

Hillsborough County Public Schools

Dover Elementary



2021-22 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: 7/1/2018

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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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Dover Elementary

3035 NELSON AVE, Dover, FL 33527

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	94%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	D

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

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:

To provide an education that enables our students to be respectful, responsible, role models of high achieving learners.

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:

Inspiring productive contributors to our world.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Becker, Gina	Principal	<p>POSITION SUMMARY: 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.</p> <p>SPECIFIC DUTIES & RESPONSIBILITIES:</p> <ul style="list-style-type: none"> ? 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. <p>Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district.</p>
Hanks, Heather	Assistant Principal	<p>POSITION SUMMARY: The Assistant Principal, Elementary, will assist with the instructional, administrative, and operational leadership of an elementary school.</p> <p>SPECIFIC DUTIES & RESPONSIBILITIES:</p> <ul style="list-style-type: none"> ? Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. ? Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. ? Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and nonevaluative manner; is able to write clearly and concisely.

Name	Position Title	Job Duties and Responsibilities
		<p>? Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses;</p> <p>analyzes alternatives and perspectives when solving a problem or making a decision.</p> <p>? Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated.</p> <p>? Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school.</p> <p>? Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable.</p> <p>? Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others.</p> <p>? Establishes systematic processes to receive and provide feedback about the progress of work being done.</p> <p>? Leads by example, setting goals that encourage self and others to reach higher standards.</p> <p>? Holds high and positive expectations for the growth and development of all stakeholders, including self.</p> <p>? Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization.</p> <p>? Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment.</p> <p>? Assists with oversight of and responsibility for the school's instructional program and its results.</p> <p>? Assists with oversight of and responsibility for the safety and discipline of school's students.</p> <p>? Assists with oversight of and responsibility for the school's human resources selections, management, and development.</p> <p>? Assists with oversight of and responsibility for the school's business and research efforts.</p> <p>? Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports.</p> <p>? Assists with oversight of and responsibility for the school's administration and operation.</p> <p>? Assists with oversight of and responsibility for the school's property and physical plant.</p> <p>? Assists with the provision of leadership in the development or revision and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>implementation of the School Improvement Plan.</p> <p>? Performs any other duties as assigned.</p> <p>Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district.</p>

Demographic Information

Principal start date

Sunday 7/1/2018, Gina Becker

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

28

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

607

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

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

7

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	87	106	83	108	84	102	0	0	0	0	0	0	0	570
Attendance below 90 percent	24	19	20	19	15	25	0	0	0	0	0	0	0	122
One or more suspensions	0	0	0	0	1	4	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	37	0	0	0	0	0	0	0	0	0	37
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	16	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	15	0	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	0	0	0	78	0	0	0	0	0	0	0	0	0	78

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	15	4	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 9/28/2021

2020-21 - 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	
Number of students enrolled	97	88	102	92	105	80	0	0	0	0	0	0	0	564
Attendance below 90 percent	8	8	12	9	7	4	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	22	18	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide Math assessment	0	0	0	0	17	17	0	0	0	0	0	0	0	34

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	9	8	9	5	31	2	0	0	0	0	0	0	0	64
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	97	88	102	92	105	80	0	0	0	0	0	0	0	564
Attendance below 90 percent	8	8	12	9	7	4	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	22	18	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide Math assessment	0	0	0	0	17	17	0	0	0	0	0	0	0	34

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	9	8	9	5	31	2	0	0	0	0	0	0	0	64
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				31%	52%	57%	27%	52%	56%
ELA Learning Gains				43%	55%	58%	33%	52%	55%
ELA Lowest 25th Percentile				50%	50%	53%	30%	46%	48%
Math Achievement				53%	54%	63%	46%	55%	62%
Math Learning Gains				59%	57%	62%	61%	57%	59%
Math Lowest 25th Percentile				59%	46%	51%	47%	44%	47%
Science Achievement				34%	50%	53%	31%	51%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	32%	52%	-20%	58%	-26%
Cohort Comparison						
04	2021					
	2019	30%	55%	-25%	58%	-28%
Cohort Comparison		-32%				
05	2021					
	2019	27%	54%	-27%	56%	-29%
Cohort Comparison		-30%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	54%	2%	62%	-6%
Cohort Comparison						
04	2021					
	2019	49%	57%	-8%	64%	-15%
Cohort Comparison		-56%				
05	2021					
	2019	45%	54%	-9%	60%	-15%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	32%	51%	-19%	53%	-21%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready/ District Science Assessement

