

Polk County Public Schools

# Davenport School Of The Arts



2015-16 School Improvement Plan

## Davenport School Of The Arts

4751 COUNTY ROAD 547 N, Davenport, FL 33837

<http://schools.polk-fl.net/dsa>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Combination	No	59%
<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	59%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	B	B	A

*\*Preliminary 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 Polk 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 with a grade of F within the prior two years. 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>.

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## 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Through an innovative, arts-infused curriculum, Davenport School of the Arts enriches the growth of each child in a collaborative, nurturing environment.

##### Provide the school's vision statement

Members of the Davenport School of the Arts community are committed to becoming self-directed, life-long learners in a nurturing and stimulating environment, which fosters high expectations and academic excellence.

#### School Environment

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

The school does a wonderful job establishing respect between our families, students, & staff. Establishing a nurturing atmosphere of respect is the first piece to learning about the diversity of our families, students and building relationships with them. Our "open door" atmosphere contributes to and encourages our families to be active and present in our school. This helps build relationships between our staff and families. We have an overwhelming amount of parental involvement. We hold many events that give parents opportunities to be involved in the school community – Space Night, Garden Days, Earth Day, Art Fair, DSA's Jubilee, All-County Dance Festival and Dance Events, Dance Department Concert, Student Choreography and Electives Showcase, Drama Fall Play, Drama Spring Musical, Drama Majors Student Showcase, DSA International Junior Thespian Society Induction Ceremony, All County Festival, Elementary Music All-State Concert, Elementary Music Showcase, Fall Book Fair Performance with The Davenport Singers, Spring Book Fair Performance with Primary Choir, Elementary Music Winter Concert, Elementary Music Spring Concert, Middle School Winter Concert, Middle School Spring Concert, Middle School Piano Concert, Middle School Band MPA, Middle School All-State Concert, Middle School Band All-County, Middle School Orchestra All-County Concert, Middle School Piano All-County Concert, Visual Art work featured at the Opening of School House Rock in Davenport Little Theatre, The Horse Creek Festival, Middle School Polk Museum Of Art show, Harrison Arts Center Square Foot show, 7th Grade TAG Art Show, Fine Arts Festival, Elementary Visual Arts Showcase, DSA Visual Art Campus Show. DSA also tries to identify and help families in need. Because of the established relationships, many families know that they can ask for assistance to help with school uniforms, school supplies, and help with Christmas gifts and meals. We get to know each student and parent by getting to know each family through communication with the teachers, beginning of the year get to know you activities, orientation, open house, and beginning of the year conferences.

Our staff members build relationships with students through the use of open communication, listening to students, and effectively creating and organizing small group interactions, as well as a variety of social activities to include, but not be limited to social time, fun day, dances, etc. These events allow students to communicate peer-to-peer, as well as allow the adults an opportunity to listen and maintain professionalism, but in a relaxed atmosphere. Arts teachers plan activities which encourage our students to share their background and culture. Many classroom teachers take advantage of the lunchroom patio area to learn more about the children and build meaningful relationships with their students. Our school learns about our students' cultures and builds relationships between teachers and students by encouraging teacher/student one-on-one and small group interaction during class



time, social time, fun day activities, field trip outings, clubs, and tutoring, as well as through creative writing opportunities.

We teach our students how to treat others with respect every day, which is supported by the annual District Bullying lessons, where we teach the curriculum in depth. Our students know they can tell an adult and report any bullying occurrences anonymously through the website, as well as through individual ways in which the classes have set in place. Students are reminded regularly to treat students as they want to be treated. We remind them in the classrooms, at lunch, and through our Instructional Television (ITV) program during our school-wide morning announcements. The ITV class created commercials that are regularly shown throughout the school year.

Cultural understanding between students and teachers are built through team building activities within the classrooms, parent/teacher conferences, and agenda communications between parents and teachers.

