

Polk County Public Schools

Davenport School Of The Arts



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	59%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Duties

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

Administration serves as instructional leaders by setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth. Quality of instruction is the top priority for the instructional administrators.

Administrative Support and instructional coaches assists the administrators in making decisions to govern the school (shared decision making) Based on data brought to the table keeps a focus on learning and continuous improvement, guides the work of the collaborative teams, supports and monitors the work of the collaborative teams, during the collaborative process are the stewards of the school's mission, vision, core values (commitments), monitors achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals, identifies gaps in performance or processes and plans for their improvement, aligns school's work with the district and classroom.

Guidance Counselors support students with their social-emotional needs. Manages the Multi Tiered Support System MTSS process by providing a systemic process of monitoring student progression. Managing teachers data collection processes and reporting, reporting to leadership team when academic or social decisions should be made for specific students. Shares findings and discussions from MTSS team data and decision making.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	12	14	13	7	13	15	20	24	29	0	0	0	0	147
One or more suspensions	3	2	2	4	7	11	17	11	7	0	0	0	0	64
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	7	9	11	30	24	22	0	0	0	0	103

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	0	5	6	4	9	6	6	0	0	0	39

The number of students identified as retainees:

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

Date this data was collected

Tuesday 6/26/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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

Year 2016-17 - Updated

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	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	

Part II: Needs Assessment/Analysis

Assessment & Analysis

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

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

- * Seventh grade Math 12% drop
- *Third to Fourth cohort ELA declined 12%
- * NOT a trend

Which data component showed the greatest decline from prior year?

- * Seventh grade math declined 12%
- *Third to Fourth cohort ELA declined 12%
- *Fourth to Fifth ELA declined 9%

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

Our school performs above the state averages in all areas and all grade levels. The closest to state averages was Seventh grade Math by 2%.

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

- *Third to Fourth grade Math cohort increased by 12%.

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

- * Teachers collaboratively planned weekly by the standards
- * Monitored student work & adjusted instruction weekly
- * Utilized/write common assessments

* Analyze common assessment results to adjust whole/small group instruction, adjust teaching resources or reteach standard.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	73%	54%	60%	73%	56%	55%
ELA Learning Gains	61%	52%	57%	69%	57%	54%
ELA Lowest 25th Percentile	56%	46%	52%	59%	50%	49%
Math Achievement	71%	55%	61%	75%	54%	56%
Math Learning Gains	59%	54%	58%	70%	52%	54%
Math Lowest 25th Percentile	47%	51%	52%	63%	48%	48%
Science Achievement	67%	48%	57%	64%	52%	52%
Social Studies Achievement	92%	85%	77%	90%	72%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	12 (8)	14 (8)	13 (6)	7 (10)	13 (12)	15 (12)	20 (1)	24 (1)	29 (9)	147 (67)
One or more suspensions	3 (1)	2 (4)	2 (4)	4 (4)	7 (2)	11 (8)	17 (4)	11 (11)	7 (15)	64 (53)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (3)	9 (13)	11 (24)	30 (15)	24 (10)	22 (15)	103 (80)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	80%	51%	29%	57%	23%
	2017	86%	53%	33%	58%	28%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	78%	48%	30%	56%	22%
	2017	73%	51%	22%	56%	17%
Same Grade Comparison		5%				
Cohort Comparison		-8%				
05	2018	64%	50%	14%	55%	9%
	2017	67%	44%	23%	53%	14%
Same Grade Comparison		-3%				
Cohort Comparison		-9%				
06	2018	69%	41%	28%	52%	17%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	74%	45%	29%	52%	22%
Same Grade Comparison		-5%				
Cohort Comparison		2%				
07	2018	70%	42%	28%	51%	19%
	2017	79%	45%	34%	52%	27%
Same Grade Comparison		-9%				
Cohort Comparison		-4%				
08	2018	81%	49%	32%	58%	23%
	2017	74%	46%	28%	55%	19%
Same Grade Comparison		7%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	82%	56%	26%	62%	20%
	2017	72%	58%	14%	62%	10%
Same Grade Comparison		10%				
Cohort Comparison						
04	2018	84%	57%	27%	62%	22%
	2017	82%	60%	22%	64%	18%
Same Grade Comparison		2%				
Cohort Comparison		12%				
05	2018	86%	56%	30%	61%	25%
	2017	62%	47%	15%	57%	5%
Same Grade Comparison		24%				
Cohort Comparison		4%				
06	2018	58%	40%	18%	52%	6%
	2017	68%	39%	29%	51%	17%
Same Grade Comparison		-10%				
Cohort Comparison		-4%				
07	2018	56%	40%	16%	54%	2%
	2017	73%	40%	33%	53%	20%
Same Grade Comparison		-17%				
Cohort Comparison		-12%				
08	2018	49%	34%	15%	45%	4%
	2017	36%	36%	0%	46%	-10%
Same Grade Comparison		13%				
Cohort Comparison		-24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	73%	51%	22%	55%	18%
	2017					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
08	2018	61%	42%	19%	50%	11%
	2017					
Cohort Comparison		61%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	84%	16%	71%	29%
2017	87%	62%	25%	69%	18%
Compare		13%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	95%	60%	35%	62%	33%
2017	96%	43%	53%	60%	36%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	41%	-41%	56%	-56%
2017	0%	34%	-34%	53%	-53%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	31	39	50	29	39	33	36				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	48	42	44	51	43	36	13				
ASN	77	73		62	64						
BLK	58	54	48	55	56	41	53		54		
HSP	70	60	54	68	55	47	61	83	67		
MUL	74	53		63	63						
WHT	81	64	65	81	63	54	77	100	81		
FRL	66	59	55	64	55	42	60	85	60		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	32	53	42	32	41	40					
ELL	46	51	49	53	60	55	25	59			
ASN	100	75		80	75						
BLK	66	57	42	65	51	48	57	81	44		
HSP	72	64	58	67	58	54	61	85	71		
MUL	89	77		78	38						
WHT	81	72	64	78	56	54	68	92	74		
FRL	70	62	52	66	57	52	60	82	72		

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1	
Title	Increase proficiency and learning grades in 6th, 7th, and 8th grade math.
Rationale	School grade components data show almost all students subgroups performing lowest in math.
Intended Outcome	Increase proficiency in each grade level cohort and student subgroup by 3%.
Point Person	Christy Cotton (christy.cotton@polk-fl.net)
Action Step	
Description	Adjust the instructional planning, monitoring, and feedback process. Preview lesson plans and materials that will be used for students to demonstrate understanding of the concept to ensure they are aligned to a grade level standard and that they meet the complexity of the standard. Watch lessons being taught, focusing on how students respond to the lesson and level(s) of understanding they have during. Circulate as students work on material selected to informally assess levels of understanding. Ensure formative assessments are given at the point where the teacher feels students have reached understanding of the concept. Use results of formative assessment to make decisions on moving forward (reteach, small group instruction, new approach).
Person Responsible	Christy Cotton (christy.cotton@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Lesson plans will be checked weekly. Classroom walkthroughs and observations will be conducted weekly. Formative data will be analyzed as it becomes available and used to make decisions about next steps.
Person Responsible	Christy Cotton (christy.cotton@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

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).

PFEF Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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, Fl. 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.

The first program pairs a student at risk, either academically or socially, with an adult from the 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. 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.

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.

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. At Davenport School of the Arts these funds will be used to provide substitutes, or Special Activity Pay, to facilitate curriculum development. 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.

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.

Part V: Budget

Total:

\$0.00