorative practices you have in place at your school.

Adult Led Mediation,Letter of Apology,Restorative Justice,Restorative Justice Peer Med,Restorative Justice Sup Cir,Social Skills Lessons

Reward & Recognition Programs

Identify and explain your school-wide rewards and recognition program. Be sure to include a plan to reward both students and staff for following the GFS and the school-wide rules/expectations.

	Students	Faculty
Daily	Students are recognized daily for "œpaw-sitive" rewards. Students are recognized for doing something good within the school community. Any staff member can give this recognition at any time. Students are recognized on the afternoon announcements and re	
Weekly		
Monthly	Each month teachers selects a students of the month the exemplifies the characteristics of a responsible student. One students per class is chosen and recognized at our monthly flag raising ceremony.	Each month teachers selects a colleague of the month the exemplifies professionalism, creativity, and exudes a positive attitude within our school community. These teachers are also recognized at our monthly flag raising ceremony.
Quarterly	There are also quarterly class parties that are earned for attendance and behavioral chart moves.	
Yearly		

Lesson Plan for Teaching Expectations/Rules

Please explain your plan for teaching your Guidelines for Success and when will they be taught?

	Plan for Teaching	When will it be taught?
Guidelines for Success	The teachers will be required to teach behaviorla lessons each day te first few weeks of school. Teachers will be provided with lesson based on the Guidelines for Success.	These lesson should be taught the first few weeks of school so that students become acclimated to the work environment.

Faculty Commitment

Explain/identify to what extent your faculty is involved in your PBIS implementation and follow through. Answer the questions below using information specific to your way of work.

How and **how often** do you make your faculty aware of behavior concerns across campus through data sharing?

Newsletters	Monthly
Email Blast	Daily, Weekly
PLC's	Monthly
SAC	Quarterly
Early Release/Faculty Meetings	Monthly
Announcements	Daily
Website	n/a
Other	n/a

How often do you elicit input and feedback from students and staff about discipline/behavior concerns?

Monthly

What are your procedures for acclimating new students, staff, and parents to your behavior management procedures?

At the beginning of the year teachers ensure that students are taught the rituals and routines through foundational lessons. Students are also acclimated to school wide expectations through grade level assemblies on the Student Code of Conduct once a quarter. For new students and staff, training on school-wide expectations & Guidelines for Success will be conducted as needed. The school counselor and Assistant Principal will be our liaisons to ensure this takes place.

Classroom Systems

What professional development do you provide for teachers? Consider the following: Novice teachers? What is your plan of support for teachers that may be struggling in classroom management? How are teachers trained in classroom-based, proactive strategies and effective classroom-based corrective strategies? Do you suggest that teachers have a classroom management plan?

Training Opportunities		Additional Support
Administrators		
Clerical Staff		
Experienced Teachers	CHAMPs training	Dinsmore is a great place to grow and learn. Throughout the year several professional development opportunities are offered inclusive of novice and veteran teachers during PLCs and Early Release Day trainings. We are committed to supporting our teachers in every way possible to ensure that student behavior doesn't become distracting and hinders learning in the classroom. Also, there will be plenty of opportunities for teachers to engaged classroom specific PD while getting hands on experience with strategies through side-by-side coaching from administration and district resources.
Novice Teachers	CHAMPS Training, Tough Kid Training	Dinsmore is a great place to grow and learn. Throughout the year several professional development opportunities are offered inclusive of novice and veteran teachers during PLCs and Early Release Day trainings. We are committed to supporting our teachers in every way possible to ensure that student behavior doesn't become distracting and hinders learning in the classroom. Also, there will be plenty of opportunities for teachers to engaged classroom specific PD while getting hands on experience with strategies through side-by-side coaching from administration and district resources.
Paraprofessionals	Tough Kid Training	District and school level support
Support (Custodians, Cafeteria, Security)		

Alignment

Advanced	
School Performance Standards <ul style="list-style-type: none">• Domain 2: Learning Capacity<ul style="list-style-type: none">○ Standard 2.1○ Standard 2.2○ Standard 2.3○ Standard 2.4○ Standard 2.7○ Standard 2.9○ Standard 2.10• Domain 3: Resource Capacity<ul style="list-style-type: none">○ Standard 3.8	School Quality Factors <ul style="list-style-type: none">• Healthy Culture• High Expectations• Resource Management• Efficacy of Engagement
Evaluation Tools	
CAST <ul style="list-style-type: none">• 1b: Demonstrating Knowledge of Students• 1d: Demonstrating Knowledge of Resources• 2a: Creating an environment of respect and rapport• 2b: Establishing a culture for learning• 2c: Managing classroom procedures• 2d: Managing Student Behavior• 2e: Organizing physical space• 3a: Communicating with students• 3c: Engaging students in learning• 3e: Demonstrating flexibility and responsiveness	Florida Principal Leadership Standards <ul style="list-style-type: none">• Domain 1: Student Achievement<ul style="list-style-type: none">○ Standard 1○ Standard 2



