

Polk County Public Schools

Davenport School Of The Arts



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	51%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Davenport School Of The Arts

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

DSA is a Leader in Me School. Students have a clear understanding of school/classroom behaviors and consequences that make them leaders. Leader behaviors are clearly stated and posted throughout the campus and in all classrooms, as well as embedded in the school wide discipline system. 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 all student leaders throughout the year. They have implemented school wide expectations written in the form of 7 habits of highly effective students, 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, with a "purple" turn it up leadership option. These students also use an ARTS CARD which is specific to any area where students are outside of their classroom and include "I" statements with the 7 habits. In 4th-5th grade, students have an Beacon Leadership 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 choices that make leaders of our students. In middle school, they use the Leadership 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. School wide procedures are taught and practiced the first two weeks of school.

At the beginning of each school day all middle school students participate in a study of the 7 Habits of highly effective teens, which includes data chats, individual goal setting, academic counseling, social support, and team building activities.

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. All agendas include the school wide 7 habits choices expectations cards and ongoing individual student goals for academics and behavior, which supplies daily up to date behavior and academic information for 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.

In addition, At the beginning of each school day all middle school students participate in a study of the 7 Habits of highly effective teens, which includes data chats, individual goal setting, academic counseling, social support, and team building activities.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	8	8	6	10	12	12	1	1	9	0	0	0	0	67
One or more suspensions	1	4	4	4	2	8	4	11	15	0	0	0	0	53
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	3	13	24	15	10	15	0	0	0	0	80
Level 1 on statewide Math assessment	0	0	0	0	10	24	11	12	18	0	0	0	0	75

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	1	2	2	3	13	33	5	15	38	0	0	0	0	112

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/477995>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

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
Cotton, Christy	Administrative Support
Schumacher, Debbie	Instructional Coach
Brown, Leslie	School Counselor
Brewer, Jane	School Counselor

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 bi/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 and Title 1 Reading Coach 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 Science.

Tutoring is offered to students who perform in these categories will be provided by weekly by teachers and funded through Title 1 funds.

Title I, Part A funds school-wide services to Davenport School of the Arts. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement instructional materials, Reading Coach, professional development for the staff and resources for parents. Title II Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II funds. At Davenport School of the Arts these funds will be used to provide substitutes, or Special Activity Pay, to facilitate curriculum development. DSA also collaborates with the ESOL department to ensure students are receiving adequate support in the classrooms. Training on providing accommodations, supports, interpretation of reports, and lesson plan implementation are topics discussed in ongoing PLC's.

Homeless Hearth program, funded through Title X, provides backpacks of school supplies for identified homeless students.

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
Phillipa White	Parent
Anita Persuad	Parent
Linda Matthews	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 is 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.

N/A

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
Schumacher, Debbie	Instructional Coach
Cotton, Christy	Instructional Coach
Brown, Leslie	School Counselor

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 Fl. Statute does not indicate how to utilize these plans, but it is recommended they be filed 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.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

According to the 2016-2017 FSA results, 53% of Davenport School of the Arts lowest 25% made gains in Math and 58% made gains in ELA. Davenport School of the Arts will increase each area by 5% through tutoring provided through Title I funds. Discipline incidents in 2016-2017 were a high 289, Davenport School of the Arts will decrease the number of discipline incidents to 200. Additionally we will target the economically disadvantaged students that fall into this discipline category with tier 2 and 3 behavior interventions.

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Davenport School of the Arts will increase the effectiveness with which all teachers engage students in standards-based and rigorous core (tier1) instruction on a daily basis.

- G2.** Davenport School of the Arts will decrease the achievement gap of the lowest 25% in Math and ELA on district progress monitoring, increase proficiency on State testing, and decrease the discipline incidents.

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 core (tier1) instruction on a daily basis. 1a

G097797

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	80.0
FSA Mathematics Achievement	77.0

Targeted Barriers to Achieving the Goal 3

- Teacher's depth of understanding of planning, instructing and assessing state standards of core instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Aligning standards, curriculum, lessons, and assessments
- Peer Coaching/feedback
- Professional Development
- Observations/Walkthroughs/instructional walks with feedback
- Collaborative lesson planning and analyzing student work/assessments to make instructional decisions.
- Title 1 Reading Coach

Plan to Monitor Progress Toward G1. 8

Collaborative teams, coaches and administrators will analyze progress monitoring data (STAR Reading, Math, Star Early Literacy, istations, and classroom formative assessments) to adjust core instruction.

Person Responsible

Alicia Hughes

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

% proficiency will increase on progress monitoring data.

G2. Davenport School of the Arts will decrease the achievement gap of the lowest 25% in Math and ELA on district progress monitoring, increase proficiency on State testing, and decrease the discipline incidents.

1a

G097798

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	58.0
ELA/Reading Lowest 25% Gains	63.0
Discipline incidents	200.0

Targeted Barriers to Achieving the Goal 3

- Staff needs a common language of good character expectations to implement and support a school wide positive behavior of supports.
- Families need to know how they can support their child's academic achievement,
- Tier 2 and Tier 3 students need additional supports to reach academic proficiency,

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leader in Me Curriculum Principal Assistant Principals Title 1 funding for Before and After School Tutoring FSA ready resource material for ELA and Math Title 1 Family Engagement Funds

Plan to Monitor Progress Toward G2. 8

Monitor discipline reports monthly

Person Responsible

Cindy Braaten

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Genesis discipline report by month

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 core (tier1) instruction on a daily basis. **1**

 G097797

G1.B1 Teacher's depth of understanding of planning, instructing and assessing state standards of core instruction. **2**

 B262950

G1.B1.S1 Collaboratively analyze the standards at each grade level and content area and use that information to plan for core instruction. **4**

 S278402

Strategy Rationale

To ensure that the standard is completely understood by teachers and that lessons are being taught with the full depth of the standards.

Action Step 1 **5**

Marzano's Standards Based Planning and Instructional Rigor PD for Leadership Team
Collaborative planning

Reading Coach meets with ELA teachers weekly to unpack standards and plan lessons

Reading Coach facilitates walk-about to monitor teaching to the depth of ELA standards

Reading Coach facilitates data chats using district progress monitoring data and classroom assessments

Admin/teacher leaders meet with Math and Grade level teams to unpack standards and plan lessons

Admin/teacher leaders facilitate walk abouts to collect real time data of teaching to the depth of Math standards for the use in coaching to improve instruction.

Admin//teacher leaders facilitates data chats using district progress monitoring data

Person Responsible

Alicia Hughes

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

agenda, team meeting log, Marzano's template for unpacking documentation, lesson plans, walk about data tracker 80% rigor goal

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

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

Person Responsible

Debbie Schumacher

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Meeting planning sheets, Marzano's template for unpacking, setting learning targets, and lesson plans

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

Instructional walk-about by Administration and Reading Coach

Person Responsible

Debbie Schumacher

Schedule

Biweekly, from 8/21/2017 to 5/11/2018

Evidence of Completion

google app form that collects data to a spreadsheet that shows,

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

During Walk abouts done by Reading Coach, Math Specialist, & Administrators specific rigor data will be collected and used for collaborative planning and data chats with individual teachers or grade level/content area teams.

Person Responsible

Debbie Schumacher

Schedule

Monthly, from 8/21/2017 to 5/11/2018

Evidence of Completion

formative assessment data, progress monitoring data, classroom assignments data, instructional visit data

G1.B1.S2 Provide curriculum updates to parents quarterly to inform of the concepts to be taught with what students should know and be able to do. 4

S278403

Strategy Rationale

To inform parents of concepts taught and provide them with resources to support learning.

Action Step 1 5

Provide curriculum updates to parents quarterly to inform of the concepts to be taught with what students should know and be able to do.

Person Responsible

Christy Cotton

Schedule

Quarterly, from 8/18/2017 to 5/25/2018

Evidence of Completion

tutoring groups, agenda communication, curriculum update letters (5% learning gains in Lowest 25%)

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

Grade levels and content area teachers will unpack standards during collaborative planning. Unpacked language will be written in parent friendly Student: Know, Understand and Do charts. Charts will be sent home with students at the beginning of each quarter.

Person Responsible

Christy Cotton

Schedule

Quarterly, from 8/21/2017 to 5/11/2018

Evidence of Completion

Unpacking documentation per collaborative planning, teacher newsletters, website,

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

Teachers will submit a copy of curriculum updates to Admin and Reading Coach
Homeroom checklists provided for documentation

Person Responsible

Debbie Schumacher

Schedule

Weekly, from 8/21/2017 to 5/11/2018

Evidence of Completion

Grade level and content area curriculum updates document, checklists, coaches logs


G2. Davenport School of the Arts will decrease the achievement gap of the lowest 25% in Math and ELA on district progress monitoring, increase proficiency on State testing, and decrease the discipline incidents. **1**

 G097798

G2.B1 Staff needs a common language of good character expectations to implement and support a school wide positive behavior of supports. **2**

 B262951

G2.B1.S1 Seamless integration of the 7 Habits of Highly Effective Kids and Teens as we follow the Leader in Me curriculum and plan. **4**

 S278404

Strategy Rationale

To teach students how to become effective leaders and decrease the number of discipline incidents.

Action Step 1 **5**

Professional Development in 7 Habits of Highly Effective Teens and Kids and Leader In Me for Staff

Person Responsible

Brian Kier

Schedule

Every 2 Months, from 8/2/2017 to 5/25/2018

Evidence of Completion

PD Sign in Sheets, Agendas, Implementation of the Leader in Me Lessons into classrooms K-8

Action Step 2 **5**

Implementation of Leader in Me Lessons in K-8 classrooms

Person Responsible

Cindy Braaten

Schedule

Daily, from 8/21/2017 to 5/25/2018

Evidence of Completion

Reduction in discipline referrals and behavior incidents,

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

Lighthouse Team will meet monthly to assess discipline data, student LIM and LEAD notebooks.

Person Responsible

Cindy Braaten

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Leader in Me and LEAD notebooks for each student, student workbook data entries, monthly discipline reports

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

Meet with Leader in Me consultant coach to ensure that our school is on track towards the goal of reaching a Lighthouse School status.

Person Responsible

Brian Kier


Schedule

Quarterly, from 8/4/2017 to 5/25/2018

Evidence of Completion

Students as leaders=discipline referrals decreased, Genesis report

G2.B2 Families need to know how they can support their child's academic achievement, 2

 B262952

G2.B2.S1 Provide multiple opportunities for families to become engaged in their child's academic progress. 4

 S278405

Strategy Rationale

Student achievement increases and discipline issues are decreased when families are involved with the education process.

Action Step 1 5

Provide agendas for communication between home and school

Person Responsible

Brian Kier

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Sample agenda pages

Action Step 2 5

Provide 7 Habits of Highly Effective Family events

Person Responsible

Debbie Schumacher

Schedule

Annually, from 8/21/2017 to 5/25/2018

Evidence of Completion

agendas, sign in sheets, surveys

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Family attendance at Effective Family nights

Person Responsible

Debbie Schumacher

Schedule

Annually, from 8/21/2017 to 5/25/2018

Evidence of Completion

sign in sheets, surveys

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

The family attendance for 7 Habits of Highly Effective Families will be monitored to determine a 10% or more of the approximately 1100 students at DSA.

Person Responsible

Debbie Schumacher

Schedule

Annually, from 8/21/2017 to 5/25/2018

Evidence of Completion

agendas, sign in sheets, surveys

G2.B3 Tier 2 and Tier 3 students need additional supports to reach academic proficiency, 2

 B262953

G2.B3.S1 Before, after, and Saturday school tutoring provided by highly effective teachers for the lowest 25% in ELA and Math. 4

 S278406

Strategy Rationale

To close the achievement gap.

Action Step 1 5

Before, after and Saturday school tutoring by highly effective teachers

Person Responsible

Alicia Hughes

Schedule

Weekly, from 9/11/2017 to 5/25/2018

Evidence of Completion

star Early Literacy, STAR ELA/Math progress monitoring data, Pre and Post assessment data

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

The coaching cycle will take place on an on-going basis. The Reading Coach and Assistant Principals support teachers with the unpacking of content standards and lesson planning, the delivery of rigorous instruction and highly engaged student activities. Teachers will also be supported in progress monitoring data analysis to inform planning and instruction.

Person Responsible

Brian Kier

Schedule

Monthly, from 9/11/2017 to 5/25/2018

Evidence of Completion

Coaching Logs, lesson plans, assessment and observation data.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The Reading Coach, Testing Coordinators and Assistant Principals will access progress monitoring data including, but not limited to Star Early Literacy, STAR Reading and Math, Istation, FSA Results, Pre/Post Assessments and other content area standards based rubrics to increase academic achievement.

Person Responsible

Brian Kier

Schedule

Weekly, from 9/11/2017 to 5/25/2018



Evidence of Completion

Coaching Logs, data analysis of student and teacher progress

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.MA1 M405022	During Walk abouts done by Reading Coach, Math Specialist, & Administrators specific rigor data...	Schumacher, Debbie	8/21/2017	formative assessment data, progress monitoring data, classroom assignments data, instructional visit data	5/11/2018 monthly
G1.B1.S1.MA3 M405024	Instructional walk-about by Administration and Reading Coach	Schumacher, Debbie	8/21/2017	google app form that collects data to a spreadsheet that shows,	5/11/2018 biweekly
G1.B1.S2.MA1 M405025	Teachers will submit a copy of curriculum updates to Admin and Reading Coach Homeroom checklists...	Schumacher, Debbie	8/21/2017	Grade level and content area curriculum updates document, checklists, coaches logs	5/11/2018 weekly
G1.B1.S2.MA1 M405026	Grade levels and content area teachers will unpack standards during collaborative planning...	Cotton, Christy	8/21/2017	Unpacking documentation per collaborative planning, teacher newsletters, website,	5/11/2018 quarterly
G1.MA1 M405027	Collaborative teams, coaches and administrators will analyze progress monitoring data (STAR...	Hughes, Alicia	8/21/2017	% proficiency will increase on progress monitoring data.	5/25/2018 monthly
G2.MA1 M405034	Monitor discipline reports monthly	Braaten, Cindy	8/21/2017	Genesis discipline report by month	5/25/2018 monthly
G1.B1.S1.A1 A375035	Marzano's Standards Based Planning and Instructional Rigor PD for Leadership Team Collaborative...	Hughes, Alicia	8/14/2017	agenda, team meeting log, Marzano's template for unpacking documentation, lesson plans, walk about data tracker 80% rigor goal	5/25/2018 weekly
G2.B1.S1.MA1 M405028	Meet with Leader in Me consultant coach to ensure that our school is on track towards the goal of...	Kier, Brian	8/4/2017	Students as leaders=discipline referrals decreased, Genesis report	5/25/2018 quarterly
G2.B1.S1.MA1 M405029	Lighthouse Team will meet monthly to assess discipline data, student LIM and LEAD notebooks.	Braaten, Cindy	8/21/2017	Leader in Me and LEAD notebooks for each student, student workbook data entries, monthly discipline reports	5/25/2018 weekly
G2.B1.S1.A1 A375037	Professional Development in 7 Habits of Highly Effective Teens and Kids and Leader In Me for Staff	Kier, Brian	8/2/2017	PD Sign in Sheets, Agendas, Implementation of the Leader in Me Lessons into classrooms K-8	5/25/2018 every-2-months
G2.B1.S1.A2 A375038	Implementation of Leader in Me Lessons in K-8 classrooms	Braaten, Cindy	8/21/2017	Reduction in discipline referrals and behavior incidents,	5/25/2018 daily
G2.B2.S1.MA1 M405030	The family attendance for 7 Habits of Highly Effective Families will be monitored to determine a...	Schumacher, Debbie	8/21/2017	agendas, sign in sheets, surveys	5/25/2018 annually
G2.B2.S1.MA1 M405031	Family attendance at Effective Family nights	Schumacher, Debbie	8/21/2017	sign in sheets, surveys	5/25/2018 annually
G2.B2.S1.A1 A375039	Provide agendas for communication between home and school	Kier, Brian	8/14/2017	Sample agenda pages	5/25/2018 daily
G2.B2.S1.A2 A375040	Provide 7 Habits of Highly Effective Family events	Schumacher, Debbie	8/21/2017	agendas, sign in sheets, surveys	5/25/2018 annually
G2.B3.S1.MA1 M405032	The Reading Coach, Testing Coordinators and Assistant Principals will access progress monitoring...	Kier, Brian	9/11/2017	Coaching Logs, data analysis of student and teacher progress	5/25/2018 weekly
G2.B3.S1.MA1 M405033	The coaching cycle will take place on an on-going basis. The Reading Coach and Assistant...	Kier, Brian	9/11/2017	Coaching Logs, lesson plans, assessment and observation data.	5/25/2018 monthly
G2.B3.S1.A1 A375041	Before, after and Saturday school tutoring by highly effective teachers	Hughes, Alicia	9/11/2017	star Early Literacy, STAR ELA/Math progress monitoring data, Pre and Post assessment data	5/25/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A1  A375036	Provide curriculum updates to parents quarterly to inform of the concepts to be taught with what...	Cotton, Christy	8/18/2017	tutoring groups, agenda communication, curriculum update letters (5% learning gains in Lowest 25%)	5/25/2018 quarterly
G1.B1.S1.MA1  M405023	An administrator or support staff will attend collaborative planning meetings to plan with teams...	Schumacher, Debbie	8/14/2017	Meeting planning sheets, Marzano's template for unpacking, setting learning targets, and lesson plans	6/1/2018 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 core (tier1) instruction on a daily basis.

G1.B1 Teacher's depth of understanding of planning, instructing and assessing state standards of core instruction.

G1.B1.S1 Collaboratively analyze the standards at each grade level and content area and use that information to plan for core instruction.

PD Opportunity 1

Marzano's Standards Based Planning and Instructional Rigor PD for Leadership Team Collaborative planning Reading Coach meets with ELA teachers weekly to unpack standards and plan lessons Reading Coach facilitates walk-about to monitor teaching to the depth of ELA standards Reading Coach facilitates data chats using district progress monitoring data and classroom assessments Admin/teacher leaders meet with Math and Grade level teams to unpack standards and plan lessons Admin/teacher leaders facilitate walk abouts to collect real time data of teaching to the depth of Math standards for the use in coaching to improve instruction. Admin//teacher leaders facilitates data chats using district progress monitoring data

Facilitator

Leadership Team

Participants

All teachers

Schedule

Weekly, from 8/14/2017 to 5/25/2018

G1.B1.S2 Provide curriculum updates to parents quarterly to inform of the concepts to be taught with what students should know and be able to do.

PD Opportunity 1

Provide curriculum updates to parents quarterly to inform of the concepts to be taught with what students should know and be able to do.

Facilitator

Christy Cotton

Participants

K-8 Parents

Schedule

Quarterly, from 8/18/2017 to 5/25/2018

G2. Davenport School of the Arts will decrease the achievement gap of the lowest 25% in Math and ELA on district progress monitoring, increase proficiency on State testing, and decrease the discipline incidents.

G2.B1 Staff needs a common language of good character expectations to implement and support a school wide positive behavior of supports.

G2.B1.S1 Seamless integration of the 7 Habits of Highly Effective Kids and Teens as we follow the Leader in Me curriculum and plan.

PD Opportunity 1

Professional Development in 7 Habits of Highly Effective Teens and Kids and Leader In Me for Staff

Facilitator

Alan Due

Participants

All Staff members

Schedule

Every 2 Months, from 8/2/2017 to 5/25/2018

VI. Technical Assistance Items

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

G2. Davenport School of the Arts will decrease the achievement gap of the lowest 25% in Math and ELA on district progress monitoring, increase proficiency on State testing, and decrease the discipline incidents.

G2.B1 Staff needs a common language of good character expectations to implement and support a school wide positive behavior of supports.

G2.B1.S1 Seamless integration of the 7 Habits of Highly Effective Kids and Teens as we follow the Leader in Me curriculum and plan.

TA Opportunity 1

Implementation of Leader in Me Lessons in K-8 classrooms

Facilitator

Classroom teachers in K-5, Homeroom teachers in 6-8

Participants

DSA students

Schedule

Daily, from 8/21/2017 to 5/25/2018

G2.B3 Tier 2 and Tier 3 students need additional supports to reach academic proficiency,

G2.B3.S1 Before, after, and Saturday school tutoring provided by highly effective teachers for the lowest 25% in ELA and Math.

TA Opportunity 1

Before, after and Saturday school tutoring by highly effective teachers

Facilitator

Christy Cotton

Participants

Lowest 25% in ELA and Math in grades K-8

Schedule

Weekly, from 9/11/2017 to 5/25/2018

VII. Budget

1	G1.B1.S1.A1	Marzano's Standards Based Planning and Instructional Rigor PD for Leadership Team Collaborative planning Reading Coach meets with ELA teachers weekly to unpack standards and plan lessons Reading Coach facilitates walk-about to monitor teaching to the depth of ELA standards Reading Coach facilitates data chats using district progress monitoring data and classroom assessments Admin/teacher leaders meet with Math and Grade level teams to unpack standards and plan lessons Admin/teacher leaders facilitate walk abouts to collect real time data of teaching to the depth of Math standards for the use in coaching to improve instruction. Admin//teacher leaders facilitates data chats using district progress monitoring data				\$91,325.32
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	0401 - Davenport School Of The Arts	Title, I Part A		\$60,406.66
			<i>Notes: Notes Reading Coach</i>			
	6300	100-Salaries	0401 - Davenport School Of The Arts	Title, I Part A		\$24,459.33
	6400	130-Other Certified Instructional Personnel	0401 - Davenport School Of The Arts	Title, I Part A		\$6,459.33
			<i>Notes: Notes</i>			
2	G1.B1.S2.A1	Provide curriculum updates to parents quarterly to inform of the concepts to be taught with what students should know and be able to do.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	500-Materials and Supplies	0401 - Davenport School Of The Arts	Title, I Part A		\$3,500.00
			<i>Notes: Notes</i>			
3	G2.B1.S1.A1	Professional Development in 7 Habits of Highly Effective Teens and Kids and Leader In Me for Staff				\$35,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0401 - Davenport School Of The Arts	Title, I Part A		\$35,000.00
4	G2.B1.S1.A2	Implementation of Leader in Me Lessons in K-8 classrooms				\$10,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0401 - Davenport School Of The Arts			\$3,300.00
	5100	500-Materials and Supplies	0401 - Davenport School Of The Arts	Title, I Part A		\$7,000.00
			<i>Notes: Notes</i>			
5	G2.B2.S1.A1	Provide agendas for communication between home and school				\$5,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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	6150	500-Materials and Supplies	0401 - Davenport School Of The Arts	Title, I Part A		\$5,300.00
6	G2.B2.S1.A2	Provide 7 Habits of Highly Effective Family events				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	500-Materials and Supplies	0401 - Davenport School Of The Arts	Title, I Part A		\$6,000.00
			<i>Notes: Notes</i>			
7	G2.B3.S1.A1	Before, after and Saturday school tutoring by highly effective teachers				\$25,186.68
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	120-Classroom Teachers	0401 - Davenport School Of The Arts	Title, I Part A		\$18,186.68
			<i>Notes: Notes</i>			
	5900	510-Supplies	0401 - Davenport School Of The Arts	Title, I Part A		\$7,000.00
			<i>Notes: Notes</i>			
					Total:	\$176,612.00