

Orange County Public Schools

Dover Shores Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Dover Shores Elementary

1200 GASTON FOSTER RD, Orlando, FL 32812

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Osmond, Stephanie	Principal	<p>Dr. Osmond serves as the instructional leader of Dover Shores Elementary School. She monitors instructional delivery of the standards and allocation of resources to ensure students are being provided with a high-quality education. The principal facilitates instructional rounds and provides teachers with actionable feedback to enhance their professional practices. Dr. Osmond establishes systems of guidance that result in a supportive learning environment with high expectations and increased student outcomes. Equally important, she provides avenues for teachers to collaborate, plan rigorous lessons, and contribute input for the optimal functioning of the school. The principal engages with district and community members to facilitate the use of resources that directly impact student achievement.</p>
Montenegro, Eboni	Assistant Principal	<p>The assistant principal supports instructional delivery and strategies through teacher observations and classroom walkthroughs. She supports weekly PLC meetings with the instructional coach and assists the principal with the implementation and supervision of programs that will enhance student achievement. She monitors attendance and tardy rates, supervises and supports the Parent Engagement Liaison, and ensures safety compliance. and oversees the Title I Compliance process. The assistant principal supports the principal and behavior specialist with school-wide discipline and coordinates schoolwide positive behavior support and SEL through the S.O.A.R. program as well as the Skyward Systems.</p>
Reddick, Amy	Behavior Specialist	<p>Ms. Reddick monitors the implementation of our Emotional Behavioral Disabilities (EBD) program and assists with teaching academic and social skills to 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 monitors kindergarten reading and math lesson plans and provides feedback to support student accommodations and modifications to ensure the success of all students. Additionally, the behavior specialist serves as our Title IX coordinator and supports student discipline.</p>
Holt, Chantelle	Instructional Coach	<p>The instructional coach coordinates staff development and provides training and assistance to individual teachers. She oversees Professional Development and instructional support within the classroom. The instructional coach assists professional learning communities with research-based instructional strategies.</p>
Heisler, Patricia	Curriculum Resource Teacher	<p>The curriculum resource teacher supports teachers with assisting students who fall into the lowest 30% of English Language Arts and Math. Additionally, she serves as the textbook and Spelling Bee Coordinator.</p>

Name	Position Title	Job Duties and Responsibilities
Mattachione, Lynia	Staffing Specialist	Ms. Mattachione implements, facilitates, and coordinates ESE, gifted, 504, and compliance requirements. She attends district compliance training sessions as well as consults and collaborates with district leaders. She assists teachers with strategies and teaching techniques for differentiated and specialized instruction. The staffing specialist serves as the school contact for all state reporting and FTE concerns and data corrections regarding ESE students. She coordinates and supports gifted screening, WIDA, and FAST. Additionally, she serves as a lead mentor.
	School Counselor	The school counselor 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. She provides crisis intervention services, and follow-up services as appropriate. She conducts individual conferences and group meetings with parents to effectively communicate with and involve parents in improving student performance. The school counselor maintains student guidance records and confidentiality, utilizes data to develop strategies to positively impact students, and guides individuals and groups of students through the development of educational plans, career awareness, and personal and social growth issues.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Key stakeholders were identified starting with the leadership team, teacher leaders, school staff, and parents. Through collaborative conversations, we were able to analyze survey data, academic data, and observational data in order to address key areas of improvement.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Stakeholders were active participants in the creation of the SIP. All stakeholders will be informed about the progress of the plan’s implementation through regular updates, meetings, and reports in order to demonstrate transparency and accountability. Through frequent classroom walks, data conversations, and feedback, stakeholders will determine when and what revisions will be necessary.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	79%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	6	19	19	15	17	16	0	0	0	92
One or more suspensions	0	3	4	3	3	1	0	0	0	14
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	6	16	13	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	6	17	12	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	19	20	21	0	0	0	0	70

