

School Achievements

Family Night programs keep parents involved in our school programs, family businesses and give families opportunities to come together at the school for information and overall learning.

Dover's **Save the Children**© Program continues to serve students with an on-site literacy coordinator and a volunteer grandparent from the local community who read individually with our students. There is also an Early Childhood Coordinator that serves zero to five year olds to build literacy in the homes.

Dover participated in several programs for charity including Toys for Tots, Pennies for Patients, March of Dimes, and Jump Rope for Heart.



SIC Members

Chair: Leon Waymyers
Marla Robinson, Parent
Seleta Bonaparte, Guidance
Heather Stanley, Parent
Briante Nimmons, Teacher
Jacquelle Wilson-Stroman, Parent
Amanda Fair-Coles, Teacher
Steve Cannon, Community Member
Rita Coleman, Community Member
LaKeshia Cannon, Community Member
Chasity Hart-Waymyers, PTO Representative
Sylvia Williams, Principal



Purpose of the Report
*“This Report is issued by the **Dover Elementary School Improvement Council** in accordance with South Carolina law to share information on the school’s progress in meeting various goals and objectives and work of the SIC, and other accomplishments during the school year.”*

Dover Elementary School Annual School Improvement Council “Report to the Parents” 2023-2024



1411 Bedford Avenue
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Sylvia Williams, Principal
Georgetta Kennedy, Assistant Principal

Mission

Dover exists to ensure academic success for all students. Our mission at Orangeburg County School District is to use innovative ideas and practices that will prepare our students to become productive members of society.

Vision

Working Together to Build an Excellent School System/ Our vision at Orangeburg County School District is to be a district of innovation, is committed to maximizing the potential of every student to compete worldwide.

SIC Annual Goals

The School Improvement Council serves beyond its bylaws to the school in serving as the nominations committee for the PTSO. Its current goals are supporting parental involvement and community engagement. Parental representation at Open House in the beginning of the school year has been nearly 100% for several years. This community school serves a sparse population in an attendance zone exceeding 138 square miles, yielding an enrollment of approximately 220 four year old through fifth graders. Dover is the only feeder school to the North Middle-High School located less than one mile away in the town of North. Open House events are collaboratively planned with NMHS to allow parents to make one trip to North and visit both schools and the teachers of all their students in the public school system.

The area retailers are limited, but are supportive of the local schools, including the Dollar General, Family Dollar, area Churches, and locally owned businesses.

The School Improvement Council is the idea generator for the fund raising body of parents, the PTSO. The School Improvement Council also serves as the Nominations Committee of the Parent Teacher Organization (PTSO). The School Improvement Council along with the PTSO volunteers and supports numerous school

functions such as the data Sneaker Ball, Muffins with Moms, Donuts for Dads, Movie Nights, Field Data Days, and Trunk or Treat/Fall Festival.

Student Achievement

Dover Elementary earned a report card rating of "Average" for the 2022-2023 school year. The school was just one point away from a "Good" rating. The school has worked diligently to improve positive academic outcomes and academic growth is evident in the school's data.

Fifth graders have the option of taking instrumental band, serving on the flag pole team, singing in the school choir, performing in school assemblies/family nights, participating in creative art class, joining 21st Century, participating in Girls Circle, or Guys in Ties. Our students also have the option of Praying daily at the flag pole before school and participating in Good News Club.

Dover is a Positive Behavior Intervention Supports (PBIS) school, rewarding and recognizing desired responsible behaviors.

We partnered with Twenty First Century© for an afterschool program incorporating STEM (Science, Technology, Engineering, and Mathematics) for upper elementary grade students. Transportation is provided home from both the Save the Children© and the Twenty-First Century© programs. 21st Century's emphasis in math along with

intense faculty math training was put in place to rectify sagging math achievement scores.

"For more information, you may view Dover Elementary School "S.C. School Report Card" for the previous school year online at www.ed.sc.gov."



Additional Information

Dover's volunteer program is one of the most active in the district, with involved parents and grandparents contributing to the overall program, reading with children and assisting teachers.

Parent classroom visitors are welcomed at any time. Please contact the school for additional information.

Dover Elementary School

School Improvement Report to the Parents

Our School's Collective Core Belief Statements

Our school will work to ensure that all students get what they need to succeed and become effective communicators that read, speak, and write efficiently. To that end we will have created the following Core Beliefs:

- Teachers will utilize components of the Science of Reading to ensure that students Literacy instruction will be systemic, explicit, and multi-sensory. The Principal, school leadership team, teachers, and coaches will use student data to determine instructional practices that promote student literacy success. In the *South Carolina Literacy Competencies for Administrators* document, it is written that school administrators should effectively analyze data and assessments to make sound instructional decisions.
- The school leader, coaches, and teachers will ensure that reading and writing be integrated in an inter-disciplinary fashion to ensure that all teachers integrate reading and writing instruction throughout the school. In the article, *Leadership for Literacy in the 21st Century*, the author stated that school leaders must be directly involved in the instructional practices for literacy.
- Teachers will receive ongoing job embedded professional development to ensure they facilitate instruction accurately and effectively. They will efficiently use literacy instructional gradual release practices.
- The school Principal as well as members of the administrative team will provide modeling of effective literacy instructional practices, and they will ensure cohesive collaboration in utilized in professional learning team meetings.
- Administrators, coaches, and teachers will ensure that curriculum practices represent the diverse cultures of the school. Students will be given voice and choice in the reading and writing process. Based on the article, *Principal Support for Literacy Coaching*, the author encourages building Principals to actively engage in the coaching cycle to support teachers and improve instructional practices.
- The administrative team, instructional teacher leaders, and the school's guidance department will ensure that social emotional learning is integrated in the curriculum. There will be opportunities for staff, students, and parents to participate in student advocacy.
- The school will ensure proper MTSS procedures are in place to support effective student intervention for positive academic outcomes.

- Teachers will provide a literacy rich environment for all classrooms. The school's reading coach as well as the school level instructional technologist will provide support.
- All students will be provided resources and instructional strategies to support them in active engagement with language acquisition as well as foundational literary skills.
- Oral language, alphabetic principle, and differentiated instruction will be utilized to support students in becoming effective readers.