Davenport School Of The Arts

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 7/23/2018

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2021-22 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	2021-22: A (67%) 2018-19: A (69%) 2017-18: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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.](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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	No	77%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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Purpose and Outline of the SIP

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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 fosters leadership while enriching 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Braaten, Cindy	Principal	Schoolwide Leader in Me, Middle school ELA, Reading, Arts collaborative planning
Cotton, Christy	Assistant Principal	K-8 Math, K-5 ELA collaborative planning, WIN intervention planning time with team, scheduling
Hughes, Alicia	Assistant Principal	K-8 Science, K-5 Arts, and Middle school Social Studies collaborative planning, ESE, ESOL, 504s
Schumacher, Debbie	Instructional Coach	K-8 ELA collaborative planning, progress monitoring reports
Chase, Nicole	Teacher, K-12	
Santaella, Gladys	Teacher, K-12	

Demographic Information

Principal start date
Monday 7/23/2018, Cindy Braaten

Number of teachers with a 2022 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 2022 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.*

1

Total number of teacher positions allocated to the school

80

Total number of students enrolled at the school

1,163

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

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	92	101	103	104	105	112	159	166	168	0	0	0	0	1110
Attendance below 90 percent	18	27	22	20	12	23	35	23	34	0	0	0	0	214
One or more suspensions	2	4	2	3	1	5	14	20	20	0	0	0	0	71
Course failure in ELA	0	0	0	13	0	0	0	0	0	0	0	0	0	13
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	17	4	20	11	11	13	0	0	0	0	76
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	9	24	22	13	12	0	0	0	0	86
Number of students with a substantial reading deficiency	30	43	35	21	8	4	5	3	4	0	0	0	0	153

Using the table above, complete the table below with the number of students by current grade level who have 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	5	1	3	15	17	20	28	32	0	0	0	0	121

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	13	0	0	0	0	0	0	0	0	0	14
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 8/17/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	71%	51%	55%				78%	61%	61%
ELA Learning Gains	61%						67%	58%	59%
ELA Lowest 25th Percentile	49%						48%	49%	54%
Math Achievement	70%	37%	42%				74%	61%	62%
Math Learning Gains	62%						59%	56%	59%
Math Lowest 25th Percentile	63%						53%	52%	52%
Science Achievement	59%	48%	54%				69%	52%	56%
Social Studies Achievement	95%	53%	59%				95%	79%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	89%	52%	37%	58%	31%
Cohort Comparison		0%				
04	2022					
	2019	74%	48%	26%	58%	16%
Cohort Comparison		-89%				
05	2022					
	2019	79%	47%	32%	56%	23%
Cohort Comparison		-74%				
06	2022					
	2019	74%	48%	26%	54%	20%
Cohort Comparison		-79%				
07	2022					
	2019	77%	42%	35%	52%	25%
Cohort Comparison		-74%				
08	2022					
	2019	79%	48%	31%	56%	23%
Cohort Comparison		-77%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	89%	56%	33%	62%	27%
Cohort Comparison		0%				
04	2022					
	2019	82%	56%	26%	64%	18%
Cohort Comparison		-89%				
05	2022					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	86%	51%	35%	60%	26%
Cohort Comparison		-82%				
06	2022					
	2019	60%	47%	13%	55%	5%
Cohort Comparison		-86%				
07	2022					
	2019	72%	39%	33%	54%	18%
Cohort Comparison		-60%				
08	2022					
	2019	40%	35%	5%	46%	-6%
Cohort Comparison		-72%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	67%	45%	22%	53%	14%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-67%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	71%	41%	30%	48%	23%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	96%	70%	26%	71%	25%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	87%	50%	37%	61%	26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	53%	43%	57%	39%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	29	31	29	32	47	60	29	80			
ELL	55	59	53	60	66	59	38	88	57		
ASN	73	54		80	77						
BLK	56	55	36	58	65	60	49	88	81		
HSP	68	60	54	68	63	63	51	93	74		
MUL	75	65		68	56						
WHT	80	65	49	76	60	65	70	99	78		
FRL	63	60	52	63	58	61	48	96	69		
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				
ASN	93	75		86	58						

