Davenport High School

2021-22 Schoolwide Improvement Plan

Table of Contents

Davenport High School

4525 CR 547 N, Davenport, FL 33837

http://davenporthigh.polkschoolsfl.com

Demographics

Principal: Alain Douge

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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)	79%
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: 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.

Table of Contents

Davenport High School

4525 CR 547 N, Davenport, FL 33837

http://davenporthigh.polkschoolsfl.com

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)
High School 9-12	Yes	73%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2020-21
Grade	

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Every student supported. Every student challenged. Every student ready.

Davenport High School promotes a safe and orderly environment for students through supervision and proactive approaches. Students will exhibit strong ethics and great character in challenging situations.

The ability to read, write, and communicate effectively, are at the foundation of the Davenport High School academic core. Students are given opportunities to go beyond and engage in academic opportunities that range from real-world hands-on experiences, extra and co-curricular activities with dynamic arts to post-secondary college coursework learning.

In the 21st century world, knowledge is power. Davenport High School uses every resource to help our most important investment, our students, to be real world ready post-graduation through real world and progressive learning.

Provide the school's vision statement.

The Davenport High School community will prepare each student to be competitive and contributing members of society through personal growth in an innovative, intellectually rich, and diverse setting.

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
Douge, Alain	Principal	
Fildes, Natalie	Behavior Specialist	
Hutchinson, Robin	Instructional Coach	
Gambrell, Ashley	Graduation Coach	
Barrand, Lennie	Math Coach	
Loomans, Pamela	Reading Coach	

Demographic Information

Principal start date
Wednesday 7/1/2020, Alain Douge

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.*

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.*

Total number of teacher positions allocated to the school

73

Total number of students enrolled at the school

1,380

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

0

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

79

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	0	0	0	0	0	0	0	0	572	445	390	0	1407
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	62	106	78	0	246
One or more suspensions	0	0	0	0	0	0	0	0	0	203	167	154	0	524
Course failure in ELA	0	0	0	0	0	0	0	0	0	11	36	35	0	82
Course failure in Math	0	0	0	0	0	0	0	0	0	6	176	38	0	220
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	71	91	60	0	222
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	85	94	48	0	227
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	71	91	60	0	222

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	2	2	0	4

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	19	23	21	0	63
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	2	3	0	6

Date this data was collected or last updated

Tuesday 8/17/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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
Number of students enrolled	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	62	106	78	0	246
One or more suspensions	0	0	0	0	0	0	0	0	0	203	167	154	0	524
Course failure in ELA	0	0	0	0	0	0	0	0	0	11	36	35	0	82
Course failure in Math	0	0	0	0	0	0	0	0	0	6	176	38	0	220
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	71	91	60	0	222
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	85	94	48	0	227

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
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	2	2	0	4

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	19	23	21	0	63
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	2	3	0	6

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					47%	56%		46%	56%
ELA Learning Gains					46%	51%		47%	53%
ELA Lowest 25th Percentile					37%	42%		39%	44%
Math Achievement					43%	51%		44%	51%
Math Learning Gains					45%	48%		42%	48%
Math Lowest 25th Percentile					44%	45%		38%	45%
Science Achievement					58%	68%		65%	67%
Social Studies Achievement					61%	73%		63%	71%

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
09	2021					
	2019					
Cohort Comparison						
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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					

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					

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool that was used was the district mandated Quarterly Exams.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	135	131	59
	Economically Disadvantaged	135	131	59
	Students With Disabilities	0	1	1
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	106	160	180
	Economically Disadvantaged	106	160	180
	Students With Disabilities	0	0	1
	English Language Learners	4	5	5
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15	12	13
	Economically Disadvantaged	15	12	13
	Students With Disabilities	0	1	0
	English Language Learners	0	0	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7	2	9
	Economically Disadvantaged	7	2	9
	Students With Disabilities	0	0	0
	English Language Learners	0	0	1
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	73	64	68
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	n/a	1	4
	Economically Disadvantaged	n/a	n/a	2
	Students With Disabilities	n/a	n/a	2
	English Language Learners	n/a	1	n/a

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15	6	2
	Economically Disadvantaged	15	6	2
	Students With Disabilities	2	1	0
	English Language Learners	1	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4	2	10
	Economically Disadvantaged	4	2	10
	Students With Disabilities	0	0	0
	English Language Learners	0	0	2
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	21	29	22
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	1	1	3
	English Language Learners	1	4	n/a
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	n/a	1	n/a
	Economically Disadvantaged	n/a	1	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	na/
	English Language Learners	n/a	n/a	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

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
				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	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

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?

Based on current data, 40% of our students are missing state assessment data and previous year progress monitoring data. Being a new school, we have seen an influx of students from out of district, out of state, and of out of country and this is why we are missing a majority of our data.

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

Based on our progress monitoring and state assessments from 2019, our biggest need for improvement would be our ELA Reading and Writing areas.

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

Some of the contributing factors for our ELA Reading and Writing areas would be the lack of data we have from opening a new school. Most of our students do not have their data entered into our system since a majority of them came from a school that is not in Polk County.

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

Since we are a new school, we are unable to identify the area with the most improvement. Once we get this years data, we will be able to compare the scores of the students from the 2021 school year to the 2022 school year.

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

Since we are a new school, we are unable to identify the areas of improvement as well as the contributing factors.

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

Students will be involved in project based learning throughout their academies, use the Cornell note taking process to increase higher order thinking skills and PBIS to implement positive behaviors to reduce out of school suspensions, as well as increase attendance.

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 opportunities for our staff will come by our weekly PLC meetings, some of this professional development will come from data mining, standard based practice and instruction, integrating a 1:1 technology setting across our campus and implementing positive behavior support.

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

Sustainability happens with multiple stakeholders involved with the school improvement process. Our monthly School Advisory Council Meetings engage our community members in our school wide data trends. Our administration meets weekly with our different course content areas/academies to discuss the data points as well. Our school improvement plan is a working piece that ties all these groups and processes them together. As it is in the forefront of our work, it will build a foundation for sustainability across our campus and community.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on our data on the FSA ELA assessment, our students proficiency level was at a 34%.
Measurable Outcome:	Pending FSA scores, ELA proficiency will increase by 2% overall.
Monitoring:	Data will be collected through Star Testing (3x), teacher made assessments, common weekly assessments and student data chats.
Person responsible for monitoring outcome:	Pamela Loomans (pamela.loomans@polk-fl.net)
Evidence-based Strategy:	We will use annotations, Cornell Notes, Reading Think-Alouds, and graphic organizers.
Rationale for Evidence-based Strategy:	Students will use graphic organizers to organize their thoughts based on what they read in the text. Students will use Reading Think-Alouds to verbalize their thoughts as they are reading the text. Students will use Cornell Notes to synthesize, take notes, summarize and reflect the reading. Students will also annotate the reading to give explanation and leave comments to reflect on what they read.

Action Steps to Implement

1. Reading Department will have Common Planning in which they will utilize data for best practice and lesson planning.

Person Responsible	Pamela Loomans (pamela.loomans@polk-fl.net)

2. Reading and ELA department will create weekly common assessments. They will analyze data weekly and plan accordingly during PLC Meetings.

Person Responsible	Pamela Loomans (pamela.loomans@polk-fl.net)

3. Through the wall-to-wall Academy Model, all content areas will utilize reading strategies across the board with best practices to enhance lessons which will increase student achievement.

Person Responsible	Pamela Loomans (pamela.loomans@polk-fl.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Looking at our data from the 2020-2021 school year, it shows that our students were at a 12% proficiency rate on the FSA Math assessment.
Measurable Outcome:	Raise Math proficiency on the FSA by 3%.
Monitoring:	Quarterly STAR assessments, Weekly Common Assessments, common plannings, Math-Nation, and aligning our Instruction with our Polk County Curriculum Maps that are aligned with the Florida Standards.
Person responsible for monitoring outcome:	Lennie Barrand (lennie.barrand@polk-fl.net)
Evidence-based Strategy:	DHS is teaching students how to transfer literacy skills across all content areas including math.
Rationale for Evidence-based Strategy:	Using literacy skills in all content areas including Math, will help students to strategically, analytically, and fluently solve complex problems.

Action Steps to Implement	

1. The use of Common Planning to analyze data to identify areas of need as well as Standard Based Instructions.

Person Responsible	Lennie Barrand (lennie.barrand@polk-fl.net)

2. The use of Cohort Planning across all content areas to identify and plan across all content areas for best curricular learning strategies.

Person Responsible	Lennie Barrand (lennie.barrand@polk-fl.net)

3. Having 1:1 technology device allows use of Math Nation Support for remediation and missed instruction.

Person Responsible	Lennie Barrand (lennie.barrand@polk-fl.net)

4. ESE support through the inclusion model to help raise ESE proficiency and learning gains by 3%.

Person Responsible	Lennie Barrand (lennie.barrand@polk-fl.net)

5. ELL support through Math Nation, targeted strategies, and ELL support personnel to raise proficiency and learning gains by 3%.

Person Responsible	Lennie Barrand (lennie.barrand@polk-fl.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	With 24% average proficiency for 11th graders and 68% proficiency for 10th graders on the quarterly biology assessments teachers will provide standard-based instruction with inquiry-based pedagogy whereby all students are actively engaged in the learning process, increasing understanding of biological concepts.
Measurable Outcome:	By Spring 2022 the number of students scoring at or above proficiency on the biology EOC will met/exceed the district average of 52% (as of June 2021).
Monitoring:	Biology teachers will meet weekly co-planning, have weekly assessments, analyze data weekly and execute an action plan. Administrator will be consistent in walk throughs, district science support and support as needed by Title 1 contact.
Person responsible for monitoring outcome:	Robin Hutchinson (robin.hutchinson@polk-fl.net)
Evidence-based Strategy:	Teachers will be using the 5E lesson plan, weekly assessments, weekly co-planning and data analysis.
Rationale for Evidence-based Strategy:	The 5E lesson plan lends itself to inquiry-based instruction and critical thinking. Weekly assessments is real time data that teachers address immediately during that period of assessment to analyze data and differentiate instruction as needed. Meeting weekly as a biology team will provide feedback on lessons and plan efficiently and effectively.

Action Steps to Implement

1. Biology teachers will meet each week to review the 5E lesson plan, breakdown the standard, and create the weekly assessment.

Person Responsible	[no one identified]

2. Biology teachers will analyze the weekly assessment data and discuss the outcome. They will take this data and create weakness and strengths in the standards to develop an action plan of re-teach, small groups or move on.

Person Responsible	[no one identified]

3. Biology teachers will work together to share resources, identify the latest data in real world to make lessons applicable to their everyday lives.

Person Responsible	[no one identified]

#4. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	According to our data, we had 7.68% of our student population with one or more day of out of school suspension and 17.5% of our students with less than 90% attendance.
Measurable Outcome:	Our goal is to have our students at or below 5% of one or more days of out of school suspension and 15% with less than 90% attendance.
Monitoring:	We will pull monthly attendance reports and monthly discipline reports.
Person responsible for monitoring outcome:	Ashley Gambrell (ashley.gambrell@polk-fl.net)
Evidence-based Strategy:	The behavior interventionist will provide support for the students with excessive discipline issues, the attendance administrator will provide attendance contracts for the students with excessive absences, and PBIS events will provide positive incentives for those who adhere to our school wide expectations and policies.
Rationale for Evidence-based Strategy:	The behavior interventionist will provide support for the students with excessive discipline issues, the attendance administrator will provide attendance contracts for the students with excessive absences, and PBIS events will provide positive incentives for those who adhere to our school wide expectations and policies.

Action Steps to Implement

We will have monthly PBIS events.

Person Responsible [no one identified]

We will run monthly attendance reports that will help us identify those who need to be put on attendance contracts.

Person Responsible [no one identified]

Analyze discipline data on a monthly basis to determine which students need positive intervention support.

Person Responsible [no one identified]

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.

We do not have any discipline data for our school from the 2020-2021 school year. The school culture and environment will be monitored through our PBIS program that will help track our behavior and discipline data.

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.

We use PBIS to encourage positive behaviors and to develop a culture around discipline. We use Social Media to engage our stakeholders to participate in school events, address any concerns, and encourage a sense of belonging. We use Title 1 Community Business Partners for our Wall-to-Wall Academies to fund events within the community, in addition to supporting our students in the classroom while they develop the skills needed to enter the workforce. We encourage clubs and sports to give our students a sense of belonging in our school population.

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

Our stakeholders, will participate in our Wall-to-Wall academies as well as help with identifying our areas of need. Stakeholders will be able to see our PBIS program through the use of the PBIS App.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
4	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
		Total:	$0.00