

# Florida Department of Education



# DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

School Name: DINSMORE ELEMENTARY SCHOOL	District Name: Duval
Principal: Christian Gribben	Superintendent: Ed Pratt-Danials
SAC Chair: Robert Zortea	Date of School Board Approval:

### **Student Achievement Data:**

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

### **Highly Effective Administrators**

April 2012

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List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Christina Gribben	UNF BA Elementary Ed Nova Southeastern Master Educational Leadership Certified in Elementary Education, Educational Leadership and School Principal K-12	7	11	Christina Gribben is in her seventh year as the Principal at Dinsmore Elementary. Her teaching experience includes 10 years in Flagler County as a Kindergarten, First and Third grade teacher. Upon moving to Duval County, she was a writing resource teacher and later became Literacy and Design Coach at Bayview Elementary. Under her guidance, the school moved from a "C" school to an "A" school. She was promoted to Vice Principal in June of 2002 at Kernan Trail Elementary to open a new facility. During the first two years at Kernan Trail, the school received enough points to receive an "A". She served as Principal of North Shore Elementary for two years during which time they received a B and C. Dinsmore has received a B and 5C's. In 2011-12 Dinsmore School Grade was a C with a 17 point increase.
Assistant Principal	Jeffery Miller	BA UNF Elementary Education K-6 MA Jacksonville University Education Leadership Certified K-6 Education Leadership K-12 Principal K-12	5	5	Jeffery Miller is in his fifth year as an Assistant Principal. He spent five years as a third and fifth grade teacher at Finegan Elementary. He is a twenty two year veteran of the United States Navy. Dinsmore's School Grade was a C with a 17 point increase.

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### Highly Effective Instructional Coaches

List your school's highly effective instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

### Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Dinsmore's most effective recruitment technique is administration and staff members taking the initiative to recruit outstanding teachers with whom they have a personal connection.	Principal	May 2013	
2. Dinsmore works to promote an environment of collegiately and family. We continue to provide team building activities that help promote team and family.	Principal	May 2013	
3. Dinsmore has been able to retain many outstanding teachers assigning each teacher a mentor/buddy whether they are new or veteran.	Principal	May 2013	
4. The mentor for each beginning teacher is CET trained	Principal	May 2013	

### *Non-Highly Effective Instructors*

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List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective

***Staff Demographics***

Please complete the following demographic information about the instructional staff in the school.

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
44	0	43.18% (19)	31.82% (14)	25% (11)	20.45% (9)	79.55% (35)	0	0	18.18% (8)

***Teacher Mentoring Program***

Please describe the school’s teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

**Additional Requirements**

***Coordination and Integration-Title I Schools Only***

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

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Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

<b>School-Based MTSS/RtI Team</b>
Identify the school-based MTSS Leadership Team. Principal Christina Gribben, Assistant Principal Jeffery Miller, Rita Brown (RTI Facilitator) Carly Bone (Classroom Teacher), Ashlee McCormick Classroom Teacher), Lauren Colangelo Classroom Teacher), Prissy Nixon Classroom Teacher), Jill Bragan Classroom Teacher), Olivia Moore (ESE) Sherrie Fekete Classroom Teacher)

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<p><b>Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).</b> The team will meet bi-weekly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.</p>
<p><b>Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan.</b> The Building Leadership Team leads the faculty in a review of the data, and with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is presented to School Advisory Council for review and recommendations. The Building Leadership Team finalizes the plan.</p> <p>The School Improvement Plan becomes the guiding document for the work of the school. The Building Leadership Team should regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process, which demonstrates how the school has used RtI to inform instruction and made mid-course adjustments as data is analyzed.</p>
<b>MTSS Implementation</b>
<p><b>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.</b></p> <p><b>Baseline data:</b> Progress Monitoring and Reporting Network (PMRN, Florida Assessments for Instruction in Reading (FAIR) ), Diagnostic Reading Assessment-2 (DRA-2), District Benchmark Assessments as appropriate, Florida Comprehensive Assessment Test (FCAT)</p> <p><b>Midyear:</b> FAIR, DRA-2, District Benchmark Assessments as appropriate</p> <p><b>End of year:</b> FAIR, FCAT</p> <p><b>Ongoing Progress Monitoring:</b> PMRN, Curriculum Based Measurement (CBM), FAIR (ongoing formative assessments), Write Score, FCIM</p> <p><b>Frequency of data review:</b> Twice a month for data analysis through Data Days, Data Study Teams</p>
<p><b>Describe the plan to train staff on MTSS.</b></p> <p>The school's Professional Development Plan must support continuous learning for all educators that results in increased student achievement and professional learning that is result-driven, standards-based, school-centered, and sustained over time. School Instructional Leadership Teams must establish protocols for on-going assessment and adjusting of the plan to meet school needs.</p> <p>RtI Professional Development should include more than schedule workshops. In addition to traditional RtI training during the summer, pre-planning, early dismissal, and faculty meetings, RtI learning should be job-embedded and occur during the following:</p> <ul style="list-style-type: none"><li>Professional Learning Communities</li><li>Classroom observations</li><li>Collaborative planning</li><li>Analysis of student work</li><li>Book study</li><li>Lesson study</li></ul>
<p><b>Describe plan to support MTSS.</b> We have scheduled a daily RTI time for every morning. We have purchased researched base support materials for the entire school. We have planned Collaborative Planning days for teams to participate in Professional Learning Communities, data chats and grade level professional development. We have made documenting interventions a priority for the school.</p>

### *Literacy Leadership Team (LLT)*

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### School-Based Literacy Leadership Team

