

Polk County Public Schools

Davenport High School



2022-23 Schoolwide Improvement Plan

Table of Contents	
School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
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: D (39%) 2018-19: No Grade 2017-18: 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	CSI
* 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	
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

Davenport High School

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<http://davenporthigh.polkschoolsfl.com>

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)
High School 9-12	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

Year	2021-22	2020-21
Grade	D	

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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.

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

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
Douge, Alain	Principal	
Kish, Haley	Assistant Principal	
Barrand, Lennie	Instructional Coach	
Hutchinson, Robin	Graduation Coach	
Gambrell, Ashley	Graduation Coach	
Loomans, Pamela	Instructional Coach	

Demographic Information

Principal start date

Wednesday 7/1/2020, Alain Douge

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.*

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.*

Total number of teacher positions allocated to the school

84

Total number of students enrolled at the school

2,000

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

15

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

30

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	0	0	0	0	0	0	0	0	0	509	596	457	445	2007	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	151	265	197	211	824	
One or more suspensions	0	0	0	0	0	0	0	0	0	59	110	82	48	299	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	70	104	62	236	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	74	36	13	123	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	112	110	141	141	504	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	109	113	103	71	396	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	112	110	141	141	504	

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	0	0	0	0	0	0	0	0	4	19	14	4	41

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	0	0	0	0	0	0	0	0	0	21	48	53	37	159	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	2	4	7	

Date this data was collected or last updated

Wednesday 7/13/2022

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	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	

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	572	445	390	0	1407
Attendance below 90 percent	0	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	0	203	167	154	0	524
Course failure in ELA	0	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	0	6	176	38	0	220
Level 1 on 2019 statewide FSA ELA assessment	0	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	0	85	94	48	0	227
Number of students with a substantial reading deficiency	0	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

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	40%	41%	51%					47%	56%
ELA Learning Gains	44%							46%	51%
ELA Lowest 25th Percentile	39%							37%	42%
Math Achievement	26%	35%	38%					43%	51%
Math Learning Gains	35%							45%	48%
Math Lowest 25th Percentile	38%							44%	45%
Science Achievement	51%	26%	40%					58%	68%
Social Studies Achievement	42%	39%	48%					61%	73%

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

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
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	15	32	28	15	26	24	29	17			
ELL	19	39	40	19	31	40	42	7			
ASN	64	42									
BLK	35	40	41	14	30	38	35	16			
HSP	35	42	39	24	31	43	47	36			
MUL	55	59		44			64				
WHT	51	51	43	37	45	26	68	75			
FRL	34	41	37	20	31	38	43	35			
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

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)	CSI
OVERALL Federal Index – All Students	40
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	43
Total Points Earned for the Federal Index	358
Total Components for the Federal Index	9
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	53
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	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	56
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	50
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Davenport High School was in its first year of operation. During the school year, data collected found that 41% of our students enrolled as of quarter 4 were not in the PCPS school system the prior year across all grade levels. We believe this affected prior knowledge in the areas of mathematics, english language arts, social studies, and science. Although our core content area state assessed scores were fairly consistent amongst other PCPS high schools, our 9th and 10th grade student performance in mathematics achievement and learning gains were the lowest in graded components. Our Black/ African American sub group saw the lowest proficiency in mathematics achievement (14%), social studies (16%), and science (35%).

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

The data components that demonstrate the greatest need for improvement are mathematics achievement, mathematics learning gains, and mathematics learning gains for the lowest 25%. American History achievement also sees a great need for improvement because Davenport High School scored in the lowest percentile amongst area high schools.

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

The contributing factors to this need for improvement are based on the data collected from our state assessments. Because of our new school construction, there was a lack of planning in content and a disconnection between standards based instruction. These areas saw the greatest need for improvement within our school. New actions to address these areas will begin with common planning using the learning arc model for our teachers; progress monitoring data to drive BEST standards instruction, and professional development for staff.

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

The state assessed scores are the first for Davenport High School. We believe we have many areas in need of improvement.

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

New actions within our school will include collaborative planning using the Learning Arc Framework. This will help improve grade appropriate assignments and opportunities for students through: strong instruction, deep engagement, and high expectations.

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

Davenport High School is adding its first senior class for the 2022-2023 school year. Our dual enrollment and advanced course offerings have expanded to give students opportunities in acceleration. Our academies will also begin offering students opportunities for career acceleration through CAPE industry certification.

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.

Many of our teachers are new to teaching AP and DE courses. We will offer this staff district and on site support for PD throughout the year. Collaboration in planning will assist them in researching best practices to support our students and instruction. Administrator directed collaborative planning and PLCs will provide opportunities to examine best practices an data.

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

Sustainability will start with consistency in collaboration practices. Common planning with the Learning Arc focus led by the principal and administration team will set the tone for sustainability. We believe that getting to the foundation of equitable experiences in our planning will elevate our instruction and our student outcome.

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 Collaborative Planning

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Davenport High School has experienced turnover in our teaching positions because teachers were not prepared and/ or equipped to process standards based instruction. Opening our doors for the first time gave us a different focus in our first year. Many of the instructional supports and tiered supports for our staff were not readily available due to the nature of our campus not being completely ready to support our students and staff population.</p> <p>Our shift to making sure standards based instruction, planning and learning is our focus for our second year. Based on new B.E.S.T. standards and a high percentage of Tier 3 teachers, structured and focused collaborative planning will take place weekly. Teachers and staff will focus on driving standards based instruction involving the Learning Arc and develop tasks that are on grade level and appropriate for standards being taught. The new MOU provides teachers more planning time and administrative resources to create more quality outcomes for our students. Using available resources in relation to funding, Davenport High School will take a hands on approach providing staff a comprehensive training where teachers that need the most support are able to plan with staff and district based coaches. These teachers will have the opportunity to visit classrooms of teachers that are excelling in the Arc model using standards based instruction using a coaching model. There will also be direct support in reading, mathematics, and US History.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>With the addition of new funding, new interventionist positions will offer support to our most struggling learners in small group settings. Interventions will assist in our graded cells that needed the most support. Deficiencies in mathematics and US History are needed while supporting our subgroups in critical need (African American 31% total percent of points, Hispanic 37% total percent of points, English Language Learners 30% of points, and Students with Disabilities 23% total percent of points).</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Tasks and outcomes that are created to the depth of standards will drive student data. Outcomes to be measured with the use of progress monitoring data quarterly and common assessments. Focus will be across all graded components with more intensive (after school tutoring, feedback meetings, coaching cycles) with mathematics (algebra I, geometry, and US History.) Work samples will be submitted monthly to district personnel to review depth and consistency of tasks. We will use the data collected to engage in work during planning meetings.</p> <p>Every quarter, a staff roster will be pulled to examine our teacher turnover during that time period. We will measure resignations and dismissals to track for the year. These outcomes will be monitored by school administrators with the assistance of support staff. We will record this data to gauge effectiveness of retention.</p> <p>Administration and/or academic coaches will attend all planning meetings. MOU extended planning time will occur bi weekly starting in September (Wednesday and Thursday afternoon). Administrators will oversee planning during contract hours and will oversee planning during MOU extended hours on Wednesday and Thursday. Quarterly assessments will allow teachers and administration to watch progress.</p> <p>New teacher cadre supports will be ongoing and supported by academic dean and administrative team. This will be an opportunity for Tier 3 teachers to get support from administrative team. The support will be centered around instruction but not limited to classroom management, engagement, planning, gradebook, etc. These outcomes will be monitored by school administrators with the assistance of support staff.</p>

Person responsible for monitoring outcome:

Alain Douge (alain.douge@polk-fl.net)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers engage in effective collaborative planning using the Learning Arc. The Learning Arc framework will begin onboarding with teachers from mid - August to September. Administrators will oversee planning during contract hours and will oversee planning during MOU extended hours on Wednesday and Thursday.

Rationale for Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy.

Teachers must learn and familiarize themselves with the new B.E.S.T. standards to effectively plan and create collaborative tasks. The tasks will be on grade level to give students equivalent experience across all of our content.

Describe the 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.

1. Create a master calendar for all collaborative planning. - Principal, APC
2. Conduct a planning framework for teachers and administration through modeling. - Principal, Administration, Coaches
3. Calibrating leadership team for collaborative planning and look-fors and walkthrough tool.- Principal
4. Implementation of task alignment (equivalent experience) in classrooms.- Administrative team
5. Train on vertical planning vs horizontal planning. - Administrative team
6. Face to face feedback will be given on weekly and bi-weekly basis. - Administrative team
7. Common board based focus for instruction across the curriculum. - Administrative team

Person

Responsible

Alain Douge (alain.douge@polk-fl.net)

#2. Positive Culture and Environment specifically relating to Behavior and Student Attendance

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The positive culture environment helps focus on our wall-to-wall academy model to build the student as a whole, which will motivate the students to be in school. Positive Behavior initiatives will decrease student discipline issues within the school walls. Teachers will have access to award points to students based on students meeting daily expectations. Students will earn points and redeem them for a variety of items/ events throughout the year that support a positive culture and environment.

Davenport High School will graduate its first graduating class in 2023. Students need opportunities that are tied to real world experiences within the school setting. These opportunities will prepare them for life beyond graduation. Opportunities for students to see colleges in our state will foster a sense of pride within our walls. College visits will impact our graduating seniors and motivate students who never saw college as an option. The state of Florida would have the potential to retain its best and brightest for its future work force.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

2021- 2021 student attendance. 9th grade 87.46% were in attendance daily. 10th Grade 87.76% were in attendance daily. 11th grade 85.65% were in attendance daily. 25% of students had at least 1 referral during 21-22. Attendance records, early warning systems, and discipline data will be reviewed weekly to target students needing intervention.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

MTSS meetings will be held weekly to target students needing intervention.

Person responsible for monitoring outcome:

Alain Douge (alain.douge@polk-fl.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Look at wall-to-wall information and MTSS information weekly.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.

When a student feels like part of a school family in their academy, it increases self-worth and self-confidence and encourages attendance.

Describe the 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.

1. Teacher/senior student mentor (Bronco Buddies)
2. Teachers re-trained on wall-to-wall academies (possibly academy specific) to take ownership of students within academy world.
3. MTSS weekly meetings to address students in attendance danger.

Person

Responsible

Ashley Gambrell (ashley.gambrell@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.

Our school has excelled in building a positive culture and environment in it's opening. During our construction, we were able to connect with our incoming students and parents using various methods of social media. We created excitement and school pride virtually to engage our students and staff. We also connected with various business owners and community leaders for support. We hosted a major community event a local establishment that was very much welcomed and attended by a good portion of our students. This was done during our construction phase and offered our staff a chance to meet our students and parents.

During the past school year, we were able to operate as a traditional school offering extracurricular activities, clubs, student socials that celebrated achievement on an ongoing basis. Our school offers students points based on our Positive Behavior Intervention model. Students are able to use these points for events and other prizes. Our students are able to use a PBIS app that tracks their earned points towards their goals. Teachers and staff are also able to give points based on our GOLD standards. Events are held on a monthly basis. Students were surveyed on the events they wanted to see on our campus.

These are just some items that we implemented to enhance our new school during its first year.

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

The principal will lead the work on building the positive culture for our staff and community. He will be visible to the community while keeping an open door policy for staff and students. Our assistant principal

overseeing PBIS will help manage our PBIS app and track teacher and student usage. Professional development using the school PBIS app is conducted throughout the year to engage staff.