

Polk County Public Schools

Davenport Elementary



2021-22 Schoolwide Improvement Plan

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Davenport Elementary

8 W PALMETTO ST, Davenport, FL 33837

[no web address on file]

Demographics

Principal: Shannon Brown E

Start Date for this Principal: 1/2/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
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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Davenport Elementary

8 W PALMETTO ST, Davenport, FL 33837

[no web address on file]

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)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

Year	2020-21
Grade	

School Board Approval

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SIP Authority

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<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.

Davenport Elementary will be a beacon for life-long learning providing a safe, orderly, positive educational environment dedicated to exemplary work that inspires trust and loyalty, embraces equity, builds confidence, and responds to the needs of others in a way in which all people are treated with dignity and respect.

Provide the school's vision statement.

Our vision for our Davenport Elementary students is that they will be properly equipped for the next phase of their educational career and will be able to utilize best practices gained from their time as a student at DES.

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
Brown, Shannon	Principal	Provides leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes but is not limited to the following:
		* achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula;
		* demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success;
		* working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments;
		* recruiting, retaining, and developing an effective and diverse faculty and staff; focusing on evidence, research, and classroom realities faced by teachers;
		* linking professional practice with student achievement to demonstrate the cause and effect relationship;
		* facilitating effective professional development;
		* monitoring implementation of critical initiatives;
		* securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice;
		* providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population;
		* employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data;
		* managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate;
		* establishing personal deadlines for self and the entire school;
		* using a transparent process for making decisions and articulating who makes which decisions;
		* actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders;
		* managing the organization, operations, and facilities in ways that maximize the

Name	Position Title	Job Duties and Responsibilities
		<p>use of resources to promote a safe, efficient, legal, and effective learning environment;</p> <p>* effectively managing and delegating tasks and consistently demonstrating fiscal efficiency;</p> <p>* understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything;</p> <p>* using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;</p> <p>* managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school;</p> <p>* recognizing individuals for good work;</p> <p>* maintaining high visibility at school and in the community;</p> <p>* demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research;</p> <p>* engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system;</p> <p>* and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.</p>
Highley, Ashley	Assistant Principal	<p>Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes, but is not limited to, responsibilities assigned by the principal which relate to the following:</p> <p>* achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula;</p> <p>* demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success;</p> <p>* working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>student learning needs, and assessments;</p> <ul style="list-style-type: none"> * recruiting, retaining, and developing an effective and diverse faculty and staff; * focusing on evidence, research, and classroom realities faced by teachers; * linking professional practice with student achievement to demonstrate the cause and effect relationship; * facilitating effective professional development; * monitoring implementation of critical initiatives; * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data; * managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; * establishing personal deadlines for self and the entire school; * using a transparent process for making decisions and articulating who makes which decisions; * actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders; * managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency; * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything; * using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; * recognizing individuals for good work; * maintaining high visibility at school and in the community; * demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research; * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system; * and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

The School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.

Roles and responsibilities include, but are not limited to, the following:

- Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area.
- Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.
- Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction.
- Support teachers in planning instruction to meet the needs of all students through differentiated instruction.
- Provide classroom support by observing, modeling, co-teaching and providing specific feedback.
- Help teachers understand state and district mandates and how these mandates support student achievement.
- Provide support for school-based professional development to build the school's training capacity.
- Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs.
- Provide follow-up support at the school level for district professional development in assigned content area.

Reynolds, Andrea Reading Coach

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. - Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills. - Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. - Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.
Basham, Julie	Behavior Specialist	<p>The Behavior Interventionist is responsible for teacher-to-teacher classroom support, modeling, mentoring, and collaborating to promote better behavior management strategies for teachers and students. This position will also be responsible for supporting teachers in data collection, analysis, interpretation and usage; research-based behavior strategies and programs; and school improvement.</p> <p>The Behavior Interventionist will assist with developing and implementing behavior supports at all levels, including:</p> <ul style="list-style-type: none"> * Assisting the leadership team to review schoolwide data and plan, implement, and monitor strategies to teach schoolwide rules and expectations, * Assisting in the development of schoolwide discipline plan, * Helping teachers identify obstacles to effective classroom management; providing and monitoring the effectiveness of alternative management strategies, * Developing, implementing, and monitoring behavior plans based on Functional Behavioral Analysis for individual students, * Participating in professional development opportunities to deepen content knowledge and best practices in the appropriate content area, and * Communicating with parents, peers, and administration.
Brown, Kathryn	Other	<p>PERFORMANCE RESPONSIBILITIES:</p> <p>Coordinates the referral, staffing, placement, and re-evaluation process for exceptional student education at the school level.</p> <p>Serves as a member of individual educational plan (IEP) meetings as the LEA representative.</p> <p>Provides the level and frequency of direct support to students and teachers</p>