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

Our school creates an environment where our students feel safe and respected by having adult supervision present at all times while students are on campus. A safe environment is maintained by keeping the perimeter of DSA locked during instructional hours and placing staff members at the gated entrances at arrival and dismissal times. The classroom doors remain locked during school hours. All teachers lock their classroom doors at 8:30 a.m. and the doors remain locked throughout the school day. Elementary children always travel in groups of two or more when using the bathroom or walking to another building. We provide adult supervision in all areas of the campus during student transition times. Students feel safe and respected because they know an adult/adult(s) is/are near at all times.

Furthermore, students feel respected thanks to the leadership opportunity provided to them through the Student Leadership Team, which offers the students the experience of being leaders and positive role models within our school and our community. Additionally, students feel respected because they are also offered the opportunity to join the Technology Student Association (TSA) and join the Arts programs, such as the dance productions our students present once a year and the theater and music productions our students present twice a year.

Our school's after school program, ESTAR, which provides a snack and homework guidance for students, also keeps their doors locked until the closing of the program at 6:00 P.M. ESTAR also offers fun and educational clubs for the students to join. Many students enjoy being a member of the Recycling Club, where students go around our school and collect the recycling from all of our classrooms and learn about why recycling is so important to our community and our world. Another popular club is the Spanish Club, where students are engrossed in the Spanish language and culture.

### **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**

Students have a clear understanding of school/classroom expectations and consequences. Expectations are clearly stated and posted throughout the campus and in all classrooms. Our school wide discipline committee reviews the effectiveness of these systems and discusses improvements for the next school year. They are continuously re-evaluating on an on-going basis making any necessary changes to best serve the students throughout the year. They have implemented school wide expectations which are posted in every classroom. We also have discipline systems designed specifically for (K-3), (4-5) and (6-8). The K-3 teachers use the color-coded discipline card system and some teachers also utilize the clips. These students also use an ARTS CARD which is specific to any area where students are outside of their classroom. In 4th-5th grade, students have an R.E.A.P. (Rewards Earned Are Positive) CARD. This card/system mirrors the middle school system. It allows discipline to be carried out in a consistent manner that takes into account the individual needs of our

students. In middle school, they use the AAA CARD. Both of these provide clear expectations where students can take ownership earning rewards or consequences. Additionally, we have school wide lunchroom and dismissal procedures to minimize disciplinary incidents. We reinforce positive behavior with patio passes, gold tickets, and specific rewards built into the CARD systems. All students are provided, at no cost to their family, a student agenda. Students are encouraged to use his/her agenda daily, which is also a communication tool between teachers and parents. Students in 4th through 8th grade carry their agendas with them, so they not only have their discipline/reward cards with them at all times, but this also serves as their hall passes, dress code tracking information, and parent contact information, which are also located in the students' agendas.

**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**

School Counselors provide a counseling program that addresses academic, personal/social and career development. They offer academic support through parent/ teacher conferences, organizational groups, parent meetings, ESOL, 504 Plan & ESE management and maintenance of services for students. Academic support also includes ESE, ESOL, EOC and achievement testing of students. Other areas that are encompassed in academic support are scheduling students, maintaining virtual school support, and assisting students that are at risk of grade retention or failure. Adolescence is a huge adjustment for most students. Personal & social support is an essential part of our school counselor's position in assisting students to become more self-confident, responsible and independent. Counseling support services involve crisis, individual, group counseling and providing resources to families in need. School counselors are also responsible for implementing and maintaining prevention services. These services include: bullying, drug and alcohol prevention, neglect and abuse and homelessness.

Before a middle grade student can be promoted to 9th grade, he/she must complete one career course and a personalized academic plan. To help meet this requirement, School Counselors use the Florida Department of Education approved website, FI. CHOICES.net, to assist students to explore careers based on their strengths and interest and to build a personalized 4 year academic plan. The School Counselor aligns with the district's mission to support the academic achievement of all students.

