

Hillsborough County Public Schools

# Dover Elementary



## 2022-23 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2021-22: C (53%) 2018-19: C (47%) 2017-18: D (39%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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](http://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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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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 and 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 91% by 2022-23.

With that in mind, we have developed the following Vision for our school:

Inspiring productive contributors to our world.

### 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
Becker, Gina	Principal	<p data-bbox="456 226 1507 499">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 data-bbox="456 541 1016 573">SPECIFIC DUTIES &amp; RESPONSIBILITIES:</p> <ul data-bbox="456 577 1507 1203" style="list-style-type: none"> <li>* Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives.</li> <li>* Administers and develops educational programs for students with mental or physical disabilities.</li> <li>* Confers with teachers, students, and parents concerning educational and behavioral problems in school.</li> <li>* Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services.</li> <li>* Requisitions and allocates supplies, equipment, and instructional material as needed.</li> <li>* Directs preparation of class schedules, cumulative records, and attendance reports.</li> <li>* Walks about school building and property to monitor safety and security.</li> <li>* Plans and monitors school budget.</li> <li>* Plans for and directs building maintenance.</li> <li>* Performs any other duties as assigned.</li> </ul> <p data-bbox="456 1245 1490 1308">Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district.</p>
Parke, Kimberly	Assistant Principal	<p data-bbox="456 1367 1495 1430">POSITION SUMMARY: The Assistant Principal, Elementary, will assist with the instructional, administrative, and operational leadership of an elementary school.</p> <p data-bbox="456 1472 1016 1503">SPECIFIC DUTIES &amp; RESPONSIBILITIES:</p> <ul data-bbox="456 1507 1507 1923" style="list-style-type: none"> <li>* 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.</li> <li>* 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.</li> <li>* 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.</li> <li>* Uses data to implement curriculum and instructional supervision; gathers,</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision.</p> <ul style="list-style-type: none"> <li>* Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated.</li> <li>* Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school.</li> <li>* Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable.</li> <li>* Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others.</li> <li>* Establishes systematic processes to receive and provide feedback about the progress of work being done.</li> <li>* Leads by example, setting goals that encourage self and others to reach higher standards.</li> <li>* Holds high and positive expectations for the growth and development of all stakeholders, including self.</li> <li>* Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization.</li> <li>* Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment.</li> <li>* Assists with oversight of and responsibility for the school's instructional program and its results.</li> <li>* Assists with oversight of and responsibility for the safety and discipline of school's students.</li> <li>* Assists with oversight of and responsibility for the school's human resources selections, management, and development.</li> <li>* Assists with oversight of and responsibility for the school's business and research efforts.</li> <li>* Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports.</li> <li>* Assists with oversight of and responsibility for the school's administration and operation.</li> <li>* Assists with oversight of and responsibility for the school's property and physical plant.</li> <li>* Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan.</li> <li>* 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.</li> </ul>

### Demographic Information

#### Principal start date

Sunday 7/1/2018, Gina Becker



**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.*

15

**Total number of teacher positions allocated to the school**

46

**Total number of students enrolled at the school**

583

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

13

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

15

### 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	79	94	105	83	92	89	0	0	0	0	0	0	0	542
Attendance below 90 percent	0	17	15	18	11	24	0	0	0	0	0	0	0	85
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	4	0	0	0	0	0	0	0	0	0	4
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	35	26	36	0	0	0	0	0	0	0	97
Level 1 on 2022 statewide FSA Math assessment	0	0	0	28	17	29	0	0	0	0	0	0	0	74
Number of students with a substantial reading deficiency	0	0	0	35	26	36	0	0	0	0	0	0	0	97

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	0	2	0	3	1	1	0	0	0	0	0	0	0	7

**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	3	8	3	8	0	1	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	5	0	1	0	0	0	0	0	0	0	6

**Date this data was collected or last updated**

Friday 9/2/2022

**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	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

**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	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

## 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	40%	53%	56%				31%	52%	57%
ELA Learning Gains	58%						43%	55%	58%
ELA Lowest 25th Percentile	53%						50%	50%	53%
Math Achievement	56%	50%	50%				53%	54%	63%
Math Learning Gains	68%						59%	57%	62%
Math Lowest 25th Percentile	54%						59%	46%	51%
Science Achievement	41%	59%	59%				34%	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	32%	52%	-20%	58%	-26%
Cohort Comparison		0%				
04	2022					
	2019	30%	55%	-25%	58%	-28%
Cohort Comparison		-32%				
05	2022					
	2019	27%	54%	-27%	56%	-29%
Cohort Comparison		-30%				

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	56%	54%	2%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	49%	57%	-8%	64%	-15%
Cohort Comparison		-56%				
05	2022					
	2019	45%	54%	-9%	60%	-15%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	32%	51%	-19%	53%	-21%
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	9	46	60	28	53	43	5				
ELL	36	58	56	53	66	50	33				
HSP	40	59	53	56	67	55	40				
WHT	38	43		50	64						
FRL	40	58	53	56	67	53	39				
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				

### 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	53
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	54
Total Points Earned for the Federal Index	424
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35

Students With Disabilities	
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	51
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0

White Students	
Federal Index - White Students	49
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	53
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?

