

Orange County Public Schools

Dover Shores Elementary



2022-23 Schoolwide Improvement Plan

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Dover Shores Elementary

1200 GASTON FOSTER RD, Orlando, FL 32812

<https://dovershoreses.ocps.net/>

Demographics

Principal: Stephanie Osmond

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 White Students Economically Disadvantaged Students
School Grades History	2021-22: B (59%) 2018-19: B (58%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 was approved by the Orange County School Board on 1/24/2023.

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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1200 GASTON FOSTER RD, Orlando, FL 32812

<https://dovershoreses.ocps.net/>

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 KG-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	79%

School Grades History

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

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<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.

With the support of families and the community, we create enriching and diverse pathways to lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

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
Gangwisch, Jay	Principal	The principal is responsible for the overall operations and management of all activities and functions which occurs at Dover Shores Elementary. He monitors the overall academic achievement of students in all subject areas. Evaluates, provides and supports instructional feedback and professional development for teachers. Monitors and attends PLC meetings to provide guidance related to the writing of lesson plans, creation of assessments, and analysis of the resulting data.
Montenegro, Eboni	Assistant Principal	Supports instructional delivery and instructional strategies through teacher observations and classroom walkthroughs. She facilitates and supports weekly PLC meetings with the instructional coach. Assists the principal with the implementation and supervision of programs which will enhance student achievement. Monitors attendance and tardy rates. Supervises and supports the Parent Education Liaison and oversees the Title I Compliance process. Supervises emergency compliance and conducts monthly safety drills. Assists the principal and behavior specialist with school-wide discipline. She coordinates schoolwide positive behavior support and SEL through the S.O.A.R. program. Reviews Orange County Student Code of Conduct with all students, with assistance from the behavior specialist. Operates and Supports the Skyward Systems. As well as, other duties as assigned by the principal.
Reddick, Amy	Behavior Specialist	Ms. Reddick monitors the implementation of our Emotional Behavioral Disabilities (EBD) program and assists with teaching academic and social skills to our students. She maintains appropriate records, data, and reports on the status and disposition of all placement referrals and student profiles. She also develops functional behavior assessments and behavior intervention plans. In addition, she weekly monitors kindergarten, reading, and math lesson plans and provides feedback to support student accommodations and modifications to ensure the success of all students. Additionally, serves as our Title IX coordinator and supports student discipline. Serves as our program coordinator for After School Tutoring Camp and Summer School Acceleration camp.
Holt, Chantelle	Instructional Coach	Coordinates staff development and provides training and assistance to individual teachers including overseeing the mentoring of the New Teacher Induction program. Assists in professional learning communities lending her expertise in instructional strategies. Additionally, she will oversee and

Name	Position Title	Job Duties and Responsibilities
		coordinate school-wide testing and assessments. She will also support tutoring and student acceleration programs.
Heisler, Patricia	Other	Supports teachers with assisting students that fall into the in the lowest 30% of English Language Arts and Math. Additionally, she will serve as our textbook and Spelling Bee Coordinator.
Kilby, Julia	School Counselor	<p>Mrs. Kilby provides personal and social growth counseling which includes individual and group counseling relating to academic success, understanding of self and others, communication skills, decision making, relationship skills, conflict resolution and goal setting. Provides crisis intervention services, e.g. suicide prevention, child abuse, health concerns, substance abuse and follow-up services as appropriate.</p> <p>Conducts individual conferences and group meetings with parents to effectively communicate with and involve parents in improving student performance. This also includes the referral of students and parents to appropriate specialists in keeping with district guidelines. Maintains student guidance records and confidentiality. Uses data to develop strategies to positively impact students. Guides individuals and groups of students through the development of educational plans, career awareness and personal and social growth issues. Additionally, she supports our SEL Leadership team and spearheads support for teachers and students with her expertise in this realm.</p>
Mattachione, Lynia	Staffing Specialist	Ms. Mattachione, Implements, facilitates, and coordinates all things ESE, Gifted, and 504 as well as compliance requirements. She attends district compliance training sessions as well as consulting and collaborating with district leaders. Assists teachers with strategies and teaching techniques for differentiated and specialized instruction. Serves as the school contact for all State Reporting and FTE issues and data corrections regarding ESE students. Proctors and supports Gifted screening, WIDA and FAST.
Reyes, Mabel	ELL Compliance Specialist	<p>Ms. Reyes is our WIDA testing coordinator. She facilitates parent involvement meetings. She holds parent meetings for initial entry into program, exits, and re-evaluations. She communicates with teachers regarding updates on ESOL compliance, tips, and ideas to implement into their classrooms. She attends district compliance meetings and serves as the Imagine Learning Contact at our school. Additionally, she serves as an intervention tutoring support teacher for our ELL morning tutoring program.</p>

Demographic Information

Principal start date

Friday 7/1/2022, Stephanie Osmond

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

34

Total number of students enrolled at the school

420

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

9

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

6

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	60	70	62	74	61	68	0	0	0	0	0	0	0	395
Attendance below 90 percent	0	24	20	22	15	21	0	0	0	0	0	0	0	102
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	16	21	0	0	0	0	0	0	0	42
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	16	18	0	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	0	19	24	15	16	21	0	0	0	0	0	0	0	95

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	0	1	8	2	9	0	0	0	0	0	0	0	20

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	0	0	0	5	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 7/25/2022

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	7	59	65	78	71	81	0	0	0	0	0	0	0	361
Attendance below 90 percent	1	16	24	22	12	18	0	0	0	0	0	0	0	93
One or more suspensions	0	0	1	3	1	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	1	1	1	9	0	0	0	0	0	0	0	12

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	1	0	12	2	8	0	0	0	0	0	0	0	23

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	7	59	65	78	71	81	0	0	0	0	0	0	0	361
Attendance below 90 percent	1	16	24	22	12	18	0	0	0	0	0	0	0	93
One or more suspensions	0	0	1	3	1	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	1	1	1	9	0	0	0	0	0	0	0	12

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	1	0	12	2	8	0	0	0	0	0	0	0	23

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	5	0	0	0	0	0	0	0	0	0	5
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	54%	56%	56%				60%	57%	57%
ELA Learning Gains	62%						63%	58%	58%
ELA Lowest 25th Percentile	58%						44%	52%	53%
Math Achievement	55%	46%	50%				64%	63%	63%
Math Learning Gains	72%						62%	61%	62%
Math Lowest 25th Percentile	69%						48%	48%	51%
Science Achievement	45%	61%	59%				67%	56%	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	48%	55%	-7%	58%	-10%
Cohort Comparison		0%				
04	2022					
	2019	53%	57%	-4%	58%	-5%
Cohort Comparison		-48%				
05	2022					
	2019	55%	54%	1%	56%	-1%
Cohort Comparison		-53%				

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	53%	62%	-9%	62%	-9%
Cohort Comparison		0%				
04	2022					
	2019	59%	63%	-4%	64%	-5%
Cohort Comparison		-53%				
05	2022					
	2019	60%	57%	3%	60%	0%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	60%	54%	6%	53%	7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	6	54	53	12	50	50	8				
ELL	45	71	61	53	78	87	26				
BLK	53	58		51	57		46				
HSP	52	61	63	55	78	73	44				
WHT	59	64		57	64		46				
FRL	46	53	52	48	65	64	42				
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	15			3	40						
ELL	39	67		50	48		55				
BLK	46			44							
HSP	47	61	55	50	53	50	62				
WHT	53			50							
FRL	35	48	55	36	44	58	53				
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	22	35	36	25	62	64					
ELL	47	60	53	47	63	56	50				
BLK	50	44		65	56						
HSP	55	63	50	59	70	55	63				
WHT	76	69		74	41		71				
FRL	50	58	45	53	59	42	54				

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	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	467
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	59
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	53
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	60
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	58
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	54
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?