DSA has two types of mentoring programs:

The first program pairs a student at risk, either academically or socially, with an adult from the DSA community. The pairings require parent consent and the adult must be a Polk County approved volunteer. Each week the student mentee meets with their adult mentor. Activities include: assistance in academics (learning games, flash cards, read alouds, etc.), Lunch Buddies, learning opportunities: managing the school garden and supporting the science labs and the opportunity to participate in cooperative games to support social skills (behavior). Mentors and mentees participate in a "get to know you" breakfast at the beginning of the year and a celebration/field trip at the end of the year. The activities listed above have given the students a chance to grow both academically and socially. This program has shown great success in decreasing the number of discipline referrals for the mentee.

The second program pairs an elementary student, at risk academically, with a National Junior Honor Society student from our middle school. Students meet once a week with their "big buddy" to receive academic support. The mentor often is given assistance from the mentee's teacher in what to support the mentee's academic needs. Quite often, students will be found in the hallways or in the media center, reading with their buddy. Around special occasions the mentors arrange a special activity for their mentee and an end of the year social. This program has displayed many success stories of borderline students reaching their academic goals to be successful for the upcoming school year.

### 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).

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

The school's early warning system includes:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or mathematics
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
5. Over-age 2 or more years for the grade level
6. Tardy 20% or more in one period (secondary)

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

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

Indicator	Grade Level								Total
	1	2	3	4	5	6	7	8	
Attendance below 90 percent	3	2	9	9	6	6	9	6	50
One or more suspensions	0	0	1	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	4	17	37	44	40	142
Level 1 on statewide Math assessment	0	0	0	3	25	41	57	47	173

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

Indicator	Grade Level						Total
	3	4	5	6	7	8	
Students exhibiting two or more indicators	1	3	5	13	18	15	55

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

Davenport School of the Arts strategies to improve the academic performance of students identified by the early warning system include:

1. Students are identified as off track by analyzing weekly failing grade reports from Pinnacle by our school guidance counselors.
  - a. Teachers of students who have a D or an F are monitored to ensure that communication with the parent by writing in agenda and a phone call has happened, as well as, classroom opportunities for possible grade recovery. Students who continuously are identified as off track are placed on a Progress Monitoring Plan, which includes teacher/parent communication when a grade falls below 70%.
2. Elementary levels 1's, 2's, and low 3's receive intensive ELA instruction 1 hour daily in grade 3-5. Grades 1 and 2 receive an extra hour of ELA instruction above and beyond the District's two hour minimum. Middle school 1's receive instruction in Journey, 2's in Achieve 3000. Middle school students who score a 1-3 on FCAT Math are scheduled for an intensive Math and regular Math for a total of 90 minute blocks.
3. Parents of students identified as off track for attendance below 90% are contacted, assessed for reasons for absences, and provided support if possible. Students who continuously are identified as off track are referred to school social worker for additional resources and support.
4. Students identified as off track with one or more suspensions are placed on a behavioral

intervention plan with guidance counselors, administrators, and teachers. Students are supported in creating individualized goals and monitored weekly.

## Family and Community Involvement

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).

**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).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **Description**

The Davenport School of the Arts Staff and PTO work diligently to inform our parents of all opportunities they can participate in their child's education. We have initiated a DSA PTO website and Facebook page. We believe the success of the students begins with arming the parents with appropriate resources. We also hold monthly meetings (including a monthly coffee club) where parents can receive information and network with other parents and teachers. We highly encourage parent involvement and engage parents on every level both academically and in the arts. PTO works directly with school administrators so our communication upholds the values, mission and vision of our school.

Teachers contact parents on a regular basis to make certain that parents are up to date on their child's progress. We encourage all parents to sign up for Parent Internet Viewer, a program that allows them to check their child's assignments and progress at the parent's convenience. We meet with each parent face to face twice a year in (k-5). In middle school, parents and teachers can request a conference as needed.

**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**

The Davenport School of the Arts PTO are members of the local Chamber of Commerce. We are visible in our community by attending chamber meetings and participating yearly in the Great American Teach In. We engage the local businesses in an effort to support our school. We approach businesses and request flyers be hung for events happening at DSA. We offer business ad space in the programs and yearbooks which provides advertising of the local businesses. Our local Beef O Brady's hosts a "Spirit Night" where 10% of all proceeds is given right back to our school. We reward our business sponsors by providing a certificate of recognition. We also hold county school informational meetings with the superintendent to discuss the state of our schools. We definitely aspire to continuously build and maintain partnerships with our local community and businesses.

Our school has a Student Leadership Team made up of 7th and 8th graders who apply to be a part of this team. Students are chosen based on character, behavior and attendance. The Student Leadership Team serves as role models to the other students as well as volunteering for numerous organizations throughout our community. They cook breakfast or dinner once a month at the Ronald McDonald House, they clean cottages, rake the playground, assist at the annual gala and 5k fundraiser and decorate for Christmas at the Sunshine Foundation to name just a few.

Our school also has a National Junior Honor Society which provides a mentee program to younger students which helps foster a caring environment between our middle school and elementary students. This group of students visits a local nursing home each year.

## 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).

### School Leadership Team

#### Membership:

Name	Title
Hughes, Alicia	Assistant Principal
Kier, Brian	Principal
Braaten, Cindy	Assistant Principal
Bradley, jennifer	Teacher, K-12
Carter, Kimaley	Teacher, K-12
Harvie, Jessica	Teacher, K-12
Hazen, Kendra	Teacher, K-12
Lewis, Jenny	Teacher, ESE
Mosley, Theresa	Teacher, K-12
Searls, Susan	Teacher, K-12
SOJOS, SARAH	Teacher, K-12

#### Duties

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

This team meets once a week for an hour. Members of this team will address School Improvement Plan, personnel, curriculum and any topic that affects the students, staff, or community stakeholders at Davenport School of the Arts.

***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 Leadership Team meets weekly to analyze ongoing District Progress Monitoring Data. Students who meet any of the criteria below are placed on a data wall as a visual for discussions on strategies to help close the gap in learning for these students. The Leadership Team monitors the effectiveness of MTSS/Rti data provided by teachers of these students. The LT also monitors the services provided by the ESE/ESOL teachers and their effectiveness to help them achieve proficiency and above.

\*Scores below proficiency on District Progress Monitoring Data and Standards Mastery Assessments.

\*Students who have been placed on a Progress Monitoring Plan, which includes teacher/parent communication when a grade falls below 70%.

\* State testing levels of 1's, 2's, and low 3's in ELA, Math or Science. .

\*Students whose attendance is below 90%

\*Students with one or more suspensions

\* ESOL students

\*ESE students

\*Students identified as the lowest 25% in ELA, Math and/or Science.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Brian Kier	Principal
Cindy Braaten	Principal
Alicia Hughes	Principal
Mary Jane Armagost	Parent
Jennifer Brummels	Parent
Marcos Colon	Parent
Tammy Colon	Parent
Tessa Curry	Parent
Lisa Dudney	Education Support Employee
Omar Feliciano	Parent
Tiffany Frankos	Parent
Liz Hansen	Parent
Elissa Hoefen	Parent
Katrina Jackson	Teacher
Veronica Lopez	Parent
Melisa Marasco	Education Support Employee
Claudia Marquez	Parent
Marisol Moctezuma	Parent
Pam Mooney	Parent
Raytaza Nieves	Parent
Susie Peterson	Parent
Lori Rutledge	Parent
Christine Smiley	Parent
Andy Stamper	Parent
Amanda Steele	Parent
Yara Toro	Parent
Lori Walden	Parent
Phillipa White	Parent
Liz Weir	Parent
Michael Xiarhos	Parent
Anita Persuad	Parent
Linda Matthews	Parent

**Duties**

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

*Evaluation of last year's school improvement plan*



The assistant principal presented the plan to the SAC committee at the first meeting. The SAC committee reviewed the plan once it was complete. They asked numerous questions about the school's data, mostly for a better understanding as parents and community members. The committee members approved the plan.