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12/13.0%	13/14.1%	30/32.6%
	Economically Disadvantaged	14/15.7%	15/16.9%	18/20.2%
	Students With Disabilities	0/0%	13/81.3%	13/81.3
	English Language Learners	7/13.7%	9/17.6%	13/25.5%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4/4.3%	11/12.0%	23/25%
	Economically Disadvantaged	5/5.6%	13/14.6%	1/1.1%
	Students With Disabilities	0/0%	6/6.3%	1/1.1%
	English Language Learners	2/3.9%	7/13.7%	0/0%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13/12.5%	11/10.6%	19/18.3%
	Economically Disadvantaged	14/13.5%	11/10.6%	9/8.7%
	Students With Disabilities	0/0%	8/61.5%	0/0%
	English Language Learners	11/19.6%	6/10.7%	5/8.9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3/2.9%	10/9.6%	27/26.0%
	Economically Disadvantaged	3/2.9%	10/9.6%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	3/5.4%	9/16.1%	0/0%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18/18.9%	13/13.7%	15/15.8%
	Economically Disadvantaged	21/22.8%	14/15.2%	12/13.0%
	Students With Disabilities	7/43.8%	0/0%	0/0%
	English Language Learners	12/28.6%	5/11.9%	5/11.9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5/5.3%	5/5.3%	21/22.1%
	Economically Disadvantaged	6/6.5%	6/6.5%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	4/9.5%	3/7.1%	0/0%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11/10.2%	5/4.6%	13/12.0%
	Economically Disadvantaged	13/12.4%	5/4.8%	1/1.0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	11/23.9%	4/8.7%	1/2.2%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10/9.3%	6/5.6%	19/17.6%
	Economically Disadvantaged	12/11.4%	8/7.6%	1/1.0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	10/21.7%	8/17.4%	1/2.2%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14/15.4%	5/5.5%	12/13.2%
	Economically Disadvantaged	16/18.4%	6/6.9%	2/2.3%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	11/57.9%	2/10.5%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14/15.4%	10/11.0%	1/1.1%
	Economically Disadvantaged	16/18.4%	12/13.8%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	8/42.1%	10/52.6	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	37/50%		
	Economically Disadvantaged	37/50%		
	Students With Disabilities	1/14.3%		
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	12	47		19	53						
ELL	28	39	53	51	69	79	21				
HSP	32	45	55	54	70	78	29				
WHT	56			61							
FRL	35	47	55	55	69	78	32				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
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	45
Total Points Earned for the Federal Index	410
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	48
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	51
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	59
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Reading proficiency is low across all grade levels. Students with Disabilities are not reaching proficiency in reading or math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Reading Proficiency
SWD

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

Core instruction in reading is not consistently of high quality or sufficiently rigorous. Students are not all receiving high quality feedback. Students are not all taking ownership for their learning.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math gains

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

Strong core instruction supported by facilitated collaborative planning.

