FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: DINSMORE ELEMENTARY SCHOOL

District Name: Duval

Principal: Christina Gribben

SAC Chair: Robert Zortea

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 5, 2012

Last Modified on: 11/7/2012

Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's 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)	# of Years at Current School	# 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.

		BA UNF Elementary Education K-6 MA Jacksonville University Education Leadership Certified K-6 Education Leadership K-12 Principal K-12			
Assis Principal	Jeffery Miller		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.
Principal					

INSTRUCTIONAL COACHES

List your school's 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.

	Name	Degree(s)/ Certification (s)	# of Years at Current School	# 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)
No data submitted					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	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	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	3. Dinsmore has been able to retain many outstanding teachers by assigning each teacher a mentor/buddy whether they are new or veteran	Principal	May 2013	
4	4. The mentor for each beginning teacher is CET trained.	Principal	May 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

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	0.0%(0)	43.2%(19)	31.8%(14)	25.0%(11)	20.5%(9)	79.5%(35)	0.0%(0)	0.0%(0)	18.2%(8)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan 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
No data submitted			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For 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.

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)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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)

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The team will meet once a week 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.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

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.The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

MTSS Implementation

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.

Baseline data: 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)
Midyear: FAIR, DRA-2, District Benchmark Assessments as appropriate
End of year: FAIR, FCAT
Ongoing Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FAIR (ongoing formative assessments), Write Score, FCIM
Frequency of data review: Twice a month for data analysis through Data Days, Data Study Teams

Describe the plan to train staff on MTSS.

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.

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:

Professional Learning Communities

Classroom observations

Collaborative planning

Analysis of student work

Book study

Lesson study

Describe the plan to support MTSS.

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.

Literacy Leadership Team (LLT)

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
No Attachment

*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

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

*High Schools Only

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

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?

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The goal at Dinsmore is to show a 3 percent increase in students achieving proficiency (FCAT Level 3) across grade levels in reading as measure by the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (180)	71% (204)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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).	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	Principal Assistant Principal	Student data collected on Formatives, Benchmarks, FAIR, DRA2, PMA and Classroom conference documentation	Classroom profiles (which include DRA, FCIM, Formatives, Benchmarks and FCAT)
2	Timeline in which the testing need to be completed.	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.	Classroom Teacher, Principal and Assistant Principal	Student data collected on Formatives, Benchmarks, FAIR, DRA2, PMA and Classroom conference documentation	Classroom profiles (which include DRA, FCIM, Formatives, Benchmarks and FCAT)
3	Plan out higher level questions to ensure requirements for FCAT 2.0 are met.	Teachers will use the Depth of Knowledge (DOK) levels to plan out appropriate question to ensure differentiated instruction is taking place for all students	Principal and Assistant Principal	Student data collected on Formatives, Benchmarks, FAIR, DRA2, PMA and Classroom conference documentation	Classroom profiles (which include DRA, FCIM, Formatives, Benchmarks and FCAT)

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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	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
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (64)	24% (67)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers and students knowledge level of the technology available.	Continue to use technology as a learning tool to provide students with individualized instruction, skill practice, and remediation activities (FCAT Explorer, Success Maker, and other educational programs).	Principal and Assistant Principal	Student data collected on Formatives, Benchmarks, FAIR, DRA2, PMA and Classroom conference documentation	Classroom profiles (which include DRA, FCIM, Formatives, Benchmarks and FCAT 2.0)
2	Parent attendance at school support meetings Such as FCAT, Math, and literacy night.	Develop an incentive plan to encourage parent participation and support. Provide specific strategies to parents that will support their child in the learning process.	Principal and Assistant Principal	Student data collected on Formatives, Benchmarks, FAIR, DRA2, PMA and Classroom conference documentation	Classroom profiles (which include DRA, FCIM, Formatives, Benchmarks and FCAT 2.0)
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).	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	Principal and Assistant Principal	Student data collected on Formatives, Benchmarks, FAIR, DRA2, PMA and Classroom conference documentation	Classroom profiles (which include DRA, FCIM, Formatives, Benchmarks and 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 group:

2b. Florida Alternate Assessment:	

Students scoring at or above Achievement Level 7 in reading.

