



# Strategic Plan

## 2022 2023

*"Art is the queen of all sciences communicating knowledge to all the generations of the world"*

~ Leonardo Da Vinci

## Mission, Vision, Core Beliefs, & Goals

### Mission Statement

The mission of *Academie Da Vinci* is to develop in our students a passion for learning, high achievement and caring for each other and their community by immersing them in an integrated arts, sciences and technology curriculum.

### Vision Statement

Our vision is to create a leading K-8 charter school that is highly regarded for its academic excellence, commitment to the arts and technology, and its contribution to the community.

### Core Beliefs

*We believe in achievement creativity being supportive positivity inclusivity, individuality, and flexibility.*

### ADV Overall Goals

- **Encourage and increase retention of the student body, faculty, and staff.**
- Establish horizontal and vertical alignment of instructional practices.
- Establish horizontal and vertical alignment of all policies and procedures (including attendance and PBIS).
- Increase rigor of instruction through quality professional development, highly effective instructional materials, and consistent monitoring of best practices.
- Develop rigorous reading and math programs that address Tier I, Tier II, and Tier III students, providing a clear path of remediation and support.
- Increased school wide infusion of science and hands on learning in all grades K – Grade 8.
- Develop clear, standards-based programs for music, art, dance, technology, and physical education that provide a K-8 progression.
- Create leadership teams to streamline workflow efficiency and develop autonomy among faculty and staff. (TBLT Team)
- Define and continue to improve the physical capacity of the school to create a space that best meets the needs of students.

## School Goals:

Item	Current Implementation	Comments
Arts	Ongoing: Align the arts (Dance, Music, Art) with specific grade level targets/standards Hispanic Program	
Assessments	New: Fall 2022 Implementation year of new STAR (K-3) and FAST Cambium (4-8) assessments; continuation of FL Writes for grades 4-8 and NGSSS Science for grades 5 & 8	Train staff on STAR and FAST (Florida Assessment of Student Thinking). Use the data to drive instruction.
Attendance, students	Ongoing: CST (child study team) meets monthly; follows PCSB attendance policy	Members: Principal, Dean of Students and DMT
Business Partners and Grants	Developing a school-based team of staff to research opportunities	Actively seek out business partners annually to assist with monetary and material contributions – ex. Achieva Credit Union
Community Outreach Committee	Creating: ADV Staff Team	Ex. Random Acts of Flowers, Dunedin Cares, participation in Dunedin Parades, community events, retirement home performances, etc. Team to find opportunities and share with staff at monthly staff meetings
Grading	Developing: Equitable grading practices across all grade levels and curriculums	8/8/22 PD provided for teachers on Equitable Grading philosophies
Interventions	Ongoing: Research based curriculum for Reading, Math and Behavior. Small groups or 1:1.	Establish intervention curriculum to be used long-term for both reading and math; TIER 2 classroom interventions – ex. IXL, Wonders, and Reveal; Train staff on TIER 2 expectations
Literacy	New: Fall 2022, Develop Reading Plan for district approval. Integration of new Wonders & Study Sync curriculum schoolwide; IXL and Istation Reading implemented for TIER 2 & 3 progress monitoring.	Support teachers in the area of literacy instruction
Math	New: Fall 2022, Implementation of new Math curriculum (Reveal) aligned to new Florida's BEST Standards. IXL and Istation Reading implemented for TIER 2 & 3 progress monitoring.	PD provided for teachers August 2022. Continued support for implementation.

Physical Facilities	<p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Pavillion Project</li> <li>• Exterior building updates,</li> </ul> <p>New:</p> <ul style="list-style-type: none"> <li>• Kiln &amp; Kiln Room</li> <li>• Addition to Playground Equipment</li> </ul> <p>Wish list:</p> <ul style="list-style-type: none"> <li>• Performance/Theater space, indoor or outdoor. If outdoors, keep in mind lighting, sound, seating, parking, safety, and stage requirements</li> <li>• Additional Storage space for furniture not being used, custodial and facilities maintenance equipment, etc.</li> </ul> <p>For Future planning:</p> <ul style="list-style-type: none"> <li>• Replacement of columns</li> <li>• Roof</li> <li>• Paint exterior building</li> <li>• Resurface parking lot</li> </ul>	
Physical Fitness/Health	<p>Ongoing: K-5 PE Program &amp; 6-8 PE/Health Program aligned to state standards.</p> <p>New 2022: competitive after school ADV girls volleyball team</p>	
Positive Behavior Interventions & Supports (PBIS)	Ongoing: PBIS, CHAMPS	Da Vinci Dollars are class-based incentives. Link to Second Step and Economy based Classrooms – look for Professional Development
Professional Development	Ongoing: Based on staff need and expertise; link to PD inside or outside of school setting; attendees can then train staff. PD Staff needs survey sent out Aug 2022.	<p>22/23:</p> <p>Equitable Grading RtI &amp; TIERS Student Led Conferences Student Portfolios Content Focus</p>
School-Based Leadership Team (SBLT)	Ongoing: K-5 Grade level teachers meet monthly meetings with Admin., ESE, and Intervention Coord.	Discussions are data driven based on progress monitoring assessments or concerning behaviors that interferes with learning