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

Students must receive timely, high quality feedback.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Aggressive Monitoring Professional Development
Plan for Aggressive Monitoring in Weekly Planning
Offer Modeling and Side by Side Coaching of the Aggressive Monitoring Strategy
Offer Aggressive Monitoring Demonstration Classrooms

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

Continue planning for Aggressive Monitoring in Weekly Planning

Part III: Planning for Improvement**Areas of Focus:**

#1. Instructional Practice specifically relating to ELA

Aggressive Monitoring to Identify Focus for Small Group Reading Instruction

Area of Focus Description and Rationale:	<p>2020-2021 i-Ready Diagnostic 3 data evidenced that 50% of students in grades K-5 were proficient in reading. 2020-2021 FSA data evidenced that 35% of students in grades 3-5 were proficient in reading. 46% of students in grades 3-5 made learning gains on FSA ELA.</p> <p>These schoolwide averages fall below District and State averages. This evidences a need for aggressively monitoring students during independent reading practice in order to identify student learning needs that will be addressed through small group instruction.</p>
Measurable Outcome:	60% of students in grades K-5 will be proficient in reading on the 2021-2022 i-Ready Diagnostic 3. 45% of students in grades 3-5 will be proficient in reading on the 2022 FSA. 63% of students in grades 3-5 will make learning gains on FSA ELA.
Monitoring:	Use of Common Assessments to Monitor Trends and Student Growth Walk Throughs using "Look Fors" Form
Person responsible for monitoring outcome:	Gina Becker (gina.becker@hcps.net)
Evidence-based Strategy:	Aggressive monitoring, a technique outlined in Doug Lemov's Teach Like a Champion, creates conditions where you can sample independent performance and provide live feedback to students on their successes and shortcomings.
Rationale for Evidence-based Strategy:	Aggressive Monitoring allows an educator to detect and correct misconceptions in real time. It is highly effective in catching student misunderstanding and ensuring student mastery prior to an assessment.

Action Steps to Implement

Aggressive Monitoring Strategy PD provided during Pre-Pre-Planning

Person Responsible Heather Hanks (heather.hanks@hcps.net)

Acceleration Strategy PD provided during Pre-planning

Person Responsible Shanna McMurphy (shanna.mcmurphy@hcps.net)

Faculty Meeting with a presentation on Data Driven Instruction

Person Responsible Heather Hanks (heather.hanks@hcps.net)

Student goal setting presentation at Faculty Meeting

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

Walk Throughs using "Look Fors" Form

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

SWD Walk Throughs using "Phonics First" Brain Spring Lesson Fidelity Checklist

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

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Student survey data indicated areas for improvement related to school culture and sense of belonging within the school community.

Measurable Outcome: Through consistent leadership team walk-throughs with walk through Feedback, 50% of teachers will have evidence of Class Dojo being actively used.

Monitoring: Administration will conduct classroom walk-throughs looking for evidence that the House system is being used and points are being awarded using Class Dojo.

Person responsible for monitoring outcome: Gina Becker (gina.becker@hcps.net)

Evidence-based Strategy: Common language and school-wide behavior expectations.

Rationale for Evidence-based Strategy: Common language and school-wide behavior expectations allows for consistency as students move throughout the school building from class to class and grade to grade.

Action Steps to Implement

Teachers will be provided with training on the House System during pre-planning

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

Student will learn about the six "Houses" of Character

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

Students will be sorted into one of six houses of Character

Person Responsible Heather Hanks (heather.hanks@hcps.net)

Teachers will utilize Class Dojo to communicate class, House and individual student points

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

Implementation of school-wide Tier 1 Behavior Plan

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

Monthly House meetings

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Student Discipline Data indicates very low discipline incidents within the school. Discipline incidents are not an area of concern for this school. Administration monitors discipline incidents weekly through:

1. Weekly Admin Meetings
2. Monthly Social Services Meetings

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

House System is used to build a sense of belonging among all members of the school community. Positive behavior is supported with the use of House Points which are awarded for being Respectful, Responsible, Role Models.

Guidance lessons are provided by Guidance Counselor.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration - Award and post House Points, lead quarterly House Celebrations

Teachers - Award House Points, lead monthly grade level House meetings

Students - Demonstrate characteristics of Respectful, Responsible, Role Models to earn House Points

Guidance Counselor - Lead guidance lessons

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
Total:			\$0.00