Dover Elementary

2019-20 Schoolwide Improvement Plan

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Dover Elementary

3035 NELSON AVE, Dover, FL 33527

[no web address on file]

Demographics

Principal: Gina Becker

Start Date for this Principal: 7/10/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (47%) 2017-18: D (39%) 2016-17: D (39%) 2015-16: D (32%) 2014-15: D (33%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	D	D	D

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The District's Mission is:
To provide an education and the supports that enable each student to excel as a successful and responsible citizen.

With that in mind, we have developed the following Mission for our school:
Dover Dragons Believe and Achieve

Provide the school's vision statement.

The District's Vision is:
Preparing Students for Life

At Dover, we are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District's graduation rate goal is 90% by 2020.

With that in mind, we have developed the following Vision for our school:
We will develop creative problem solvers and critical thinkers.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Becker, Gina	Principal	The Principal directs and coordinates educational, administrative, and counseling activities of an elementary, adult, ESE or other specialized public school sites. The Principal demonstrates the Florida Principal Standards, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance to state, national, and school board standards. SPECIFIC DUTIES & RESPONSIBILITIES: ? -Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives. ? -Administers and develops educational programs for students with mental or physical disabilities. ? -Confers with teachers, students, and parents concerning educational and behavioral problems in school. ? -Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. ? -Requisitions and allocates supplies, equipment, and instructional material as needed. ? -Directs preparation of class schedules, cumulative records, and attendance reports. ? -Walks about school building and property to monitor safety and security. -Plans and monitors school budget. -Plans for and directs building maintenance. ? -Performs any other duties as assigned. -Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district. Leadership team meetings can include the following: Principal Assistant Principal Guidance Counselor School Psychologist Behavior Team Representative School Social Worker Attendance Committee Representative Academic Coaches (Reading, Math, STEM, RtI, etc. and other specialists on an ad hoc basis) ESE teachers PLC Liaisons for each grade level and/or content area District support (including Area Superintendents, Support Specialist, District Coaches) SAC Chairs The Leadership team meets regularly (e.g., bi-weekly/monthly). The purpose of the core Leadership Team is to: 1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance

Name	Title	Job Duties and Responsibilities
		domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	31	110	99	129	87	86	0	0	0	0	0	0	0	542
Attendance below 90 percent	13	8	11	11	6	10	0	0	0	0	0	0	0	59
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	44	35	57	0	0	0	0	0	0	0	136
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	1	0	5	4	7	0	0	0	0	0	0	0	17

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	1	19	14	23	0	0	0	0	0	0	0	0	0	57
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

55

Date this data was collected or last updated

Tuesday 7/16/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	12	11	10	4	10	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	8	41	57	0	0	0	0	0	0	0	106

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	3	6	0	0	0	0	0	0	0	10

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	12	11	10	4	10	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	8	41	57	0	0	0	0	0	0	0	106

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	3	6	0	0	0	0	0	0	0	10

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	31%	52%	57%	25%	52%	55%
ELA Learning Gains	43%	55%	58%	45%	55%	57%
ELA Lowest 25th Percentile	50%	50%	53%	39%	51%	52%
Math Achievement	53%	54%	63%	36%	53%	61%
Math Learning Gains	59%	57%	62%	58%	54%	61%
Math Lowest 25th Percentile	59%	46%	51%	50%	46%	51%
Science Achievement	34%	50%	53%	23%	48%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	31 (0)	110 (0)	99 (0)	129 (0)	87 (0)	86 (0)	542 (0)
Attendance below 90 percent	13 (0)	8 (12)	11 (11)	11 (10)	6 (4)	10 (10)	59 (47)
One or more suspensions	0 (0)	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	44 (8)	35 (41)	57 (57)	136 (106)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	32%	52%	-20%	58%	-26%
	2018	35%	53%	-18%	57%	-22%
Same Grade Comparison	-3%					
Cohort Comparison						
04	2019	30%	55%	-25%	58%	-28%
	2018	22%	55%	-33%	56%	-34%
Same Grade Comparison	8%					
Cohort Comparison	-5%					
05	2019	27%	54%	-27%	56%	-29%
	2018	22%	51%	-29%	55%	-33%
Same Grade Comparison	5%					
Cohort Comparison	5%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	54%	2%	62%	-6%
	2018	38%	55%	-17%	62%	-24%
Same Grade Comparison	18%					
Cohort Comparison						
04	2019	49%	57%	-8%	64%	-15%
	2018	47%	57%	-10%	62%	-15%
Same Grade Comparison	2%					
Cohort Comparison	11%					
05	2019	45%	54%	-9%	60%	-15%
	2018	46%	54%	-8%	61%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-1%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	32%	51%	-19%	53%	-21%
	2018	29%	52%	-23%	55%	-26%
Same Grade Comparison		3%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	6	20	20	20	56	73					
ELL	25	41	50	49	54	54	25				
HSP	30	44	53	54	58	56	36				
WHT	38	33		45	69						
FRL	31	43	50	52	58	59	34				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	8	35	45	19	50	45	10				
ELL	22	31	29	42	58	41	21				
HSP	27	32	29	48	63	50	33				
WHT	21	42		19	43						
FRL	27	32	30	46	62	46	30				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	12	10	9	17	30	27					
ELL	20	40	36	33	55	51	12				
HSP	25	44	40	37	58	50	24				
WHT	19			25							
FRL	25	43	38	36	57	48	24				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	384
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

FSA data shows that only 31% of students are proficient in ELA. Only 35% of Students with Disabilities are proficient in ELA. The deficits in ELA proficiency schoolwide and specifically with Students with Disabilities can be attributed in part to the large number of English Language Learners and a need for targeted standards based instruction.

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

Math learning gains were down 2% from the previous year. There were a number of teachers that were new to the school and/or new to the grade level. This could have contributed to the slight decline in math learning gains.

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

ELA Achievement had the greatest gap when compared to the state average. Dover scores were 26% below the state average. The deficits in ELA proficiency schoolwide and specifically with Students with Disabilities can be attributed in part to the large number of English Language Learners and a need for targeted standards based instruction.

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

ELA Lowest 25th Percentile showed the most improvement with an increase of 20% from the previous year. Student assessment data was used to form targeted intervention groups. Groups were provided with standards based remediation from resource teachers.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance is the largest area of concern with 59 students with attendance below 90%.

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

1. ELA Proficiency
2. SWD Learning Gains
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Designing and Implementing an Instructional Infrastructure
Rationale	i-Ready data evidences that 53% of students in grades K-2 are proficient in reading and 51% are proficient in math. FSA data evidences that 31% of students in grades 3-5 are proficient in reading, 53% are proficient in math, and 34% are proficient in science. 43% of students in grade 3-5 made learning gains on FSA ELA and 59% made learning gains on FSA Math. . These schoolwide averages fall below District and State averages. This evidences a need for the design and implementation of schoolwide systems that ensure that all students are engaged in lessons that are fully aligned with the rigor of the standards. A UVA School Readiness Assessment, a Schoolwide Improvement Survey, and a Common Area Walkthrough showed that common expectations and language related to behavior, as well as systems designed to support positive behavior, were not evident schoolwide. This evidences a need for the design and implementation of schoolwide systems that reduce behavioral and motivational barriers to learning.
State the measurable outcome the school plans to achieve	56% of students in grades K-2 will be proficient in reading and 54% will be proficient in math, as evidenced by I-Ready. 34% of students in grades 3-5 will be proficient in reading, 56% will be proficient in math, and 37% in science, as evidenced by FSA. 46% of students in grades 3-5 will show learning gains on FSA ELA and 62% will show learning gains on FSA Math. 100% of classrooms will actively participate in Foundations: A Proactive and Positive Behavior Support System and the House System as evidenced by use of staff and student surveys, classroom observation data, and use of House points.
Person responsible for monitoring outcome	Gina Becker (gina.becker@hcps.net)
Evidence-based Strategy	- Teacher Clarity - Standards Based Planning and Instruction - Positive Behavior Intervention and Supports - House System Focused on Character Traits
Rationale for Evidence-based Strategy	- Teacher Clarity is shown to have an effect size of 0.75 meaning that when teachers clearly communicate, it has a large impact on student learning. - Standards Based Instruction, or the practice of aligning learning to standards, streamlines instruction and ensures that teaching practices deliberately focus on agreed upon learning targets. The rigor of the standard is maintained and expectations for student learning are clear. - Positive Behavior Intervention and Supports are research based strategies designed to decrease problem behavior by teaching new skills and making changes in a person's environment.

- The House System increases students' sense of belonging, encourages healthy competition and teamwork, and sets high expectations for student success.

Action Step	

Description

Teacher Clarity:

- Teacher will continue to use I Can Statements to set clear learning targets, establish a clear purpose for learning, and communicate clear assessment criteria.

- Weatherproof bulletin boards and/or whiteboards will be used to display high quality student work along with learning targets and criteria for success.

- Classroom amplification systems will be purchased and used to provide clear instruction.

Standards Based Planning and Instruction:

- Standards Based Instructional Design Sessions - Resource teachers (Reading Coach, Math Coach, STEM Coach, and RtI Resource Teacher) will facilitate and classroom teachers will participate in weekly standards based instructional design sessions. The EL Curriculum will be used as a resource. Common assessments will be developed and used to monitor student achievement. Release time will be provided for teachers to learn about the EL Curriculum. Substitutes will be hired to provide this release time as needed.

