

Polk County Public Schools

# Davenport High School



2023-24

Schoolwide Improvement Plan (SIP)

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# Davenport High School

4525 CR 547 N, Davenport, FL 33837

<http://davenporthigh.polkschoolsfl.com>

## 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.**

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, 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
Douge, Alain	Principal	
Kish, Haley	Assistant Principal	
Fildes, Natalie	Behavior Specialist	
Loomans, Pamela	Instructional Coach	
Gambrell, Ashley	Graduation Coach	
Barrand, Lennie	Instructional Coach	
Klink, Regina	Instructional Coach	

**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.

The SIP development process began with summer planning sessions with school stakeholders ranging from administration, classroom teachers, and instructional coaches. External support in its development

is an ongoing process with scheduled School Advisory Council meetings (families/ businesses)T and student government meetings.

**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 SIP is a fluid document. The school leadership team will meet quarterly to review student data and progress. These meetings will consist of reviewing quarterly data with the instructional coaches and walk-through. The SIP goals will then be adjusted to meet the needs of our students.

**Demographic Data**

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	80%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	79%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	CSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	Yes
<b>2021-22 ESSA Subgroups Represented</b> (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)*
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: D
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0

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

**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	0	0	0	0	0	0	0	0	0	824
One or more suspensions	0	0	0	0	0	0	0	0	0	299
Course failure in ELA	0	0	0	0	0	0	0	0	0	236
Course failure in Math	0	0	0	0	0	0	0	0	0	123
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	504
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	396
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	504

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	0	0	0	0	0	0	0	0	41
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**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	

Retained Students: Current Year	0	0	0	0	0	0	0	0	0	159
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Students retained two or more times	0	0	0	0	0	0	0	0	0	7
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**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	0	0	0	0	0	0	0	0	0	0
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One or more suspensions	0	0	0	0	0	0	0	0	0	0
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Course failure in ELA	0	0	0	0	0	0	0	0	0	0
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Course failure in Math	0	0	0	0	0	0	0	0	0	0
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Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
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Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
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Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0
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**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	0	0	0	0	0	0	0	0	0
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**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	

Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0
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**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*	45	38	50	40	41	51			
ELA Learning Gains				44					
ELA Lowest 25th Percentile				39					
Math Achievement*	28	24	38	26	35	38			
Math Learning Gains				35					
Math Lowest 25th Percentile				38					
Science Achievement*	48	50	64	51	26	40			
Social Studies Achievement*	44	50	66	42	39	48			
Middle School Acceleration					41	44			
Graduation Rate		84	89		52	61			
College and Career Acceleration		54	65		55	67			
ELP Progress	33	40	45	43					

\* 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)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	198
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	96
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	358
Total Components for the Federal Index	9
Percent Tested	97
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	22	Yes	2	2
ELL	25	Yes	2	2
AMI				
ASN	54			
BLK	38	Yes	2	
HSP	36	Yes	2	
MUL	44			
PAC				
WHT	54			
FRL	36	Yes	2	

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	23	Yes	1	1
ELL	31	Yes	1	1
AMI				
ASN	53			
BLK	31	Yes	1	1
HSP	38	Yes	1	
MUL	56			
PAC				
WHT	50			
FRL	36	Yes	1	

**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	45			28			48	44				33
SWD	24			11			28	22			5	25
ELL	19			23			31	21			5	33
AMI												
ASN	64			27			70				3	
BLK	42			25			43	42			4	
HSP	39			26			42	39			5	35
MUL	65			25			53	33			4	
PAC												
WHT	60			38			64	55			4	
FRL	40			25			43	39			5	31

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

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

**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
10	2023 - Spring	37%	40%	-3%	50%	-13%
09	2023 - Spring	46%	39%	7%	48%	-2%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	23%	37%	-14%	50%	-27%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	31%	37%	-6%	48%	-17%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	45%	50%	-5%	63%	-18%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	41%	49%	-8%	63%	-22%

### 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.**

The lowest performing components were our Algebra, US History and Biology state test scores. The lowest contributing factors for Algebra were our new to High School teachers, learning the material and with a new assessment given at the end of the year, they did not know what to expect. Biology and US History contributing factors also related to new teachers learning the material and getting trained to deliver instruction. As a new school, our population has grown exponentially each year. We have had to add 20-25 teachers yearly which has created inconsistencies in teacher training and engagement.