Reading Goal #2b:

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	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
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (107)	60%(111)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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).	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.	Principal and Assistant Principal	Student data collected on Formatives, Benchmarks, FAIR, DRA2, PMA and Classroom conference documentation	Classroom profiles (which include DRA, FCIM, Formatives, Benchmarks and FCAT 2.0)
2	. Plan out higher level questions to ensure requirements for FCAT 2.0 are met	Teachers will use the Depth of Knowledge (DOK) levels to plan out appropriate question to ensure differentiated instruction is taking place	Principal and Assistant Principal	Student data collected on Formatives, Benchmarks, FAIR, DRA2, PMA and Classroom conference documentation	Classroom profiles (which include DRA, FCIM, Formatives, Benchmarks and FCAT 2.0)

	for all students			
3	Timeline in which the testing needs to be complete.	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.	Principal and Assistant Principal	Student data collected on Formatives, Benchmarks, FAIR, DRA2, PMA and Classroom conference documentation	Classroom profiles (which include DRA, FCIM, Formatives, Benchmarks and 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 group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	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
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%(41)	63%(44)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The reading strategies used being carefully planned out and constantly carried out. Ensure complexity and	.In-depth planning. Use the Understanding by Design model. Anticipate problem areas before lesson. Unpack the	Principal and Assistant Principal	Student data collected on Formatives, Benchmarks, FAIR, DRA2, PMA and Classroom conference	Classroom profiles (which include DRA, FCIM, Formatives, Benchmarks and

				documentation	FCAT 2.0)
1	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).	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.			
2	Plan out higher level questions to ensure requirements for FCAT 2.0 are met.	Teachers will use the Depth of Knowledge (DOK) levels to plan out appropriate question to ensure differentiated instruction is taking place for all students	Principal and Assistant Principal	Student data collected on Formatives, Benchmarks, FAIR, DRA2, PMA and Classroom conference documentation	Classroom profiles (which include DRA, FCIM, Formatives, Benchmarks and FCAT 2.0)
3	Timeline in which the testing needs to be complete.	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.	Principal and Assistant Principal	Student data collected on Formatives, Benchmarks, FAIR, DRA2, PMA and Classroom conference documentation	Classroom profiles (which include DRA, FCIM, Formatives, Benchmarks and FCAT 2.0)

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # The goal at Dinsmore is to have sustainable reduction in the achievement gap by setting a goal of at least 4 percent each year. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53%	55%	60%	64%	69%	

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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The goal at Dinsmore is to show an increase in students achieving proficiency (FCAT 2.0 level 3) in White and Black Sub groups across grade levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:57% (59) Black:38% (48)	White:64% (67) Black:48% (60)

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
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	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	..Principal Assistant Principal	Student data collected on Formatives, Benchmarks, Benchmarks, FAIR, DRA2, PMA and classroom conference documentation.	. Classroom profiles which include DRA, FCIM , Formatives, Benchmarks and FCAT 2.0
2	Plan out higher level questions to ensure requirements/Benchmarks for FCAT 2.0 are met.	Teachers will use the Depth of Knowledge (DOK) levels to plan out appropriate question to ensure differentiated instruction is taking place for all students	Principal Assistant Principal	Student data collected on Formatives, Benchmarks, Benchmarks, FAIR, DRA2, PMA and classroom conference documentation.	Classroom profiles which include DRA, FCIM , Formatives, Benchmarks and FCAT 2.0
3	Timeline in which the testing requirements need to be complete.	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.	Principal Assistant Principal	Student data collected on Formatives, Benchmarks, Benchmarks, FAIR, DRA2, PMA and classroom conference documentation.	Classroom profiles which include DRA, FCIM , Formatives, Benchmarks and 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:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	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.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (77)	54%(85)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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	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.	Principal Assistant Principal	Student data collected on Formatives, Benchmarks, Benchmarks, FAIR, DRA2, PMA and classroom conference documentation.	Classroom profiles which include DRA, FCIM , Formatives, Benchmarks and FCAT 2.0
	Plan out higher level questions to ensure	Teachers will use the Depth of Knowledge	Principal Assistant Principal	Student data collected on Formatives,	Classroom profiles which include DRA,

2	requirements/Benchmarks for FCAT 2.0 are met.	(DOK) levels to plan out appropriate question to ensure differentiated instruction is taking place for all students		Benchmarks, Benchmarks, FAIR, DRA2, PMA and classroom conference documentation.	FCIM , Formatives, Benchmarks and FCAT 2.0
3	Timeline in which the testing requirements need to be complete.	3Follow 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.	Principal Assistant Principal	Student data collected on Formatives, Benchmarks, Benchmarks, FAIR, DRA2, PMA and classroom conference documentation.	Classroom profiles which include DRA, FCIM , Formatives, Benchmarks and FCAT 2.0

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Looking at Student Work	k-5	Mrs. Gribben Mr. Miller	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
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

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Text Complexity/Rigor of Instruction	Professional Reading	General	$300.00
			Subtotal: $300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Engaging Students in Learning	Brain Pop Internet program K-5	SAC	$1,500.00
			Subtotal: $1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Substitutes for Training	Teachers to attend training	General	$2,500.00
			Subtotal: $2,500.00

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,300.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing.	

CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	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
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (151)	59% (166)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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).	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	Principal and Assistant Principal	Student data collected on Formatives, Benchmarks, FCIM, PMA and Classroom conference documentation	Classroom profiles FCIM, Formatives, Benchmarks and FCAT2.0
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.	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.	Principal and Assistant Principal	Student data collected on Formatives, Benchmarks, FCIM, PMA and Classroom conference documentation	Classroom profiles FCIM, Formatives, Benchmarks and FCAT2.0
3	The strategies used being carefully planned out and constantly carried out.	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	Principal and Assistant Principal	Student data collected on Formatives, Benchmarks, FCIM, PMA and Classroom conference documentation	Classroom profiles FCIM, Formatives, Benchmarks and FCAT2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
</table>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitted		

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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	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
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (151)	59% (166)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
</table>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers and students knowledge level of the technology available.	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.	Principal Assistant Principal	Student data collected on Formatives, Benchmarks, FCIM, PMA and Classroom conference documentation	Classroom profiles FCIM, Formatives, Benchmarks and FCAT2.0
2	Parent attendance at school support meetings Such as FCAT, Math, and literacy night	Develope an incentive plant to encourage parent participation and support. Provide specific strategies to parents that will support their child in the learning process.	Principal Assistant Principal	Student data collected on Formatives, Benchmarks, FCIM, PMA and Classroom conference documentation	Classroom profiles FCIM, Formatives, Benchmarks and FCAT2.0
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).	. 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.	Principal and Assistant Principal	. Student data collected on Formatives, Benchmarks, FCIM, PMA and Classroom conference documentation	Classroom profiles FCIM, Formatives, Benchmarks and FCAT2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need

of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	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
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (135)	76% (141)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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).	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.	Principal and Assistant Principal	Student data collected on Formatives, Benchmarks, FCIM, PMA and Classroom conference documentation	Classroom profiles FCIM, Formatives, Benchmarks and FCAT2.0
	Plan out higher level questions to ensure requirements for FCAT	Teachers will use the Depth of Knowledge (DOK) levels to plan out	Principal and Assistant Principal	Student data collected on Formatives, Benchmarks, FCIM, PMA	Classroom profiles FCIM, Formatives, Benchmarks and

2	2.0 are met.	appropriate question to ensure differentiated instruction is taking place for all students		and Classroom conference documentation	FCAT2.0
3	Timeline in which the testing needs to be complete.	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.	Principal and Assistant Principal	Student data collected on Formatives, Benchmarks, FCIM, PMA and Classroom conference documentation	Classroom profiles FCIM, Formatives, Benchmarks and FCAT2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	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
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(44)	66%(48)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Timeline in which the testing need to be completed.	Conduct and document benchmark and diagnostic testing, district required unit assessments. Using data gained to drive instruct	Principal and Assistant Principal	Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected.	Benchmarks, FCAT 2.0
	The strategies used	Develop Progress	Principal and	Use FICM, Formatives,	Benchmarks

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	being carefully planned out and constantly carried out.	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 the FCAT 2.0	Assistant Principal	Benchmarks, and classroom observation To analyze data collected.	FCAT 2.0
3					
4	Teachers and student knowledge level of the technology available.	Continue to use technology as a learning tool to provide students with individualized instruction, skill practice, and remediation activities	Classroom Teacher, Principal and Assistant Principal	Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected.	Benchmarks FCAT 2.0

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # The goal at Dinsmore is to have sustainable reduction in the achievement gap by setting a goal of 4 percent each year. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53%	58%	62%	66%	70%	

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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	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
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:61%(63) Black:47%(59)	White:63%(65) Black:49%(61)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Timeline in which the testing needs to be completed.	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.	Principal Assistant Principal	Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected.	Benchmarks, FCAT 2.0
2	The strategies used being carefully planned out and constantly carried out.	Develop Progress Monitoring Plans (PMP's) for below grade level and substantially deficient students to identify strategies that will	Principal Assistant Principal	Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected.	Benchmarks, FCAT 2.0

		improve student performance and acquisition of skills necessary for mastery of FCAT 2.0			
3	Teacher and Student knowledge level of technology available.	Continue to use technology as a learning tool to provide students with individualized instruction, skill practice, and remediation activities	Principal Assistant Principal	Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected.	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:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:	
E. Economically Disadvantaged students not making	

satisfactory progress in mathematics.