**Identify the school-based Literacy Leadership Team (LLT).** Principal Christina Gribben, Assistant Principal Jeffery Miller, Carly Bone Classroom Teacher), Jean Carter Classroom Teacher), Elizabeth Armstrong Classroom Teacher), Amanda Tuttle Classroom Teacher), Latisha Salisbury Classroom Teacher), Deborah Dickerson Classroom Teacher), and Tanya Locke(Media Specialist)

**Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).** “The district's reading/language arts philosophy is clear in suggesting that a successful reading teacher not only teaches a child how to read, but also incorporates strategies that foster a love of reading and prepares the student to enjoy a lifetime of reading.” In support of the district’s reading goals and our school based reading goals, we have established a monthly literacy team meeting to assist us in aligning with DCPS Comprehensive K-12 Reading Plan and the infusion of common core standards for kindergarten, first, and second graders. Team members will help introduce common core standards to third, through fifth grades. Team members will review current and longitudinal data to ensure the successful implementation of the core reading series and research based strategies for supporting students in the core curriculum.

We further meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our students.”

**What will be the major initiatives of the LLT this year?** Implementation of common core standards in primary grades and introduction of common core standards for grades three through five.

### *Public School Choice*

- **Supplemental Educational Services (SES) Notification**

*Upload a copy of the SES Notification to Parents in the designated upload link on the “Upload” page.*

### *\*Elementary Title I Schools Only: Pre-School Transition*

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

### *\*Grades 6-12 Only* Sec. 1003.413 (b) F.S

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

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***\*High Schools Only***

Note: Required for High School-Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

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How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

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***Postsecondary Transition***

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Reading Goals	Problem-Solving Process to Increase Student						

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	<b>Achievement</b>						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>	1a.1.Ensure complexity and rigorous components are part of teachers planning. The challenge is to expand a teaching repertoire to make sure that a greater diversity of appropriate methods of instruction is used. (Understanding by Design pp 6).	1a.1. In-depth planning. Use the Understanding by Design model. Anticipate problem areas before lesson. Unpack the Benchmarks. Plan out what enabling knowledge and skills students will need to perform effectively and achieve desired results.	1a.1.Principal Assistant Principal	1a.1. Student data collected on Formatives, Benchmarks, FAIR, DRA2, PMA and Classroom conference documentation	1a.1. Classroom profiles (which include DRA, FCIM, Formatives, Benchmarks and FCAT)		
<b>Reading Goal #1a:</b> The goal at Dinsmore is to show a 6 percent increase in students achieving proficiency (FCAT 2.0 level 3) across grade levels. Special emphasis will be placed on 3 <sup>rd</sup> and 5 <sup>th</sup> grade to improve scale score to above the 50 percentile.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	46% (54)	52% (65)					
		1a.2. Plan out higher level questions to ensure requirements for FCAT 2.0 are met.	1a.2. Teachers will use the Depth of Knowledge (DOK) levels to plan out appropriate question to ensure differentiated instruction is taking place for all students.	1a.2. Principal Assistant Principal	1a.2. Student data collected on Formatives, Benchmarks, FAIR, DRA2, PMA and Classroom conference documentation	1a.2. Classroom profiles(which include DRA, FCIM, Formatives, Benchmarks and FCAT)	
		1a.3. Timeline in which the testing requirements need to be complete.	1a.3. Conduct and document benchmark and diagnostic testing, district required unit assessments, running records, and fluency assessments, that measure fluency with correct words per minute, to monitor student progress throughout the school year.	1a.3. Classroom Teachers Principal Assistant Principal	1a.3. Student data collected on Formatives, Benchmarks, FAIR, DRA2, PMA and Classroom conference documentation	1a.3. Classroom profiles (which include DRA, FCIM, Formatives, Benchmarks and FCAT)	
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
<b>Reading Goal #1b:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.</b>	2a.1. Teachers and students knowledge level of the technology available.	2a.1. Must ensure all teachers and students are able to use technology effectively. Continue to use technology as a learning tool to provide students with individualized instruction, advance skills practice and extension lessons	2a.1. Principal Assistant Principal	2a.1. Student data collected on formatives, benchmarks, FCIM, FAIR, DRA-2, PMA's and classroom conference documentation	2a.1. Classroom profiles which include DRA, FCIM, Formatives, Benchmarks and FCAT 2.0		
<b>Reading Goal #2a:</b> The goal at Dinsmore is to show a 2 percent increase in students achieving above proficiency (FCAT Levels 4, &5) across grade levels in reading as measure by the 2013 FCAT 2.0	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	22% (64)	24% (67)					

