Orange County Public Schools

Dover Shores Elementary

2016-17 Schoolwide Improvement Plan

Dover Shores Elementary

1200 GASTON FOSTER RD, Orlando, FL 32812

https://dovershoreses.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	80%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	B	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items

- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Dover Shores Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - [Diane Leinenbach](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Dover Shores is committed to providing a welcoming environment conducive to two-way communication with our community. Training is provided to the staff through Title I to promote cultural sensitivity and communication. Parents provide input via our survey in addition to teacher queries on student interests and needs.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Our staff is committed to providing a safe and respectful environment. Hallways are monitored by administrators and other staff members during transitional times, along with common areas before and after school. The Dover Shores Safe School Plan provides a framework for staff training; schoolwide drills are conducted on a regular basis to practice procedures in emergency situations. The leadership team has an open-door policy for all students. This year an after-school extracurricular program will be implemented to facilitate a supportive learning environment.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The school's behavioral leadership team (BLT) will continue to implement the Conversation, Help, Activity, Movement, Participation, Success (CHAMPS) program to minimize distractions and engage students during instructional time, in order to provide a proactive approach to building positive peer interaction during instructional and non-instructional time.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our behavior specialist provides social-emotional support activities for students in need. The dean also provides mentoring for identified students and maintains peer groups in order to build a support system. The school is supported by a mental health counselor for

qualified students. Support is also available to assist parents in receiving services from the district approved mental health provider.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Each Leadership Team member is responsible for monitoring early warning signs throughout the school year. Members of the Leadership Team meet with teachers quarterly to identify students who exhibit early warning indicators. Preventative measures are set in place to support students who exhibit one or more of these indicators. The Leadership Team works in collaboration with school staff, students, and families to provide interventions and monitor progress.

b. Provide the following data related to the school's early warning system

1. 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	
Attendance below 90 percent	10	20	17	16	15	8	0	0	0	0	0	0	0	86
One or more suspensions	1	4	2	8	12	12	0	0	0	0	0	0	0	39
Course failure in ELA or Math	21	32	44	40	52	48	0	0	0	0	0	0	0	237
Level 1 on statewide assessment	0	0	0	38	42	44	0	0	0	0	0	0	0	124

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	5	13	9	34	40	43	0	0	0	0	0	0	0	144

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

During the spring of the 2015 - 2016 school year, the Leadership Team completed an assessment on Best Practices for Inclusive Education (BPIE). The data gathered helped shape our School Improvement Plan (SIP) goals for the 2016 - 2017 school year. A large focus is Tier I, core instruction along side a multi-tiered system of student supports (MTSS) for students with or without disabilities.

Intervention strategies include: after-school tutoring, tutoring groups during the school day, pull-out groups, small-group, differentiated instruction during the mandated intervention block, and MTSS, both academic and behavioral. Strategies are data-driven and standards-based in order to provide rigorous instruction and remediation/reteaching based on individual needs. Ongoing progress monitoring occurs during regular data meetings where multiple data sources are analyzed to drive instruction. Members of the Leadership Team support teachers through attending Professional Learning Community

(PLC) meetings. In addition, the Leadership Team teaches intervention groups working towards closing the achievement gap.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Dover Shores Elementary is committed to partnering with parents, family and community in an effort to build capacity for parental involvement and help support student achievement.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Dover Shores has a strong relationship with our surrounding community. Business partners support our School Advisory Council (SAC) and Parent Teacher Association (PTA) through our Partners in Education (PIE) program with annual events to support student achievement. Dover Shores recognizes our partners through various modalities including: school newsletter, marquee messages, yearbook, recognition breakfast, and campus beautification initiatives. The school staff actively seeks out and recruits new business partners in our community.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Hart, Randall	Principal
Galvin-Prepetit, Roseanne	Assistant Principal
Dubois, Amy	Instructional Coach
Starks, Nicola	Dean
Reddick, Amy	Other
Rodriguez, Ericka	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Dr. Randall D. Hart – Principal

The principal is responsible for the operation and management of all activities and functions which occur at Dover Shores Elementary. He weekly monitors reading and math lesson plans and provides feedback when necessary. He attends PLC meetings to provide guidance related to the writing of lesson plans, creation of assessments, and analysis of the resulting data. The principal also conducts ongoing professional development trainings and implements the iObservation assessment program. Dr. Hart also tutors third grade students who are below grade level in math.