Mathematics Goal E:

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

2012 Current Level of Performance:	2013 Expected Level of Performance:
49%(77)	52%(82)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Timeline in which the testing needs to be completed.	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.	Principal Assistant Principal	Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected.	Benchmarks, FCAT 2.0
2	The strategies used being carefully planned out and constantly carried out	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	Principal Assistant Principal	Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected.	Benchmarks, FCAT 2.0
3	Teacher and Student knowledge level of technology available.	Continue to use technology as a learning tool to provide students with individualized instruction, skill practice, and remediation activities	Principal Assistant Principal	Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected.	Benchmarks, FCAT 2.0
4	Teacher and Student knowledge level of technology available.	Continue to use technology as a learning tool to provide students with individualized instruction, skill practice, and remediation activities	Principal Assistant Principal	Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected.	Benchmarks, FCAT 2.0

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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 (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, 10/03	Looking at student work with classroom teacher	Mrs. Joseph data coach, Principal, Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Engaging Students	Brain Pop Internet/Software	SAC	$1,500.00
			Subtotal: $1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Substitutes for Training	Substitutes	General/Grant TERC	$2,000.00
			Subtotal: $2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	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
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (58)	69% (60)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Timeline in which the testing need to be completed.	. 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.	Principal and Assistant Principal	Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected	Benchmarks, FCAT 2.0
	Collecting the necessary equipment and supplies. Consistency of	Students will conduct experiments utilizing the scientific method and	Principal and Assistant Principal	Use FICM, Formatives, Benchmarks, and classroom observation To analyze data	Benchmarks, FCAT 2.0

| 2 | experiments being carried out weekly. | inquiry. Students will utilize hands on science kits and conduct science experiments weekly. | | collected | |
| 3 | Teachers knowledge level of the technology available. The need for updated equipment | Continue to use technology as a learning tool to provide students additional sources for scientific inquiry | Principal and Assistant Principal | Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected | 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 group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	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
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (14)	20% (18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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.	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	Principal and Assistant Principal	Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected	Benchmarks, FCAT 2.0

	(Understanding by Design pp 6).	perform effectively and achieve desired results			
2	Collecting the necessary equipment and supplies. Consistency of experiments being carried out weekly.	Students will conduct experiments utilizing the scientific method and inquiry. Students will utilize hands on science kits and conduct science experiments weekly	Principal and Assistant Principal	Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected	Benchmarks, FCAT 2.0
3	Teachers knowledge level of the technology available. The need for updated equipment.	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.	Principal and Assistant Principal	Use FICM, Formatives, Benchmarks, and classroom observation To analyze data collected	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 group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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 (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 by district testing	Principal/ Assistant Principal
					Classroom	

Academy of Science Year 2	3rd	District	A.Kuhn	Sept-May 2013	Observation, Student growth documented by district testing	Principal/Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Engaging Students in Learning	Brain Pop Internet program K-5	SAC	$1,500.00
			Subtotal: $1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Academy of Science	Substitutes	General	$1,500.00
			Subtotal: $1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,000.00

End of Science Goals

Writing Goals

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

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:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	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.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (15) Level 4 53%(47) Level 3.5	63%(54) Level 4 63%(54) Level 3.5

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Consistency of writing /skills block being carried out daily. Specific conventions being taught.	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	Principal and Assistant Principal	District Writing Prompt, Write Score assessment. Student /Teacher conferencing.	FCAT Writes 2013

		success when students move to fourth grade. Write score will provide data that teachers can target deficiencies			
2	Consistency of scoring	Teachers need to grade writing prompts with the same rubric ensuring consistency across grade level. Common planning will ensure consistency	Principal and Assistant Principal	District Writing Prompt, Write Score assessment. Student /Teacher conferencing.	FCAT Writes 2013
3	Timeline to complete district writing prompts and enter data into Inform.	Teachers need to follow district testing calendar and put scores into Inform so a classroom profile can be establish.	Principal and Assistant Principal	District Writing Prompt, Write Score assessment. Student /Teacher conferencing.	FCAT Writes 2013

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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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 (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Writing Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
Writing collection of data	Write Score 2 times a year	General	$1,000.00
			Subtotal: $1,000.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Engagement	Brain Pop	SAC	$1,500.00
			Subtotal: $1,500.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,500.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	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%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94% (485)	96% (494)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
78% (402)	72% (375)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
14% (72)	10% (51)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Support	Attendance Referrals will be made monthly, along with conducting parental meetings.	School Counselor Attendance Truancy Officer	Attendance Meeting will be held once a month to discuss targeted students.	Monthly District Attendance Report
	Parent Support	Incentive programs for	Classroom	Survey of students'	Monthly District

		classrooms with the 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.	Teachers, Principal, Guidance Counselor	feedback regarding the incentives. Monitoring monthly attendance report	Attendance Report
2					

