

Orange County Public Schools

Dover Shores Elementary



2018-19 Schoolwide Improvement Plan

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Dover Shores Elementary

1200 GASTON FOSTER RD, Orlando, FL 32812

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

School Demographics

School Type and Grades Served
 (per MSID File)

Elementary School
 KG-5

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
 (as reported on Survey 3)

100%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

79%

School Grades History

Year
Grade

2017-18
 B

2016-17
 A

2015-16
 C

2014-15
 B*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To be the top producer of successful students in the nation

School Leadership Team

Membership

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

Name	Title
Hart, Randall	Principal
Dubois, Amy	Instructional Coach
Starks, Nicola	Dean
Reddick, Amy	Other
Rodriguez, Ericka	Instructional Coach
	Guidance Counselor

Duties

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 and serves as chair of the school's MTSS team.

Amy DuBois - Curriculum Resource Teacher

Ms. DuBois coordinates staff development and provides training and assistance to individual teachers including overseeing new hires through the induction process and overseeing the mentoring of new 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 fourth and fifth-grade students who are below grade level in reading. In addition, she serves as our school SAC

chair. Ms. DuBois is the textbook coordinator.

Ericka Rodriguez – Instructional Coach

Ms. Rodriguez collaborates with the 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 backward 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 – Student Services

Ms. Starks assists the principal and behavior specialist with school-wide discipline situations. She also reviews Orange County Student Code of Conduct with all students, with assistance from the behavior specialist. Ms. Starks oversees the Title I compliance process. She also weekly monitors fourth-grade reading and math lesson plans and provides feedback. She coordinates several school-wide incentive programs including Honor Roll Ice Cream Socials. She also tutors fourth-grade reading students. Ms. Starks is the contact for Math and Science.

Julie Kilby - School Counselor

Mrs. Kilby will be responsible for providing a comprehensive guidance program to our students, including classroom guidance, group guidance, and individual counseling support. She coordinated the Falcon of the Month incentive program in conjunction with teachers.

Early Warning Systems

Year 2017-18

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Thursday 10/11/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Lowest 25th Percentile

Although the ELA population has not achieved the level of proficiency desired, this group has not showed an trend in being the lowest performing group.

Which data component showed the greatest decline from prior year?

ELA Lowest 25th Percentile

Which data component had the biggest gap when compared to the state average?

Math Lowest 25th Percentile

Which data component showed the most improvement? Is this a trend?

Math Lowest 25th Percentile

This is not a trend. There has been fluctuation in math scores across the years, some years showing growth.

Describe the actions or changes that led to the improvement in this area.