Roseanne Galvin-Prepetit – Assistant Principal

Ms. Galvin-Prepetit is responsible for all school activities during the principal's absence. She serves as chair of the school's MTSS team and monitors fifth grade reading and math lesson plans and provides feedback when necessary. She attends fifth grade PLC meetings at least four times per month. Along with the principal, she serves as co-chair of the grade level progress monitoring meetings, with assistance from the Curriculum Resource Teacher (CRT) and the Instructional Coach. Ms. Galvin-Preptit also tutors fifth grade students who are below grade level in math.

Amy DuBois – Curriculum Resource Teacher

Ms. DuBois coordinates staff development and provides training and assistance to individual teachers. She coordinates schoolwide testing and weekly monitors first grade reading and math lesson plans and provides feedback. She attends first grade PLC meetings at least four times per month, along with supervising our i-Ready math and reading software program. She also tutors fifth grade students who are below grade level in reading. In addition she serves as our school SAC chair.

Ericka Rodriguez – Instructional Coach

Ms. Rodriguez collaborates with the principal and assistant principal in order to identify teachers who need assistance through the coaching cycle. She supports K through five grade levels by modeling scientifically-based instructional strategies in classrooms in reading, math, writing, and science. Furthermore, she assists teachers with backwards planning during grade-level PLCs to ensure standards-based instruction is being implemented with fidelity, along with creating common assessments to drive instruction. She meets with teachers who are part of the induction program on a monthly basis to

evaluate and improve instruction by providing instructional strategies focusing on Marzano elements, common assessments, interpretation of data, and effective classroom management techniques. She also tutors third grade reading students.

Amy Reddick – 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.

Nicola Starks – Dean of Students

Ms. Starks assists the principal, assistant principal, and behavior specialist with schoolwide discipline situations. She also reviews Orange County Student Code of Conduct with all students, with assistance from the assistant principal. She conducts a get-to-know-you meeting with each new student within two days of admission. She also weekly monitors fourth grade reading and math lesson plans and provides feedback. She coordinates several schoolwide programs including: Principal's Honor Roll Breakfast, Honor Roll Ice Cream Socials, Falcon of the Month, Donuts for Dads, and Muffins for Moms. She also tutors fourth grade reading students.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS child study team supports classroom teachers by administering diagnostic screenings, providing interventions based on individual needs, and monitoring students' progress. Additional support is provided to teachers for academic interventions, enrichment, and behavior interventions. The team meets regularly with teachers and students to discuss academic and behavioral data.

Title I
The Title I department provides technical assistance to school staff in compliance and parental involvement. Title I funds are also used to support student learning: e.g., tutoring, additional staff and technology.

Community Resources Department
The community resources department provides technical assistance and ongoing support to the ADDitions and PIE coordinators, which enables them to build capacity with parents and community members.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Amy DuBois	Teacher
Randall Hart	Principal
Paul Messersmith	Parent
Clyde Ellington	Education Support Employee
Michella Johnson	Parent
Erica Gomez	Parent
Rondrea Mashack	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

When the SAC met to review and evaluate last year's SIP, the committee determined a need for further SAC involvement throughout the school year. During SAC meetings, reviewing school data and activities will be a consistent agenda item. The SAC supported maintaining the current goals and implementing a process to monitor the application of professional development.

b. Development of this school improvement plan

The SAC met to review parent, student, and teacher surveys and all available student data to provide input in the development of a SIP to submit for approval in the fall.

c. Preparation of the school's annual budget and plan

The Leadership Team will meet with the SAC in the fall to review and discuss the school's annual budget. Adjustments to the budget will be shared and discussed at SAC meetings.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