Reading achievement (Proficiency) continues to grow, however there is continued need for improvement, as Dover is at 40% Proficiency. The ELL, Hispanic, and Economically Disadvantaged subgroups have continued to make gains in reading achievement (Proficiency) over the last three years.

Math Achievement (Proficiency) continues to grow and is at 56% proficiency. The ELL, Hispanic, and Economically Disadvantaged subgroups have continued to make gains in math achievement (Proficiency) over the last three years.

The subgroup of white has dropped in reading to 38%. and in math to 50% proficiency. The subgroup of Students with Disabilities (SWD) is consistently under performing in both reading and math and has not been at or above 41% for three consecutive years. The SWD sub group dropped in reading proficiency, however, the SWD subgroup did make growth in math proficiency. This subgroup is currently at 35% proficiency.

Science achievement (proficiency) for 5th grade students showed an increase of 10% from the previous year (2021).

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

School-wide English Language Arts achievement and Grade 3 English Language Arts achievement  
Subgroup data SWD - Reading and Math  
Math lowest 25th percentile

#### 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 the content area of reading is not consistently meeting the specific needs of each student at a rigorous instructional level. Targeted small group instruction is not being planned or provided consistently during the ELA block in order to meet the differentiated needs of individual students.

In addition, within all content areas, the classroom teacher is not explicitly communicating with students the criteria for work quality to meet expectation and to exceed expectation in order for students to take ownership in ensuring their work is of highest quality (self assessment). Teacher needs to provide students with feedback aligned to the criteria for quality work through aggressive monitoring in both whole and small group instruction.

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

ELA Achievement school-wide increased from 35% to 40% and ELA learning gains increased from 46% to 58%.

Math achievement increased from 55% to 56% and learning gains remained consistent with the previous year.

Science achievement for 5th grade students increased from 31% to 41%.

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

Teachers in grades 3-5 implemented explicit modeling during core instruction and released students to practice reading strategies independently. Computer based curriculum (Achieve and iReady) were used on a daily basis as a student rotation during the ELA block. Teachers used articles and text from Achieve and iReady to build student content knowledge, model reading strategies, and expose students to higher-level FSA style questions.

Targeted small groups were provided by Reading Resource teacher for the ELA lowest 25th percentile weekly using grade level appropriate curriculum and phonics instruction.

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

During grade level planning sessions for ELA, Math and Science, teachers will discuss and plan strategies, tasks, and exit tickets that are rigorous and aligned to the new BEST standards. Differentiated small groups will also be planned weekly during grade level planning sessions. Teachers will plan clear learning objectives and exemplars for student work and performance.

Teachers will continue the use of Achieve and iReady to expose students to higher-level, comprehension questions about grade-level text. Achieve will be aligned to the Wonders curriculum to build student connections and supplement as needed.

Reading and Math coach will provide coaching cycles to support Tier 1 (Core) instruction. Weekly walk-throughs by administration and leadership team will take place to monitor the use of Achieve, small groups in both ELA and Math, and alignment to BEST standards.

**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.**

1. Teachers will receive updated training from iReady consultants about new enhancements to the program including how to monitor student performance on lessons.
2. Teachers will receive updated training from Achieve 3000 consultants about Best Practices in use of the program and new enhancements to navigate reports and article assignments.



3. Teachers will receive professional development on how to implement small groups effectively as well as the "why" behind small group instruction.

4. Planning sessions will include job-embedded professional development related to Math conceptual and content knowledge that provides opportunities for teachers to practice solving problems using manipulatives before teaching the concept to students. This ensures teachers understand the levels of difficulty of the content and possible misconceptions students might have prior to instructing students.

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

Administration will be present during ELA planning sessions on a weekly basis to ensure quality content is planned and aligned to BEST standards. Feedback from walk-throughs will be provided so that teachers are aware of lesson effectiveness. Monthly data PLC's will take place so that teachers carefully examine student performance on both formal and informal assessments and plan differentiated small groups for students who were not proficient on these assessments. In addition to the data PLC's, teachers will set goals with students so that students are aware of their specific, individual goals necessary to reach both a learning gain and/or proficiency in ELA, Math and Science.