- Professional Learning Communities - Teachers will participate in weekly PLC meetings. Common assessments and other student data will be analyzed and used in designing differentiated instruction according to the data.

- Curriculum Mapping and Data Deep Dive - One day a quarter will be devoted to curriculum mapping and a data deep dive. Release time will be provided for teachers to attend these quarterly sessions. Substitutes will be hired to provide this release time as needed.

- Coaching Cycles - Resource teachers (Reading Coach, Math Coach, STEM Coach, and RtI Resource Teacher) and classroom teachers will collaborate on coaching cycles focused on identified areas of need.
Release time will be provided for teachers to observe modeled lessons and participate in side by side coaching. Substitutes will be hired to provide this release time as needed.

- Targeted Student Instruction - Resource teachers (Reading Coach, Math Coach, STEM Coach, Reading Resource Teacher, ELL Resource Teacher, ESE Resource Teachers, Academic Intervention Specialists, and Migrant Advocates) will work with targeted groups of students on identified areas of need.

- Data Monitoring - The Reading Coach, Math Coach, STEM Coach and Reading Resource Teacher will track and monitor all ESSA subgroups. Both a physical and electronic data wall will be used to display the results of this monitoring.

Positive Behavior Interventions and Support:

- Common language and expectations will be used schoolwide. Common language and expectations will be displayed on posters throughout the school.

- Faculty will be trained in and will utilize strategies learned in Foundations: A Proactive and Positive Behavior Support System.

- A behavioral monitoring team will be responsible for establishing and implementing a behavioral monitoring plan.

- Monthly behavioral/RtI Meetings will be held.

House System Focused on Character Traits:

- Faculty will be trained in and will implement the House System focused on character traits to build culture and improve climate.

Person Responsible Gina Becker (gina.becker@hcps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Community partnerships have been established with:

• Holy Innocence Episcopal Church supports the Kids Pack program, which is a weekend feeding program for up to 120 students who are nominated by their teacher. Each Friday, students will receive a backpack of non-perishable food items. Holy Innocence also occasionally funds food for parent events (e.g., doughnuts for dads), provides teachers with classroom supplies, and mentors students. They support the school during Teacher Appreciation week, as well as field trip transportation. They provide gift cards for Thanksgiving, and church volunteers teach 5th grade students lessons on the character trait of focus.

• St. Andrews United Methodist Church provides mentoring for students. St. Andrews volunteers assist teachers with making copies, preparing student materials, helping out during field trips, and making

classroom furniture. St. Andrews provides after school tutoring for students. Representatives from the church are members of the School Advisory Council. The church also sponsors families over the holidays, as well as supports Teacher Appreciation Week.

Both of these churches assist with maintaining the school grounds (e.g., planting, mulching, etc.).

Other organizations also provide services and supports to Dover students and their families. Examples include:

• Tampa Bay Housing Authority comes on to the campus to provide counseling for students.
• Feeding Tampa Bay provides items for the school-based food pantry that is open twice per week.
• Veggie Van is sponsored by Publix and the YMCA. Through the program, families may purchase a bag of produce for $1 once per month. This is to promote healthy eating in the community. Dover sends a Parent Link as a reminder.
• Kiwanis Club sponsors Dover's character of the month recognition where students will be selected for embodying that month's character trait.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Dover Elementary School has a full time social worker, guidance counselor and school psychologist. This social services team utilizes Second Step Curriculum to provide social-emotional learning lessons. In addition, the social services team provides individual and group counseling, and mentoring services.

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

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year.

Examples include:

Bring 6th/9th graders back early for orientation
Train a cadre of student ambassadors to help orient other students
Parent information and/or education opportunities
Hold articulation meetings between 5th and 6th grade teachers
Campus visits
Shadow days
Middle school students visit, tutor and or perform at elementary schools
High school students visit, tutor, or perform at middle schools.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

To ensure efficient and systematic allocation and use of resources, the school's PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources)

Analyze student outcomes and make data-driven decisions:
What is the problem?
Why is it occurring?
What are we going to do about it?
Is it working?

Assess the implementation of the SIP:
Does the data show positive student growth?
Are we making progress toward the SIPs intended outcomes?
What can we do to sustain what's working?
What barriers to implementation are we facing?
What should be our plan of action?

Annually, schools take inventory of resource materials, staff, and funds allocated to determine necessary resource materials and personnel available to meet the needs of students. Resource maps identify gaps, ensuring resources are available and allocated for use by all.

To ensure teacher support systems, small group, individual needs are met, the PSLT:
Review school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels; Support the implementation of high quality instructional practices during core and intervention blocks; Review progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring are opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, others as needed

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

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Fieldtrip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Designing and Implementing an Instructional Infrastructure	$0.00
		Total:	$0.00