After reviewing the 2021-2022 progress monitoring data from i-Ready reading and FSA results, students with disabilities, ELL, and lowest 25% of Students in ELA and Math continue to need support with increasing proficiency in core academic areas.

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

The greatest need for improvement is in the lowest quartile of students in ELA and Math. Previously only 44% of students in the bottom quartile for ELA made a learning gain. In math, the expectation is that 65% of the bottom quartile will make a learning gain. Previously it was 48%. In 2022, we increased to 58% of our students in the lowest 25% in ELA making a learning gain. It is our goal to have at least 61% of students make a learning in the ELA bottom quartile. In math we increased to 69% of students in lowest quartile making a learning gain, but our goal is to have at least 72% of students in the bottom quartile make gains. Fifth grade science is also an area of focus: we dropped from 57% of students achieving proficiency to 45% of student being proficient.

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

Although students improved in many areas, trends are still showing the effects of online learning and students struggling to master the content from the effects of the pandemic. As a result, our focus will be on tiered support for students, grade-level interventions, and mastering science vocabulary. Our ELL students will be provided morning tutoring to meet their individual needs based upon their WIDA results.

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

Our math learning gains: 72% of students earned a learning gain, and 69% of students in our lowest quartile earned a learning gain on the 2022 FSA.

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

Students were offered after-school tutoring through the ATS program. Additionally, they were tutored in school by the leadership team, supported in class with small group instruction and student data was monitored in PLC meetings.

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

In order to accelerate learning, we will continue to offer resources for students outside of the school day but also support front loading information for our ELL students. Students will continue to receive support in tiered areas to meet their individual academic goals.

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.

Teachers will have an opportunity to gain support through district professional learning opportunities to increase their knowledge of the B.E.S.T. ELA and Math standards. Intervention support will be provided through SIPPs and i-Ready support during PLCs. Additionally, our instructional coach will provide support with curriculum and instructional delivery during PLCs and through coaching cycles. Science teachers will attend professional development via the IMPACT series and set up instructional labs for students.

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

Dover Shores will continue to support professional development and learning opportunities for all staff. Ongoing tutoring before and after school will be offered for our students as well as tiered instruction to meet the needs of all learners.

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.

According to our data 54% of students achieved proficiency in ELA.

Measurable Outcome:

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

Our goal is for 57% of our students in grades 3-5 to meet proficiency in ELA.

Monitoring:

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

The Principal, Assistant Principal, along with the Instructional Coach will monitor this area of focus through observation and coaching, PLCs, and monitoring summative and formative data.

Person responsible for monitoring outcome:

Eboni Montenegro (eboni.montenegro@ocps.net)

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

Instructional support will be provided by teachers and Tier I teachers during the ELA block. Teachers will support students through Tier I, Tier II, and Tier III instruction based upon student needs. Students in the lowest quartile will also be supported through the ATS program and ELLs through before-school tutoring.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Providing additional support will allow for more focused instruction based upon the students' targeted needs and differentiated small groups for the lowest quartile.

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.

Leading PLCs to focus on reading standards, instructional delivery in whole group and small group interventions.

Person Responsible

Chantelle Holt (chantelle.holt@ocps.net)

Monitoring MTSS instruction and support.

Person Responsible

Jay Gangwisch (jay.gangwisch@ocps.net)

#2. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our Science proficiency dropped during the 2022 school year to 45% from a previous year of 57% proficiency.

Measurable Outcome:

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

Our goal is for 50% of our students to achieve proficiency during the 2022-2023 school year.

Monitoring:

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

This area of focus will be monitored by the Principal, Assistant Principal and the Instructional Coach via observations and feedback. Summative and formative data during PLCS and data meetings will also be monitored.

Person responsible for monitoring outcome:

Jay Gangwisch (jay.gangwisch@ocps.net)

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

Our ELL students and our students in the lowest quartile will be front loaded science vocabulary to support science instruction. Students will work through hands-on labs to gain a better understanding of science inquiry. Students will use Study Island as a computer-based learning support to reinforce instruction.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Increase our students' love of science and their overall science proficiency.