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		2a.2. Parent attendance at school support meetings Such as FCAT, Math, and literacy night.	2a.2. Develop an incentive plan to encourage parent participation and support. Provide specific strategies to parents that will support their child in the learning process.	2a.1. Principal Assistant Principal	2a.1. Student data collected on formatives, benchmarks, FCIM, FAIR, DRA-2, PMA's and classroom conference documentation	2a.1. Classroom profiles which include DRA, FCIM, Formatives, Benchmarks and FCAT 2.0	
		1a.1. Ensure complexity and rigors components are part of teachers planning. The challenge is to expand a teaching repertoire to make sure that a greater diversity of appropriate methods of instruction is used. (Understanding by Design pp 6).	1a.3. In-depth planning. Use the Understanding by Design model. Anticipate problem areas before lesson. Unpack the Benchmarks. Plan out what enabling knowledge and skills students will need to perform effectively and achieve desired results	2a.1. Principal Assistant Principal	2a.1. Student data collected on formatives, benchmarks, FCIM, FAIR, DRA-2, PMA's and classroom conference documentation	2a.1. Classroom profiles which include DRA, FCIM, Formatives, Benchmarks and FCAT 2.0	
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>	2b.1.						
<b>Reading Goal #2b:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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		2b.2	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</b></p>	<p>3a.1. The reading strategies used are being carefully planned out and constantly carried out. Ensure complexity and rigorous components are part of teachers planning. The challenge is to expand a teaching repertoire to make sure that a greater diversity of appropriate methods of instruction is used. (Understanding by Design pp 6).</p>	<p>3a.1. In-depth planning. Use the Understanding by Design model. Anticipate problem areas before lesson. Unpack the Benchmarks. Plan out what enabling knowledge and skills students will need to perform effectively and achieve desired results. Develop progress monitoring plans (PMP) for below grade level and substantially deficient students to identify strategies that will improve student performance and acquisition of skills necessary for mastery of the FCAT 2.0.</p>	<p>3a.1. Principal Assistant Principal</p>	<p>3a.1. Student data collected on Formatives, Benchmarks, Benchmarks, FAIR, DRA2, PMA and classroom conference documentation.</p>	<p>3a.1. Classroom profiles which include DRA, FCIM, Formatives, Benchmarks and FCAT 2.0</p>		
<p><b>Reading Goal #3a:</b> The goal at Dinsmore is to show a 3 percent increase in students making learning gains across grade levels in reading as measure by the 2013 FCAT 2.0</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	57% (107)	60%(111)					
		3a.2. Plan out higher level questions to ensure requirements for FCAT 2.0 are met.	3a.2. Teachers will use the Depth of Knowledge (DOK) levels to plan out appropriate question to ensure differentiated instruction is taking place for all students	3a.2. Principal Assistant Principal	3a.2. Student data collected on Formatives, Benchmarks, Benchmarks, FAIR, DRA2, PMA and classroom conference documentation.	3a.2. Classroom profiles which include DRA, FCIM , Formatives, Benchmarks and FCAT 2.0	
		3a.3. Timeline in which the testing needs to be complete.	3a.3. Follow guidelines given out by the testing office for testing deadlines. Conduct and document benchmark and diagnostic testing district require unit assessments, running records and fluency assessments, that measure fluency with correct words per minute to monitor student progress throughout the school year.	3a.3. Principal Assistant Principal	3a..3. Student data collected on Formatives, Benchmarks, Benchmarks, FAIR, DRA2, PMA and classroom conference documentation.	3a.3. Classroom profiles which include DRA, FCIM , Formatives, Benchmarks and FCAT 2.0	
<b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b>	3b.1.	3b.1	3b.1.	3b.1.	3b.1.		
<b>Reading Goal #3b:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	



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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</b></p>	<p>4a.1.The reading strategies used being carefully planned out and constantly carried out. Ensure complexity and rigorous components are part of teachers planning. The challenge is to expand a teaching repertoire to make sure that a greater diversity of appropriate methods of instruction is used. (Understanding by Design pp 6).</p>	<p>4a.1.In-depth planning. Use the Understanding by Design model. Anticipate problem areas before lesson. Unpack the Benchmarks. Plan out what enabling knowledge and skills students will need to perform effectively and achieve desired results. Develop progress monitoring plans (PMP) for below grade level and substantially deficient students to identify strategies that will improve student performance and acquisition of skills necessary for mastery of the FCAT 2.0.</p>	<p>4a.1.Principal Assistant Principal</p>	<p>4a.1.Student data collected on Formatives, Benchmarks, Benchmarks, FAIR, DRA2, PMA and classroom conference documentation.</p>	<p>4a.1. Classroom profiles which include DRA, FCIM , Formatives, Benchmarks and FCAT 2.0</p>		

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Reading Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The goal at Dinsmore is to show a 4 percent increase in students making learning gains in the lowest 25% across grade levels in reading as measure by the 2013 FCAT 2.0							
	59%(41)	63%(44)					
		4a.2. Plan out higher level questions to ensure requirements for FCAT 2.0 are met.	4a.2. Teachers will use the Depth of Knowledge (DOK) levels to plan out appropriate question to ensure differentiated instruction is taking place for all students	4a.2. Principal Assistant Principal	4a.2. Student data collected on Formatives, Benchmarks, Benchmarks, FAIR, DRA2, PMA and classroom conference documentation.	4a.2. Classroom profiles which include DRA, FCIM , Formatives, Benchmarks and FCAT 2.0	
		4a.3. Timeline in which the testing needs to be complete.	4a.3. Follow guidelines given out by the testing office for testing deadlines. Conduct and document benchmark and diagnostic testing district require unit assessments, running records and fluency assessments, that measure fluency with correct words per minute to monitor student progress throughout the school year.	4a.3. Principal Assistant Principal	4a.3. Student data collected on Formatives, Benchmarks, Benchmarks, FAIR, DRA2, PMA and classroom conference documentation.	4a.3. Classroom profiles which include DRA, FCIM , Formatives, Benchmarks and FCAT 2.0	

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<b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</b>	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
<b>Reading Goal #4b:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> 49%	<b>53%</b>	<b>58%</b>	<b>62%</b>	<b>66%</b>	<b>70%</b>	<b>75%</b>
<b>Reading Goal #5A:</b> The goal at Dinsmore is to have sustainable reduction in the achievement gap by setting a goal of 4 percent each year.							