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	7	8	12	0	0	0	0	0	27

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	24	20	22	15	21	0	0	0	102
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	5	16	21	0	0	0	42
Level 1 on statewide Math assessment	0	0	0	5	16	18	0	0	0	39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	19	24	15	16	21	0	0	0	95

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	8	2	9	0	0	0	20

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	24	20	22	15	21	0	0	0	102
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	5	16	21	0	0	0	42
Level 1 on statewide Math assessment	0	0	0	5	16	18	0	0	0	39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	19	24	15	16	21	0	0	0	95

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	8	2	9	0	0	0	20

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	58	57	53	54	56	56	49		
ELA Learning Gains				62			55		
ELA Lowest 25th Percentile				58			62		
Math Achievement*	63	60	59	55	46	50	50		
Math Learning Gains				72			52		
Math Lowest 25th Percentile				69			54		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	51	63	54	45	61	59	57		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	61	59	59	52			57		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	300
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	467
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	2	1
ELL	44			
AMI				
ASN				
BLK	48			
HSP	55			
MUL				
PAC				
WHT	81			
FRL	55			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	1	
ELL	59			
AMI				
ASN				
BLK	53			
HSP	60			
MUL				
PAC				
WHT	58			
FRL	54			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	58			63			51					61
SWD	18			18			20				5	55
ELL	41			52			33				5	61
AMI												
ASN												
BLK	45			61			38				3	
HSP	53			58			45				5	60
MUL												
PAC												
WHT	80			77			73				4	
FRL	53			60			39				5	58

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	54	62	58	55	72	69	45					52
SWD	6	54	53	12	50	50	8					38
ELL	45	71	61	53	78	87	26					52
AMI												
ASN												
BLK	53	58		51	57		46					
HSP	52	61	63	55	78	73	44					54
MUL												
PAC												
WHT	59	64		57	64		46					
FRL	46	53	52	48	65	64	42					58

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	49	55	62	50	52	54	57					57
SWD	15			3	40							
ELL	39	67		50	48		55					57

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	46			44								
HSP	47	61	55	50	53	50	62					53
MUL												
PAC												
WHT	53			50								
FRL	35	48	55	36	44	58	53					48

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	54%	-15%	54%	-15%
04	2023 - Spring	64%	60%	4%	58%	6%
03	2023 - Spring	61%	52%	9%	50%	11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	56%	59%	-3%	59%	-3%
04	2023 - Spring	64%	62%	2%	61%	3%
05	2023 - Spring	52%	55%	-3%	55%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	44%	59%	-15%	51%	-7%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Based on the progress monitoring assessments and the 2023 science assessments, the data component with the greatest need for improvement is overall science proficiency. This is the lowest data point in all areas with a 49% proficiency. While this is a 4% increase from the prior year, it is still 12% lower than ELA Proficiency. Some factors may be an increased focus on ELA and math in the last three years, preventing scaffolding. An additional contributing factor may be the change to BEST standards putting a focus on academic vocabulary that has adjusted with the standards.

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

Achievement in each of the categories has increased from the 2022 to the 2023 school years. However, in our EWS data, there was an increase in suspensions from 0 to 14, which would indicate a decline in appropriate behaviors. The contributing factor, as indicated in the school panorama survey, is students feeling unable to express their emotions.

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

Waiting on State data updates

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

The greatest area of improvement was in math proficiency moving from 53% in 2022 to 63% in 2023. A math intervention block was implemented in the 2022 school year which contributed to this increase.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data, the two possible areas of concern are attendance as 95 students were absent 10 days or more. The other potential area of concern is discipline as 14 students received suspensions which increased from 0 suspensions in the previous year.