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.

Leadership team will provide professional development for science teachers, provide coaching feedback, and assist with students with science labs.

Person Responsible

Chantelle Holt (chantelle.holt@ocps.net)

Monitoring PMA data, instructional delivery of science content connected to the rigor of the standard, providing feedback.

Person Responsible

Jay Gangwisch (jay.gangwisch@ocps.net)

#3. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

55% of our students achieved proficiency in math instruction.

Measurable Outcome:

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

Our goal is for 58% of our students in the 2023 school year to achieve proficiency.

Monitoring:

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

This area of focus will be monitored by the Principal, Assistant Principal and the Instructional Coach via observations and feedback. Summative and formative data during PLCs and data meetings will also be monitored.

Person responsible for monitoring outcome:

Jay Gangwisch (jay.gangwisch@ocps.net)

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

Students will receive math intervention support to meet their individual learning needs. Tier I teachers will support math instruction and push in to support small group interventions. Computer aided support such as Reflex Math will be used to reinforce math fluency and build math skills.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The selected strategies will improve fluency, and understanding in mathematics and support all academic learners' growth in math instruction which will increase overall math proficiency.

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.

Members of the SBLT will support small groups during the Math block and provide an added layer of support based upon the students needs.

Person Responsible

Eboni Montenegro (eboni.montenegro@ocps.net)

Teachers will support students during the math and math intervention block based upon student needs. Instructional coach will support teachers with resources, coaching, and modeling of intervention block to support tiered student needs.

Person Responsible

Chantelle Holt (chantelle.holt@ocps.net)

#4. Positive Culture and Environment specifically relating to COGNIA DATA

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2023 Cognia Survey Data we will monitor a sense of belonging for students, staff, and families. The rationale is due to the pandemic, many school-wide supports and activities were put on hold.

Measurable

Outcome:

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

We will monitor this through the Panorama Survey Data which is given to all stakeholders by the district.

Monitoring:

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

This will be monitored by the Principal, Assistant Principal and Leadership team through reviewing the feedback and data given by the survey outcomes.

Person responsible for monitoring outcome:

Jay Gangwisch (jay.gangwisch@ocps.net)

Evidence-based Strategy:

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

Dover Shores will use distributive leadership, life skills groups, and caring community curriculum to support the well-being of our staff, students, and families. In addition, our school guidance counselor will focus on goals for students in areas of climate, social awareness and self-management. Students will also continue to participate in school clubs such as Kiwanis Club, Girls on the Run, Performing Arts Club and school-wide announcements.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our rationale is to strengthen our collective connection and improve a sense of belonging on campus with student, staff, and families. Our intent is to provide a welcoming community and school environment for all.

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.

Staff new to the school will receive professional development on the Caring School Community and Second Step Curriculum, however, all staff will be provided support to meet their needs with the continuous implementation of the curriculum. Ms. Kilby will visit classrooms to provide life skills lessons and support to students. Additionally, Ms. Kilby will target student groups through counselor-led "lunch bunch" groups target students with self-regulation deficits, as well as other needs. Student club will

continue such as Girls on the Run, K-Kids, and Music Club. Ms. Reddick will teach social skills groups for students requiring social skills instruction on their IEPs.

Person Responsible Julia Kilby (julia.kilby@ocps.net)

Additionally, Ms. Heisler will spearhead spirit days to build overall community on campus for teachers, families and students. As well as cheer club to build comradery among our staff.

Person Responsible Patricia Heisler (patricia.heisler@ocps.net)

#5. 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.

Less than 41% of our students with disabilities achieved proficiency. Only 32% of our SWDs achieved proficiency in ELA.

Measurable Outcome:

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

Our goal is for more than 41% of students with disabilities scoring at proficiency in ELA.

Monitoring:

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

This will be monitored by the Principal, Assistant Principal, and SWD support team.