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b></p>	<p>5B.1. The reading strategies used are being carefully planned out and constantly carried out. Ensure complexity and rigorous components are part of teachers planning. The challenge is to expand a teaching repertoire to make sure that a greater diversity of appropriate methods of instruction is used. (Understanding by Design pp 6</p>	<p>5B.1 In-depth planning. Use the Understanding by Design model. Anticipate problem areas before lesson. Unpack the Benchmarks. Plan out what enabling knowledge and skills students will need to perform effectively and achieve desired results. Develop progress monitoring plans (PMP) for below grade level and substantially deficient students to identify strategies that will improve student performance and acquisition of skills necessary for mastery of the FCAT 2.0.</p>	<p>5B.1..Principal Assistant Principal</p>	<p>5B.1. Student data collected on Formatives, Benchmarks, Benchmarks, FAIR, DRA2, PMA and classroom conference documentation.</p>	<p>5B.1. Classroom profiles which include DRA, FCIM , Formatives, Benchmarks and FCAT 2.0</p>		

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<u>Reading Goal</u> <u>#5B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
The goal at Dinsmore is to show an increase in students achieving proficiency (FCAT 2.0 level 3 in White 3 <sup>rd</sup> grade and Black Sub groups across grade levels.							
	White:55% (66) Black:40% (52) Hispanic: Asian: American Indian:	White:58% (75) Black:43% (61) Hispanic: Asian: American Indian:					
		5B.2. Plan out higher level questions to ensure requirements/ Benchmarks for FCAT 2.0 are met.	5B.2. Teachers will use the Depth of Knowledge (DOK) levels to plan out appropriate question to ensure differentiated instruction is taking place for all students	5B.2..Principal Assistant Principal	5B.1. Student data collected on Formatives, Benchmarks, Benchmarks, FAIR, DRA2, PMA and classroom conference documentation.	5B.2. Classroom profiles which include DRA, FCIM , Formatives, Benchmarks and FCAT 2.0	
		5B.3. Timeline in which the testing requirements need to be complete.	5B.3.Follow guidelines given out by the testing office for testing deadlines. Conduct and document benchmark and diagnostic testing district require unit assessments, running records and fluency assessments, that measure fluency with correct words per minute to monitor student progress throughout the school year.	5B.3..Principal Assistant Principal	5B.3. Student data collected on Formatives, Benchmarks, Benchmarks, FAIR, DRA2, PMA and classroom conference documentation.	5B.3. Classroom profiles which include DRA, FCIM , Formatives, Benchmarks and FCAT 2.0	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring				
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>	5C.1.	5C.1.	5C.1.				
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>	5D.1.	5D.1	5D.1.	5D.1.	5D.1.		

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<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b></p>	<p>5E.1. The reading strategies used are being carefully planned out and constantly carried out. Ensure complexity and rigorous components are part of teachers planning. The challenge is to expand a teaching repertoire to make sure that a greater diversity of appropriate methods of instruction is used. (Understanding by Design pp 6</p>	<p>5E.1. In-depth planning. Use the Understanding by Design model. Anticipate problem areas before lesson. Unpack the Benchmarks. Plan out what enabling knowledge and skills students will need to perform effectively and achieve desired results. Develop progress monitoring plans (PMP) for below grade level and substantially deficient students to identify strategies that will improve student performance and acquisition of skills necessary for mastery of the FCAT 2.0.</p>	<p>5E.1. Principal Assistant Principal</p>	<p>5E.1. Student data collected on Formatives, Benchmarks, Benchmarks, FAIR, DRA2, PMA and classroom conference documentation.</p>	<p>5E.1. Classroom profiles which include DRA, FCIM , Formatives, Benchmarks and FCAT 2.0</p>		
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<u>Reading Goal</u> <u>#5E:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
The goal at Dinsmore is to show an increase in students achieving proficiency (FCAT 2.0 level 3 in Econ sub group across grade levels.							
	42% (33)	50%(39)					
		5E.2. Plan out higher level questions to ensure requirements/ Benchmarks for FCAT 2.0 are met.	5E.2 Teachers will use the Depth of Knowledge (DOK) levels to plan out appropriate question to ensure differentiated instruction is taking place for all students	5E.2. Principal Assistant Principal	5E.2 Student data collected on Formatives, Benchmarks, Benchmarks, FAIR, DRA2, PMA and classroom conference documentation.	5E.2. Classroom profiles which include DRA, FCIM , Formatives, Benchmarks and FCAT 2.0	
		5E.3. Timeline in which the testing requirements need to be complete.	5E.3 Follow guidelines given out by the testing office for testing deadlines. Conduct and document benchmark and diagnostic testing district require unit assessments, running records and fluency assessments, that measure fluency with correct words per minute to monitor student progress throughout the school year.	5E.3. Principal Assistant Principal	5E.3. Student data collected on Formatives, Benchmarks, Benchmarks, FAIR, DRA2, PMA and classroom conference documentation.	5E.3. Classroom profiles which include DRA, FCIM , Formatives, Benchmarks and FCAT 2.0	

**Reading Professional Development**

<b>Professional Development (PD) aligned with</b>						

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<b>Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	K-5	Mrs. Gribben Mr. Miller	School Wide	9/5, 9/19, 10/3,	Ensure that k-2 instruction is being based on common core standards.	Principal/Assistant Principal
Looking at Student Work	K-5	Data Team	School Wide	9/19, 10/3	Ensure that grade levels are working collaboratively looking at student work.	Principal/Assistant Principal
Text Complexity/Rigor of Instruction	K-5	Carly Bone Mrs. Gribben	PLC (Book Study)	Begins 10/17	Ensuring the PLC findings are transfer to the classroom setting	Principal/Assistant Principal

**Reading Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Text Complexity/Rigor of Instruction	Professional Reading	General	300.00
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Engaging Students in Learning	Brain Pop Internet program K-5	SAC	1500.00
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Substitutes for Training	Teachers to attend training	General	2,500.00
<b>Subtotal:</b>			

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Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Reading Goals*