Ambitious Instruction

Performance: n/a

Strategic Plan Alignment:
Intentional Focus on Student Achievement & Well-being

About

In schools with strong ambitious instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, ambitious instruction has the most direct effect on student learning. It is:

- Well-defined with clear expectations for student success
- Interactive and encourages students to build and apply knowledge
- Well-paced
- Aligned across grades

Assurances

PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

College and Career Readiness

All non-charter high schools in the district have a school improvement plan that includes strategies to improve student readiness for the public postsecondary level based on annual analysis of the postsecondary feedback report data, pursuant to s. 1008.37(4), F.S.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes

Early Warning System

All non-charter schools in the district that includes grades Kindergarten - grades 8 have a school improvement plan that includes information and data on the school's early warning system, pursuant to s. 1001.42(18)(a)2., F.S., including a list of the early warning indicators used in the system, the number of students by grade level that exhibit each indicator, the number of students identified by the system as exhibiting two or more indicators, and a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system. The plan also includes a description of the strategies used by the school to implement the instructional practices for middle grades emphasized by the district's professional development system, pursuant to s. 1012.98(4)(b)9., F.S.

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

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

	Attendance below 90 percent	One or more suspensions	ELA Course Failure	FSA ELA Achievement Level 1 OR "Below" on EOY score for Achieve and/or iReady	Math Course Failure	FSA Math Achievement Level 1 OR "Below" on EOY score for Achieve and/or iReady	Overall Students exhibiting two or more indicators
KG	25%(21/85)	1%(1/85)	11%(9/85)	5%(4/85)	8%(7/85)	11%(9/85)	12%(10/85)
1st	32%(26/81)	4%(3/81)	6%(5/81)	25%(20/81)	4%(3/81)	23%(19/81)	26%(21/81)
2nd	24%(17/71)	1%(1/71)	1%(1/71)	25%(18/71)	1%(1/71)	24%(17/71)	20%(14/71)
3rd	21%(21/98)	3%(3/98)	4%(4/98)	38%(37/98)	8%(8/98)	8%(8/98)	19%(19/98)
4th	24%(22/92)	11%(10/92)	3%(3/92)	46%(42/92)	1%(1/92)	18%(17/92)	27%(25/92)
5th	22%(21/97)	8%(8/97)	2%(2/97)	46%(45/97)	1%(1/97)	12%(12/97)	18%(17/97)
6th							
7th							
8th							
9th							
10th							
11th							
12th							
TOTAL	24%(128/524)	5%(26/524)	5%(24/524)	32%(166/524)	4%(21/524)	16%(82/524)	20%(106/524)

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

School wide Checklist

Please select the practices you have incorporated in your school for each indicator below.

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the State academic standards.

Improved Student Skills Outside of the Academic Subject Areas	Postsecondary Education and Workforce Preparation	Tiered Systems of Support	Professional Development	Transition Strategies for Preschool Children
<input type="checkbox"/> Counseling <input type="checkbox"/> School Based Mental Health <input type="checkbox"/> Instructional Support Services <input type="checkbox"/> Mentoring <input type="checkbox"/> Other	<input type="checkbox"/> Career & Technical Programs <input type="checkbox"/> College Readiness Programs <input type="checkbox"/> Dual Enrollment <input type="checkbox"/> Early College <input type="checkbox"/> AICE/IB	<input type="checkbox"/> CHAMPS <input type="checkbox"/> Positive Behavior Support Systems <input type="checkbox"/> IEPs <input type="checkbox"/> 504's	<input type="checkbox"/> PD Opportunities for Improving Instruction <input type="checkbox"/> PD Opportunities for Improving Data Literacy	<input type="checkbox"/> Transition programs

Needs Assessment

What type of professional development opportunities will you use to address the areas of need within this domain?