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

1. Focus on appropriate behavior management and strategies for students and teachers
2. Focus on science proficiency
3. Focus on decreasing the number of students with a significant reading deficiency

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Dover Shores Elementary will focus on increasing student proficiency in all content areas as a result of teachers consistently, purposefully, and collaboratively planning differentiated instruction while delivering rigorous lessons to include effective monitoring of student progress toward learning and the implementation of authentic monitoring strategies. There is a need to differentiate the small group instruction to support students in need of Tier II and Tier III MTSS support. Historically, students with disabilities have been an underperforming subgroup with a federal index score of 34% in 2020-2021. Tier II and Tier III researched-based resources and assessments will be used to continuously progress monitor data of students identified as needing additional Tier II and Tier III support. By providing staff with ongoing professional learning that reinforces data-driven instruction, students with disabilities' individual needs will be met.

Measurable Outcome:

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

By the end of the 2023-2024 school year, there will be a three percentage point increase in the students with disabilities ESSA Subgroup Federal index.

Monitoring:

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

The school's leadership team will be active participants in all common planning meetings for each content area. Feedback on instructional trends in each content area will be provided during the common planning sessions. The school's leadership team will also attend weekly data meetings, which will focus on analyzing data from common assessments, program use, intervention group data, and district progress monitoring assessments to determine trends and needs for changes to instruction. Implementation of any shifts made to lessons will be monitored by the school's leadership by conducting daily classroom walkthroughs. Upon completion of daily walkthroughs, individual feedback will be provided to instructional and support staff via the instructional framework, progress monitoring tools, and the coaching teacher support log. There will be a strategic focus on ensuring proper program placement and tiered intervention for students with disabilities.

Person responsible for monitoring outcome:

Lynia Mattachione (lynia.mattachione@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will create and implement differentiated instruction geared toward meeting the needs of their lowest 25%. The instructional leadership team will monitor data from common unit assessments, implementation of intervention program, SIPPs, which is a researched, evidence-based intervention. The instructional leadership team will support the development and implementation of small group instruction including push in support. Additionally the staffing specialist will work with teachers to ensure proper program placement and support services.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data analysis will help teachers better understand their students' differences and needs. Through analyzing will be able to make informed instructional decisions. These informed decisions will help them create small group learning for their students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The instructional coach will assist in best practice planning for differentiated instruction including the use of centers and manipulatives where appropriate.

Person Responsible: Chantelle Holt (chantelle.holt@ocps.net)

By When: This will begin in mid-August and be continuously monitored.

Teachers will remediate and reteach skills in small groups considering the needs of our SWD first (Aligns with district BPIE indicator #5) This will incorporate MTSS for Math during the specific intervention block.

Person Responsible: Stephanie Osmond (stephanie.osmond@ocps.net)

By When: Beginning In August and continuously monitored.

Leadership Team members will visit classrooms to identify standards being taught and strategies being utilized.

Person Responsible: Stephanie Osmond (stephanie.osmond@ocps.net)

By When: Beginning In August and continuously monitored.

Additional student support in the form of before/after school tutoring in line with Acceleration will be initiated by September.

Person Responsible: Amy Reddick (amy.reddick@ocps.net)

By When: Implemented in September

#2. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Dover Shores Elementary will integrate and monitor resources and strategies that strengthen school culture, and encourage the development of skills for learning and life. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to the subject material. In this way, we will increase positive behavior and attendance. Currently, 25% of our students have 10 or more absences and we have had a significant increase in suspensions from 0 in 2021 to 14 in 2022.

Measurable Outcome:

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

Through monitoring, support, and strategies, the number of students with 10 or more absences will decrease by 3% from 25% to 22%. Additionally, there will be a decrease in suspensions.

Monitoring:

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

The Dover Shores Elementary School leadership team will monitor and measure the impact of implemented professional learning through analysis of classroom observations, school environment observations, and implementation surveys. The plan of action will be modified as indicated by data, student needs, staff needs, and family needs.

Person responsible for monitoring outcome:

Stephanie Osmond (stephanie.osmond@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Continue implementation of a school-wide resiliency and life skills curriculum through the third year of Caring Schools Community. Additionally, an embedded school-wide, researched, and evidence-based positive behavioral intervention system (PBIS) will be implemented.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We will implement professional learning to provide training, opportunities for safe practice, and examination of impact data.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Ensure a school team receives training on the implementation of a school-wide Caring Schools curriculum.