**Areas of Focus**

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

:

**#1. Instructional Practice specifically relating to ELA**

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

Targeted Small Group Reading Instruction  
2021-2022 i-Ready Diagnostic 3 data evidenced that 50% of students in grades K-5 were proficient in reading. 2020-2021 FSA data evidenced that 40% of students in grades 3-5 were proficient in reading. 58% of students in grades 3-5 made learning gains on FSA ELA. These schoolwide averages fall below District and State averages. This evidences a need for planned, targeted small groups that address individual student learning needs.

Small group instruction (SGI) provides opportunities to meet students where they are in order to remediate or accelerate using grade-level, rigorous content aligned with the BEST standards. Small groups help to ensure that all students are receiving equitable instruction at an appropriate pace with clarity and repetition as needed. Small groups will be planned using carefully analyzed data so that students are guided at their instructional level throughout the lesson. SGI also provides more opportunities for students to do the thinking and engage in discourse during the instruction.

SGI within the content areas of Reading, Math and Science is most powerful when it is used to deliver instruction for the specific needs of the learner. Although we may think of SGI as a remedial tool used for struggling students, when scaffolding to mastery of a standard, it is also the way to accelerate, extend and enrich learning.

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

60% of students in grades K-5 will be proficient in reading based on the Spring 2022-2023 i-Ready Diagnostic 3. 60% of students in grades 3-5 will be reading at an on-grade level lexile level by the Spring 2023 Level-Set. 60% of students in grades 3-5 will be proficient in reading on the 2022-23 FAST Progress Monitoring Assessment #3 given during the Spring 2023.

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

During quarterly data chats, walk-through data and Common Assessments will be reviewed to monitor trends and correlations between content presented during small group instruction and student growth. Leadership will create/use a checklist of targeted students within small groups to monitor the effectiveness of the small group. Administration will conduct consistent walk-throughs, follow-ups, and data collection to ensure implementation of small groups and student growth and communicate trends to individual teachers and faculty.

**Person  
responsible for  
monitoring  
outcome:**

Gina Becker (gina.becker@hcps.net)

**Evidence-based  
Strategy:  
Describe the  
evidence-based  
strategy being  
implemented for**

Flexible, targeted small groups to support the transfer of learning (effect size of 0.49). As a Response to Intervention, small group instruction gives the teacher an opportunity to evaluate and assess more closely what each student can do and build strategic plans around those assessments.

**this Area of Focus.**

**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 for Literacy, Grades K-12: Implementing the Practices that Work Best to Accelerate Student Learning from Fisher and Frey, student-centered teaching, basing instructional actions on students' understanding and then engaging students in flexible small group learning has an effect size of 0.49.

### **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.

Reading Resource teacher and Assistant Principal will provide planning support in grades 3-5, push in support for Core instruction focused on differentiated support for lowest ESSA sub-group (Students with Disabilities), lead differentiation for small groups in planning for students in Tier 2 and 3 in weekly MTSS meetings, and lead data dives focused on common weekly assessments, diagnostics, and monthly or quarterly assessments. A daily schedule will be approved and monitored by admin on a weekly basis. Reading resource and admin will develop planning protocols to be completed during collaborative planning sessions with grade levels each week. Walk-throughs and classroom observations will be used for monitoring.

**Person Responsible**

Elizabeth Holloman (elizabeth.holloman@hcp.net)

### **RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

Small group instruction(SGI) within the content area of Reading/ELA is most powerful when it is used to deliver instruction for the specific needs of the learner. Although we may think of SGI as a remedial tool used for struggling students, when scaffolding to mastery of a standard, it is also the way to accelerate, extend and enrich learning.

Small group instruction(SGI) allows teachers to ensure students have an equitable learning experience and can be just as successful as their peers in the educational setting. It provides the opportunity for all students to learn content at a pace and level they understand.

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

Small group instruction (SGI) within the content area of Reading/ELA is most powerful when it is used to deliver instruction for the specific needs of the learner. Although we may think of SGI as a remedial tool used for struggling students, when scaffolding to mastery of a standard, it is also the way to accelerate, extend and enrich learning.

Small group instruction allows teachers to ensure students have an equitable learning experience and can be just as successful as their peers in the educational setting. It provides the opportunity for all students to learn content at a pace and level they understand.

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

2021-2022 i-Ready Diagnostic 3 data evidenced that 50% of students in grades K-5 were proficient in reading. These schoolwide averages fall below District and State averages. This evidences a need for planned, targeted small groups that address individual student learning needs.