*Development of this school improvement plan*

The SAC committee was given an overview of the school's specific data. They were able to give input in numerous areas from parental involvement to specific data by subject area and need. The information received was incorporated into the current SIP.

*Preparation of the school's annual budget and plan*

We review last year's budget and the effectiveness of how the money was spent. We created this year's budget based on the information from the feedback we received from the SAC members. We planned for the new anticipated expenditures and areas where there were deficits last year.

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

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Braaten, Cindy	Assistant Principal
Kier, Brian	Principal
Hughes, Alicia	Assistant Principal
leonard, jennifer	Teacher, K-12
Carter, Kimaley	Teacher, K-12
Turlington, Sonya	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

They will monitor the progress of reading and writing proficiency school wide, ensuring reading and writing is addressed in all classes and content areas. They will provide other teachers with the support and tools needed to successfully teach reading and writing skills in the classroom. They will assist in building capacity of reading knowledge within the school and focus on areas of literacy concern such as the following:

- Ensuring text complexity along with close reading and rereading of texts built into lessons consistency
- Providing scaffolding that does not preempt or replace text reading by students
- Developing and asking text dependent questions from a range of question types
- Emphasizing students supporting their answers based upon evidence from the text
- Providing extensive research and writing opportunities (claims and evidence)

## 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).

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

Elementary teachers have common planning time at the same time each day. Grade levels or Academic teams meet weekly in collaborative planning sessions to unpack standards, design standards based lessons, and to analyze student work/assessments.

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

We follow District procedures in advertising for instructional and non-instructional vacancies. After reviewing resumes, we select highly qualified teachers to interview. We have a team that conducts the interview, consisting of our administration and grade level teachers or area staff and everyone has an input in the final decision.

Davenport School of the Arts has a family atmosphere for our staff. The administration has an open-door policy where staff members can voice their questions and concerns, and receive sound advice and additional training when needed.

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

We provide our new staff members a mini-training with the housekeeping/DSA information. Our teacher mentoring program is set so that new teachers are paired with experienced staff members that can assist them on a consistent basis. We meet monthly in order to build strong relationships and provide needed support.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Through unpacking the standards and training provided by PCSB, we compare the instructional materials with the standards set by the state of Florida in order to meet the needs of the students.

#### **Instructional Strategies**

##### ***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***

DSOTA teachers plan lessons collaboratively in grade level or academic teams and embed formative assessments that inform the teacher of struggling students. Based on data, teachers then re-teach or instruct small groups based on individual group needs to help students attain proficiency. This happens on a daily basis in all academic areas. Academic tutoring is also made available to students. At the elementary level, students who first enter DSOTA are given an individual reading inventory at the beginning of the school year and then at the end of the year to assess students' reading gains and reading needs. All academic teachers progress monitor students' reading instruction daily to ensure that every student meets grade level expectations.



**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:** 25

Tutoring is provided from each child's teacher based on the student's needs. Students are able to stay after school free of charge to the student for tutoring in specific areas.

**Strategy Rationale**

We provide this service because we are dedicated to meeting the needs of all learners and know that all students do not gain the understanding of all concepts taught during the school day. We know to meet the needs of all learners, we have to provide extra opportunities for students to understand the concepts we teach.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Kier, Brian, brian.kier@polk-fl.net

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

Teachers consistently monitor student progress. We make the necessary changes to meet individual student needs.

**Student Transition and Readiness**

**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).

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

The DSA kindergarten team reaches out to each incoming kindergarten student. In the spring, prior to the student's kindergarten year, the kindergarten teachers call each new family. At this time an appointment is scheduled for the kindergarten teacher to meet the student and their family. This appointment gives the teacher 20 uninterrupted minutes with each incoming family into our DSA learning community. This creates a welcoming bond between the teacher and the new student/family. On the first day of school DSA's PTO openly welcomes each Kindergarten parent to the "Boo-Hoo" breakfast. Here new parents have the opportunity to meet other new parents and to get to know the PTO's officers and yearly event schedule in supporting the staff and students of DSA. For students transitioning from DSA's 5th grade to DSA's middle school, 6th grade, there is a spring parent night. On this night information about middle school is shared with students and families. Students can complete course request sheets in addition to selecting their Art's major for the next 3 years. This meeting is held by DSA's administrators, guidance department and 6th grade teachers. Before a middle grades student can be promoted to 9th grade, he/she must complete one career course and the completion of this course must be marked in Genesis in Perm Records under the Middle School Promotion Screen. The student must also complete a personalized academic and career plan. To help meet this requirement, you will find several great resources in FI. CHOICES under the Educators' tab. Within these resources is a Middle School Section. Here you will find High School Plan Course in PDF and Word. If you select the word document, the students will be able to type into it as they create their academic personalized 4 year plan. According to the Florida Statute

this plan must be signed by the student and the student's parents. The Fl. Statute does not indicate what to do with these plans, but I would recommend filing them in the student's cum file. According to Fl. Statute, the parents must also be informed about the course curriculum and activities. The statute is not specific about how this should be done. You may choose to have a parent night, send home information, upload links to your school website and etc.

## College and Career Readiness

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

DSOTA involves students with college and career awareness throughout the school year with events, opportunities, and service projects. The entire school participates in the Great American Teach-In each November. Business, industry professionals, and the community at large is a part of the school-wide event. Students have individual sessions with Teach-In Teachers who offer insight, education, and real-life experience in all aspects of Career and College opportunities beyond DSA and High School. The DSA Student Leadership in active volunteer work in the community. They participate in service learning projects and go out in the community to provide meals to sick children and their families; they work in soup kitchens; and they volunteer at local charities such as Give Kids the World and The Sunshine Foundation.

Students are also invited to local high schools and colleges and actively participate in programs such as the 8x8 Dance Day. During this time our students visit the performing arts high school, Harrison Center for the Arts, take class with high school students, and shadow high school life in depth. Drama students participate in the All-County Events on the campus of local college, Polk State College. They have opportunities to interact with college professors and students, as well as, develop a sense of college life there.

Alumni students also return frequently to volunteer on our campus and provide students with peer mentoring as well as role models for future success in high school and college.

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

DSA has an onsite Technology Teacher who provides individual instruction to teachers on integrating technology into the classroom on a regular basis. Teachers are supported with technology in the classroom such as smart boards, tablets, and computers. Students are able to develop 21st century technology skills as part of their daily instruction preparing them for future success in the global market.

The Instructional Television Department offers courses that follow the proposed course progression for Digital Video Production.

First year ITV students enroll in Introduction to Arts, A/V Technology and Communications (course code 8209350). This course offers students a chance to earn IC3 Spark certification, which is a CAPE Digital Tool Certification.

Second year ITV students are enrolled in Fundamentals of AV and Print Technology (course code 8260300). The IC3 Spark certification will be offered in this class during the 2015/16 school year.

Third year ITV students are enrolled in Digital Video Production 1, a high school level course. This class offers students an opportunity to earn Adobe ACA certification in Premiere Pro.

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

DSA has an onsite Technology Teacher who provides individual instruction to teachers on integrating technology into the classroom on a regular basis. Teachers are supported with technology in the classroom such as smart boards, tablets, and computers. Students are able to develop 21st century technology skills as part of their daily instruction preparing them for future success in the global market.