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
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
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	44
Total Points Earned for the Federal Index	651
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0

Asian Students	
Federal Index - Asian Students	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0

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%	0

White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Overall student performance on STAR and FSA ranges across grade levels from high fifty to mid seventy percent in ELA and high fifty to low seventy in math. Students with disabilities, English language learners, and African American are continually our lowest performing subgroups. Progress monitoring results fluctuate between fall, winter, and spring and do not show steady improvement throughout the year. Trends in FSA proficiency show a steady decrease in science, and ELA and math fluctuating from low seventy to high seventy percent proficient. We are stagnant with district and state assessment data, always performing in the sixties for proficiency.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

All of our data components except for middle school social studies demonstrate need for improvement as we are not improving but rather fluctuating within the same ranges each year. Our STAR 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. We are only achieving proficiency with just over thirty percent of our students.

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

Contributing factors to the need for improvement are instruction approached the same way each year, not utilizing student data to determine levels of understanding. and not providing appropriate intervention based on student performance. Teachers continue current practices with the majority following resource progression rather than benchmark progression as well as using resources and tasks not appropriately aligned to benchmarks. To address the need for improvement, teacher practices need to shift to pairing resources based on benchmarks, using appropriate data to determine levels of student understanding, and planning for next steps based on student performance.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

6th grade math improved from 53% to 72% proficiency.
6th grade reading improved from 69% to 82%.

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 and addressing student needs based on performance. Our 6th grade math teacher teaches content conceptually and works with students in groups and/or individually on areas they have difficulty. Our intensive reading teacher utilizes Achieve with a mix of grade level and on level texts. All of her instruction is standards-based instruction. She tailors small group instruction based off student Achieve data.

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

1. Complete the Learning ARC for each benchmark as a team to ensure teacher understanding of benchmarks.
2. Analyze instructional materials and tasks to meet the full extent of each benchmark (through the lens of below, approaching, meeting, or exceeding the benchmark).

3. Formatively assess student understanding, analyzing results, and respond to student needs.
4. Ensure summative assessment accurately assess student levels of understanding of the full benchmark.

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 will include training on the Learning Arc. The training will consist of going over the steps of the ARC and working through a grade level/content specific benchmark to complete the ARC. Teachers will walk away with a completed example of the ARC. The process of completing the ARC for each benchmark will continue throughout collaborative planning sessions.
Professional development will include teachers analyzing grade level/content specific task samples to evaluate the extent of the benchmark the task addresses (below, approaching, meeting, or exceeding). For tasks identified as below or approaching, all team members will work to adjust below or approaching level tasks to at least meeting benchmark. The process of identification and adjusting will be the initial step of all planning sessions to ensure instructional materials, tasks, and assessments are appropriately aligned to grade level benchmark expectation.
Professional development will including training on the difference between formative and summative assessment, focused on how to select or develop assessments that will truly show the levels of student understanding as a result of instruction and task work. The training will also include a formative assessment analysis process that includes sorting results into full, partial, or no understanding. Assessments results set up the final step of planning for how to respond to varying levels of understanding (reteach, small group, and/or individual time).

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

Consistent implementation of 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, student involvement, and levels of understanding. Providing support based on information gained from observations such as coaching, modeling, or developing professional development sessions for areas of need.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students will receive appropriately aligned instruction, tasks, assessments, and intervention on all benchmarks to increase proficiency. Historic school performance fluctuates within the high sixties. 2021/2022 progress monitoring and state assessment results show performance remaining in the same range. The majority of our teachers plan by resources rather than standards, utilize the same instructional practices 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Achieve an overall school performance of seventy-two. School performance for 2015-2016 through 2021-2022 school years: 70, 67, 66, 69, 67, 67.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Weekly planning by grade level content areas. Weekly analysis of student performance on classroom tasks and assessments. Classroom observations focused on standards based instruction, aligned materials and tasks, student engagement with instruction and tasks, use of assessment, student response to instruction, and shifts in instruction based on learning checks.
Person responsible for monitoring outcome:	Christy Cotton (christy.cotton@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Stated in the "Opportunity Myth": Every student should have access to grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations, every day, in every class. The sample of students used who started the year performing below average made 7.3 months of academic progress when they had access to better assignments, 6.1 months with access to stranger instruction, and 7.9 months when teachers had higher expectations.

for this Area of Focus.	
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Weekly planning sessions with K-8 content areas focused on:
1. Completing the Learning ARC as a team for each upcoming benchmark.
2. Analyzing instructional materials and student tasks to identify the level of the benchmark the materials and tasks address as below, approaching, meeting, or exceeding. Adjusting materials and tasks identified as below or approaching to at least meeting.
3. Selecting or creating formative assessments that will show clear levels of student understanding of each benchmark.
4. Analyzing formative assessment data and sorting results by full, partial, or no understanding.
5. Developing response to levels of student understanding by planning for reteaching, small group, or individual time.
6. Selecting or creating summative assessments that will show clear levels of student understanding of each benchmark.

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

WIN (What I Need) time daily for all students:
All students will be assessed using grade appropriate DIBELS assessments for reading and numeracy to identify specific reading and numeracy levels during the first 8 days of school. Students will also be assessed on phonics using a phonics inventory. DIBELS and phonics inventory results will be analyzed with prior state and district data to determine readiness for reading. Students will be placed in WIN groups to receive daily support with early, mid, or late phonics understanding, multisyllabic understanding, or comprehension based on where they are along the reading progression. Student progress will be monitored with ongoing DIBELS assessment checks.

Person Responsible	Nicole Chase (nicole.chase@polk-fl.net)

Standards Walk Tool and ongoing classroom observation:
Classroom observation will take place regularly with focus on standards based instruction, aligned materials and tasks, student engagement with instruction and tasks, use of assessment, student response to instruction, and shifts in instruction based on learning checks. Information gained from observations will be used to set up teacher coaching, modeling, or professional development sessions based on need.

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

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our ESSA subgroups, Students with Disabilities dropped from 49% in 2021 to 42% in 2022. English Language Learners increased from 53% to 58% and Black/African Americans increased from 55% to 61%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	ELA achievement of the subgroup Students with Disabilities decreased in 2021-2022 from 44% to 29%, Math achievement decreased in 2021-2022 from 37% to 32% and Science achievement deceased in 2021-2022 from 46% to 29%. Students with Disabilities was the lowest permorming subgroup in 2022.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Weekly planning by grade level content areas, ESE inclusion teachers included Weekly analysis of student performance on classroom tasks and assessments, ESE inclusion teachers included Classroom teachers will track and monitor progress of IEP goals monthly, collected by the ESE inclusion teachers, as well as, accomodations documentation tracking. ESE inclusion teachers will track and monitor progress in ELA and Math. MTSS data will be colleced during WIN (What I Need) time (all students will be given interventions on their instructional level 30 min daily) progress monitored by classroom and ESE inclusion teacher, as well as, ESE support minutes during on gradel level tier 1 instruction.
Person responsible for monitoring outcome:	Alicia Hughes (alicia.hughes@polk-fl.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Stated in the "Opportunity Myth": Every student should have access to grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations, every day, in every class. The sample of students used who started the year performing below average made 7.3 months of academic progress when they had access to better assignments, 6.1 months with access to stranger instruction, and 7.9 months when teachers had higher expectations.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the**	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.

resources/criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Weekly planning sessions with K-8 content areas focused on:
1. Completing the Learning ARC as a team for each upcoming benchmark.
2. Analyzing instructional materials and student tasks to identify the level of the benchmark the materials and tasks address as below, approaching, meeting, or exceeding. Adjusting materials and tasks identified as below or approaching to at least meeting.
3. Selecting or creating formative assessments that will show clear levels of student understanding of each benchmark.
4. Analyzing formative assessment data and sorting results by full, partial, or no understanding.
5. Developing response to levels of student understanding by planning for reteaching, small group, or individual time.
5.a. What I need time, 30 minutes daily, instructional level intervention to fill the gap.
6. Selecting or creating summative assessments that will show clear levels of student understanding of each benchmark.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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, 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, and student led 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 school culture and environment.

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 five 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!