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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 (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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Monthly District Attendance Report	Trophies, Incentives	General	$500.00
			Subtotal: $500.00
			Grand Total: $500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension	
	The goal at Dinsmore is to show a decrease in SESIR

Suspension Goal #1:	reported violations from 16%(5) to 10% (3).
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
1.0% (7)	3.0% (15)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
7% (4)	2.0% (10)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
3.5% (18)	3.9% (20)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1.0% (8)	3.0% (15)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instructional time Parent Support	Teach expected behaviors in common areas and the classroom.	Principal and Assistant Principal	Documentations of behavior, data collections, and referral data.	Referral Data
2	Teachers consistently using CHAMPS	CHAMPS use everywhere in the school, by administration, and teachers and staff.	Principal and Assistant Principal	Documentations of behavior, data collections, and referral data	Referral Data
3	Teacher distraction, Teacher on assign duties on time	Teachers actively supervising children	Principal and Assistant Principal	Documentations of behavior, data collections, and referral data	Referral Data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Code of Conduct Behavior Expectations	K-5	Assistant Principal	All Teachers	Pre-Planning	Daily monitoring of behavior management techniques	Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	The goal here at Dinsmore is to increase number of parents that are involved in the school by 10% (52).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
70% (360)	80% (412)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance of parents at the events.	Conduct events around children programs and dinners	Volunteer Representative, Dinsmore staff along with PTA	Conversation with Parents Teachers and Staff Sign-In sheets	Surveys Golden School Award Sign-In / Attendance Sheets
2	PTA membership	Utilize the PTA as a means to recruit additional parents for the PTA	Principal, Assistant Principal PTA	PTA	Sign-In/ Attendance Sheets
	Volunteers,making sure	Actively recruit	Volunteer	Conversation with	Parent surveys

	3	parents are signed up through district web-site	Volunteers	Coordinator	parents and teachers, staff and volunteers sign in sheets	and Sign in Sheets

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Strategies for Parents	ELA	Brown/Locke	Community	Jan, Feb,and Mar	Reading scores improve on FCAT 2.0	Brown

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
End of the year luncheon	Food	General	$400.00
			Subtotal: $400.00
			Grand Total: $400.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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 (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

Safety Goals Goal:

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:	
1. Safety Goals Goal Safety Goals Goal #1:	Dinsmore would like to achieve 100% of all teachers closing their doors during fire drills.
2012 Current level:	2013 Expected level:
85% (37)	100%(44)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers forgetting to close doors during drills.	Have buddy system where teachers check on each other as they exit the building.	Assistant Principal	Observations during drills	Have fire department check during the year

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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 (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Safety Goals Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Text Complexity/Rigor of Instruction	Professional Reading	General	$300.00
Writing	Writing collection of data	Write Score 2 times a year	General	$1,000.00
				Subtotal: $1,300.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Engaging Students in Learning	Brain Pop Internet program K-5	SAC	$1,500.00
Mathematics	Engaging Students	Brain Pop Internet/Software	SAC	$1,500.00
Science	Engaging Students in Learning	Brain Pop Internet program K-5	SAC	$1,500.00
Writing	Engagement	Brain Pop	SAC	$1,500.00
				Subtotal: $6,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Substitutes for Training	Teachers to attend training	General	$2,500.00
Mathematics	Substitutes for Training	Substitutes	General/Grant TERC	$2,000.00
Science	Academy of Science	Substitutes	General	$1,500.00
				Subtotal: $6,000.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Monthly District Attendance Report	Trophies, Incentives	General	$500.00
Parent Involvement	End of the year luncheon	Food	General	$400.00
				Subtotal: $900.00
				Grand Total: $14,200.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

A reward school is any school that improves their letter grade or any school graded A.

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School Advisory Council

School Advisory Council (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 citizens 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.

 No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Dinsmore is activly seeking members that are representative of the ethnic, racial,and economic community served by the school.

Describe projected use of SAC funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

Looking into reward activites for all of our successful students.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District
DINSMORE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	64%	51%	47%	230	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	49%			115	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	51% (YES)			107	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					452	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Duval School District
DINSMORE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	57%	77%	44%	235	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	49%	52%			101	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	45% (NO)	60% (YES)			105	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					441	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested