

Polk County Public Schools

Davenport School Of The Arts



2016-17 Schoolwide Improvement Plan

Davenport School Of The Arts

4751 COUNTY ROAD 547 N, Davenport, FL 33837

www.davenportschoolofthearts.com

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	55%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

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

**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 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>.

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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 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 Davenport School Of The Arts

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

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

b. 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.

2. School Environment

a. 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.

b. 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.

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.

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 in the classroom. 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 (Attitude, Appearance, Accountability) 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.

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.

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.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

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)

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	0	5	5	7	10	9	9	10	17	0	0	0	0	72
One or more suspensions	0	4	5	4	3	1	3	1	0	0	0	0	0	21
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	3	13	17	7	15	0	0	0	0	55
Level 1 on statewide Math assessment	0	0	0	0	1	6	0	10	18	0	0	0	0	35

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	1	0	0	0	5	2	7	11	0	0	0	0	26

c. 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 and 2's receive instruction in Achieve 3000. Middle school students who score a 1-2 and low 3's on FSA Math are scheduled for an intensive Math for a total of 90 minute blocks. Middle school students who score a 1-2 on FSA ELA are scheduled for an intensive ELA 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.

B. Family and Community Engagement

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

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

No

1. PIP Link

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

2. Description

The Davenport School of the Arts Staff and PTO work diligently to inform our parents of all opportunities they have to participate in their child's education. We have initiated a DSA PTO website, monthly newsletter 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.

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.

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. Many staff members are participants in community Arts and STEM events. Some include community theatre, Arts in the Park, and professionally paid musicians at weddings, shows and musicals. We offer business ad space in the playbills and yearbooks which provides advertising of the local businesses. Local businesses display student artwork throughout the school year. Business and community dignitaries receive an official invitation with complimentary tickets for them and their families to attend

our two school theatrical productions each year.

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.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
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
Cotton, Christy	Administrative Support

b. Duties

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

This core team of administrators and supports meet weekly, with instructional staff included once per month. 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.

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 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 oversees the monitoring of the effectiveness of MTSS/RTI data provided by teachers to the guidance counselors 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Brian Kier	Principal
Cindy Braaten	Principal
Alicia Hughes	Principal
Marcos Colon	Parent
Tammy Colon	Parent
Lisa Dudney	Education Support Employee
Liz Hansen	Parent
Katrina Jackson	Teacher
Veronica Lopez	Parent
Melisa Marasco	Education Support Employee
Christine Smiley	Parent
Andy Stamper	Parent
Amanda Steele	Parent
Phillipa White	Parent
Anita Persuad	Parent
Linda Matthews	Parent
Susie Peterson	Parent
Jackie Shadrake	Parent
Angie Pineiro	Parent
Sabrina Robinson	Parent
Hilda Benitez	Parent
Maricella Resendez	Teacher
Natalie Martinez	Education Support Employee

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

The assistant principal presents the draft copy School Improvement Plan to the SAC committee at the first meeting. The SAC committee reviews the plan and gives feedback. Discussion is made for revisions if needed and the SAC moves to accept any changes and approve the SIP.

b. 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.

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

We reviewed 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.

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

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
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

b. Duties

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

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)

D. Public and Collaborative Teaching

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

1. 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.

2. 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. When recruiting for Arts area specialist, our school elicits the help of the Fine Arts Department at the district.

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.

3. 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. Our staff meets monthly in order to build strong relationships and provide needed support.

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.

DSOTA unpacks the Florida Standards to gain a deeper understanding of what students need to know, understand and do for all content areas and collaboratively choose resources provided by PCSB and/or supplemental research based resources when needed. Assessments are collaboratively developed, administered and then test data analyzed to adjust testing processes to ensure that students are showing their understanding to the full intent of the Florida Standard.

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.

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 or individual students. Academic tutoring is also made available to students. All academic teachers progress monitor students' reading instruction daily to ensure that every student meets grade level expectations.

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: 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 must provide additional opportunities for students to understand the concepts we teach.

Strategy Purpose(s)

- Core Academic Instruction

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 by analyzing classroom and assessment data. Necessary changes are made to meet individual student needs based on results.

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. Â§ 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.

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" Ya-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 FI. Statute does not indicate how to utilize these plans, but it is recommended they be filed in the student's cum file. According to FI. 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.

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.

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.

2. 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.

3. 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.

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.

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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

 = 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"), 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. 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

G087112

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	68.0
Math Gains	75.0
ELA/Reading Lowest 25% Gains	64.0
ELA/Reading Gains	74.0
FCAT 2.0 Science Proficiency	69.0
AMO Math - All Students	
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal 3

- Depth of understanding of the state standards and how to assess these standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Aligning standards, curriculum, lessons, and assessments
- Peer Coaching
- Professional Development
- Observations/Walkthroughs/feedback
- Collaborative lesson Planning

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Brian Kier

Schedule

Monthly, from 8/22/2016 to 6/7/2017

Evidence of Completion

Student performance, learning gains, school grade

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**

 **G087112**

G1.B1 Depth of understanding of the state standards and how to assess these standards **2**

 **B231611**

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

 **S244321**

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 8/26/2016 to 6/7/2017

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 8/22/2016 to 6/7/2017

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 8/22/2016 to 6/7/2017

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 8/22/2016 to 6/7/2017

Evidence of Completion

formative assessment data, progress monitoring data,

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

S244322

Strategy Rationale

To alleviate instructional gaps or redundancy between grade levels and to clarify the expected outcome at each level.

Action Step 1 5

Provide scheduled vertical planning time to align curriculum.

Person Responsible

Brian Kier

Schedule

Quarterly, from 9/13/2016 to 6/7/2017

Evidence of Completion

Grade level expectations for all content areas.

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 8/22/2016 to 6/7/2017

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

Weekly, from 8/22/2016 to 6/7/2017

Evidence of Completion

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

G1.B1.S3 School-wide progress monitoring and ongoing formative assessments. 4

 S244323

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 8/22/2016 to 6/7/2017

Evidence of Completion

Kindergarten-FAIR, Grade 1-2-STAR, Grades 3-8 FAIR...Math K-8 module assessments

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 8/22/2016 to 6/7/2017

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

On 6/7/2017

Evidence of Completion

Progress monitoring plans, grade recovery documentation.

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  M328332	District wide student assesments, state assesments, and classroom assesment data	Kier, Brian	8/22/2016	Student performance, learning gains, school grade	6/7/2017 monthly
G1.B1.S1.MA1  M328325	Determine implementation of targeted standard, Administration will setup the expectation for...	Kier, Brian	8/22/2016	formative assessment data, progress monitoring data,	6/7/2017 monthly
G1.B1.S1.MA1  M328326	An administrator will attend collaborative planning meetings to plan with teams gradually releasing...	Kier, Brian	8/22/2016	Meeting planning sheets	6/7/2017 monthly
G1.B1.S1.MA3  M328327	Administrative Coaching	Kier, Brian	8/22/2016	Coaching visit feedback sheets	6/7/2017 monthly
G1.B1.S1.A1  A316374	Collaborative planning	Kier, Brian	8/26/2016	agenda, team meeting log, unpacking documentation, lesson plans	6/7/2017 weekly
G1.B1.S2.MA1  M328328	Collaborative teams will complete unpacking documents, which will result in lesson plans that...	Kier, Brian	8/22/2016	Lesson plans, unpacking documents, coaching visits and walk-throughs will also be indicators of implementation.	6/7/2017 weekly
G1.B1.S2.MA1  M328329	Vertical collaboration will be facilitated by an administrator and academic teacher leader.	Kier, Brian	8/22/2016	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.	6/7/2017 quarterly
G1.B1.S2.A1  A316375	Provide scheduled vertical planning time to align curriculum.	Kier, Brian	9/13/2016	Grade level expectations for all content areas.	6/7/2017 quarterly
G1.B1.S3.MA1  M328330	Leadership team will monitor progress monitoring plans and grade recovery.	Kier, Brian	8/22/2016	Progress monitoring plans, grade recovery documentation.	6/7/2017 one-time
G1.B1.S3.MA1  M328331	Leadership team will analyze Progress Monitoring Data	Kier, Brian	8/22/2016	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)	6/7/2017 weekly
G1.B1.S3.A1  A316376	Implement Screening and Progress Monitoring in Grades K-8	Kier, Brian	8/22/2016	Kindergarten-FAIR, Grade 1-2-STAR, Grades 3-8 FAIR...Math K-8 module assessments	6/7/2017 monthly

V. 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 Depth of understanding of the state standards and how to assess these 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 8/26/2016 to 6/7/2017

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

PD Opportunity 1

Provide scheduled vertical planning time to align curriculum.

Facilitator

Joy Hall, Cotton, Stearns, Turlington, Henry

Participants

Grade K-8 teachers

Schedule

Quarterly, from 9/13/2016 to 6/7/2017

G1.B1.S3 School-wide progress monitoring and ongoing formative assessments.

PD Opportunity 1

Implement Screening and Progress Monitoring in Grades K-8

Facilitator

Carter, Hughes, Braaten, Cotton,

Participants

K-8 Teachers

Schedule

Monthly, from 8/22/2016 to 6/7/2017

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	Collaborative planning	\$0.00
2	G1.B1.S2.A1	Provide scheduled vertical planning time to align curriculum.	\$0.00
3	G1.B1.S3.A1	Implement Screening and Progress Monitoring in Grades K-8	\$0.00
Total:			\$0.00