**Elementary School Mathematics Goals**

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

<b>Elementary Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b></p>	<p>1a.Ensure complexity and rigorous components are part of teachers planning. The challenge is to expand a teaching repertoire to make sure that a greater diversity of appropriate methods of instruction is used. (Understanding by Design pp 6).</p>	<p>1a. In-depth planning. Use the Understanding by Design model. Anticipate problem areas before lesson. Unpack the Benchmarks. Plan out what enabling knowledge and skills students will need to perform effectively and achieve desired results</p>	<p>1a.1.Principal Assistant Principal</p>	<p>1a.1. Student data collected on Formatives, Benchmarks, FCIM, PMA and Classroom conference documentation</p>	<p>1a.1. Classroom profiles FCIM, Formatives, Benchmarks and FCAT2.0</p>		
<p><u>Mathematics Goal #1a:</u> The goal at Dinsmore is to show a 5 percent increase in students achieving proficiency (FCAT 2.0 level 3) across grade levels in math as measure by the 2013 FCAT 2.0</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>54% (151)</p>	<p>59% (166)</p>					

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		1a.2. Plan out higher level questions to ensure requirements for FCAT 2.0 are met. The strategies used being carefully planned out and constantly carried out. Ensure complexity and rigors components are part of teachers planning.	1a.2. Teachers will use the Depth of Knowledge (DOK) levels to plan out appropriate question to ensure differentiated instruction is taking place for all students. Use FCAT 2.0 specs which identifies specific grade level skills.	1a.2. Principal Assistant Principal	1a.2. Student data collected on Formatives, Benchmarks, FCIM, PMA and Classroom conference documentation	1a.2. Classroom profiles FCIM, Formatives, Benchmarks and FCAT2.0	
		1a.3 The strategies used being carefully planned out and constantly carried out.	1a.3. Develop Progress Monitoring Plans (PMP) for below grade level and substantially deficient students to identify strategies that will improve student performance and acquisition of skills necessary for mastery of the FCAT 2.0. The use of Math Investigation is must to ensure a rigorous curriculum is established.	1a.3. Principal Assistant Principal	1a.3. Student data collected on Formatives, Benchmarks, FCIM, PMA and Classroom conference documentation	1a.. Classroom profiles FCIM, Formatives, Benchmarks and FCAT2.0	
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1b.1.	1b.1.	1b.1.	1b.1.			
<u>Mathematics Goal #1b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>	2a.1. Teachers and students knowledge level of the technology available.	2a.1. Must ensure all teachers and students are able to use technology effectively. Continue to use technology as a learning tool to provide students with individualized instruction, advance skills practice and extension lessons.	2a.1. Principal Assistant Principal	2a.1. Student data collected on Formatives, Benchmarks, FCIM, PMA and Classroom conference documentation	2a.1. Classroom profiles FCIM, Formatives, Benchmarks and FCAT2.0		
<u>Mathematics Goal #2a:</u> The goal at Dinsmore is to show a 4 percent increase in students achieving proficiency (FCAT level 4 and 5) across grade levels in math as measure by the 2013 FCAT 2.0.							
	26% (72)	30% (84)					

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		2a.2. Parent attendance at school support meetings Such as FCAT, Math, and literacy night.	2a.2.Develope an incentive plant to encourage parent participation and support. Provide specific strategies to parents that will support their child in the learning process.	2a.2.Principal Assistant Principal	2a.2. Student data collected on Formatives, Benchmarks, FCIM, PMA and Classroom conference documentation	2a.2. Classroom profiles FCIM, Formatives, Benchmarks and FCAT2.0	
		2a.3 Ensure complexity and rigors components are part of teachers planning. The challenge is to expand a teaching repertoire to make sure that a greater diversity of appropriate methods of instruction is used. (Understanding by Design pp 6).	2a.3. In-depth planning. Use the Understanding by Design model. Anticipate problem areas before lesson. Unpack the Benchmarks. Plan out what enabling knowledge and skills students will need to perform effectively and achieve desired results.	2a.3.Principal Assistant Principal	2a.3. Student data collected on Formatives, Benchmarks, FCIM, PMA and Classroom conference documentation	2a.3. Classroom profiles FCIM, Formatives, Benchmarks and FCAT2.0	
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2b.1.	2b.1.	2b.1.				
<u>Mathematics Goal #2b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</b></p>	<p>3a.1.The strategies used being carefully planned out and constantly carried out. Ensure complexity and rigorous components are part of teachers planning. The challenge is to expand a teaching repertoire to make sure that a greater diversity of appropriate methods of instruction is used. (Understanding by Design pp 6).</p>	<p>3a.1.In-depth planning. Use the Understanding by Design model. Anticipate problem areas before lesson. Unpack the Benchmarks. Plan out what enabling knowledge and skills students will need to perform effectively and achieve desired results. Develop progress monitoring plans (PMP) for below grade level and substantially deficient students to identify strategies that will improve student performance and acquisition of skills necessary for mastery of the FCAT 2.0.</p>	<p>3a.1.Principal Assistant Principal</p>	<p>3a.1. Student data collected on Formatives, Benchmarks, FCIM, PMA and Classroom conference documentation</p>	<p>3a.1. Classroom profiles FCIM, Formatives, Benchmarks and FCAT2.0</p>		