### **Grades 3-5: Measureable Outcome(s)**

2021-2022 i-Ready Diagnostic 3 data evidenced that 50% of students in grades K-5 were proficient in reading. 2021-2022 FSA data evidenced that 40% of students in grades 3-5 were proficient in reading. 58% of students in grades 3-5 made learning gains on FSA ELA. These schoolwide averages fall below District and State averages. This evidences a need for planned, targeted small groups that address individual student learning needs.

### **Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Quarterly PLC data chats with administration and leadership team will be held. Teachers will identify 60% of their current classroom students who will be proficient (in alignment with our school's goal of 60%) on the final FAST Progress Monitoring #3. During data PLC's and planning sessions, admin and coaches will support teachers in analyzing data, planning re-teach lessons, and re-assessing student learning (Response to Intervention strategy). Weekly classroom walk-throughs and monitoring of small group instruction will take place between quarterly PLC's.

### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Parke, Kimberly, kimberly.parke@hcps.net

### **Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

According to the Institute of Education Sciences (U.S. Department of Education), all students must be provided with solid, core instruction and struggling students must be provided with supplemental instructional opportunities in small groups based on their needs. The panel from the Institute of Education Sciences assigned a moderate evidence rating for the evidence-based practice of small group instruction. Small groups align with the district's K-12 Comprehensive Evidence-based Reading plan because supplemental small group instruction includes foundational skills, phonics, vocabulary, fluency and comprehension which are aligned to the BEST ELA Standards.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Small groups address the identified need of increasing ELA proficiency to 60% for all students and ESSA sub-groups, including Students with Disabilities. Various curriculums and literacy and language skills will be addressed including foundational skills, phonics, vocabulary, fluency and comprehension skills. Small group instruction that includes explicit instruction, reciprocal teaching, and scaffolding has a proven record of effectiveness for all ESSA subgroups, particularly the identified target population of Students with Disabilities.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
1. Literacy Leadership-Reading Resource teacher and district support will lead collaborative planning sessions. Teacher leaders will provide model classrooms for other teachers to observe effective small group instruction taking place.	
2. Literacy Coaching-Reading Resource will engage in coaching sessions with classroom teachers focused on effective and targeted small group instruction. Admin will provide feedback during observations and student engagement.	
3. Assessment-Teachers will use common formative assessments which will be sorted and analyzed during weekly planning sessions. Monthly and quarterly data PLC's will be deep dives of student progress towards goals with a specific focus on the identified 60% of each classroom.	Parke, Kimberly, kimberly.parke@hcps.net
4. Professional Learning-Weekly collaborative sessions will focus on job-embedded learning by teachers modeling the "how" they will explicitly teach content. Staff will be provided with Small group professional development from district coaches which focuses on the importance and the "why" of small groups.	

## 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.

The Dover House System is used to build a sense of belonging among all members of the school community: Students, staff and families, and all stakeholders. The House System provides opportunities for all stakeholders to build positive relationships among students, their peers at varying grade levels, and other teachers outside of their classroom. Positive teacher/student relationships directly impact student achievement. Professor John Hattie's 2009 Visible Learning research ranked the effect sizes of influences on student outcomes. In 2009, he ranked strong teacher-student relationships with an impact of 0.72.

Positive behavior and PBIS strategies are supported with the use of House Points which are awarded for being Respectful, Responsible, Role Models. PBIS decreases office discipline referrals, increases instructional time, and improves student achievement. It encourages the development of positive teacher-student relationships.

Students have the opportunity to engage with students outside of their classroom environment and culture to expand their community and belonging within the larger school setting. Guidance lessons are also provided by Guidance Counselor and Social Worker that align with lower data evidenced on the Panorama Student Perception Survey.

Dover's House System also connects and supports school-wide Insight data collected during the 2021-2022 school year. 46% of teachers and staff identified that discussion about their own identities influences the way we interact with students. Through interactions among staff and students within weekly and monthly House meetings, teachers are able to build trusting relationships and identify with students who face challenging circumstances and trauma by sharing personal stories and experiences of their own. This results in a more positive school culture where everyone values diverse opinions and ideas.

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

Administration - Awards and posts House Points, lead quarterly House Celebrations

Teachers - Award House Points, lead monthly grade level House meetings with lessons aligned to the 2021-22 Panorama student data, daily classroom discussions and community circles

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

Guidance Counselor and Social Worker - Lead guidance lessons connecting to the Panorama Student Perception Survey

Community Members-Provide incentives for celebrations and rewards for Houses