Person responsible for monitoring outcome:

Jay Gangwisch (jay.gangwisch@ocps.net)

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

Student will receive services to meet their individual educational plans. Students that are in our emotional behavioral unit that are able to be mainstreamed will be supported in the general educational setting for and receive intervention to support their individual learning needs.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

To increase our SWD ESSA achievement for our students with disabilities in reading proficiency.

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.

Our Staffing Specialist and SWD team will monitor and communicate the progress of our SWD with all stakeholders.

Person Responsible

Jay Gangwisch (jay.gangwisch@ocps.net)

Our SWD that have been retained in 3rd grade due to reading a reading deficit, will be monitored and supported through SIPPS and iReady to increase their reading proficiency.

Person Responsible

Amy Reddick (amy.reddick@ocps.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

In grades K-2, about 35% of our students are reading deficient and a grade level below. Majority of these students have a language barrier and are second language learners. In addition to small group instruction, students will be receiving tutoring from our ELL Compliance Coach and Paraprofessional. Students will receive instruction digitally as well through imagine learning.

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

In grades 3-5, 52% of our students met the achievement level of a 3 in ELA for the 2022 statewide assessment and 48% of students were below level.

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)

In grades K-2, 70% or more of our students will be at or above standard in ELA according to the Renaissance assessment.

Grades 3-5: Measureable Outcome(s)

55% or more of our students will meet the achievement level of a at or above standard on the 2023 statewide assessment.

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.

The Principal, Assistant Principal, and Instructional Coach will monitor instructional delivery and provide feedback, progress monitor FAST data, i-Ready data, and SIPPS data for struggling readers.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Gangwisch, Jay, jay.gangwisch@ocps.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?

i-Ready is an evidence-based practice program that will be used for intervention. It has been approved by the district to help teachers support and measure fluency and reading comprehension.

SIPPS is a district-supported intervention program that supports phonics and phonemic awareness.

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?

Yes, both programs will address the identified needs of learners and are shown to be effective interventions to support student growth and reading proficiency.

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
Teachers who have not been trained in SIPPS will be provided training to use the SIPPS curriculum with students who will need intensive reading intervention.	Gangwisch, Jay, jay.gangwisch@ocps.net
Teachers will work with Tier I teachers to support FBS instruction and use i-Ready to support intervention.	Gangwisch, Jay, jay.gangwisch@ocps.net

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.

Dover Shores Elementary continues to be committed to partnering with parents, families, and the community in an effort to build capacity for parental involvement and to help support student achievement. We will continue to build positive relationships through our PTA, SAC, and school-wide programs led by our PEL that emphasize links to learning for parents. To add on, we value our stakeholders' feedback received through Cognia surveys and we make adjustments to enhance our school culture and environment yearly.

Dover Shores continues to build a positive school culture and environment through PBIS, specifically through our school-wide program of S.O.A.R. (Safety, Ownership, and Always think before you act and Respect.) Students use this motto to support their thinking through decisions and connecting with others while on campus and in life. We will also pilot the Caring Community School Program which includes school connection, structures for morning circles, class meetings, etc. to enhance our school-wide initiatives.

Additionally, our school-based leadership team is placing an emphasis on adult (staff) social and emotional wellbeing during the school year. Positive school climate is being addressed in the following ways: staff is encouraging one another with "shout-outs" of thanks or praise weekly in our Falcon Forecast, as well as

written "shout-outs" posted in our hall and office area. Staff spotlights are also featured in the Falcon Forecast. Initiatives also include: spirit days like football Fridays with gatherings off campus, PTA and K-Kids (service club) recognition of staff birthdays.

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

Leadership team will support teachers with training and resources to be successful with piloting new initiatives and model current practices that are already in place. Teachers and staff are included in modeling and encouraging students via S.O.A.R., Caring Community School, Parent Engagement, PTA, SAC and etc. Students will be responsible for modeling and participating in our initiatives with the support of parents and the community.