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<p><u>Mathematics Goal #3a:</u> The goal at Dinsmore is to show a 3 percent increase in students making learning gains across grade levels in math as measure by the 2013 FCAT 2.0</p>							
	73% (135)	76% (141)					
		3a.2. Plan out higher level questions to ensure requirements for FCAT 2.0 are met.	3a.2. Teachers will use the Depth of Knowledge (DOK) levels to plan out appropriate question to ensure differentiated instruction is taking place for all students	3a.2. Principal Assistant Principal	3a.2. Student data collected on Formatives, Benchmarks, FCIM, PMA and Classroom conference documentation	3a.2. Classroom profiles FCIM, Formatives, Benchmarks and FCAT2.0	
		3a.3. Timeline in which the testing needs to be complete.	3a.3. Follow guidelines given out by the testing office for testing deadlines. Conduct and document benchmark and diagnostic testing district require unit assessments, to monitor student progress throughout the school year.	3a.3. Principal Assistant Principal	3a.3. Student data collected on Formatives, Benchmarks, FCIM, PMA and Classroom conference documentation	3a.3. Classroom profiles FCIM, Formatives, Benchmarks and FCAT2.0	
<p><b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b></p>	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		

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<u>Mathematics Goal #3b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</b>	4a.1. Timeline in which the testing needs to be completed.	4a.1. Following district testing dates to ensure data is enter into the system in a timely manner. Conduct and document benchmark and diagnostic testing, district required unit assessments. Using the data gained to drive instruction.	4a.1. Principal Assistant Principal	4a.1. Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected.	4a.1. Benchmarks, FCAT 2.0		

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<u>Mathematics Goal #4a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The goal at Dinsmore is to show a 3 percent increase in students making learning gains across grade levels in math as measure by the 2013 FCAT 2.0							
	63%(44)	66%(48)					
		4a.2.The strategies used being carefully planned out and constantly carried out.	4a.2. Develop Progress Monitoring Plans (PMP's) for below grade level and substantially deficient students to identify strategies that will improve student performance and acquisition of skills necessary for mastery of FCAT 2.0	4a.2.Principal Assistant Principal	4a.2. Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected.	4a.2. Benchmarks, FCAT 2.0	
		4a.3 Teacher and Student knowledge level of technology available.	4a.3. Continue to use technology as a learning tool to provide students with individualized instruction, skill practice, and remediation activities	4a.3.Principal Assistant Principal	4a.3. Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected.	4a.3. Benchmarks, FCAT 2.0	
<b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</b>	4b.1.	4b.1.	4b.1.				

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<u>Mathematics Goal #4b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		4b.2	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> 49%	<b>53%</b>	<b>58%</b>	<b>62%</b>	<b>66%</b>	<b>70%</b>	<b>75%</b>
<u>Mathematics Goal #5A:</u> The goal at Dinsmore is to have sustainable reduction in the achievement gap by setting a goal of 4 percent each year.							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b></p>	<p>5B.1. Timeline in which the testing needs to be completed.</p>	<p>5B.1.. Following district testing dates to ensure data is enter into the system in a timely manner. Conduct and document benchmark and diagnostic testing, district required unit assessments. Using the data gained to drive instruction.</p>	<p>5B.1. Principal Assistant Principal</p>	<p>5B.1. Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected.</p>	<p>5B.1.. Benchmarks, FCAT 2.0</p>		
<p><u>Mathematics Goal #5B:</u>  The goal at Dinsmore is to show a 3 percent increase in white and black sub level 3 across grade levels in math as measure by the 2013 FCAT 2.0</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White:59%(41)  Black:45%(29)</p>	<p>White:62%(44)  Black:48%(32)</p>					
		<p>5B.2. The strategies used being carefully planned out and constantly carried out.</p>	<p>5B.2. Develop Progress Monitoring Plans (PMP's) for below grade level and substantially deficient students to identify strategies that will improve student performance and acquisition of skills necessary for mastery of FCAT 2.0</p>	<p>5B.2. Principal Assistant Principal</p>	<p>5B.2. Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected.</p>	<p>5B.2.. Benchmarks, FCAT 2.0</p>	

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		5B.3. Teacher and Student knowledge level of technology available.	5B.3. Continue to use technology as a learning tool to provide students with individualized instruction, skill practice, and remediation activities	5B.3. Principal Assistant Principal	5B.3. Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected.	5B.3.. Benchmarks, FCAT 2.0	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<b>Mathematics Goal #5D:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1. Timeline in which the testing needs to be completed.	5E.1. Following district testing dates to ensure data is enter into the system in a timely manner. Conduct and document benchmark and diagnostic testing, district required unit assessments. Using the data gained to drive instruction.	5E.1. Principal Assistant Principal	5E.1. Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected.	5E.1.. Benchmarks, FCAT 2.0		

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<u>Mathematics Goal</u> <u>#5E:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
The goal at Dinsmore is to show a 3 percent increase in Econ sub groups making level 3 across grade levels in math as measure by the 2013 FCAT 2.0							
	46%(40)	49%(43)					
		5E.2. The strategies used being carefully planned out and constantly carried out	5E.2. Develop Progress Monitoring Plans (PMP's) for below grade level and substantially deficient students to identify strategies that will improve student performance and acquisition of skills necessary for mastery of FCAT 2.0	5E.2. Principal Assistant Principal	5E.2. Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected.	5E.2.. Benchmarks, FCAT 2.0	
		5E.3 Teacher and Student knowledge level of technology available.	5E.3 Continue to use technology as a learning tool to provide students with individualized instruction, skill practice, and remediation activities	5E.3 Principal Assistant Principal	5E.3 Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected.	5E.3. Benchmarks, FCAT 2.0	

*End of Elementary School Mathematics Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through</b>							
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Rule 6A-1.099811  
Revised April 29, 2011



**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<b>Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
TERC (PLC)"Data"	3,4,5	TERC	Math/Science Teachers	9/19, 10/3	Looking at student work, with classroom teacher.	Mrs. Joseph (Data Coach) Principal, Assistant Principal

**Mathematics Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Engaging Students	Brain Pop Internet/software	SAC	1500.000
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Substitutes for Training	Substitutes	General/Grant TERC	2000.00

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<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

**Elementary and Middle School Science Goals**

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

<b>Elementary and Middle Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>	1a.1. Timeline in which the testing needs to be completed.	1a.1. Following district testing dates to ensure data is entered into the system in a timely manner. Conduct and document benchmark and diagnostic testing, district required unit assessments. Using the data gained to drive instruction.	4a.1. Principal Assistant Principal	4a.1. Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected.	4a.1. Benchmarks, FCAT 2.0		

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p><b>Science Goal #1a:</b> The goal at Dinsmore is to show a 5 percent increase in students achieving proficiency (level 3) across grade levels in science as measure by the 2013 FCAT 2.0</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>64% (58)</p>	<p>69% (60)</p>					
		<p>1a.2. Collecting the necessary supplies, and the use of technology, and consistency of experiments being carried out weekly</p>	<p>1a.2. Students will conduct experiments utilizing the scientific method and inquiry. Students will utilize hands on science kits and science experiments weekly.</p>	<p>1a.2. Principal Assistant Principal</p>	<p>1a.2. Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected.</p>	<p>1a.2. Benchmarks, FCAT 2.0</p>	
		<p>1a.3. Teachers knowledge level of the technology available.</p>	<p>1a.3. Ensure teachers have the knowledge to work the technology that is available to them. Continue to use technology as a learning tool to provide students additional resources for scientific inquiry.</p>	<p>1a.3. Principal Assistant Principal</p>	<p>1a.3. Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected.</p>	<p>1a.3. Benchmarks, FCAT 2.0</p>	
<p><b>1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</b></p>	<p>1b.1.</p>	<p>1b.1.</p>	<p>1b.1.</p>				
<p><b>Science Goal #1b:</b></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		<p>1b.2.</p>	<p>1b.2.</p>	<p>1b.2.</p>	<p>1b.2.</p>	<p>1b.2.</p>	

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>	2a.1.Ensure complexity and rigorous components are part of teachers planning. The challenge is to expand a teaching repertoire to make sure that a greater diversity of appropriate methods of instruction is used. (Understanding by Design pp 6).	2a.1. In-depth planning. Use the Understanding by Design model. Anticipate problem areas before lesson. Unpack the Benchmarks. Plan out what enabling knowledge and skills students will need to perform effectively and achieve desired results	2a.1. Principal Assistant Principal	2a.1. Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected	2a.1. Benchmarks, FCAT 2.0		
<b>Science Goal #2a:</b> The goal at Dinsmore is to show a 5% increase in students achieving proficiency (levels 4 and 5) across grade level in science as measure by the 2013 FCAT 2.0	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	15% (14)	20% (18)					
		2a.2.Collecting the necessary supplies, and the use of technology, and consistency of experiments being carried out weekly	2a.2. Students will conduct experiments utilizing the scientific method and inquiry. Students will utilize hands on science kits and science experiments weekly.	2a.2.Principal Assistant Principal	2a.2. Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected.	2a.2. Benchmarks, FCAT 2.0	

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		2a.3. Teachers knowledge level of the technology available.	2a.3. Ensure teachers have the knowledge to work the technology that is available to them. Continue to use technology as a learning tool to provide students additional resources for scientific inquiry.	2a.3. Principal Assistant Principal	2a.3. Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected.	2a.3. Benchmarks, FCAT 2.0	
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>	2b.1.	2b.1.	2.1.	2b.1.	2b.1.		
<u>Science Goal #2b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	

**Science Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.</p>							
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Academy of Science Year 3	2nd	District	S. Miller	Sept-May 2013	Classroom Observation, Student growth documented my district testing	Principal/ Assistant Principal
Academy of Science Year 2	K	District	Kuhn	Sept-May 2013	Classroom Observation, Student growth documented my district testing	Principal/ Assistant Principal

**Science Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Engaging Students in Learning	Brain Pop Internet program K-5	SAC	1500.00
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Academy of Science	Substitutes	General	1,500.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Writing Goals**

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

<b>Writing Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p><b>1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b></p>	<p>1a.1. Consistency of writing /skills block being carried out daily. Specific conventions being taught.</p>	<p>1a.1. A rigorous writing plan for fourth grade. Using the Write score program to identify students lacking elements of the writing process. Daily skills block must be use in all grades to ensure success when students move to fourth grade. Write score will provide data that teachers can target deficiencies.</p>	<p>1a.1.Principal/ Assistant Principal</p>	<p>1a.1.District Writing Prompt, Write Score assessment. Student /Teacher conferencing.</p>	<p>1a.1. FCAT Writes 2013</p>		
<p><u>Writing Goal #1a:</u> The goal at Dinsmore is to show a 47 percent increase in students achieving proficiency (Level 4) or a 10 percent increase in level 3.5 as measure by the 2013 FCAT writes.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>16% (15) Level 4 53%(47) Level 3.5</p>	<p>63%(54) Level 4 63%(54) Level 3.5</p>					
		<p>1a.2.Consistency of scoring</p>	<p>1a.2.Teachers need to grade writing prompts with the same rubric ensuring consistency across grade level. Common planning will ensure consistency</p>	<p>1a.2.Principal/ Assistant Principal</p>	<p>1a.2.District Writing Prompt, Write Score assessment. Student / Teacher conferencing.</p>	<p>1a.2. FCAT Writes 2013</p>	
		<p>1a3 Timeline to complete district writing prompts and enter data into Inform.</p>	<p>1a.3. Teachers need to follow district testing calendar and put scores into Inform so a classroom profile can be establish.</p>	<p>1a.3.Principal/ Assistant Principal</p>	<p>1a.3.District Writing Prompt, Write Score assessment. Student / Teacher conferencing.</p>	<p>1a.3. FCAT Writes 2013</p>	