A stronger focus on the understanding of the math standards, conceptual learning, and the increased rigor of classroom tasks contributed to the grow in math scores.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	60%	56%	56%	49%	53%	52%
ELA Learning Gains	58%	55%	55%	51%	52%	52%
ELA Lowest 25th Percentile	44%	48%	48%	36%	42%	46%
Math Achievement	65%	63%	62%	51%	56%	58%
Math Learning Gains	73%	57%	59%	52%	54%	58%
Math Lowest 25th Percentile	63%	46%	47%	28%	41%	46%
Science Achievement	55%	55%	55%	34%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (10)	0 (20)	0 (17)	0 (16)	0 (15)	0 (8)	0 (86)
One or more suspensions	0 (1)	0 (4)	0 (2)	0 (8)	0 (12)	0 (12)	0 (39)
Course failure in ELA or Math	0 (21)	0 (32)	0 (44)	0 (40)	0 (52)	0 (48)	0 (237)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (38)	0 (42)	0 (44)	0 (124)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	49%	55%	-6%	57%	-8%
	2017	54%	57%	-3%	58%	-4%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	57%	54%	3%	56%	1%
	2017	55%	57%	-2%	56%	-1%
Same Grade Comparison		2%				
Cohort Comparison		3%				
05	2018	46%	55%	-9%	55%	-9%
	2017	56%	51%	5%	53%	3%
Same Grade Comparison		-10%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	48%	61%	-13%	62%	-14%
	2017	43%	63%	-20%	62%	-19%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	67%	62%	5%	62%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	71%	64%	7%	64%	7%
Same Grade Comparison		-4%				
Cohort Comparison		24%				
05	2018	54%	59%	-5%	61%	-7%
	2017	71%	56%	15%	57%	14%
Same Grade Comparison		-17%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	46%	53%	-7%	55%	-9%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17			17	30						
ELL	47	58	53	47	66	58					
BLK	45	22		62	78		40				
HSP	60	66	53	60	70	67	48				
WHT	66	62		76	75		75				
FRL	58	58	46	60	68	63	49				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	25	25	20	23	35	25	27				
ELL	31	61	60	50	71	59					
BLK	36	46	50	41	60	40	27				
HSP	62	66	63	67	77	60	63				
WHT	69	74		78	75		89				
FRL	58	63	63	64	73	54	63				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Increase Student Achievement and Professional Growth
Rationale	As teachers' proficiency in adapting instruction based on new learning presented during professional development increases, teachers will implement effective instructional practices and strategies that will lead to increased student achievement.
Intended Outcome	Teachers will increase their knowledge of utilizing data that has been analyzed in order to implement instruction that is on the trajectory to meet the full intent of the standards and in providing correlating tasks and assessments.
Point Person	Randall Hart (randall.hart@ocps.net)
Action Step	
Description	(1) The leadership team will provide support during grade-level Professional Learning Communities (PLCs) meetings to assist with implementing learning based on professional development for targeted areas of need. (2) Teachers will evaluate and modify reading instructional practices based on student data. (3) Teachers will engage in professional learning reflecting the DPLC initiative. (4) Teachers will participate in effective collaboration and school-wide professional development. (5) Teachers will attend regular PLC meetings.
Person Responsible	Randall Hart (randall.hart@ocps.net)
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none">• Leadership Team will monitor PLC minutes, lesson plans, and student assessment data.• Leadership Team and teachers will analyze and monitor the effectiveness of collaboration during PLC meetings and the effect on instruction and student growth.• Leadership team will participate in PLC meetings to review data from common planning, instruction, and assessments to determine whether effective collaboration and implementation of professional development are promoting student achievement and professional growth.
Person Responsible	Randall Hart (randall.hart@ocps.net)

Activity #2

Title Close the Achievement Gaps within ELL and ESE Subgroups

Rationale A more in-depth understanding of the teaching practices and correlating resources will have a positive impact on student achievement.

Intended Outcome Teachers will increase proficiency in determining effective teaching strategies, instructional delivery and appropriate resources to meet the needs of our English Language Learners (ELL) and Exceptional Student Education (ESE) students.

Point Person Randall Hart (randall.hart@ocps.net)

Action Step

(1) Leadership Team will provide differentiated professional development regarding effectively utilizing resources and best teaching practices to meet the needs specific to ELL and ESE students.

(2) Teachers will develop and implement activities based on the School's Culturally Responsive Plan.

Description

(3) Teachers will design and deliver effective standards-based instruction.

(4) Teachers will choose appropriate, content-specific complex texts.

(5) Teachers will assign standards-aligned, differentiated tasks to meet the needs of our ELL and ESE populations.

Person Responsible Randall Hart (randall.hart@ocps.net)

Plan to Monitor Effectiveness

Description

- PLC minutes
- lesson plans
- observations of PLC meetings
- class visits and observations with feedback

Person Responsible Randall Hart (randall.hart@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

PFEP Link

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

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. Mentoring is provided for identified students and peer groups are maintained in order to build a support system. Our school counselor provides classroom guidance lessons focusing on bullying prevention, anger and stress management, social skills, and Child Safety Matters. 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.

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.

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.

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

In order to create a college and career readiness awareness at Dover Shores, we have reached out to several businesses and community organizations to become part of our Partners in Education. Through this partnership, business and organizations are involved and participate in our curriculum nights and other school events such as Teach-In. Teachers have been encouraged to post college banners of their alma maters at their doors and to promote college and career awareness.

Part V: Budget

Total:	\$0.00
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