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

Our greatest decline was our Biology scores, which decreased by 5%. Biology had the greatest teacher movement which resulted in having long term subs in positions.

**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.**

The greatest gap compared to the state is Algebra. Davenport High School employed brand new teachers, and teachers who were new to High School to teach Algebra. Some of the teachers came in later during the year which placed long-term subs in those positions. We also hired a Math Interventionist later in the year which didn't allow us to target our bottom 25 early in the year.

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

The component in which we most improved was ELA 9th grade. The school offered more collaborative planning, and usage of data during planning time. They did more standard based lessons.

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

Attendance is one of our major concerns as well as Level 1 on our state Math Assessment.

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

1. Attendance, 2. Improving state assessments in Bio, US History and Algebra.

#### **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.

According to the data in Performance Matters, 28% of our black students have greater than 10% total absences. 32% of our white students are greater than 10% absences. 29% of our Hispanic students have greater than 10% absences. 41% of our total population is greater than the 10%.

**Measurable Outcome:**

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

The specific measurable outcome we plan to achieve is decrease the percentage of our targeted subgroups to under 10%. School based attendance meeting will serve as a layer of support and target students who are missing days excessively. School team will invite parents and families to attend attendance meetings with administrators and facilitators. Meeting will track ADA attendance numbers based on 5 day AU and 10 day AU by grade and ADA.

**Monitoring:**

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

A school-based attendance team where staff will be assigned to each grade level. Each members of the team will be responsible for documenting communication with each student with attendance issues in their grade level. The team will help supervise and monitor attendance along with the A.P. School-wide Excel sheet will be created (shared with district) on one drive that will house our documentation. We will send out 5- & 10-day unexcused letters when student reaches those milestones. DHS will forward all names of students that reaches 7 days or more to our Community Outreach Facilitator. Students with 10 days or more will invited to a school-based attendance meeting and will be assigned an attendance contract. Teachers will call home quarterly for targeted students with attendance issues to encourage them to attend school.

**Person responsible for monitoring outcome:**

Alain Douge (alain.douge@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.)

The school-based team will meet once a month (early dismissal days as an MTSS committee). A check and connect plan will be used to track and support students that are at risk.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Check and connect is a program that is used district wide as an intervention. Many of our current staff would be familiar with this intervention.

**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.

School Counselor, Academic Dean/ Behavior Interventionist, and school paras purchased through title I will help support tracking of students in EWS reports. Team will play role in MTSS attendance meeting in supporting students in scheduling, discipline, and academic to help raise sense of belonging and success in school.

**Person Responsible:** Alain Douge (alain.douge@polk-fl.net)

**By When:** Whole Year.

**#2. Instructional Practice specifically relating to Math****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.

Based on the data in Performance Matters, for Algebra 1, we are 28 points below the state average. Even though we still made gains in Math as a whole, we still dropped in Algebra 1.

**Measurable Outcome:**

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

From the 22-23 school year, our Algebra 1 students had 26% proficiency. For the 23-24 school year, we want to be able to reach 31% proficiency.

**Monitoring:**

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

Davenport High School will be monitored by Quarterly and classroom assessments. Instructional Coaches and School Administration will meet quarterly to discuss student data and specific teacher data in order to determine gaps that need to be addressed. Algebra teachers will meet weekly co-planning, have weekly assessments, analyze data weekly and execute an action plan. Administrator will be consistent in walk throughs, feedback and receive district science support. Administrators will bring an agenda to each meeting with the focus of the meeting and to make sure we are planning with the arc in mind as well as the target-task alignment.

**Person responsible for monitoring outcome:**

Lennie Barrand (lennie.barrand@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 will be given collaborative planning time, provide data-based instruction to students, and create common assessments. At least six Standard-based walk-throughs a week will be completed by administration on all teachers with specific feedback to improve instruction. This work will also be addressed in planning, ensuring that instruction is student centered. ESE and ESOL support services will be provided to those students who need it.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

We want to ensure target-task alignment throughout the whole department. To do this, teachers will meet collaboratively to plan utilizing the ARC framework. Data and reflection should always be at the forefront of planning to ensure student needs are being met. Also, through common assessments, we will be able to look at trend data to address student need and specific planning.

**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.

The use of Common Planning to

1. Analyze data from quarterly district assessments, weekly equivalent experience assessments, FAST PM and/or EOC data from previous year, and SBI walk through data. Tracking data before planning time will drive collaborative planning to ensure maximization of planning time.
2. Planning for effective standards based lessons using the ARC framework to ensure the use of highly-aligned resources and delivery methods to enhance the teaching and learning experience of standards-based curriculum.
3. Create and/or vet formative and equivalent experience assessments to ensure all students are being measured on mastery of common benchmarks.
4. Admin will lead collaborative planning and ensure agenda is followed throughout the meeting to maximize planning time.
5. Mathematics coach purchased through TTI will assist in collaborative planning and Learning Arc development during planning period.

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

**By When:** Weekly

ESE and ELL support will participate in planning by collaborating with core teacher for strategic pull of small groups and one-on-one support to help with differentiation amongst our different learners. The LEA and APC will ensure that all push-in support schedules are complete and followed with fidelity for ESE and ESOL support respectively. ELL students will also be scheduled accordingly to receive instruction in both languages as best possible.

**Person Responsible:** Haley Kish (haley.kish@polk-fl.net)

**By When:** ESE and ESOL support will be monitored and evaluated quarterly by the LEA, admin, and the district staff to ensure services are being provided.

Low performing students will be identified using state assessment data and double-blocked with Foundational Skills course and will receive intervention through small-group instruction, following the Math 180 scripted math program.

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

**By When:** August 15th for scheduling, August 21st for Math 180 curriculum implementation.

Administration will complete standards-based walks and provide specific and timely feedback.

**Person Responsible:** Haley Kish (haley.kish@polk-fl.net)

**By When:** Ongoing weekly

**#3. Instructional Practice specifically relating to Science****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.

Based on data from Performance Matters, our Biology scores dropped 6 points from our 22-23 school year which is our biggest drop in our content areas. During the 22-23 school year, our Biology students were at 45% proficiency.

**Measurable Outcome:**

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

By Spring 2024 the number of students scoring at or above proficiency on the biology EOC will met/exceed 55%.

**Monitoring:**

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

Biology teachers will meet weekly co-planning, create weekly assessments, analyze data weekly to execute an action plan. Administrator will be consistent in walk throughs and district science support. Teachers will provide standard-based instruction with inquiry-based pedagogy whereby all students are actively engaged in the learning process, increasing understanding of biological concepts.

**Person responsible for monitoring outcome:**

Alain Douge (alain.douge@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.)

Following the 5E lesson plans. Teachers will be given collaborative planning time, data-based instruction, common assessments, standard-based walk-through with specific feedback. At least six Standard-based walk-throughs a week will be completed by administration on all teachers with specific feedback to improve instruction. This work will also be addressed in planning, ensuring that instruction is student centered. Teachers will engage in data chats with school administration to also pinpoint learning gaps.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

We want to ensure target-task alignment throughout the whole department. To do this, teachers will meet collaboratively to plan utilizing the ARC framework. Data and reflection should always be at the forefront of planning to ensure student needs are being met.

**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.

The use of Common Planning to:

1. Analyze data from quarterly district assessments, weekly equivalent experience assessments, state

assessment data from previous year, and SBI walk through data. Tracking data before planning time will drive collaborative planning to ensure maximization of planning time.

2. Planning for effective standards based lessons using the ARC framework to ensure the use of highly-aligned resources and delivery methods to enhance the teaching and learning experience of standards-based curriculum.

3. Create and/or vet formative and equivalent experience assessments to ensure all students are being measured on mastery of common benchmarks.

4. Admin will lead collaborative planning and ensure agenda is followed throughout the meeting to maximize planning time.

5. Accountability Admin for Biology with Science background will facilitate collaborative planning with teachers to ensure the fidelity of the standards-based planning process.

6. Instructional Supplies and technology purchased through TTI will help support students and staff engage in aligned standards.

**Person Responsible:** Alain Douge (alain.douge@polk-fl.net)

**By When:** Ongoing weekly

22-23 state assessment individual teacher data will be analyzed for strategic scheduling purposes.

**Person Responsible:** Alain Douge (alain.douge@polk-fl.net)

**By When:** August 15th for scheduling

Administration will complete standards-based walks and provide specific and timely feedback.

**Person Responsible:** Alain Douge (alain.douge@polk-fl.net)

**By When:** Ongoing weekly

**#4. Instructional Practice specifically relating to Social Studies****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.

Based on our data in Performance Matters, our US History Scores dropped 1 percentage point to 41% proficiency, but 22 points off from the state average. Our school score was in the bottom three for the district.

**Measurable Outcome:**

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

From the 23-24 school year we had 41% proficiency. For the 23-24 school year, Social Studies will have 46% student proficiency.

**Monitoring:**

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

US History teachers will meet weekly co-planning with an administrator, have common weekly assessments, analyze data weekly and execute an action plan. Administrator will be consistent in walk throughs to provide specific feedback. Teachers will use common assessments based on item specs. They will also use Quarterly assessments that are set by the district.

**Person responsible for monitoring outcome:**

Alain Douge (alain.douge@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 will be given a structured planning time to create lessons using the ARC framework. Teachers will be given collaborative planning time, offer standard-based instruction, common assessments, administrative walk-through with specific feedback. Item Specs will be utilized in creating student instruction.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

We want to ensure target-task alignment throughout the whole department. It was identified that teachers did not plan appropriately last year and not all standards were covered. Through properly planning and monitoring, students should be familiar with the types of questions, error analysis, and standards.

**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.

Common Planning to:

1. Analyze data from quarterly district assessments, weekly equivalent experience assessments, state assessment data from previous year, and SBI walk through data. Tracking data before planning time will drive collaborative planning to ensure maximization of planning time.

2. Planning for effective standards based lessons using the ARC framework to ensure the use of highly-aligned resources and delivery methods to enhance the teaching and learning experience of standards-based curriculum.
3. Create and/or vet formative and equivalent experience assessments to ensure all students are being measured on mastery of common benchmarks.
4. Admin will lead collaborative planning and ensure agenda is followed throughout the meeting to maximize planning time.
5. Accountability Admin for US History with SS background will facilitate collaborative planning with teachers to ensure the fidelity of the standards-based planning process.
6. TTI Literacy coach and Reading Interventionist will collaborate with US History teams in planning to identify reading strategies to help support US History students.
7. TTI funds will be used to purchase aligned materials in social studies to help increase reading fluency

**Person Responsible:** Korey Clabough (korey.clabough@polk-fl.net)

**By When:** Ongoing weekly

## #5. Graduation specifically relating to Graduation

### 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.

Based on the data given for the state, our graduation rate was 83%, which is higher than the state average of 73%. Even though our graduation rate is higher than the state and county average, we would like to increase our graduation rate.

### Measurable Outcome:

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

Our goal for the 2023-2024 school year is to achieve 86% for our graduation rate. We would like to decrease the number of students who earn a Certificate of Completion.

### Monitoring:

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

Success Coaches and school counselors will meet with off-track students on a regular basis. They will track their progress monitoring and communicate with parents regarding graduation plans. Our study hall teachers will send weekly reports on the progress of credit recovery courses to encourage students to stay on track.

### Person responsible for monitoring outcome:

Haley Kish (haley.kish@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.)

During the credit recovery planning periods, teachers and success coaches will analyze the credit recovery data. They will determine which students are not progressing towards graduation and develop a plan of action. If the student is not progressing, a parent/teacher conference will be held to determine the best course of action for the student. Incentives to progress through credit programs will be leaving the class for another elective and better graduation standing.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The students need constant encouragement and ability to see their progress to stay motivated. The students should be aware of their current graduation status at all times, as well as their parents to help them at home.

### 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. Student success coaches will meet with off-track students on a monthly basis to discuss progress and plan of action. Discussions will include grades, credits, GPA, acceleration, attendance, and discipline.
2. TTI will purchase prep materials for SAT/ ACT students that have not met graduation requirements.



3. TTI funds will support extended learning opportunities after school hours for students that have not met graduation requirements.

**Person Responsible:** Haley Kish (haley.kish@polk-fl.net)

**By When:** Monthly meetings to achieve goal of 86% by May 2024.

Teachers will meet with off-track students on a weekly basis, based on the data in credit recovery program. They will discuss progress on credit recovery courses and develop a schedule to finish by May 2024.

**Person Responsible:** Haley Kish (haley.kish@polk-fl.net)

**By When:** Weekly meetings to achieve goal of 86% by May 2024.

### 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

### Reading Achievement Initiative for Scholastic Excellence (RAISE)

#### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

**Grades 3-5: Instructional Practice specifically related to Reading/ELA**

**Measurable Outcomes**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2 Measurable Outcomes****Grades 3-5 Measurable Outcomes****Monitoring****Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs****Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

**Rationale:**

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

**Action Steps to Implement**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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**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.

- <https://davenporthigh.polkschoolsfl.com/>
- Parent/Family/Community Input Meetings which will involve staff and Title 1 coordinator to present various information relevant at that time.
- Annual Title 1 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))

- Building Capacity Events (Hispanic Heritage Night, Open House)
- Staff Capacity Building Professional Development
- Family/Community Input
- Data Chats/Conferences
- Webpage and Social Media outlets
- Annual Meeting
- SAC meetings
- Academy Advisory Board Meetings

<https://davenporthigh.polkschoolsfl.com/>

**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)**

Our school will use funds to increase the following:

- Supplemental Staff (academic coaches, interventionists, paraprofessionals)
- Supplemental Resources to include technology and literature
- Extended Learning opportunities to enrich student learning and outcomes
- Professional Development for teachers, specifically in Algebra, US History and Biology
- Addition of new Advanced Placement and Dual Enrollment Courses
- Collaborative Planning for Algebra, Biology, and US History

Non-Title I initiatives:

- RTD (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))**

This plan is developed in coordination with the different program offerings across our district. Based on student and school need, we will coordinate opportunities to support students/ families•• ESE, Migrant, ESOL, Work Force

### **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
- School-wide Mental Health Lessons
- On campus Mental Health support three times a week
  
- Collaboration with community providers – Peace River Center
  - o Support Groups
  - o Grief Support

**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))**

- Dual Enrollment
- College Board Advanced Placement Courses
- Career Academies with Industry Certifications
- Vocational Schools including TRAVISS
- Building Capacity of Events – Transition events
- DUCKS

**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).**

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

**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 for identified content areas
- UniSIG Supplemental Teacher/Administrator Allocation
- Collective Bargaining Stipends – Title I, Critical Shortage Area, Highly Effective
- Recruitment and Educator Quality Department - Campus Induction and instructional coach meetings

**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))**

N/A

## 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				\$369,163.59
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6120	130	2002 - Davenport High School	UniSIG	2.0	\$122,388.61
<i>Notes: School Counselor</i>						
	6120	210	2002 - Davenport High School	UniSIG		\$16,608.14
<i>Notes: Retirement - 13.57% - School Counselor</i>						
	6120	220	2002 - Davenport High School	UniSIG		\$9,362.73
<i>Notes: Social Security -7.65% - School Counselor</i>						
	6120	231	2002 - Davenport High School	UniSIG		\$22,056.00
<i>Notes: Health and Hospitalization - School Counselor</i>						
	6120	232	2002 - Davenport High School	UniSIG		\$43.20

			<i>Notes: Life Insurance -School Counselor</i>			
	6120	240	2002 - Davenport High School	UniSIG		\$685.38
			<i>Notes: Workers Compensation - School Counselor</i>			
	5100	130	2002 - Davenport High School	UniSIG	1.0	\$56,350.66
			<i>Notes: Other Certified Instructional Personnel - School based Academic Dean</i>			
	5100	150	2002 - Davenport High School	UniSIG	3.0	\$69,960.00
			<i>Notes: Aides Paraprofessionals - Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation</i>			
	5100	210	2002 - Davenport High School	UniSIG		\$17,140.36
			<i>Notes: Retirement - 13.57% - Instructional Personnel -</i>			
	5100	220	2002 - Davenport High School	UniSIG		\$9,662.77
			<i>Notes: Social Security -7.65% -Instructional personnel</i>			
	5100	231	2002 - Davenport High School	UniSIG		\$44,112.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232	2002 - Davenport High School	UniSIG		\$86.40
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240	2002 - Davenport High School	UniSIG		\$707.34
			<i>Notes: Workers Compensation - .56% - Instructional Personnel</i>			
<b>2</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Math</b>				<b>\$179,682.32</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	2002 - Davenport High School	UniSIG	1.0	\$53,951.88
			<i>Notes: Other Certified Instructional Personnel - School based Coaches - Math, who co-teach, coach, and assist with the instruction of students in classrooms</i>			
	6400	210	2002 - Davenport High School	UniSIG		\$17,514.85
			<i>Notes: Retirement - 13.57% - Coaches - School based</i>			
	6400	220	2002 - Davenport High School	UniSIG		\$9,873.88
			<i>Notes: Social Security - 7.65% staff development activities for instructional staff at the school</i>			
	6400	231	2002 - Davenport High School	UniSIG		\$22,827.96
			<i>Notes: Health and Hospitalization - School based Coaches - Math</i>			

	6400	232	2002 - Davenport High School	UniSIG		\$44.71
			<i>Notes: Life Insurance - Coaches - School based</i>			
	6400	240	2002 - Davenport High School	UniSIG		\$722.79
			<i>Notes: Workers Compensation .56% - School based Coaches - Math</i>			
	6400	160	2002 - Davenport High School	UniSIG	1.07	\$74,746.25
			<i>Notes: Cost sharing- Senior Coordinator of Instruction - individual will support multiple schools focusing on student learning by providing support and assistance to teachers and school-based administration. Provides extensive support and coaching services related to content-area instruction.</i>			
<b>3</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Science</b>				<b>\$26,385.94</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	2002 - Davenport High School	UniSIG		\$11,477.54
			<i>Notes: Instructional Supplies - paper, pencils, notebooks, folders, notecards, highlighters, ink/toner</i>			
	5100	644	2002 - Davenport High School	UniSIG		\$14,908.40
			<i>Notes: Doc Cams - 52 at \$286.70 each</i>			
<b>4</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Social Studies</b>				<b>\$163,997.97</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	2002 - Davenport High School	UniSIG	1.0	\$53,854.36
			<i>Notes: Other Certified Instructional Personnel - School based Coaches - Literacy who co-teach, coach, and assist with the instruction of students in classrooms</i>			
	6400	210	2002 - Davenport High School	UniSIG		\$7,308.04
			<i>Notes: Retirement - 13.57% -Coaches - School based</i>			
	6400	220	2002 - Davenport High School	UniSIG		\$4,119.86
			<i>Notes: Social Security - 7.65% staff development activities for instructional staff at the school</i>			
	6400	231	2002 - Davenport High School	UniSIG		\$11,028.00
			<i>Notes: Health and Hospitalization - School based Coaches - Literacy</i>			
	6400	232	2002 - Davenport High School	UniSIG		\$21.60
			<i>Notes: Life Insurance - Coaches - School based</i>			
	6400	240	2002 - Davenport High School	UniSIG		\$301.58
			<i>Notes: Workers Compensation .56% - School based Coaches - Literacy</i>			
	5100	130	2002 - Davenport High School	UniSIG	1.0	\$50,348.94



			<i>Notes: Other Certified Instructional Personnel - School based Reading Interventionist who work with small groups of students in need of remediation</i>			
	5100	210	2002 - Davenport High School	UniSIG		\$6,832.35
			<i>Notes: Retirement - 13.57% - Instructional Personnel -</i>			
	5100	220	2002 - Davenport High School	UniSIG		\$3,851.69
			<i>Notes: Social Security -7.65% -Instructional personnel</i>			
	5100	231	2002 - Davenport High School	UniSIG		\$11,028.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232	2002 - Davenport High School	UniSIG		\$21.60
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240	2002 - Davenport High School	UniSIG		\$281.95
			<i>Notes: Workers Compensation - .56% - Instructional Personnel</i>			
	5100	510	2002 - Davenport High School	UniSIG		\$15,000.00
			<i>Notes: Novel sets for classroom libraries 18 novels - 145/set - \$5.75/book</i>			
<b>5</b>	<b>III.B.</b>	<b>Area of Focus: Graduation: Graduation</b>				<b>\$254,538.80</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5900	120	2002 - Davenport High School	UniSIG		\$7,000.00
			<i>Notes: Classroom Teachers - Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring 200 hours at \$35/hour</i>			
	5900	130	2002 - Davenport High School	UniSIG		\$3,500.00
			<i>Notes: Other Certified Instructional Personnel- Stipends to coaches, interventionists, network manager, media specialist and or guidance counselor to provide supplementary after school, before school or Saturday tutoring 100 hours at \$35/hour</i>			
	5900	210	2002 - Davenport High School	UniSIG		\$1,424.85
			<i>Notes: Retirement - 13.57% - Instructional personnel for extended learning</i>			
	5900	220	2002 - Davenport High School	UniSIG		\$803.25
			<i>Notes: Social Security - 7.65% - Instructional personnel for extended learning</i>			
	5900	240	2002 - Davenport High School	UniSIG		\$58.80
			<i>Notes: Workers Compensation -.56% - Instructional personnel for extended learning</i>			
	5100	510	2002 - Davenport High School	UniSIG		\$15,000.00
			<i>Notes: ACT/SAT Test Prep Materials - guides, practice books, flashcards</i>			



	5100	130	2002 - Davenport High School	UniSIG	3.0	\$158,977.74
			<i>Notes: Other Certified Instructional Personnel - School based Student Success Coach who work with small groups of students in need of remediation</i>			
	5100	210	2002 - Davenport High School	UniSIG		\$21,573.28
			<i>Notes: Retirement - 13.57% - Instructional Personnel -</i>			
	5100	220	2002 - Davenport High School	UniSIG		\$12,161.80
			<i>Notes: Social Security -7.65% -Instructional personnel</i>			
	5100	231	2002 - Davenport High School	UniSIG		\$33,084.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232	2002 - Davenport High School	UniSIG		\$64.80
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240	2002 - Davenport High School	UniSIG		\$890.28
			<i>Notes: Workers Compensation - .56% - Instructional Personnel</i>			
					<b>Total:</b>	<b>\$993,768.62</b>

**Budget Approval**

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

Yes