

Hillsborough County Public Schools

Doby Elementary School



2022-23 Schoolwide Improvement Plan

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Doby Elementary School

6720 COVINGTON GARDEN DR, Apollo Beach, FL 33572

www.sdhc.k12.fl.us

Demographics

Principal: Bradley Fuller

Start Date for this Principal: 6/1/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	57%
2021-22 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* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: C (48%) 2017-18: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

* 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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6720 COVINGTON GARDEN DR, Apollo Beach, FL 33572

www.sdhc.k12.fl.us

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">57%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">60%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	C	C	C

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SIP Authority

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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.

Doby Navigators will achieve and grow through rigorous instruction and quality resources.

Provide the school's vision statement.

Doby Navigators lead and achieve by being caring, cooperative, and courageous.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Fuller, Bradley	Principal	Oversees all aspects of school including curriculum, instruction, student achievement and behavior management. Liaison between families, district and state personnel, faculty and staff. Responsible for facility maintenance, budgets, hiring, etc.
Fedele, Rebecca	Assistant Principal	Oversees all aspects of school including curriculum, instruction, student achievement and behavior management. Liaison between families, district and state personnel, faculty and staff.

Bowser, Pamela

Demographic Information

Principal start date

Wednesday 6/1/2022, Bradley Fuller

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

6

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

537

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

23

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	95	75	93	83	78	0	0	0	0	0	0	0	511
Attendance below 90 percent	3	30	19	26	26	15	0	0	0	0	0	0	0	119
One or more suspensions	1	1	0	1	3	2	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	31	0	0	0	0	0	0	0	0	0	31
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	36	19	27	0	0	0	0	0	0	0	82
Level 1 on 2022 statewide FSA Math assessment	0	0	0	39	23	42	0	0	0	0	0	0	0	104
Number of students with a substantial reading deficiency	1	7	12	36	19	27	0	0	0	0	0	0	0	102

Using the table above, complete the table below with the number of students by current grade level who have 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	1	1	0	4	12	1	0	0	0	0	0	0	0	19

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	4	2	11	1	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 8/26/2022

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	110	102	124	139	94	110	0	0	0	0	0	0	0	679
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	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	0
Course failure in Math	0	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	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	1	7	12	25	7	5	0	0	0	0	0	0	0	57

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	2	0	0	0	0	0	0	0	2

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	2	1	1	18	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

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	110	102	124	139	94	110	0	0	0	0	0	0	0	679
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	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	0
Course failure in Math	0	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	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	1	7	12	25	7	5	0	0	0	0	0	0	0	57

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	2	0	0	0	0	0	0	0	2

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	2	1	1	18	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	55%	53%	56%				62%	52%	57%
ELA Learning Gains	58%						50%	55%	58%
ELA Lowest 25th Percentile	51%						30%	50%	53%
Math Achievement	55%	50%	50%				54%	54%	63%
Math Learning Gains	71%						52%	57%	62%
Math Lowest 25th Percentile	57%						39%	46%	51%
Science Achievement	48%	59%	59%				51%	50%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	70%	52%	18%	58%	12%
Cohort Comparison		0%				
04	2022					
	2019	59%	55%	4%	58%	1%
Cohort Comparison		-70%				
05	2022					
	2019	49%	54%	-5%	56%	-7%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	51%	54%	-3%	62%	-11%
Cohort Comparison		0%				
04	2022					
	2019	64%	57%	7%	64%	0%
Cohort Comparison		-51%				
05	2022					
	2019	38%	54%	-16%	60%	-22%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	49%	51%	-2%	53%	-4%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	24	35	31	30	64	53	23				
ELL	43	52		38	62	60					
BLK	45	56	53	34	54	53	36				
HSP	51	55	38	47	67	71	43				
MUL	54			46							
WHT	63	61	55	71	83		61				
FRL	47	57	57	42	64	71	37				
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	27	29	19	38	25	12				
ELL	32			25							
BLK	44	53		35	40		40				
HSP	43	11		31	44		45				
MUL	53			47							
WHT	61	63		60	71		64				
FRL	45	50	42	36	49	20	43				
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	26	23	15	26	44	44	19				
ELL	47	46	18	42	36	40	23				
BLK	56	48	50	42	32		43				
HSP	55	47	21	46	44	29	34				
MUL	52	50		47	50		67				
WHT	69	53	26	64	63	63	59				
FRL	55	49	28	42	46	33	41				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57
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	63
Total Points Earned for the Federal Index	458
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The school-wide data has been populated into the SIP and in analyzing the data, the overall school data has increased by 78 points. The biggest increases are in Bottom Quartile ELA (16 points) and Bottom Quartile Math (37 points) and our only drop in science proficiency (6 points).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Science Proficiency

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

There is a need for continuous effort to provide science in grades leading up to 5th grade. With the test having components that are from all previous grades, we want to emphasize the importance of hands on learning in science with a focus on Nature of Science.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Bottom Quartile Math

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

Emphasis on small group, differentiated instruction based on the needs of students.

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

Small group instruction with targeted learning goals driven by frequent progress monitoring.

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.

Effective instructional strategies as well as opportunities to increase Hands On Science lessons in all grades.

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

Through ongoing progress monitoring and collaboration through PLCs and MTSS, we will problem solve and adjust interventions for students in order to accelerate learning and close achievement gaps. Other support can be provided through ELP interventions.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The area that was chosen was our ESSA subgroup Students with Disabilities. This was chosen because for the last two years, Doby has been below the 41% cutoff for the Federal Index.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students who fall in the ESSA Subgroup SWD will have an increase of 5%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored through walkthrough, observation, and assessment data.

Person responsible for monitoring outcome:

Bradley Fuller (bradley.fuller@hcps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

We will focus on supportive and collaborative planning for small group differentiated instruction based on the needs of students, with frequent progress monitoring and feedback for students.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

According to Visible Learning effect size
 - Planning +.76
 - Small Group Instruction +.47
 - Feedback +.62

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional Development with a focus on small group instruction with assessment and feedback

Person Responsible Bradley Fuller (bradley.fuller@hcps.net)

PLC three times a week to collaborate and plan small group instruction as well as assessments that will help determine students' level of understanding.

Person Responsible Bradley Fuller (bradley.fuller@hcps.net)

ILT will meet monthly to problem solve issues/concerns at the PLC level and monitor data.

Person Responsible [no one identified]

Professional Development with a focus on small group instruction with assessment and feedback

Person Responsible Bradley Fuller (bradley.fuller@hcps.net)

PLC three times a week to collaborate and plan small group instruction as well as assessments that will help determine students' level of understanding.

Person Responsible Bradley Fuller (bradley.fuller@hcps.net)

ILT will meet monthly to problem solve issues/concerns at the PLC level and monitor data.

Person Responsible [no one identified]

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Increase communication through all stakeholder groups to improve the school culture and environment. This will be done through.

Parents

- Weekly phone calls to parents with updates
- Increased visibility on our school Facebook page.
- Give parents opportunities to participate in the events and activities that are happening at Doby.

Staff

- Monthly chat and chew opportunity to problem solve challenges at the school and celebrate the success.
- Staff morale opportunities monthly to grow both personal and professional collaboration among the staff.

Students

- K Kids to help guide the service learning of our students
- Meet with students monthly to discuss what is going well, how adults can better support students, and next steps.

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

Staff, parents, community partners all play a role in supporting and promoting a positive school culture and environment.