Create a training plan that leverages the trained school team members to train all necessary stakeholders in the implementation of the curriculum.

Person Responsible: Felice Greene (37695@ocps.net)

By When: This will begin in August

Implement a school-wide behavior system

Ensure a school team receives training on the implementation of a school-wide behavior system

Create a training plan that leverages the trained school team members to train all necessary stakeholders in the implementation of the behavior system through demonstration, support, and modeling.

Person Responsible: Eboni Montenegro (eboni.montenegro@ocps.net)

By When: This will begin in August.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Dover Shores Elementary reviews the use of resources that are allocated through general funds and those funds dedicated to school improvement activities. The deficiencies most notable include lack of time and/or people may have been a barrier to student achievement. These deficiencies are addressed through planning and learning processes offered in after-school opportunities for teachers to become more familiar with standards, content, and the pedagogical practices needed to increase student achievement.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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, 46% of students were on track to score a Level 3 or above according to the STAR EOY results.

1. In Kindergarten, 46% of students were proficient on the STAR EOY.

2. In First grade, 45% of students were proficient on the STAR EOY.
3. In Second grade, 47% of students were proficient on the STAR EOY.

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

The proficiency levels in grades 3-5 were as follows according to the "RAISE Schools Identification 2023-2024" document:

1. In 3rd grade, 63% of students were proficient on the statewide ELA assessment.
2. In 4th grade, 69% of students were proficient on the statewide ELA assessment.
3. In 5th grade, 43% of students were proficient on the statewide ELA assessment.

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 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 Measurable Outcomes

By the end of the 2023-2024 school year, 50% of students in grades K-2 will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.

- 1) By the end of the year, at least 50% of students in Kindergarten will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.
- 2) By the end of the year, at least 50% of students in first grade will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.
- 3) By the end of the year, at least 50% of students in second grade will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.

Grades 3-5 Measurable Outcomes

By the end of the 2023-2024 school year, 67% of tested students in grades 3-5 will achieve a proficient score on the state assessment which is an increase of 7 percentage points when compared to the previous school year.

- 1) By the end of the year, 67% of students in third grade will achieve proficiency and be on track to pass the statewide ELA assessment which is an increase of 14 percentage points when compared to the previous school year.
- 2) By the end of the year, 68% of students in fourth grade will achieve proficiency and be on track to pass the statewide ELA assessment which is an increase of two percentage points when compared to the previous school year.
- 3) By the end of the year, 67% of students in fifth grade will achieve proficiency and be on track to pass the statewide ELA assessment which is an increase of four percentage points when compared to the previous school year.

Monitoring

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 impact student achievement outcomes.

In an effort to support RAISE, Dover Shores Elementary will use the beginning and middle of the year benchmark assessments through F.A.S.T. as well as the Exact Path instructional tool. Monitoring will also be accomplished using district common assessment data from the Standards-based Unit Assessments and data gained from documented MTSS interventions provided to students at Tier II and Tier III levels through such programs as SIPPS and Heggerty. Monthly data meetings will occur with grade-level teachers to review students' data and address adjustments that may need to be made in order to monitor response to intervention. Weekly reading walkthroughs by administrators will occur to observe the teaching and learning processes including foundational skills and reading interventions.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Osmond, Stephanie, stephanie.osmond@ocps.net

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

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. §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?

The school will use evidence-based programs such as Exact Path and SIPPS for instruction and monitoring. The school will align with the district's expectation of recommended curriculum, targeted professional development, and differentiated instruction for students who are identified as needing Tier II and Tier III support. The school will use the district-approved streamlined walkthrough tool weekly to monitor instruction and identify trends.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The following components of the Foundational Skills to Support Reading for Understanding Practice Guide identifies strategies when used in tandem with appropriate educational programs like that of Heggerty, SIPPS and Exact Path meet a strong level of evidence to support ESSA subgroups:

-Use of the foundational pieces of the optional daily slides (Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.)