Session Title	Session Objective	Date

School Grade Accountability Measures

	2014-15	2015-16	2016-17	2017-18 PREDICTED
FLDOE School Grade	B	A	A	
Achievement Components				
ELA	44	47	50	49
Mathematics	62	71	78	73
Science	74	86	71	62
Social Studies				
Learning Gains Components				
ELA		54	63	40
Mathematics		73	84	54
ELA Bottom Quartile	n/a	67	54	46
Math Bottom Quartile	n/a	56	84	54
Middle School Acceleration				
Middle School Acceleration				
High School Acceleration				
Graduation Rate				
College & Career Acceleration				

Population Proficiency by Subject Area

PREDICTED	Target	Difference
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ELA	49	61	-12
Math	73	77	-4
Science	62	64	-2
Social Studies			

Population Proficiency in English Language Arts by Grade Level

	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
Actual	60	51	39					
Target	64	65	56					
Difference	-4	-14	-17					

Population Proficiency in Math by Grade Level

	3 rd	4 th	5 th	6 th	7 th	8 th	Algebra 1	Geometry
Actual	87	71	85					
Target	73	81	78					
Difference	14	-10	7					

Population Proficiency in Science by Grade Level

	5 th	8 th	Biology
Actual	69		
Target	65		
Difference			

Population Proficiency in Social Studies by Grade Level

	Civics	US History
Actual		
Target		
Difference		

Population Gains in English Language Arts by Grade Level

	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
Actual	98	54	60					
Target	70	70	70					
Difference	28	-16	-10					

Bottom Quartile Population Gains in English Language Arts by Grade Level

	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
Actual	87	28	42					
Target	62	62	62					
Difference	25	-34	-20					

Population Gains in Math by Grade Level

	3 rd	4 th	5 th	6 th	7 th	8 th	Algebra 1	Geometry
Actual	0	72	80					
Target	89	89	89					
Difference		-17	-9					

Bottom Quartile Population Gains in Math by Grade Level

	3 rd	4 th	5 th	6 th	7 th	8 th	Algebra 1	Geometry
Actual	0	52	75					
Target	89	89	89					
Difference		-37	-14					

ELA Proficiency for Grades K-2

	KG	1 st	2 nd
Actual	n/a		
Target	n/a		
Difference	n/a		

ELA Gains for Grades K-2

	KG	1 st	2 nd
Actual	n/a		
Target	n/a		
Difference	n/a		

Math Proficiency for Grades K-2

	KG	1 st	2 nd
Actual	n/a		
Target	n/a		
Difference	n/a		

Math Gains for Grades K-2

	KG	1 st	2 nd
Actual	n/a		
Target	n/a		
Difference	n/a		

Data Source: SAS Data Warehouse

School Grade Measures: Data Pulled on 6/6/2018

Early Warning System Indicators: Data Pulled on 6/7/2018

Accountability Measures by Population: Data Pulled on 6/25/2018

Alignment

Advanced

School Performance Standards

- Domain 2: Learning Capacity
 - Standard 2.1
 - Standard 2.2
 - Standard 2.3
 - Standard 2.5
 - Standard 2.7
 - Standard 2.10

School Quality Factors

- Healthy Culture
- High Expectations
- Impact of Instruction

School Walk Through/Observation Tool

Vision of Excellent Instruction

- Culture of Learning
- Rigorous Content
- Academic Ownership
- Demonstration of Learning

Evaluation Tools

CAST

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments
- 2a: Creating an environment of respect and rapport
- 2b: Establishing a culture for learning
- 2c: Managing classroom procedures
- 2d: Managing Student Behavior
- 3a: Communicating with students
- 3b: Using questioning/ prompts and discussion
- 3c: Engaging students in learning
- 3d: Using Assessment in Instruction
- 3e: Demonstrating flexibility and responsiveness

Florida Principal Leadership Standards

- Domain 1: Student Achievement
 - Standard 1
 - Standard 2
- Domain 2: Instructional Leadership
 - Standard 3
 - Standard 5

Goal #1: Academic

Action Plan for Improvement		
IMPROVEMENT PLAN		PERFORMANCE MANAGEMENT
<p>Needs Assessment Summary Leading to Goal: (Step 0)</p> <p>Based on our data, our first goal needs to be focused on being strategic, intentional and explicit with meeting individual needs of students. Our students showed significant loss in reading from 4th grade to 5th grade in the area of reading.</p> <p>Root Causes: (Bulleted List)</p> <ul style="list-style-type: none"> Students entering the rising grade level below level Catch-up work that needs to be done with students who are significantly below grade level Poverty - backgrounds and differing levels of knowledge and skills of students RTI small group instruction and explicit instruction needs to be implemented with fidelity Student work matching the level of the standard Lack of student motivation and behavior 		<p>Data Sets Used: (Step 0)</p> <ul style="list-style-type: none"> FSA ELA Proficiency 51% 2018 FSA ELA Growth 51% 2018 FSA ELA BQ Growth 58% 2018 FSA Math Proficiency 83% 2018 FSA Math Growth 83% 2018 FSA Math BQ Growth 82% 2018 FSA Science Proficiency 69%
<p>Goal (Step 1)</p>	<p>If assigned learning tasks/activities are focused, intentional, explicit and are structured to meet the needs of students and are aligned with grade level expectations (i.e., the level of the standard), then overall and BQ learning gains for all core subject areas will improve.</p>	<p>Summative Targets: (Step 1b)</p> <ul style="list-style-type: none"> ELA Proficiency Goal: 54% (up from 51% in Spring 2018) ELA FSA Overall Learning Gains: 54% (up from 51% in Spring 2018) ELA FSA BQ Lowest 25% Gains: 61% (up from 58% in Spring 2018) Math Proficiency Goal: 86% (up from 83% in Spring 2018) Math FSA Overall Learning Gains: 86% (up from 83% in Spring 2018) Math FSA BQ Lowest 25% Gains: 85% (up from 82% on Spring 2018) FCAT Science: 72% (up from 69% in Spring 2018)
		<p>Progress Monitoring: (Step 8)</p> <ul style="list-style-type: none"> iReading Reading Achieve 3000 DAR/DRA Growth District Writing Prompts/Writing Probes Write Source ELA Focus Assessments Developed by teachers & reading coach iReady Math Math Focus Assessments developed by teachers and math coach Module Assessments District mid-year assessments for reading, math and science

		<ul style="list-style-type: none">Progress Monitoring AssessmentsPenda Progress monitoring
Brainstormed Barriers (-) (Step 2) <ul style="list-style-type: none">Lack of funding for before/after school tutoring so that more at-risk students can be reachedLack of funding to purchase curriculum for explicit instruction such as Level LiteracyTeacher PD on explicit instruction and using data to move students – lack of detailed prescriptions for specific groups of students (RTI)Teachers understanding of effective influences/teaching strategies that have an effect size that will help students to make more than a year’s worth of growth		
Brainstormed Resources (+) (Step 2) <ul style="list-style-type: none">Design professional development around effect size and dataEstablish model classroomsUse of item specs to unpack standards during common planningModeling by coaches and district coachesThinking MapsProfessional Book Studies		
Selected Barrier (Step 3) <p>Teacher professional development on explicit instruction and using data to move students – lack of detailed prescriptions for specific groups of students (RTI) and use of effective influences</p>		
Strategy (Step 4)	Professional development on explicit instruction/RTI and influences that produce more than a year’s worth of growth	Effectiveness: (Step 7) <p>Focus walks to observe data walls, data binders, conversations with students around data. Lesson plans will be reviewed periodically, focus lesson results, teachers will calculate effect sizes for their classes and individual students to determine the im</p>
Action Steps (Step 5)	Action Step:	Date:
	1. 1. Professional book studies during early release on, Explicit Instruction, RTI, and Vocabulary (Word Nerds), Principles to Action (Math), Visible Learning (Reading, Math, Science)	05/01/2019
	2. 2. Providing time during common planning to review data and plan prescriptive instruction for specific groups of students and to collaborate with peers in disaggregating formative assessment data, identifying intervention resources/programs, and developin	05/30/2019
	3. School administration will meet with teachers to review data and use of data tracking form to inform their practice	05/30/2019
	4. 4. Teachers will conference with their students how to understand and use their data to self-regulate their progress and track their own data. Use of incentives to motivate students in reading and field trips to provide additional academic support	08/06/2018
	5. 5. Administration and coaches will identify model classrooms for differentiated, data-based core and/or center learning activities and allow	05/30/2019
		Fidelity: (Step 6) <ul style="list-style-type: none">Agendas for books studies, artifacts, sign-in sheetsWalkthroughs/Focus WalksData-Based Instructional Groupings within Weekly Lesson PlansDifferentiation Strategies within Core Lesson PlansEarly Release Meeting Agendas and Teacher Exit TicketsCommon Planning Agendas and MinutesData Tracking Forms for studentsUse of OneNote for school-wide teacher data tracking fromUse of Data Wall/Data room for tracking BQ studentsTeacher/Student Data Chat FormsPeer Observation Reflection Forms

	time for teachers to observe best practices of peers with targeted pre- and post- briefings. Lead teachers for cor		â€¢ Artifacts from Differentiated Core and/or Center Classroom Activities (exit tickets based on standards/item specifications, choice boards, projects) â€¢ Grade Level Meeting Agendas and Minutes â€¢ Notes from Professional Development Trainings Attended and Debriefs with Colleagues â€¢ RTI/Small group lesson plans
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Selected Barrier (Step 3)			
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		

Selected Barrier (Step 3)			
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		

Goal #2: Behavioral

Action Plan for Improvement		
IMPROVEMENT PLAN		PERFORMANCE MANAGEMENT
Needs Assessment Summary Leading to Goal: (Step 0) Needs Assessment Summary Leading to Goal: (Step 0) Our data from 2017 -2018 shows that we had a high number of class II referrals.		Data Sets Used: (Step 0) • Needs Assessment: Focus 124 total number of referrals 94 total number of Class 2 referrals • Needs Assessment: SAS The average number of referrals per student for African American/Black students is 1.99 times that for all other students.
Root Causes: (Bulleted List) • Inconsistency of parental support • Students being intentionally defiant • Lack of teacher-student relationships • Lack of consistency in rituals and routines • Lack of effective curriculum for teaching social-emotional skills		
Goal (Step 1)	If we engage and teach students positive behavior strategies, then the number of referrals will decrease.	Summative Targets: (Step 1b) • Reduce referrals by 20% (100 referrals) • Reduce Class 2 referrals by 20% a reduction of 24 referrals (76 referrals) • Class 2.01 disruption in class by 20% a reduction of 7 referrals (27 referrals)
		Progress Monitoring: (Step 8) • Analyze monthly discipline report • Daily classroom observations to view rituals and routines (CHAMPS) Sanford Harmony framework • Monitor Focus for referrals • Lesson Plans
Brainstormed Barriers (-) (Step 2) • Inconsistencies in student behavior, stakeholders not familiar with Student Code of Conduct and school-wide behavior plan, attendance and number of tardies, neighborhood issues, teacher-student relationships		
Brainstormed Resources (+) (Step 2) • Stanford Harmony Curriculum for Social and Emotions Learning, Behavior assemblies, school-wide and classroom incentives, positive referrals submitted by teachers, listening table, Respect Team, graffiti wall, positive referrals submitted by students		
Selected Barrier (Step 3) Inconsistencies in student behaviors		
Strategy (Step 4)	Implementation of the Stanford Harmony Curriculum for Social and Emotional Learning school-wide.	Effectiveness: (Step 7) • Increase in student participation at school. • Increased communication between students and teachers. • Decrease in student behavior and discipline referrals

			- Students displaying a more positive level of respect for peers and adults.
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6) - Conduct routine classroom observations to ensure teachers are implementing the lessons and classroom - Meet Ups with consistency - Review lesson plans
	1. Receive and separate the Sanford Harmony curriculum materials. Make sure that all of the materials are distributed to the classrooms.	08/06/2018	
	2. Provide teachers with ongoing professional development in the Sanford Harmony Curriculum.	05/30/2019	
	3. School-wide implementation of Class DoJo to track student behavior and as a tool of communication with parents. Daily communication to parents	05/30/2019	
	4. Full implementation of CHAMPs and ongoing training on positive behavior strategies.	05/30/2019	
	5. . Positive incentives and school-wide campaigns to promote a positive school environment, implementation of a student Respect Team	05/30/2019	
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Selected Barrier (Step 3)			
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
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	3.		
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Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
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	4.		

	5.		
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
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	5.		
Selected Barrier (Step 3)			
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
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	5.		
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
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	3.		
	4.		
	5.		
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
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	4.		
	5.		

Goal #3: Optional

Action Plan for Improvement			
IMPROVEMENT PLAN			PERFORMANCE MANAGEMENT
Needs Assessment Summary Leading to Goal: (Step 0)			Data Sets Used: (Step 0)
Root Causes: (Bulleted List)			
Goal (Step 1)			Summative Targets: (Step 1b)
			Progress Monitoring: (Step 8)
Brainstormed Barriers (-) (Step 2)			
Brainstormed Resources (+) (Step 2)			
Selected Barrier (Step 3)			
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
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	5.		
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
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	5.		
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
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	5.		
Selected Barrier (Step 3)			
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
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	4.		
	5.		
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
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	5.		
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
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	3.		
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	5.		
Selected Barrier (Step 3)			
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
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	4.		
	5.		
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
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	5.		