Name	Position Title	Job Duties and Responsibilities
		<p>based upon general educators' and students' need for assistance. Arranges for classroom and testing accommodations for students with disabilities.</p> <p>Assists in the development and adaptation of curriculum and testing materials to meet the needs of teachers and students.</p> <p>Models small group instruction to ESE students in general classes, as well as in a pullout setting.</p> <p>Serves as a resource to school personnel regarding ESE rules and regulations.</p> <p>STUDENT SUPPORT RESPONSIBILITIES:</p> <p>Implements a program of study designed to meet individual needs of students with disabilities as outlined in the student's IEP.</p> <p>Provide support for ESE student achievement in the general education classroom through cooperative consultation and support facilitation.</p> <p>Provides small group and supplemental services beneficial to students with disabilities as an extension of regular classroom activities and modification for students on access points attending basic classes.</p> <p>Will assist with progress monitoring, data collection, analysis and necessary changes in the instructional program for students with disabilities based on assessed results</p> <p>Student responsibility will be at a school based level. LEA Facilitators will serve students with disabilities in a range specific to their school level to include a ratio not to exceed 1:15 at the elementary level, a ratio not to exceed 1:18 at the middle level, and a ratio not to exceed 1:20 at the high school level.</p> <p>LEA Facilitators will serve in a 70/30, meetings/student contact capacity.</p>

Demographic Information

Principal start date

Thursday 1/2/2020, Shannon Brown E

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.*

0

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.*

0

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

580

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

6

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

6

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	77	91	99	72	105	81	0	0	0	0	0	0	0	525
Attendance below 90 percent	0	24	29	17	22	9	0	0	0	0	0	0	0	101
One or more suspensions	0	2	1	0	7	3	0	0	0	0	0	0	0	13
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	30	59	28	46	24	0	0	0	0	0	0	0	187

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	14	31	11	28	35	0	0	0	0	0	0	0	119

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

Date this data was collected or last updated

Thursday 6/24/2021

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	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	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	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	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	

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

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					51%	57%		50%	56%
ELA Learning Gains					51%	58%		51%	55%
ELA Lowest 25th Percentile					49%	53%		45%	48%
Math Achievement					57%	63%		58%	62%
Math Learning Gains					56%	62%		56%	59%
Math Lowest 25th Percentile					47%	51%		44%	47%
Science Achievement					47%	53%		53%	55%

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					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

We are using STAR and STAR Early Lit for grades K-2 in Reading and Math; FSA for 3rd grade ELA only; STAR Reading and Math for grades 4-5; District Quarterly for Science for 5th grade.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51	60	52
	Economically Disadvantaged	43	63	55
	Students With Disabilities	50	56	20
	English Language Learners	38	48	46
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	60	53	51
	Economically Disadvantaged	64	53	48
	Students With Disabilities	60	20	50
	English Language Learners	54	48	43

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	46	59
	Economically Disadvantaged	38	47	61
	Students With Disabilities	81	67	59
	English Language Learners	13	29	41
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38	35	33
	Economically Disadvantaged	37	34	31
	Students With Disabilities	17	17	17
	English Language Learners	37	18	31
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63	67	48
	Economically Disadvantaged	59	63	43
	Students With Disabilities	33	25	25
	English Language Learners	62	69	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53	50	38
	Economically Disadvantaged	49	45	36
	Students With Disabilities	60	25	20
	English Language Learners	44	47	30

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35	38	30
	Economically Disadvantaged	27	30	26
	Students With Disabilities	na	8	na
	English Language Learners	30	26	36
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34	38	33
	Economically Disadvantaged	28	33	29
	Students With Disabilities	21	15	20
	English Language Learners	30	30	26
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	34	42
	Economically Disadvantaged	26	32	34
	Students With Disabilities	22	20	36
	English Language Learners	30	26	36
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41	41	44
	Economically Disadvantaged	37	37	41
	Students With Disabilities	33	40	45
	English Language Learners	40	35	44
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	46	45	51
	Economically Disadvantaged	41	44	49
	Students With Disabilities	33	30	50
	English Language Learners	50	67	73

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	30	27		26	50		40				
ELL	33	32		33	37	33	35				
BLK	31			41			20				
HSP	35	34	33	32	40	47	34				
WHT	50			50							
FRL	35	34	30	32	38	29	32				
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
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

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	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	313
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	50
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	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Using our STAR data:

3rd grade stronger in ELA; 5th grade stronger in Math

Across the board Fall 3rd grade was high; everyone for the most part stayed or increased during WINTER PM

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

3rd grade needs to improve, both areas went backwards with the exception of the WINTER STAR.

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

Learning gains need to increase their overall score, we will focus on identifying our lowest 25% students in each class and target with Tier 2 and 3 instruction using small group interventions as well as ambitious Tier 1 instruction (lesson plans, research-based programs, support from coaches, ESOL and ESE personnel to push in and support the teachers and students. An increase in learning gains increased learning proficiency.

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

5th grade ELA and Math from the first to the last STAR testing window.

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

Bringing teachers and students back to campus from virtual, focusing on our ESOL population (push in supports and instructional deliveries and designs), interventions for ELA and Math (using resources purchased with Title I funds), implementation of HARMONY for SEL in our 4th grade classrooms and our 1 5th grade classroom with the most discipline concerns.

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

Engagement of students to increase rigor; starting instruction with the intent of the standard; previewing material(especially vocabulary) for our students with SWD and ESOL before Tier 1 instruction occurs; implementing and expecting school-wide use of AR, REFLEX, PBIS and CHAMPS to increase reading and math fact fluencies as well as decrease school-wide behavior. Planning questions, supports and scaffolds with the assistance for academic coaches and behaviorist. Also

focus on MTSS process with scheduled meetings with a plan to identify, intervene and move students in the fluid process of MTSS.

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.

We will focus on SIPPS, LLI and STAR to identify students reading deficiencies in order to diagnose and prescribe needs in ELA. Planning and PLC time will be focused on planning lessons for ambitious Tier 1 instruction as well as preparing small group instruction based on the needs of individual classrooms, using materials and programs purchased to use in the classroom to meet the needs of students to close the learning gap. We will use these resources with our support staff in order to ensure high quality small group and intervention instruction/support by a staff that work with students in need of support and/or acceleration.

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

Our leadership staff will meet at the beginning of the year to assist with leveling our students based on their reading ability. We also look at data to determine the support needed for our teachers based on Tiered Level of Supports. As we identify a teacher in need of support, all academic and behavior coaches will meet, plan, coach, and mentor the teacher through one on one meeting as well as in classroom supports. As needs change, the level of support will change as well. We will do a needs assessment at the beginning of the year, to determine what needs our staff identifies which will guide our offerings of after school PD done by our own staff with our own staff using researched based materials/resources that are available for free through our district or that we have purchased with Title I.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	As a newer school, we pulled students from area schools who struggled with meeting proficiency in math and reading as well as engaging families to better support student academic successes; especially during a pandemic. Research states when a student is more than a year below grade level, a more directed instructional practice must occur to close the learning gap. Therefore, teachers need the materials necessary to intervene in a small group setting. This critical need is based upon 2020-2021 data from STAR data both in ELA and Math as well as the district Science Quarterly for grades 4 and 5.
Measurable Outcome:	Through ongoing progress monitoring data, we will use the data to assist with designing lessons for Tier 1, Tier 2 and Tier 3 students. Small group lesson planning for reading and math will be priority during our planning and PLC time with teachers. We will focus on our lowest 25% in grades 4 and 5 as well as our Learning Gains cell. Our goal is to have at least 50% in both cells in ELA and Math.
Monitoring:	Weekly planning for small group instruction; feedback from instructional walk-throughs; implementing quality small group instruction with research based best practices using resources and manipulatives.
Person responsible for monitoring outcome:	Shannon Brown (shannon.brown@polk-fl.net)
Evidence-based Strategy:	We are using Words Their Way, SIPPS, LLI, iReady, Guided Reading Instruction for Small Groups, REFLEX, GIZMOS, STAR and District Quarterly Assessments as well as on-going math assessments. The data collected will be analyzed and needs determined will dictate the strategy or resource used to meet the needs of the individual students in a small group setting as a Tier 2/3 or acceleration group.
Rationale for Evidence-based Strategy:	The strategies selected above have shown to be effective and have a high impact effect size on student progress. The criteria for selecting the above strategies are based on current resources and experience of success we have had in other academic areas.

Action Steps to Implement

We will utilize our math and reading coach to assist with planning of small group interventions, to ensure students are receiving Tier 2 and/or Tier 3 instruction. Our instructional paras as well as our ESOL paras will push into classrooms to assist with teacher-designed small group interventions as well as our ESE inclusion teachers.

Person Responsible Shannon Brown (shannon.brown@polk-fl.net)

Curriculum Planning and Development with classroom subs provided by using Title I funds to allow for more time to focus on small group plans, organizing materials for instruction, closing the learning gap and focusing on progress monitoring data to determine which students need more or less academic supports through Tier 1, 2 and 3 interventions.

Person Responsible Shannon Brown (shannon.brown@polk-fl.net)

Utilize Title I funds to purchase the following resources to enhance classroom instruction as well as small group interventions: classroom libraries, SIPPS (phonics based program), Florida Ready, LLI (building

fluency and comprehension program), Listening centers, laptop for instructional coaches, ink for creation of center materials/activities, and math and science manipulatives for hands on small group instruction and experiences.

Person Responsible Shannon Brown (shannon.brown@polk-fl.net)

Utilize Title I funds to purchase PFEP resources, books for families, printer/ink to develop and/or create materials/resources for families to use at home to assist with closing the academic gap. Targeted interventions will mirror the small group focus in the classroom to be practiced in the home setting.

Person Responsible Shannon Brown (shannon.brown@polk-fl.net)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	During our first year, we had 23% of our students below the preferred 90% attendance rate. Only 16% of our students were in attendance 99-100% of the year.
Measurable Outcome:	Our goal for the 2021-22 school year is to decrease the amount of students at or below 90% attendance rate from 23% to 15% and we would like to increase our amount of students at or above 99% from 16% to 20%.
Monitoring:	We will focus on our monitoring of attendance (ensuring accurate attendance records in FOCUS); open the lines of communication between school and home, focusing on checking in our students after only one day of missing school; bi-weekly attendance meetings with school counselor, Behavior Interventionist, Attendance Manager and administration; hold regular attendance meetings with social worker as needed for habitual non-attenders; create a school-wide incentive for monthly Perfect Attendance and also recognize students who have improved his/her attendance rates.
Person responsible for monitoring outcome:	Julie Basham (julie.basham@polk-fl.net)
Evidence-based Strategy:	Training for "How to plan for effective Parent/Teacher conferences" (Title I); PBiS school-wide training for recognizing positive behavior/rewards and recognitions; identifying students who are at risk of lack of school attendance based on previous attendance data; academic coaching and planning for engaging instruction so that students will WANT to come to school, are excited to come to school and want to be a part of the classroom and school community.
Rationale for Evidence-based Strategy:	When a student feels as though they belong and matter, they will more likely want to attend school on a daily basis. Teachers who build a relationship with students and their families create a sense of belonging and nurturing/caring is a trait of the classroom as a whole. With the assistance of the school social worker, the school counselor, the behavior interventionist, the attendance manager, the school nurse and admin along with the classroom teacher, as a team we will build a relationship and identify needs of the families and determine who we can assist with getting students to school daily and on time as well as stay all day.

Action Steps to Implement

Using Performance Matters, identify students who are significantly at risk for low attendance.

Person Responsible Ashley Highley (ashley.highley@polk-fl.net)

Schedule bi-weekly attendance meetings for the team with or without the parent (only when needed).

Person Responsible Ashley Highley (ashley.highley@polk-fl.net)

Create a school-wide attendance monitoring plan for rewards and recognitions.

Person Responsible Julie Basham (julie.basham@polk-fl.net)

Train and assist teachers with communicating with families when a student misses school.

Person Responsible Ashley Highley (ashley.highley@polk-fl.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus

Description and Rationale: We did not reach 50% or better proficiency in grades 3, 4, or 5 on Spring FSA 2021 in ELA.

Measurable Outcome: Our goal for this year is to increase by 5 or more % in each of the proficiency cells on the 2022 ELA FSA in all grades tested.

Monitoring: We have identified the students that are below grade level based on beginning of the year progress monitoring as well as teacher made assessments and the leveling assessment for the SIPPS program. We have monthly MTSS meetings calendared out for the remainder of the year and we will discuss, analyze, review and plan for interventions, changes, etc to meet the individual needs of the students as well as the teacher offering the reading instruction and intervention.

Person responsible for monitoring outcome: Shannon Brown (shannon.brown@polk-fl.net)

Evidence-based Strategy: We used Title I funding as well as Title III funding to purchase the SIPPS program for grades K-5 that is a evidence and research based program proven to move students 1 year in 1 year's time. Our leadership team has visited all classrooms to do an initial leveling of all students to determin placement in the program. Once the levels were determined teachers were equipped with the materials to run the program (scripted) in all classrooms with targeted students during small group ELA time as well as iii time. Our instructional and ESOL para professionals are also trained to assist with the program as extra support with the most intense student needs. We are also using the the program in our after school ESOL tutoring program.

Rationale for Evidence-based Strategy: SIPPS is phonics and phonemic awareness focused and our data has determined that the students lack of proficiency is directly related to a lack of basic phonics and phonemic awareness. By bridging this gap, basic vocabulary, comprehension and fluency will increase with practice and repetitious reading.

Action Steps to Implement

Our reading coach, assistant principal and principal will monitor implementation and fidelity of the program on a daily basis by conducting classroom walkthroughs for targeted observation of the program.

Person Responsible Ashley Highley (ashley.highley@polk-fl.net)

Monthly data chats will be conducted with individual teachers to review Tier 2 and Tier 3 data to determine if the intervention is working and growth is occurring.

Person Responsible Shannon Brown (shannon.brown@polk-fl.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

We had a few students in first grade that escalated to office referrals within the first few months of school. We were able to identify one of the students as eligible for special education and the small class size with extra adult supervision and support modified his behavior greatly. Our other first grade students as well as several fourth grade students benefited from positive behavior interventions of check in check out, small group therapy from our school assigned licensed mental health facilitator as well as mentoring from our PE coach and one of our staff members trained in Crisis Prevention Intervention/De-escalation techniques. We are putting a Behavior Interventionist in place for the 21-22 school year who will focus on school-wide CHAMPS, PBiS and coaching with the classroom teachers to work on lesson design and delivery as well as the overall classroom environment. Monthly meetings will occur to discuss discipline data, focusing on classroom managed behavior interventions and office managed behavior interventions. Overall, we did have three calls for Baker Act assistance, with two resulting in a Baker Act. Both were based on plans to harm themselves as the local police and mental health team deemed the Baker Act to be warranted. The third call was turned over to parent and that particular student was later assigned to an INVO unit for full time therapeutic setting from licensed individuals at a neighboring school that houses the program. We will target our fifth grade students as they were the group with the highest amounts of discipline data during the 20-21 school year. We have structured classrooms with behaviors so that they are spread out, matching personalities as well as looking at departmentalized classes vs self contained classes to determine the best fit for students and teachers. Our PBiS team has created a PBiS school manual to specifically detail the program to assist teachers with focusing on positive behaviors and working on goals with rewards for all earning daily points.

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 Elementary addresses building positive school culture and environment involving all stakeholders by building relationships with school families and community members in an ongoing, welcoming environment. This is a constant, flexible process with multiple avenues including weekly grade level meetings, monthly grade chair meetings, weekly leadership team meetings, monthly PBiS meetings and bi-weekly SST/ESE team meetings. We have organized a SAC committee made up of teachers, parents, business partners and community members. We actively seek input on our mission, protocols and

input on school plans for decision-making through our stakeholder feedback and as well as surveys from our PFE Title I events.

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

Administration and leadership team members will encourage school-wide collegiality, comradery, transparency when appropriate, establish open lines of communication with staff, students and families. Our front office staff will be welcoming to all who enter our campus; provide information as best as possible; act as a liaison between school and families. Teachers will work together and collaborate often. Teachers will keep the line of communication open with parents/families via the agenda, Class DOJO, emails and/or phone calls. As a staff, we will represent DES in the public with only positive interactions so that our school is represented as a caring and devoted as well as high qualified school and faculty/staff. Our families will be encouraged and equipped as to how to bridge the gap between school and home; stay in close contact with their child's teacher; monitor grades via FOCUS Parent Portal; attend school-wide activities as often as possible understanding that the more involved the family is, the more successful the child will be in school; ensure daily attendance and arriving on time and staying all day each school day.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00