**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<b>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>	1b.1.	1b.1.	1b.1.				
<u>Writing Goal #1b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

**Writing Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b></p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Conventions	K-5	District Coach	ELA Teachers	December 2013	Classroom evidence of student work.	Principal Assistant Principal

**Writing Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Writing collection of data	Write Score 2 time a year	General	1,000.00
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Engagement	Brain Pop	SAC	1500.00
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<b>Total:</b>			
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**Attendance Goal(s)**

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

<b>Attendance Goal(s)</b>	<b>Problem-solving Process to Increase Attendance</b>						
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Attendance</b>	1.1. Parent Support	1.1. Attendance referrals will be made monthly along with conducting parental meetings.	1.1. School Counselor Attendance Truancy Officer	1.1. Attendance meeting will be held once a month to discuss targeted students.	1.1. Monthly District Attendance Report		
<b>Attendance Goal #1:</b> Based on the 2011-2012 District school Attendance Report, absences of students who missed 10 or more days of school was at 78%.. The number of absences will decrease by 8%.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	94% (485)	96% (494)					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	78% (402)	72% (375)					

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

	<u>2012 Current</u> Number of Students with Excessive Tardiness (10 or more)	<u>2013 Expected</u> Number of Students with Excessive Tardiness (10 or more)					
	14% (72)	10% (51)					
		1.2.Parent Support	1.2. Incentive programs for classrooms with least amount of absences. Conduct end of year celebrations for overall classrooms with the least amount of absences and a celebration for students with perfect attendance	1.2.Principal Assistant Principal	1.2. Survey of students feedback regarding the incentives. Monitoring monthly attendance report	1.2. Monthly District Attendance Report	
		1.3.	1.3.	1.3.	1.3.	1.3.	

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Reading Strategies For Parents	ELA	Brown/Locke	Community	Jan, Feb and Mar	Reading scores improve, FCAT 2.0	Brown

**Attendance Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Monthly District Attendance Report	Trophies, incentives	General	500.00
End of the year luncheon	Food	General	400.00
<b>Total:</b>			<b>Subtotal:</b>

*End of Attendance Goals*

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Suspension Goal(s)**

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to Decrease Suspension</b>						
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Suspension</b>	1. Instructional time, Parent Support	1.1. Teach expected behaviors in common areas and in the classroom	1.1.Principal Assistant Principal Guidance Counselor	1.1. Documentations of behavior, behavior data collected and referral data monitor	1.1.Referral Data		
<b>Suspension Goal #1:</b> The goal at Dinsmore is to show a decrease in SESIR reported violations from 16%(5) to 10% (3).	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	1.0% (7)	3.0%(15)					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	7% (4)	2.0%(10)					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	3.5% (18)	3.9%(20)					

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	1.0% (8)	3.0% (15)					
		1.2. Teachers consistently using CHAMPS	1.2. CHAMPS use everywhere in the school, by administration, and teachers and staff.	1.2. Principal Assistant Principal	1.2. Documentations of behavior, behavior data collected and referral data monitor	1.2. Referral Data	
		1.3. Teacher distraction, Teacher on assign duties on time	1.3. Teachers actively supervising children	1.3. Principal Assistant Principal	1.3.. Documentations of behavior, behavior data collected and referral data monitor	1.3. Referral Data	

**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Code of Conduct Behavior Expectations	K-5	Assistant Principal	All teachers	Pre- Planning	Daily monitoring of behavior management techniques	Assistant Principal

**Suspension Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

**Parent Involvement Goal(s)**

April 2012  
 Rule 6A-1.099811  
 Revised April 29, 2011



**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.  
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.**

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Parent Involvement Parent Involvement Goal #1:</b> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	<b>1.</b> Attendance of parents to school events.	1.1. Conduct events around children programs and dinners.	1.1.Volunteer community and Dinsmore Staff along with PTA	1.1. Conversation with parents and Teachers, staff and volunteers sign in sheets	1.1.Parent Surveys. Sign in Sheets		
The goal here at Dinsmore is to increase number of parents that are involved in the school by 10% (52).	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
	70%(360)	80%(412)					
		1.2.PTA membership	1.2.Utilize the PTA as a means to recruit additional parents for the PTA	1.2.PTA	1.2. Conversation with parents and Teachers, staff and volunteers sign in sheets	1.2.Parent Surveys. Sign in Sheet	

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		2. Volunteers, making sure parents are signed up through district web-site	1.3. Actively recruit Volunteers	1.3. Volunteer Coordinator	1.3. Conversation with parents and Teachers, staff and volunteers sign in sheets	1.3. Parent Surveys Sign in Sheet	
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**Parent Involvement Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

**Parent Involvement Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Parent Involvement Goal(s)*

**Final Budget** (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	
	<b>Total:</b>

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<b>Mathematics Budget</b>	<b>Total:</b>
<b>Science Budget</b>	<b>Total:</b>
<b>Writing Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total:</b>
<b>Suspension Budget</b>	<b>Total:</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>
<b>Parent Involvement Budget</b>	<b>Total:</b>
<b>Additional Goals</b>	<b>Total:</b>
	<b>Grand Total:</b>

**Differentiated Accountability**

**School-level Differentiated Accountability (DA) Compliance**

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

April 2012

Rule 6A-1.099811

Revised April 29, 2011

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<b>School Differentiated Accountability Status</b>		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

- *Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page*

**School Advisory Council (SAC)**

*SAC Membership Compliance*

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes       No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount