

Polk County Public Schools

Davenport School Of The Arts School



2023-24

Schoolwide Improvement Plan (SIP)

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Davenport School Of The Arts

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SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Braaten, Cindy	Principal	Qualtrics walkthrough tool PLC facilitator Budget
Hughes, Alicia	Assistant Principal	Qualtrics walkthrough tool PLC facilitator Attendance Synergy Squad
Best, Kimberly	Assistant Principal	Qualtrics walkthrough tool PLC facilitator
Schumacher, Debbie	Reading Coach	PLC facilitator ELA coaching cycle WIN data facilitator
Santaella, Gladys	Math Coach	Math PLC facilitator Math coaching cycle math progress monitoring data facilitator
Pollard, Pamela	Dean	Student Success facilitator for Elementary PLC facilitator
Smith, Amanda	Other	Testing coordinator Progress monitoring data communication (teachers,parents) PLC facilitator
Mosley, Theresa	Other	Student success facilitator for Middle School PLC facilitator
Katz, Janice	Science Coach	PLC coaching cycle Science

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We involve and support all stakeholders at DSA not only because it directly impacts- students but also because it supports our mission and vision of creating a school that has a collaborative and nurturing environment. This takes everyone. Our school leadership team is a vital piece in supporting academics on campus. During instructional planning they ensure that the instructional tasks and assessments are aligned to the benchmarks. They support the teachers by providing strategies, modeling instruction and giving feedback. Our teachers/staff are on the frontlines of the impact and focus of our goals which are

meeting the needs both academically and social emotional needs of students to achieve their goals. Our SAC/PTO and families along with community members work together to review the schoolwide data and goals. They provide feedback and suggestions to support these goals by developing a plan where they can be a part of the process in improving student achievement. Many of our community members and parents volunteer, working with students to improve student learning. This is impactful in moving student's proficiency.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The administration will conduct monthly leadership team meetings to analyze school wide progress monitoring data, Qualtrics walkthrough tool data and PLC communication data. Action plans will be set for each individual, adjustments in walk calendars to address teachers who need more support, adjustments in WIN groups and compliance of IEP status and/or the MTSS process for individual students will also be reported.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	69%
2022-23 Economically Disadvantaged (FRL) Rate	77%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A

	2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	22	26	21	26	25	13	35	39	39	246
One or more suspensions	6	6	3	13	6	5	25	24	23	111
Course failure in English Language Arts (ELA)	0	1	3	1	5	6	5	0	0	21
Course failure in Math	0	1	1	1	4	4	5	0	0	16
Level 1 on statewide ELA assessment	0	0	0	0	11	15	43	37	23	129
Level 1 on statewide Math assessment	0	0	0	0	9	25	46	24	17	121
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	15	11	7	12	18	10	4	6	86

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	7	3	14	19	22	25	17	23	133

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	2	2	11	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	18	27	22	20	12	23	35	23	34	214
One or more suspensions	2	4	2	3	1	5	14	20	20	71
Course failure in ELA	0	0	0	13	0	0	0	0	0	13
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	17	4	20	11	11	13	76
Level 1 on statewide Math assessment	0	0	0	6	9	24	22	13	12	86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	30	43	35	21	8	4	5	3	4	153

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	1	3	15	17	20	28	32	121

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	13	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	18	27	22	20	12	23	35	23	34	214
One or more suspensions	2	4	2	3	1	5	14	20	20	71
Course failure in ELA	0	0	0	13	0	0	0	0	0	13
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	17	4	20	11	11	13	76
Level 1 on statewide Math assessment	0	0	0	6	9	24	22	13	12	86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	30	43	35	21	8	4	5	3	4	153

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	1	3	15	17	20	28	32	121

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	13	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	68	48	53	71	51	55	73		
ELA Learning Gains				61			65		
ELA Lowest 25th Percentile				49			51		
Math Achievement*	71	49	55	70	37	42	67		
Math Learning Gains				62			51		
Math Lowest 25th Percentile				63			59		
Science Achievement*	61	47	52	59	48	54	66		
Social Studies Achievement*	92	68	68	95	53	59	93		
Middle School Acceleration	80	61	70	77	43	51	74		
Graduation Rate		54	74		46	50			
College and Career Acceleration		39	53		71	70			
ELP Progress	57	50	55	44	55	70	47		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	494
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	651
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	51			
ELL	63			
AMI				
ASN	83			
BLK	66			
HSP	67			
MUL	79			
PAC				
WHT	81			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	66			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	58			
AMI				
ASN	71			
BLK	61			
HSP	64			
MUL	66			
PAC				
WHT	71			
FRL	63			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	68			71			61	92	80			57
SWD	43			46			17	87			6	50
ELL	52			60			35	88	71		7	57
AMI												
ASN	86			79							2	
BLK	64			68			47	83	83		6	
HSP	63			67			54	93	74		7	58
MUL	71			86							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	78			80			76	91	87		6	
FRL	62			66			50	90	72		7	62

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	71	61	49	70	62	63	59	95	77			44
SWD	29	31	29	32	47	60	29	80				
ELL	55	59	53	60	66	59	38	88	57			44
AMI												
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			44
MUL	75	65		68	56							
PAC												
WHT	80	65	49	76	60	65	70	99	78			
FRL	63	60	52	63	58	61	48	96	69			60

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	73	65	51	67	51	59	66	93	74			47
SWD	44	72	65	37	67	60	46					
ELL	53	59	53	56	56	62	30	58				47
AMI												
ASN	77			77								
BLK	61	56	38	53	39	43	45	84	73			
HSP	67	61	49	61	54	63	59	91	66			50
MUL	79	53		79	53							
PAC												
WHT	84	72	62	78	52	62	80	100	79			
FRL	62	58	48	56	50	55	45	90	59			50

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	57%	43%	14%	54%	3%
07	2023 - Spring	76%	36%	40%	47%	29%
08	2023 - Spring	71%	39%	32%	47%	24%
04	2023 - Spring	66%	53%	13%	58%	8%
06	2023 - Spring	64%	35%	29%	47%	17%
03	2023 - Spring	64%	42%	22%	50%	14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	69%	38%	31%	54%	15%
07	2023 - Spring	83%	35%	48%	48%	35%
03	2023 - Spring	73%	51%	22%	59%	14%
04	2023 - Spring	60%	56%	4%	61%	-1%
08	2023 - Spring	84%	42%	42%	55%	29%
05	2023 - Spring	67%	44%	23%	55%	12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	62%	33%	29%	44%	18%
05	2023 - Spring	57%	39%	18%	51%	6%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	37%	50%	50%	37%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	37%	57%	48%	46%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	65%	27%	66%	26%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

5th grade ELA and Science showed the lowest performance. Contributing factors include:

1. Variation in teacher capacity and ability to engage students in benchmark aligned tasks.
2. Lack of consistent teacher due to teacher medical leave, substitute then late January new hire.
3. Attendance drop compared to grade 4.

Overall student performance on ELA FAST PM3 ranges across grade levels, in grades 3-5 low 60's compared to middle school ELA ranging from low 70's to low 80's. Students with disabilities, English language learners, and African American are continually our lowest performing subgroups. SSA Science increased but is still a lower performance compared to trend data in the past. Math FAST PM3 decreased in grades 4-6, with the lowest proficiency in 4th grade at 60.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline was in 6th grade ELA, which went from 82 to 64 and 5th grade ELA dropped 6.. There was a 9 point decrease in grade 4 Math, which was 1 point lower than the state. All of these drops resulted in scores in the low 60's.

Although there was a consistent collaborative practice within content and grade levels this year, there is still a great need to utilize student data to determine levels of understanding. and to provide appropriate intervention based on student performance. Teachers will continue the 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 through PLCs facilitated by academic coaches and administrators.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Grade 4 Math was one point lower than the state. Contributing factors include:

1. partially aligned assessments
2. Significant variation in teacher capacity, new non education major teacher.

Which data component showed the most improvement? What new actions did your school take in this area?

The areas that showed most improvement were 8th grade Math and the areas that maintain trends of excellence are Social Studies, Algebra and Geometry.

1. There was a consistent collaborative practice within all content and grade levels this year, there is still a great need to utilize student data to determine levels of understanding. and to provide appropriate intervention based on student performance. Teachers will continue the 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 through PLCs facilitated by academic coaches and administrators.
2. Civics boot camp
3. Double block Algebra

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Although attendance percentages stay in the 90s, according to the EWS, one of the biggest factors that set students apart in having 2 or more indicators is attendance. Students with disabilities continuously score below their peers and have indicator of a substantial reading deficiency.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- 1- Continue to improve Tier 1 instruction (benchmark aligned instruction, student tasks and assessments)
- 2- Data driven small group instruction tier 2 WIN
- 2-Tier 3 Intervention groups for K-5 Achieve 3000 reading 6-8 (including small group
- 3- Improve attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Davenport School of the Arts will maintain Lighthouse status as a Leader in Me school and sustain a positive family culture to support student outcomes.

Measurable Outcome:

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

95% of a students will have 90% or higher attendance.

95% of student will end the year with no discipline referrals, and we will reduce the number of referrals will decrease the number of students receiving more than one by 20%.

We will decrease the number of check outs and tardies by 25%

Monitoring:

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

Raptor system will collect check in/out data

Attendance secretary will report 95% higher teacher and student attendance to Attendance Hero Synergy Squad

Goal setting and tracking for teachers and students in leadership portfolio

Assistant Principal will lead celebration every 10th day of each month, schoolwide

Elementary data wall, Middle school data wall in each building and in cafeteria

Attendance Hero squad members will lead

Person responsible for monitoring outcome:

Alicia Hughes (alicia.hughes@polk-fl.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

A missed school day or period of the day is a missed opportunity for students to learn and can have serious implications later in the schooling career. There is a direct correlation between student attendance and student achievement. Creating engaging classroom atmospheres where ALL students feel they are a contributing member is critical to their social emotional well being. Classrooms where you can't tell the difference between who has an IEP, 504, ELL supports, because all students are contributing their genius and experiencing success!

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students achieve when students are present and engaged in meaningful benchmark driven instructional tasks and assessments.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Attendance research and parent motivation social media campaign begins summer 2023
2. Attendance HEROs (synergy squad wear capes at orientation) information goes home in beginning of the year paperwork
3. Attendance HEROs (synergy squad wear capes at car rider and bus rider the first week of school)
4. Attendance HEROs signage at entrance of DSA the first month of school
Attendance HERO bubble pops will be placed in strategic locations all over campus.
5. On the 10th school day attended at 10:10 am of each month(very engaging and exciting announcement of the classrooms that have 100% attendance play old dance music and have those classes stand and At TEN dance! to celebrate)
6. Blast on social media the At TEN dance! to 1300 plus followers
7. Teachers with 100% attendance at the end of each month will have a magnetized super hero blast on the outside of their classroom.
8. Grade level attendance data in the form of Attendance Heros leaping tall building will be displayed in front of elementary building, in front of middle school building and in cafeteria.
9. Homeroom teachers will be given direction by the leadership portfolio synergy squad on individual student attendance goals that each student will track throughout the year. This data will be used to determine their TEN dance participation.
10. Grade levels which maintain 95% higher attendance will receive a free cookie in the cafeteria at lunch each nine weeks.
11. Individual students will receive a brag tag for the first semester who maintain 95% higher attendance and a brag bracelet for the 2nd nine weeks.
12. To maintain excitement, synergy squad leaders will randomly show up in cafeteria, at PE, car rider, bus area to encourage students to come to school (hand out attendance hero stickers) Thank you signs at car rider for parents getting their student to school on time.
13. All while attendance policy, letters, and parent communication when students are absent.
14. Teachers will make parent contact after second absence of a student, administrator will make call at day four. Middle school and various elementary awards are contingent on student attendance.

Person Responsible: Alicia Hughes (alicia.hughes@polk-fl.net)

By When: Begins Day 1 ongoing throughout the school year

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students will receive appropriately aligned instruction, tasks, assessments, and intervention on all benchmarks to increase proficiency. The shift with instructional, assessment, and intervention practices was started last school year. We saw some pockets of improvement, but also declines in some grade level cohorts. Continue alignment of benchmark planning using the Learning Arc, monitoring aligned instruction and utilizing PLC time for analyzing student tasks and assessments to inform instruction and placing highly effective teachers in key academic roles to increase proficiency.

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 or higher., Each classroom teacher will be 90% or higher benchmark instruction/task aligned 3 out of the 4 classroom qualtrics feedback data.

Monitoring:

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

Weekly planning with academic coaches 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:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 stronger instruction, and 7.9 months when teachers had higher expectations.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 ELA planning sessions 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: Debbie Schumacher (debbie.schumacher@polk-fl.net)

By When: Ongoing throughout the school year

Weekly Math planning sessions 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: Gladys Santaella (gladys.santaella@polk-fl.net)

By When: Ongoing throughout the school year.

Weekly 6-8 Social Studies and Science sessions 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: Alicia Hughes (alicia.hughes@polk-fl.net)

By When: Ongoing throughout the school year.

Weekly K-3 Science planning sessions 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: Janice Katz (janice.katz@polk-fl.net)

By When: Ongoing throughout school year

Qualtrics 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. The goal is for a teacher to be aligned 100% 3 out of the 4 walks conducted by administration.

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

By When: Ongoing throughout school year Principal 6 per week (2 w/ admin team) AP 6 per week

#3. Instructional Practice specifically relating to Intervention**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Davenport School of the Arts has been rated an A school since 2015, however, more or less than 35% of our family is not achieving grade level proficiency on state wide assessments and/or district progress monitoring with the highest of these not achieving being Students with Disabilities, English Language Learners and African American students. We must intervene by providing the missing skills needed for these students to succeed.

Measurable Outcome:

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

By the end of the 2023-24 school year, 100% of students will demonstrate at least one year's growth, or learning gain, as measured by the ELA and Math FAST PM data for grades 3-8 and STAR for grades K-2.

Monitoring:

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

Progress monitoring data STAR K-2 FAST PM 3-8
Deibels data for WIN groups
IEP goal tracking data for SWD
Achieve 3000

Person responsible for monitoring outcome:

Debbie Schumacher (debbie.schumacher@polk-fl.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers of all content areas, from elementary reading specialists to high school science teachers, rely on their students' literacy abilities to effectively deliver instruction. The science of reading is the converging evidence of what matters and what works in literacy instruction. It guides how to teach reading.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The ELA interventions in WIN groups and Achieve 3000 for Middle school are designed to provide what a student needs to improve their differentiated individual literary skills.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

WIN (What I Need) time daily for all K-5 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. Middle school students scoring level 1 and some 2's on FAST PM3 will receive instruction, including small group interventions daily in Achieve 3000.

Person Responsible: Debbie Schumacher (debbie.schumacher@polk-fl.net)

By When: Begin first 8 days of school, WIN groups begin 9/23, continue through 4/24

The reading coach will facilitate subject-area planning with all ELA teachers during their common planning period once a week, focusing on improving benchmark/task alignment during the first grading period. During classroom walkthroughs, the reading coach will measure /task benchmark alignment, provide feedback and support through the coaching cycle. Each teacher will demonstrate benchmark/task alignment in three out of four weekly classroom visits as measured by the Qualtrics walkthrough tool done by administration.

Person Responsible: Alicia Hughes (alicia.hughes@polk-fl.net)

By When: ongoing all year

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Title I/UniSIG Comprehensive Needs Assessment (CNA)

- Data Com
- Summer Leadership Academy/Retreat
- School Improvement Plan Meetings/Trainings
- PURE Process
- Regional and Office of School Transformation review SIP plans

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Review Parent and Family Engagement Plan and Compact for suggestions:

- School/District Webpage
- PEN Notebook

- Parent/Family/Community Input Meetings SAC
- Annual Meeting

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Review Parent and Family Engagement Plan and Compact for suggestions:

- Building Capacity Events
- Staff Capacity Building Professional Development
 - o Conferencing 2 student led conference per school year
 - o family/school relationship
- Family/Community Input
- Data Chats/Conferences (student led)
- Webpage
- Annual Meeting

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Review Use of Funds for suggestions:

- Supplemental Staff (academic coaches, interventionists, paraprofessionals)
- Supplemental Resources
- Extended Learning
- Professional Development
- Collaborative Planning

Non-Title I initiatives:

- RTD (if applicable)
- MOU Planning (if applicable)
- MTSS – Tier Support for Students

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

- Data Com
- School Improvement Planning Trainings
- Regional (area) Meetings
- Summer Leadership Academy
- Title I Technical Assistance – Use of Funds, PFE Input, Back to School Mtg
- Comprehensive Needs Assessment Technical Assistance
- ESE, Leader in Me

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

- <https://polkschoolsfl.com/mentalhealth/>
 - Individual Counseling
 - Group Counseling
 - School Consultations
 - Collaboration with community providers – Peace River Center, Watson Clinic Behavioral Health, Sweet Center – Winter Haven Hospital
 - o Support Groups
 - o Grief Support
- Polk County Sheriff school officer

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

- Building Capacity of Events – Transition events
- High school course availability

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Leader in Me Lighthouse school, daily 7 habits lessons and goal setting for students

- MTSS
- Behavior Interventionist, Student Success Coaches, Mental Health Counselors, School Counselors, Deans

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

- Professional Learning Communities to improve instruction and data
- Data Com
- RTD
- UniSIG Supplemental Teacher/Administrator Allocation
- Collective Bargaining Stipends – Title I, Critical Shortage Area, Highly Effective

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

- Early Childhood - <https://polkschoolsfl.com/earlychildhood/>
- Head Start
- VPK (Title I and non-Title I)
- Kindergarten Round Up
- Kindergarten Readiness Camps
- Books Bridge Bus
- Migrant Early Childhood Services

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Intervention	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes