Davenport School Of The Arts

2021-22 Schoolwide Improvement Plan

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Davenport School Of The Arts

4751 COUNTY ROAD 547 N, Davenport, FL 33837

www.davenportschoolofthearts.com

Demographics

Principal: Cindy Braaten

Start Date for this Principal: 7/23/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (69%) 2017-18: A (66%) 2016-17: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	Yes	63%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Braaten, Cindy	Principal	Instructional practice specifically related to the implementation of standards aligned instruction as related to Leader in Me and Arts K-8
Cotton, Christy	Assistant Principal	Instructional practice specifically related to the implementation of standards aligned instruction as related to Reading and Math K-8. See Planning for improvement action steps.
Hughes, Alicia	Assistant Principal	Instructional practice specifically related to the implementation of standards aligned instruction as related to Science and Social Studies K-8. See Planning for improvement action steps. Facilitates the monitoring and goal setting for ESE and ESOL inclusion teachers and paraprofessional.
Fenton, Pamela	Other	LEA IEP compliance monitors inclusion teachers as they monitor IEP goals
Schumacher, Debbie	Reading Coach	Intervention supports for tier 3 students K-8 Additional support for Reading teachers through the continuous improvement steps Reading endorsement hybrid courses

Demographic Information

Principal start date

Tuesday 7/23/2019, Cindy Braaten

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Total number of teacher positions allocated to the school

93

Total number of students enrolled at the school

1,176

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	0	109	107	109	113	113	155	167	165	0	0	0	0	1038
Attendance below 90 percent	0	7	8	5	7	10	11	13	10	0	0	0	0	71
One or more suspensions	0	1	4	2	8	6	17	14	9	0	0	0	0	61
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	6	32	15	19	33	38	37	0	0	0	0	0	180

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	3	4	6	12	43	42	45	0	0	0	0	156

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
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - 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	
Number of students enrolled	102	112	101	106	108	108	179	172	166	0	0	0	0	1154
Attendance below 90 percent	3	5	2	5	3	4	5	9	11	0	0	0	0	47
One or more suspensions	9	4	2	9	3	14	9	10	18	0	0	0	0	78
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	4	16	7	12	0	0	0	0	39
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	8	14	23	13	0	0	0	0	62
Dec 2019 STAR Reading level 1	3	17	17	16	10	13	20	20	17	0	0	0	0	133
Dec 2019 STAR Math level 1	0	38	16	10	10	15	29	22	17	0	0	0	0	157

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	13	9	10	4	7	11	11	0	0	0	0	0	66

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	2	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							Grade Level							
Number of students enrolled	102	112	101	106	108	108	179	172	166	0	0	0	0	1154
Attendance below 90 percent	3	5	2	5	3	4	5	9	11	0	0	0	0	47
One or more suspensions	9	4	2	9	3	14	9	10	18	0	0	0	0	78
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	4	16	7	12	0	0	0	0	39
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	8	14	23	13	0	0	0	0	62
Dec 2019 STAR Reading level 1	3	17	17	16	10	13	20	20	17	0	0	0	0	133
Dec 2019 STAR Math level 1	0	38	16	10	10	15	29	22	17	0	0	0	0	157

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							Grade Level							
Students with two or more indicators	1	13	9	10	4	7	11	11	0	0	0	0	0	66

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							Grade Level							
Retained Students: Current Year	1	2	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				78%	61%	61%	73%	54%	60%
ELA Learning Gains				67%	58%	59%	61%	52%	57%
ELA Lowest 25th Percentile				48%	49%	54%	56%	46%	52%
Math Achievement				74%	61%	62%	71%	55%	61%
Math Learning Gains				59%	56%	59%	59%	54%	58%
Math Lowest 25th Percentile				53%	52%	52%	47%	51%	52%
Science Achievement				69%	52%	56%	67%	48%	57%
Social Studies Achievement				95%	79%	78%	92%	85%	77%