All school improvement funds from previous school years have been depleted.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Hart, Randall	Principal
Vargas, Gabriela	Teacher, K-12
Cruz-Rivera, Haydee	Teacher, K-12
Heisler, Patricia	Teacher, K-12
Blackwood, Debra	Teacher, K-12
Rodriguez, Ericka	Instructional Coach
Guise, Samantha	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will facilitate programs and parent involvement activities in order to build capacity and increase student achievement.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

We believe that it is extremely important to provide teachers with sufficient time to deconstruct standards, develop effective lesson plans, create common assessments, and analyze the resulting data in order to drive ongoing differentiated instruction. In order to meet this goal, our grade-level teams meet three times per week, twice during specials and once after normal school hours for which they receive additional compensation. A member of the Leadership Team has been assigned to each grade-level team and attends their PLCs at least on a weekly basis to provide guidance while developing lesson plans and to analyze assessments and the resulting data.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Dover Shores is committed to recruiting, developing, and retaining highly qualified teachers. The school implements numerous strategies to ensure that teachers meet certification requirements and have opportunities to grow professionally. These strategies include a mentoring program for new teachers, which entails pairing a new teacher with a highly skilled, veteran teacher. Additional and differentiated professional development is provided both on site and through the district as needed. Teachers are also supported through ongoing Professional Learning Communities (PLC), which are supported and monitored by the leadership team.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

New and beginning teachers are paired with mentor teachers and monitored per Orange County Public School's (OCPS) coaching/mentor guidelines. Other teachers may be selected to be mentored and coached by highly successful teachers in order to build teacher

effectiveness. Pairing is determined by the area of need(s) for the teachers identified and the expertise of colleagues. Teachers may be paired across grade levels if needed. Each mentoring situation is monitored by the instructional coach through activities such as peer observations, focused research topics, reflection logs, and specific feedback. Administrators may recommend teachers for mentoring based on evaluations and classroom observations.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All teachers are expected to utilize standards-based resources during daily instruction.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

All available data is analyzed by teachers and the Leadership Team to determine appropriate levels of instruction for students on an ongoing basis. Small-group, differentiated instruction is provided during the day and after school, as well as enrichment opportunities based on the data. All students receive rigorous instruction through core instruction. In addition, students receive supplemental instruction based on data and individual needs using research-based programs vetted by OPCS. Once data is analyzed and small groups are determined, instruction may be modified by providing a different teacher, different resources, and/or different instructional practices.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 4,100

Teachers will provide after-school tutoring in reading for 90 minutes, twice per week. Participants will include the lowest 30% of intermediate students based on reading assessments. Dover Shores will work in collaboration with the Minority Achievement Office (MAO) to provide acceleration to additional students. Transportation will be provided for our bus students.

Strategy Rationale

The rationale for providing after-school tutoring is to help close the achievement gap by providing targeted instruction for struggling students. In addition, the school will work in collaboration with the MAO to provide enrichment to accelerate student achievement among black and Hispanic students who are performing on or above grade level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Hart, Randall, randall.hart@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers will collect both formative and summative assessment data, including pre- and post-assessments. The Academic Tutoring Services (ATS) coordinator will collect and review student data monthly to monitor and provide specific instructional feedback, and make adjustments to pacing as needed.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The school supports incoming kindergarten students by partnering with local preschools and inviting students to tour the school and have lunch in the cafeteria. We also host Kindergarten Roundup, an early registration session. Parents are provided with a checklist regarding kindergarten readiness skills. To foster successful student transition to middle school, Dover Shores partners with our area middle schools by providing tours of each of the schools, scheduling conferences, and providing information on advanced placement programs for college and career readiness.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

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3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Teachers will engage in effective collaboration through regular PLC meetings in order to promote student achievement and professional growth (Division Priority #2: Accelerate Student Performance, Division Priority #5: Invest in Human Capital).

G2. Teachers will design and deliver effective standards-based instruction (Division Priority #2: Accelerate Student Performance, Division Priority #5: Invest in Human Capital).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Teachers will engage in effective collaboration through regular PLC meetings in order to promote student achievement and professional growth (Division Priority #2: Accelerate Student Performance, Division Priority #5: Invest in Human Capital). `1a`

🔑 G084959

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0
ELA/Reading Gains	70.0
ELA Achievement District Assessment	65.0
Math Achievement District Assessment	65.0
Math Gains	70.0
Math Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal `3`

- Teachers lack time and understanding of how to apply learning, presented in professional development, to drive instruction.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Members of the leadership team are assigned to a specific grade level, providing assistance and support in the following areas:) test item specifications, IMS, i-Ready data, MAPS data, common assessment data, CPALMS, Professional Development Services (PDS) online, and instructional coaching. The leadership team also monitors the effectiveness of teachers putting professional development into practice.

Plan to Monitor Progress Toward G1. `8`

The leadership team will participate in weekly PLC meetings to review data from common planning, instruction, and assessments to determine whether effective collaboration and implementation of professional development is promoting student achievement and professional growth.

Person Responsible

Randall Hart

Schedule

Biweekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

The leadership team will collect multiple data points as evidence of completion, including: PLC minutes, observations during PLC meetings (three times per week), lesson plans, classroom observation data, student artifacts, and assessment data.

G2. Teachers will design and deliver effective standards-based instruction (Division Priority #2: Accelerate Student Performance, Division Priority #5: Invest in Human Capital). `1a`

🔍 G084960

Targets Supported `1b`

Indicator	Annual Target
ELA Achievement District Assessment	65.0
ELA/Reading Lowest 25% Gains	70.0
ELA/Reading Gains	70.0
Math Achievement District Assessment	65.0
Math Lowest 25% Gains	70.0
Math Gains	70.0

Targeted Barriers to Achieving the Goal `3`

- Teachers have limited experience with deconstructing standards to determine appropriate Depth of Knowledge (DOK) and selecting correlating elements from the Marzano Instructional Framework.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- District resource support and personnel

- Instructional Coaches

- PDS online

- Marzano Instructional Framework

- Language Arts Florida Standards (LAFS), Math Florida Standards (MAFS), measurement topic plans (MTPs), and test item specifications

- Core and supplemental programs

- Common assessment data

- Instructional Management System (IMS)

- SPALMS

- Safari Montage

- i-Ready

- engageNY

Plan to Monitor Progress Toward G2. `8`

The leadership team will review observation data from classroom walkthroughs, PLC minutes, lesson plans, common assessments, and student artifacts to monitor progress toward effectively providing standards-based instruction.

Person Responsible

Randall Hart

Schedule

Biweekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Lesson plans, observations of PLC meetings, classroom observation data, and student artifacts/work samples. Additional evidence will include specific, actionable growth feedback provided to teachers regarding their understanding and application of standards-based instruction.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** =
                    Barrier   **S** = Strategy

1 = Problem Solving
       Step   🔍S123456 = Quick Key

G1. Teachers will engage in effective collaboration through regular PLC meetings in order to promote student achievement and professional growth (Division Priority #2: Accelerate Student Performance, Division Priority #5: Invest in Human Capital). 1

🔑 G084959

G1.B1 Teachers lack time and understanding of how to apply learning, presented in professional development, to drive instruction. 2

🔑 B225943

G1.B1.S1 Members of the Leadership Team will attend grade-level PLC meetings to provide support in analyzing data and developing appropriate instructional plans. 4

🔑 S238333

Strategy Rationale

As teacher proficiency in adapting instruction based on professional development increases, teachers will implement effective strategies that will lead to increased student achievement.

Action Step 1 5

Leadership Team will provide support during grade-level PLC meetings to assist with implementing learning based on professional development.

Person Responsible

Randall Hart

Schedule

Weekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

PLC minutes, classroom observation data, lesson plans, staff surveys, evidence of implementation and common assessment artifacts

Action Step 2 `5`

Leadership Team will support teachers as needed in implementation of learned strategies.

Person Responsible

Randall Hart

Schedule

On 5/31/2017

Evidence of Completion

i-Observation data, lesson plans, common assessment artifacts, student performance data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Leadership Team will monitor SharePoint weekly in order to review PLC minutes, lesson plans, and student assessment data.

Person Responsible

Randall Hart

Schedule

Weekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Sign-in sheets at PLC meetings, review of lesson plans and PLC minutes, documented feedback provided to teachers

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Leadership Team and teachers will analyze student data to monitor the effectiveness of collaboration during PLC meetings and the effect on instruction and student growth.

Person Responsible

Randall Hart

Schedule

Biweekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

PLC minutes, observations during PLC meetings, classroom walkthrough data, student artifacts, and assessment data

G2. Teachers will design and deliver effective standards-based instruction (Division Priority #2: Accelerate Student Performance, Division Priority #5: Invest in Human Capital). 1

🔑 G084960

G2.B1 Teachers have limited experience with deconstructing standards to determine appropriate Depth of Knowledge (DOK) and selecting correlating elements from the Marzano Instructional Framework. 2

🔑 B225944

G2.B1.S1 Leadership Team will provide differentiated professional development on deconstructing standards and applying the appropriate DOK level and selecting correlating elements. 4

🔑 S238334

Strategy Rationale

A more in-depth understanding of deconstructing standards, selecting correlating elements and applying appropriate DOK levels will have a positive impact on student achievement.

Action Step 1 5

Members of the Leadership Team will train teachers to deconstruct standards during PLC meetings to facilitate teachers' proficiency in order to deliver effective, high quality, standards-based instruction.

Person Responsible

Randall Hart

Schedule

Biweekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Surveys, agendas, handouts, PLC minutes, lesson plans, and observations of PLC meetings. Additional evidence will include specific, actionable growth feedback provided to teachers regarding their understanding and application of standards-based instruction.

Action Step 2 5

Leadership Team will support teachers as needed in the deconstruction of standards and implementation of standards-based instruction.

Person Responsible

Schedule

On 5/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Leadership Team will collect and review professional development logs, classroom and PLC observation data, lesson plans, common assessments, and student artifacts to ensure the fidelity of implementation.

Person Responsible

Randall Hart

Schedule

Biweekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Surveys, agendas, handouts, PLC minutes, PLC observations data, lesson plans, instructional focus calendars, common assessments, and student artifacts/work samples. Additional evidence will include specific, actionable growth feedback provided to teachers regarding their understanding and application of standards-based instruction.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Leadership Team will meet weekly to analyze lesson plans, common assessments, PLC notes, and student assessment data in order to monitor the effectiveness of standards-based instruction and the strategies in place to support teachers.

Person Responsible

Randall Hart

Schedule

Biweekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Leadership Team meeting agendas and minutes, documentation of monitoring PLC meetings and reviewing lesson plans, and providing specific, actionable feedback to teachers on an ongoing basis

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 🔑 M315102	The leadership team will participate in weekly PLC meetings to review data from common planning,...	Hart, Randall	8/8/2016	The leadership team will collect multiple data points as evidence of completion, including: PLC minutes, observations during PLC meetings (three times per week), lesson plans, classroom observation data, student artifacts, and assessment data.	5/31/2017 biweekly
G2.MA1 🔑 M315105	The leadership team will review observation data from classroom walkthroughs, PLC minutes, lesson...	Hart, Randall	8/8/2016	Lesson plans, observations of PLC meetings, classroom observation data, and student artifacts/work samples. Additional evidence will include specific, actionable growth feedback provided to teachers regarding their understanding and application of standards-based instruction.	5/31/2017 biweekly
G1.B1.S1.MA1 🔑 M315100	Leadership Team and teachers will analyze student data to monitor the effectiveness of...	Hart, Randall	8/8/2016	PLC minutes, observations during PLC meetings, classroom walkthrough data, student artifacts, and assessment data	5/31/2017 biweekly
G1.B1.S1.MA1 🔑 M315101	Leadership Team will monitor SharePoint weekly in order to review PLC minutes, lesson plans, and...	Hart, Randall	8/8/2016	Sign-in sheets at PLC meetings, review of lesson plans and PLC minutes, documented feedback provided to teachers	5/31/2017 weekly
G1.B1.S1.A1 🔑 A308523	Leadership Team will provide support during grade-level PLC meetings to assist with implementing...	Hart, Randall	8/8/2016	PLC minutes, classroom observation data, lesson plans, staff surveys, evidence of implementation and common assessment artifacts	5/31/2017 weekly
G1.B1.S1.A2 🔑 A308524	Leadership Team will support teachers as needed in implementation of learned strategies.	Hart, Randall	8/8/2016	i-Observation data, lesson plans, common assessment artifacts, student performance data	5/31/2017 one-time
G2.B1.S1.MA1 🔑 M315103	Leadership Team will meet weekly to analyze lesson plans, common assessments, PLC notes, and...	Hart, Randall	8/8/2016	Leadership Team meeting agendas and minutes, documentation of monitoring PLC meetings and reviewing lesson plans, and providing specific, actionable feedback to teachers on an ongoing basis	5/31/2017 biweekly
G2.B1.S1.MA1 🔑 M315104	Leadership Team will collect and review professional development logs, classroom and PLC...	Hart, Randall	8/8/2016	Surveys, agendas, handouts, PLC minutes, PLC observations data, lesson plans, instructional focus calendars, common assessments, and student artifacts/work samples. Additional evidence will include specific, actionable growth feedback provided to teachers regarding their understanding and application of standards-based instruction.	5/31/2017 biweekly
G2.B1.S1.A1 🔑 A308525	Members of the Leadership Team will train teachers to deconstruct standards during PLC meetings to...	Hart, Randall	8/8/2016	Surveys, agendas, handouts, PLC minutes, lesson plans, and observations of PLC meetings. Additional evidence will include specific, actionable growth feedback provided to teachers regarding their understanding and	5/31/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				application of standards-based instruction.	
G2.B1.S1.A2 🔑 A308526	Leadership Team will support teachers as needed in the deconstruction of standards and...		8/8/2016		5/31/2017 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will engage in effective collaboration through regular PLC meetings in order to promote student achievement and professional growth (Division Priority #2: Accelerate Student Performance, Division Priority #5: Invest in Human Capital).

G1.B1 Teachers lack time and understanding of how to apply learning, presented in professional development, to drive instruction.

G1.B1.S1 Members of the Leadership Team will attend grade-level PLC meetings to provide support in analyzing data and developing appropriate instructional plans.

PD Opportunity 1

Leadership Team will provide support during grade-level PLC meetings to assist with implementing learning based on professional development.

Facilitator

Leadership Team

Participants

Instructional Staff

Schedule

Weekly, from 8/8/2016 to 5/31/2017

G2. Teachers will design and deliver effective standards-based instruction (Division Priority #2: Accelerate Student Performance, Division Priority #5: Invest in Human Capital).

G2.B1 Teachers have limited experience with deconstructing standards to determine appropriate Depth of Knowledge (DOK) and selecting correlating elements from the Marzano Instructional Framework.

G2.B1.S1 Leadership Team will provide differentiated professional development on deconstructing standards and applying the appropriate DOK level and selecting correlating elements.

PD Opportunity 1

Members of the Leadership Team will train teachers to deconstruct standards during PLC meetings to facilitate teachers' proficiency in order to deliver effective, high quality, standards-based instruction.

Facilitator

Leadership Team

Participants

Instructional Staff

Schedule

Biweekly, from 8/8/2016 to 5/31/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	**Leadership Team will provide support during grade-level PLC meetings to assist with implementing learning based on professional development.**				**$700.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1142	500-Materials and Supplies	0781 - Dover Shores Elementary	General Fund		$700.00
2	G1.B1.S1.A2	**Leadership Team will support teachers as needed in implementation of learned strategies.**				**$0.00**
3	G2.B1.S1.A1	**Members of the Leadership Team will train teachers to deconstruct standards during PLC meetings to facilitate teachers' proficiency in order to deliver effective, high quality, standards-based instruction.**				**$0.00**
4	G2.B1.S1.A2	**Leadership Team will support teachers as needed in the deconstruction of standards and implementation of standards-based instruction.**				**$0.00**
					Total:	**$700.00**