-SIPPS(Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words. Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words.)

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
<p>The MTSS process will be constantly monitored as students are properly placed in fluid Tiers based on their needs.</p> <ul style="list-style-type: none"> - Literacy Leadership - The Leadership Team will monitor Functional Basic Skills (FBS) and small group instruction by utilizing classroom walkthroughs. - Literacy Coaching - Lessons for small group instruction will be addressed during the PLC process. - Assessment - Assessment information gathered from FBS and small group instruction will be utilized to make adjustments to the student groups. - Professional Learning - Training in the programs for SIPPS and Heggerty will be available to new employees 	<p>Osmond, Stephanie, stephanie.osmond@ocps.net</p>

<p>Teachers will attend PLCs to review details of upcoming lessons, plan text-based and benchmark-based questions, and plan for student responses.</p> <ul style="list-style-type: none"> - Literacy Leadership - Leadership Team members will attend and support PLCs as well as follow up with classroom walkthroughs along with data disaggregation so informed decisions about instruction can be made. - Literacy Coaching - The Instructional Coach will provide side-by-side coaching and modeling of lessons to aid with the understanding or delivery of content. - Assessment - Standards-based Unit Assessments will be utilized to determine students' understanding of content and make adjustments to future lessons. F.A.S.T. data is being used to initialize the student groups and upcoming diagnostic data will be used to update the student groups. - Professional Learning - Training in SIPPS, Heggerty and B.E.S.T. standards will be available. 	<p>Osmond, Stephanie, stephanie.osmond@ocps.net</p>
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Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school's webpage* where the SIP is made publicly available.

The school included a diverse group of families, staff, and community members to provide input on the implementation of the plan during PTA and Parent Engagement Meeting as well as SAC . Stakeholders reviewed prior year data and discussed achievement by subgroup.

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

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.

List the school’s webpage* where the school’s Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school involved a diverse group of families, staff, and community members in decision-making, problem-solving, and planning processes. During meetings, stakeholders provide their input, feedback, and suggestions. As a school, we cultivate a collaborative environment by showing respect for their expertise, listening, and building rapport. Collaborating with stakeholders will help us foster a sense of ownership, commitment, and accountability, and generate innovative and sustainable solutions for the benefit of our students.

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

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Teachers, interventionists, coaches, and leaders will provide K-5 grade level support during small groups and monitor students weekly using data from research based programs. In addition, the school leaders and

administrators will participate in the planning process and data meetings to ensure data conversations are driven, adjustments as needed, and best practices. Professional learning opportunities focused on effective implementation strategies of the small group intervention, standards aligned instruction and available resources will be provided on a regular basis. Teachers will be provided resources for differentiating instruction based on specific student needs.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Dover Shores Elementary collaborates with Head Start, which is located on campus, to support early literacy.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school has an internal school counselor who advocates for the mental health needs of all students by offering tier 2 intervention that enhances awareness of mental health, appraisal, and advisement addressing academic, short-term counseling interventions, and referrals to community resources for long-term support.

Additionally we have a district mental health counselor, social worker and school psychologist that form our student services team. Each play a part in support our communities growth in this area.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Through the MTSS process, the school provides academic and behavioral strategies for students with different needs. An embedded schoolwide behavior plan support our overall community in guiding behavior. We utilize our student services team and a behavior specialist to provide a continuum of supports and services designed to promote appropriate behaviors and to prevent and address challenging behaviors.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

School leaders, a core team of teachers, and stakeholders will attend this district-wide professional learning throughout the year. The individuals tasked with attending the district trainings will work with our Instructional Coached to implementing professional learning for staff and families, based on school and community needs.

Administrators will ensure that the strategies implemented in the school are improving the achievement of the lowest-performing students.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A