**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**

Local High School program advisors and directors are invited in to offer information sessions, audition information, and provide middle school students with a glimpse of high school life. Middle schools students are also bussed to their zoned high school and receive campus tours as well as information on academics, student life, and auditions. DSA Alumni serve as role models and provide real-life experience to middle school students through peer mentoring and volunteering for DSA events.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### 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:

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#### 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.

### 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.

## 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.** Davenport School of the Arts will increase the effectiveness with which all teachers engage students in standards-based and rigorous instruction on a daily basis.

## Strategic Goals Detail

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

**G1.** Davenport School of the Arts will increase the effectiveness with which all teachers engage students in standards-based and rigorous instruction on a daily basis. 1a

G074785

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	
Math Lowest 25% Gains	69.0
Math Gains	70.0
AMO Reading - All Students	
ELA/Reading Lowest 25% Gains	69.0
ELA/Reading Gains	73.0
FCAT 2.0 Science Proficiency	49.0

**Resources Available to Support the Goal** 2

- 
- IBTP
- Professional Development
- Observations/Walkthroughs
- Lesson plans
- Collaborative Planning

**Targeted Barriers to Achieving the Goal** 3

- Lack of understanding the depth of the state standards.

**Plan to Monitor Progress Toward G1.** 8

District wide student assesments, state assesments, and classroom assesment data

**Person Responsible**

Brian Kier

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Student performance

## 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.** Davenport School of the Arts will increase the effectiveness with which all teachers engage students in standards-based and rigorous instruction on a daily basis. **1**

 G074785

**G1.B1** Lack of understanding the depth of the state standards. **2**

 B195277

**G1.B1.S1** Collaboratively analyze the standards at each grade level and content area. **4**

 S206921

### Strategy Rationale

To ensure that the standard is completely understood by teachers and effectively taught.

### Action Step 1 **5**

Collaborative planning

#### Person Responsible

Brian Kier

#### Schedule

Weekly, from 8/17/2015 to 6/10/2016

#### Evidence of Completion

agenda, team meeting log, unpacking documentation, lesson plans

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

An administrator will attend collaborative planning meetings to plan with teams gradually releasing them to independence.

**Person Responsible**

Brian Kier

**Schedule**

Monthly, from 8/17/2015 to 6/10/2016

***Evidence of Completion***

Meeting planning sheets

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

Administrative Coaching

**Person Responsible**

Brian Kier

**Schedule**

Monthly, from 8/17/2015 to 6/10/2016

***Evidence of Completion***

Coaching visit feedback sheets

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

Determine implementation of targeted standard, Administration will setup the expectation for implementation

**Person Responsible**

Brian Kier

**Schedule**

Monthly, from 8/17/2015 to 6/10/2016

***Evidence of Completion***

formative assessment data, progress monitoring data,

**G1.B1.S2 Collaborate to vertically align the curriculum.** 4

S206922

**Strategy Rationale**

To alleviate instructional gaps or redundancy between grade levels.

**Action Step 1** 5

Provide scheduled vertical planning time to align curriculum.

**Person Responsible**

Brian Kier

**Schedule**

Quarterly, from 12/1/2015 to 6/8/2017

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Vertical collaboration will be facilitated by an administrator and academic teacher leader.

**Person Responsible**

Brian Kier

**Schedule**

Quarterly, from 11/2/2015 to 6/9/2016

**Evidence of Completion**

Each participant will leave with a detailed list of academic standards, what other grade levels addressed, and content limitations. Lesson plans, coaching visits and walk-throughs will also be indicators of implementation.



**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Collaborative teams will complete unpacking documents, which will result in lesson plans that reflect the alignment of the curriculum;

**Person Responsible**

Brian Kier

**Schedule**

***Evidence of Completion***

Lesson plans, unpacking documents, coaching visits and walk-throughs will also be indicators of implementation.

**G1.B1.S3 School-wide screening progress monitoring. 4**

 S206923

**Strategy Rationale**

To monitor student progress in order to adjust instruction to improve student achievement.

**Action Step 1 5**

Implement Screening and Progress Monitoring in Grades K-8

**Person Responsible**

Brian Kier

**Schedule**

Monthly, from 9/14/2015 to 6/10/2016

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B1.S3 6**

Leadership team will analyze Progress Monitoring Data

**Person Responsible**

Brian Kier

**Schedule**

Weekly, from 9/14/2015 to 6/10/2016

**Evidence of Completion**

Leadership Team will analyze data, identify students in need of intervention, monitor tutoring, MTSS, ESE, ESOL support. (decrease the number of students in need of intervention)

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Leadership team will monitor progress monitoring plans and grade recovery.

**Person Responsible**

Brian Kier

**Schedule**

**Evidence of Completion**

Progress monitoring plans, grade recovery documentation.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Collaborative planning	Kier, Brian	8/17/2015	agenda, team meeting log, unpacking documentation, lesson plans	6/10/2016 weekly
G1.B1.S2.A1	Provide scheduled vertical planning time to align curriculum.	Kier, Brian	12/1/2015		6/8/2017 quarterly
G1.B1.S3.A1	Implement Screening and Progress Monitoring in Grades K-8	Kier, Brian	9/14/2015		6/10/2016 monthly
G1.MA1	District wide student assesments, state assesments, and classroom assesment data	Kier, Brian	8/18/2014	Student performance	6/5/2015 monthly
G1.B1.S1.MA1	Determine implementation of targeted standard, Administration will setup the expectation for implementation	Kier, Brian	8/17/2015	formative assessment data, progress monitoring data,	6/10/2016 monthly
G1.B1.S1.MA1	An administrator will attend collaborative planning meetings to	Kier, Brian	8/17/2015	Meeting planning sheets	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	plan with teams gradually releasing them to independence.				
G1.B1.S1.MA3	Administrative Coaching	Kier, Brian	8/17/2015	Coaching visit feedback sheets	6/10/2016 monthly
G1.B1.S2.MA1	Collaborative teams will complete unpacking documents, which will result in lesson plans that reflect the alignment of the curriculum;	Kier, Brian	Lesson plans, unpacking documents, coaching visits and walk-throughs will also be indicators of implementation.	weekly	
G1.B1.S2.MA1	Vertical collaboration will be facilitated by an administrator and academic teacher leader.	Kier, Brian	11/2/2015	Each participant will leave with a detailed list of academic standards, what other grade levels addressed, and content limitations. Lesson plans, coaching visits and walk-throughs will also be indicators of implementation.	6/9/2016 quarterly
G1.B1.S3.MA1	Leadership team will monitor progress monitoring plans and grade recovery.	Kier, Brian	Progress monitoring plans, grade recovery documentation.	one-time	
G1.B1.S3.MA1	Leadership team will analyze Progress Monitoring Data	Kier, Brian	9/14/2015	Leadership Team will analyze data, identify students in need of intervention, monitor tutoring, MTSS, ESE, ESOL support. (decrease the number of students in need of intervention)	6/10/2016 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** Davenport School of the Arts will increase the effectiveness with which all teachers engage students in standards-based and rigorous instruction on a daily basis.

**G1.B1** Lack of understanding the depth of the state standards.

**G1.B1.S1** Collaboratively analyze the standards at each grade level and content area.

### **PD Opportunity 1**

Collaborative planning

#### **Facilitator**

Leadership Team

#### **Participants**

All teachers

#### **Schedule**

Weekly, from 8/17/2015 to 6/10/2016

**G1.B1.S3** School-wide screening progress monitoring.

### **PD Opportunity 1**

Implement Screening and Progress Monitoring in Grades K-8

#### **Facilitator**

Carter, Hughes, Braaten

#### **Participants**

K-2 Teachers

#### **Schedule**

Monthly, from 9/14/2015 to 6/10/2016

## Technical Assistance Items

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