Grade Level Data Review - State Assessments
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	2021					
	2019	89%	52%	37%	58%	31%
Cohort Comparison						
04	2021					
	2019	74%	48%	26%	58%	16%
Cohort Comparison		-89%				
05	2021					
	2019	79%	47%	32%	56%	23%
Cohort Comparison		-74%				
06	2021					
	2019	74%	48%	26%	54%	20%
Cohort Comparison		-79%				
07	2021					
	2019	77%	42%	35%	52%	25%
Cohort Comparison		-74%				
08	2021					
	2019	79%	48%	31%	56%	23%
Cohort Comparison		-77%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	89%	56%	33%	62%	27%
Cohort Comparison						
04	2021					
	2019	82%	56%	26%	64%	18%
Cohort Comparison		-89%				
05	2021					
	2019	86%	51%	35%	60%	26%
Cohort Comparison		-82%				
06	2021					
	2019	60%	47%	13%	55%	5%
Cohort Comparison		-86%				
07	2021					
	2019	72%	39%	33%	54%	18%
Cohort Comparison		-60%				
08	2021					
	2019	40%	35%	5%	46%	-6%
Cohort Comparison		-72%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	67%	45%	22%	53%	14%
Cohort Comparison						
08	2021					
	2019	71%	41%	30%	48%	23%
Cohort Comparison		-67%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	70%	26%	71%	25%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	87%	50%	37%	61%	26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	53%	43%	57%	39%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Star Early Literacy (EL)
Star (S)
District Progress Monitoring for Civics and Science

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	70	81	82
	Economically Disadvantaged	55	75	76
	Students With Disabilities	30	40	50
	English Language Learners	44	67	89
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	74	80	74
	Economically Disadvantaged	62	73	64
	Students With Disabilities	40	50	63
	English Language Learners	100	67	67

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	EL55 S90	EL84 S78	EL88 S71
	Economically Disadvantaged	EL49 S95	EL81 S78	EL87 S70
	Students With Disabilities	EL17 S100	EL33 S33	EL25 S35
	English Language Learners	EL38 S100	EL45 S63	EL86 S50
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	66	68	69
	Economically Disadvantaged	61	61	61
	Students With Disabilities	17	33	33
	English Language Learners	31	69	54

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	75	67	69
	Economically Disadvantaged	70	60	63
	Students With Disabilities	13	-	22
	English Language Learners	50	50	50
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	75	76	68
	Economically Disadvantaged	70	75	65
	Students With Disabilities	75	44	33
	English Language Learners	67	83	67
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	58	65	61
	Economically Disadvantaged	46	61	54
	Students With Disabilities	21	37	33
	English Language Learners	29	43	36
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	64	69	65
	Economically Disadvantaged	54	59	50
	Students With Disabilities	32	32	43
	English Language Learners	43	64	50

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	73	74	69
	Economically Disadvantaged	54	79	66
	Students With Disabilities	17	33	33
	English Language Learners	50	56	44
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	72	77	76
	Economically Disadvantaged	63	71	63
	Students With Disabilities	50	50	67
	English Language Learners	50	69	75
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	71	67	65
	Economically Disadvantaged	58	56	50
	Students With Disabilities	54	32	38
	English Language Learners	45	55	35
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	64	63	53
	Economically Disadvantaged	55	60	40
	Students With Disabilities	15	50	43
	English Language Learners	30	45	26

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	66	63	67
	Economically Disadvantaged	53	53	51
	Students With Disabilities	22	38	38
	English Language Learners	45	35	43
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46	72	66
	Economically Disadvantaged	38	67	57
	Students With Disabilities	38	75	75
	English Language Learners	42	52	45
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	60	57	89
	Economically Disadvantaged	44	52	82
	Students With Disabilities	50	100	50
	English Language Learners	65	57	90

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	72	68	71
	Economically Disadvantaged	65	55	58
	Students With Disabilities	50	50	50
	English Language Learners	14	-	14
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	52	75	72
	Economically Disadvantaged	38	64	57
	Students With Disabilities	25	50	40
	English Language Learners	-	29	29
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	81	66	67
	Economically Disadvantaged	73	54	52
	Students With Disabilities	75	25	60
	English Language Learners	82	71	75

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	44	72	65	37	67	60	46				
ELL	53	59	53	56	56	62	30	58			
ASN	77			77							
BLK	61	56	38	53	39	43	45	84	73		
HSP	67	61	49	61	54	63	59	91	66		
MUL	79	53		79	53						
WHT	84	72	62	78	52	62	80	100	79		
FRL	62	58	48	56	50	55	45	90	59		
2019 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 2017-18	C & C Accel 2017-18
SWD	36	44	35	40	51	43	27				
ELL	61	53	35	54	56	60	36				

2019 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 2017-18	C & C Accel 2017-18
ASN	93	75		86	58						
BLK	58	55	38	55	46	36	53	90	64		
HSP	78	67	51	68	57	52	69	93	67		
MUL	90	94		67	44						
WHT	83	67	47	88	67	69	74	98	84		
FRL	69	60	44	63	54	45	67	92	63		
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				
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	646
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	56
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Performance in ELA decreases as students move from Early Literacy to Reading. Overall student performance is consistently in the 60s across grade levels. Students with Disabilities have the lowest proficiency numbers across grade levels in reading and math. Progress monitoring results fluctuate between fall, winter, and spring and do not show steady improvement throughout the year.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our proficiency data decreases as students move from grade to grade showing the lack of true understanding of grade level standards. As concepts progress, performance drops. Our greatest need for improvement is ensuring students are mastering concepts at each grade level and providing appropriate supports for students not demonstrating mastery.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Instruction continuing to be approached the same way each year, teachers continuing current practices (following resource progression rather than standards, using resources and tasks not aligned to standards, not utilizing student data to make instructional decisions as well as moving to the next thing without ensuring student understanding). To address the need for improvement, teacher practices need to shift to pairing resources based on standards, using appropriate data to determine levels of student understanding, and planning for next steps based on student performance on each standard.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Students in 7th grade math improved from 58% to 72% proficiency. 6th Grade reading improved from 64% to 74%, 7th grade reading from 69% to 77%, and 8th grade reading improved from 70% to 79%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factor to this improvement was standards-based instruction. Our 7th grade math teacher teaches the content conceptually allowing for greater student understanding. Our intensive reading teacher utilizes Achieve, standards-based instruction, and small group instruction based off individual student Achieve data.

What strategies will need to be implemented in order to accelerate learning?

Teachers utilizing student data to know levels of student understanding and having a variety of ways students can demonstrate understanding. Extension tasks need to be ready and available when students show proficiency/mastery.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development sessions with the technology services department on technology available for students to produce work to show understanding of concepts. Training on general and content specific apps to utilize in the classroom (iMovie, Whiteboard, Puppet Pals, Everyone Can Create, Minecraft, Poplet, OneNote, Tunetastic). Professional development sessions focusing on EPCs 1b Demonstrating knowledge of students, 1f Designing student assessments, 2b Using strategies to evoke higher order thinking and discussions, 2d Using assessment in instruction, 2c Lesson delivery and engaging students in learning, and 3b Establishing a culture for learning. Sessions will focus on planning and differentiating instruction, depth of knowledge, beginning with the end in mind, assessment, summarizing, student collaboration, questioning, and feedback.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Consistent implementation and follow through of our action steps is how we will ensure sustainability of improvement. Weekly planning sessions with content areas focused on aligning targets, tasks, and assessments, analysis of student data, and planning for next steps based on student response to instruction. Classroom observations focused on alignment, engagement, and levels of understanding with feedback after each observation. Providing support based on information gained from observations. Extra support provided for students in the lowest 25% from leadership team members focusing on grades, attendance, behavior, and social emotional well-being. Monthly data chats and goal setting with all students on current levels of performance and what is needed to increase proficiency.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Students will receive standards-based instruction aligned to the intent and rigor of standards to increase proficiency. Historic school performance fluctuates between low to high sixties. 2020/2021 progress monitoring results show performance remaining in the same range, we are stagnant. The majority of our teachers follow resources rather than standards, utilize the same instructional resources each year, and do not use student results on classroom assessments to make decisions on effectiveness of instruction to plan next steps. The need for a shift with instructional, assessment, and intervention practices is critical because year after year over thirty percent of our students are not performing at grade level.
Measurable Outcome:	Achieve an overall school performance of seventy-two. School performance for 15/16 through 18/19 school years was 70, 67, 66, 69.
Monitoring:	Weekly planning by grade level content areas focused on standard alignment. Weekly analysis of student performance on classroom tasks and assessments. Classroom observations after planning sessions focused on standard alignment, student engagement, and student response to instruction. Teachers will receive feedback after each observation.
Person responsible for monitoring outcome:	Christy Cotton (christy.cotton@polk-fl.net)
Evidence-based Strategy:	Checking for student levels of understanding. Student classroom and progress monitoring data will determine instructional shifts and student interventions. The progression we will follow will be standards-aligned planning, classroom observation with specific feedback, student performance analysis, using all data collected to provide support for teachers and plan for next steps such as reteaching, alternate lessons, and individual or small group interventions.
Rationale for Evidence-based Strategy:	Student understanding will determine the effectiveness of instruction and direct how to move forward. The rationale for selecting this strategy is over thirty percent of our students are not performing on grade level. Student performance decreases as they move from early literacy to reading as well as when students move from grade to grade. This shows our students are not reaching complete understanding of grade level content. As content moves from being directly instructed to application our students are not prepared. This is also shown in the gap between student proficiency and learning gains, 21% in math and 30% in reading based on 2019 data.

Action Steps to Implement

Weekly planning sessions with K-8 content areas focused on aligning targets, tasks, and assessments.

BEST standards overview during pre-planning week K-8 (Administrator and Academic Coach) and a closer look at the changes in the district curriculum supports prior to planning sessions.

Sessions will begin the second week of school during grade level content area planning periods. Sessions will take place weekly, moving to biweekly, partial team or individual meetings based on progress toward true alignment, results of student understanding, and adjustment made or not made based on results.

Teachers will bring prepared lessons and tasks. Steps to align targets with tasks will be used to assess their initial plan. Teachers will leave with an appropriately aligned plan of instruction.

Beginning with the second planning session, teachers will bring student tasks and assessments for analysis. Levels of student understanding from tasks and assessments will determine next steps. Teachers will also bring a new prepared lesson for alignment analysis.

Person Responsible Christy Cotton (christy.cotton@polk-fl.net)

Classroom observations will take place weekly based on teacher tiers: Tier 1 teachers needing minimal support (biweekly), Tier 2 teachers needed moderate support (weekly), and Tier 3 teachers needing significant support (two times a week minimum).

Observations will focus on target/task alignment, level(s) of student engagement during instruction and/or task work, and level(s) of student understanding of content. Feedback will be provided after each classroom observation based on the points of focus during the observation. Support for lesson planning, student engagement, result analysis, alternate lesson ideas, or next steps will be provided to teachers as needed. Supports will be set up through lesson planning sessions, modeling lessons, and sharing resources.

Classroom observation notes will be used to monitor the impact of support provided by tracking progress toward target/task alignment, student engagement, and student understanding of content.

Person Responsible Christy Cotton (christy.cotton@polk-fl.net)

Homeroom teachers will provide extra support to students in the Lowest 25% and our ESSA subgroups: Students with Disabilities (49%) , English Language Learners (53%), and Black/African American (55%) students scoring below proficient through small group skill work based on STAR instructional reports.

Students from the areas listed above will have weekly check-ins with their homeroom teacher focused on attendance, grades, behavior, and emotional well being. The check-in will consist of going over current student data, comparing it to prior week(s) data, celebrating accomplishments and offering guidance on how to improve areas the student would like to focus on improving. The goal is to provide someone to be there for students needing support, letting those students know someone is focused on them that has an interest in them and their success.

Person Responsible Cindy Braaten (cindy.braaten@polk-fl.net)

Utilize STAR progress monitoring data to track student progress, make instructional decisions, and set up specific small group/individual support.

After the September STAR Assessment, teachers will utilize the goal setting feature in Renaissance to set goals for students based on a years worth of growth from their initial scale score. This will take place during a grade level/content area planning period the week following the close of the testing window.

Reading Coach will be utilized for additional instructional support for tier 3 students in grades K-3. ESOL paraprofessional will push in for 30 minute intervention times for K-5 ESOL students. ESE inclusion teachers will track and monitor progress of ESE students K-8, utilizing STAR progress monitoring data to track progress and target specific skills. Creative scheduling to maximize minutes served in all areas, ESE, ESOL, and academic coaches.

STAR assessments will be given bimonthly to track progress toward student goals. ESE, content area teachers, and the LEA will utilize STAR progress monitoring and classroom data during monthly MTSS meetings to have conversations around skills and deficits individuals and groups of students need to grow. Supports will be designed for small groups and/or individual students that will be delivered by their

teacher, paraprofessionals, ESE teachers and trained volunteers. These supports will be scheduled during the "tiered Tuesday" MTSS meetings.

Person Responsible   Jane Brewer (jane.brewer@polk-fl.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The primary area of concern we will focus on and monitor will be number of suspensions. The last year of data reported showed the highest number of suspensions out of all years reported. Our FOCUS discipline report shows that the greatest number of discipline incidents take place in areas less supervised. We will decrease the number of discipline incidents by placing additional adults in the areas of concern. Additional supervision will be included in the duty schedule.

We use a schoolwide discipline/reward system that works well, placing our school into the low category on SafeSchoolsforAlex.org. At the end of each school year, feedback is provided on the system by staff and students to make adjustments for the next school year. Student voices are heard regarding expectations, consequences and rewards.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Davenport School of the Arts creates an environment where students feel safe and respected. Students feel respected because of leadership opportunities provided to them through our Leader in Me program and their core values (Everyone is a leader), which offers the students the experience of being leaders and positive role models within our school and community. Students feel respected because they have opportunities to join the various extracurricular offerings here at DSA. DSA 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 families to be active and present in our school. This helps build relationships between staff and families. We have an overwhelming amount of parental involvement. We hold many events that give parents opportunities to be involved in our school community

through the arts and academics - Space Night, Garden Days, Art Fair, All County Dance Festival, Dance Concert and Student Choreography Showcase, Drama Fall Play and Spring Musical, Drama Student Showcase, DSA's NJHS Induction Ceremony, All County Festival, Elementary Music Showcase, Fall Book Fair with The Davenport Singers and Storytellers, Spring Book Fair with Primary Choir, Elementary Music Winter and Spring Concert, Middle School Winter and Spring Concert, Middle School Piano and Orchestra Concert, Middle

School Band All-County, Middle School Piano All-County Concert, Fine Arts Festival, Elementary Visual Arts Showcase and DSA's School wide Visual Art Show. We provide a supportive environment before and after school as well. Our school offers an after school program, ESTAR, which provides a snack and homework guidance for students until 6:30 P.M. ESTAR also offers fun and educational clubs for the students to join. DSA also identifies and reaches out to help families in need. Because of 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our school is blessed to have a number of stakeholders who not only promote a positive culture but they create it as well.

Students-Our most important stakeholder is our students. They are an important piece in promoting and creating a positive environment. Our students serve on action teams and frequently send surveys to student groups seeking their input on decisions that have to be made that will effect them. Our students give all tours of our campus to guest and others that would like a tour of our campus. They are our greatest asset and the ones who truly promote a positive campus environment.

Staff-100% of our staff serve on Synergy Squads. These synergy squads are action teams that focus on the following areas: Student Learning, Community Service, Family Learning, School Wide Data, Rewards/ Discipline, Climate/Culture, Student Leadership/Student Action Teams, Student Led Achievement, Goal Setting/Mission Statements, and Leadership through the Arts. Each Synergy Squad had a leader who gathers input of the staff and students to create meaningful opportunities for everyone's voice to be heard related to that squads goals. This allows everyone to be involved in moving our school forward. We have created connections among staff and in our community. These experiences and relationships that have been built build the emotional bank accounts of our staff, students and community. Our students know that it is better to give than to receive.

We have three staff members that serve as Lighthouse Leaders. Their role is to teach, guide and offer support to others and support the mission of our school through the 7 Habits. This enriches the education of our students and instills the practices into their lives so they become successful lifelong learners and good citizens. These Lighthouse Leaders are vital to the course that the staff and students take related to the synergy squads work and the teaching of the 7 habits.

Community and Parents-The PTO board members make sure to create a culture of trust, understanding and team work. They keeping our #1 goal in mind and that is to service the needs of our school by providing resources to the administration, teachers and students of DSA. They collaborate regularly with all departments at DSA.

The SAC committee communicates with the teachers and parents to ensure that they are working collectively to make decisions that help our students achieve academic success, receive support in the arts and encourage the development of the whole child.

Both our SAC and PTO are the links between teachers and parents to make sure our students success continues at home.

Volunteers-At any given time there are quite a bit of parents on campus whether they are making copies, working with students, preparing teaching materials, hosting programs that support our teachers and students, building sets, sewing uniforms, answering phones, etc. Without their commitment to assist us in the various areas DSA would not be able to do the many things we do.

All of these stakeholders make it possible for our students to receive the very best opportunities during their time at DSA. We are blessed by them daily!

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
		Total:	$0.00