Science	Ongoing: School wide focus on increasing science goals through increasing opportunities for hands on learning. New: Science Team, ADV Staff Team to initiate schoolwide monthly science lessons	STEAM focus instruction.
Social Emotional Learning	Ongoing: Once a week Second Step curriculum lesson focused on improving cooperation, communication, and decision-making.	SW to create a plan for coaching, implementation, and monitoring of sessions
Social Media/Marketing	Ongoing: ADV Website, Marketing materials (post cards, banners, etc.), Facebook, Instagram. ADV has staff team in place to update. Year-round marketing with a set calendar targeting key events (e.g., <i>Discovery Nights</i> , lottery in September, March/April enrollment)	New 2022: Website review and social media implementation
Social Studies	Ongoing: Social Studies curriculum is embedded in the Wonders curriculum for K-5; 6-8 Teacher follows grade level standards and pulls from multiple resources.	
Teacher Based Leadership Team - TBLT	Ongoing: Monthly meetings that include admin team, K-5 teacher rep, MS teacher rep, and electives teacher rep	
Technology	Ongoing: One to One school, tech support contract w/dsg Develop: computers for each student in elective classes; weekly designated days for dsg tech support	Continue to partner with DSG as consultant for technology and IT needs.

## **School Goals Defined:**

**Arts:** Art, Music, Dance

### **Arts Goals**

- Offer a wide variety of classes for 6-8 (photography, digital arts, general visual arts, etc.)
- True vertical alignment K-8
- Kiln, infrastructure, and necessary materials installed
- Photoshop and other digital arts training
- Variety of art apps installed and usable
- Visible, quality presence at county art shows
- Utilize community experts to meet with students and teach them about their art-influenced careers. For example: culinary arts, jewelry making, toy/game creators, etc.
- Expand current student art show

### **Music Goals**

- Music students perform music theater shows and assist in running sound/lights/props
- K-8 Aligned curriculum
- Continue MS All County
- Continue Elementary All County
- Music Theater Booster program?
- Theater tech-small unit in MS elective curriculum
- Establish relationship with community resources (e.g., Countryside HS) via peer program in which HS students support our musical theatre students in developing their performance and tech skills. Select ADV students assist running shows in an apprenticeship fashion (stage managers, lighting, sound, etc.).
- Drama Certification 6-12
- Continue bucket drumming curriculum
- EEMusic Class annual subscription
- Add K-1st curriculum to 2<sup>nd</sup>-5th grade annual Quaver subscription

### **Dance**

**Dance Goals**(for the 2022-2023 school year):

- Student professional dance attire and etiquette. Transition to all black clothing, proper dance shoes as requested by the teacher. Understand the etiquette specific to a dance class.
- Older grades- visit art programs for possible High School choices (Field Trip)
- Introduce: Dance elements
- Dance improvisation: Introduce the concept to the lower grades. Help them answer- What is it? How do I do it?
- Participate in off campus performance opportunities; community outreach.

### **Short Term Goals (2+ years):**

- K-8 aligned dance curriculum
- Stronger Ballet foundation
- Improve dance terminology- oral and written
- Improve dance technique, body alignment and posture
- Participate in off campus performance opportunities
- Introduce students to a variety of dance genres
- Introduce students to the pioneer artists and dancers (videos/movie clips etc.)
- Coordinate guest instructor opportunities

#### **Performance Goals**

- K-3: 2 shows per year (Winter & Spring)
- 4-5 Music Electives: End of Year Showcase
- 6-8: End of Year Showcase to include instrumental/choral/soloists
- 4-8 Music Elective: Music Theater show
- Ongoing: Community performances (Top of the World, Senior Center, Mease Manor, etc.)
- Hispanic Show once per year. Showcase and celebrate our Hispanic program and Spanish language proficiency

#### **Assessment**

Implementation of new FAST (Gr. 3 – 8) and STAR assessments (K – Gr. 2). Teachers will use Progress Monitoring to guide their teaching and adjust lessons according to student results.

#### **Attendance: Child Study Team (CST)**

The Child Study Team (CST) is a team comprised of the DMT, administrative team, and other pertinent staff. The CST targets absenteeism and tardiness, per the PCSB attendance policy. These team members become active at different points within the process.

ADV believes that students who are present and on time are more engaged in class and have the opportunity to be more academically successful. We believe it is our responsibility to communicate to parents the need to be present and on time, educating them on the ill effects of absenteeism and tardiness.

#### **Business Partners and Grants**

Create a team of ADV staff members to seek out to local businesses for partnership or sponsorship opportunities with ADV.

#### **Community Outreach**

ADV's Community Outreach vision is to instill strong citizen values in our students, providing them instruction and opportunities to give back to the communities as we build our citizens of tomorrow today!

ADV staff team will locate community organizations to support throughout the year, involving their peers in the process (e.g., Pennies for Pasta, Dunedin Cares)

#### **Grading**

Teachers are continuously evaluating how to best implement equitable grading practices. There is a school wide initiative to move towards a more standards-based grading approach. Professional development for teachers ongoing 2022-23.

### **Intervention**

RTI, Response to Intervention, is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

### **Literacy**

Develop and implement a comprehensive Reading/Literacy Plan for ADV School 2022 23. Follow FLDOE template and PCSB District guidelines and policies aligned to ADV School. Set specific and measurable literacy goals for all students along with literacy-based instruction for achievement.

### **Math**

#### **Math Programs: Reveal Math (K-8)**

- Teachers will apply school-wide instructional strategies and techniques.
- Increase rigor of K-5 small group instruction occurring in classrooms
  - Small group instruction will occur daily to support all students, particularly those in the lowest quartile.
- Increase instructional strategies that initiate student-to-student discussions hitting HOTS occur daily.
- Students are progress monitored regularly (daily, weekly, monthly) through a variety of assessments. Data is analyzed and drives instruction.
- Based on data analysis, grade level, classroom, and individual student instructional gaps are closed through targeted instruction.
- No more than 5% of students receiving Tier III services (excludes students receiving ESE services)

### **Physical Education/Health**

We believe that physical education is an essential part of a child's development. have a balanced program that offers a variety of activities to enhance a child's skills in physical activity! Positive participation in physical education will enable children to build self-esteem, teamwork skills and positive attitudes.

#### ***PE Goals:***

- Competitive Team sports (to gain and retain students)
- Develop confidence, skills and knowledge in physical education/personal fitness
- Pursuit for excellence



- Be proud of achievements and gains
- Facilitate promotion of fair play and respect
- Educate children to improve health and wellbeing Facility Needed

### **Physical Facilities**

New projects or ongoing maintenance of the school's campus, both indoor and outdoor.

### **Positive Behavior Interventions & Supports (PBIS)**

PBIS is an Implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students.

### **Professional Development**

Professional development is the set of tools, resources, and training sessions for educators to improve their teaching quality and effectiveness. These resources allow instructors to further their knowledge in their subject area and allows for mentorship and the opportunity to learn new teaching techniques. Professional development can be held schoolwide, districtwide, on our school campus, or off site.

### **School-Based Leadership Team (SBLT)**

School-Based Leadership Team (SBLT), whose duties include identifying students who might meet criteria of the Early Warning System (EWS), in the areas of attendance, age, behavior. Team members select identified EWS students, who then document the steps in which they took to build relationships with their students and reports back to administration at regular intervals.

School-Based Leadership Team (SBLT) identifies at-risk students in the areas of academics and behavior to provide immediate support and a plan for aid the student in academic and behavioral success.

Internal SBLT meetings are held the last week of each month. SBLT consists of general education teachers, intervention coordinator, administrative team, and the ESE & 504 Coordinator. Teachers must provide the following data for each meeting: attendance overall, attendance log for small groups, attendance log for intervention, progress monitoring scores, State & Districtwide assessment scores, benchmark & progress monitoring scores, examples of class work, behavior reports (as needed.)

### **Science/STEAM**

#### **Science Program: Fusions text (K-5), HM & Discovery Education (6-8), Gizmos**

- Kit-based instruction, K-5
- Integrating science across the curriculum
- Digital curriculum, Discovery Education 6-8, Gizmos Science labs

#### **STEAM**

- STEAM instruction at ADV incorporates a well-planned integration of science, technology, engineering, arts, and mathematics. STEAM instruction is determined by individual classroom teacher

- Complete four major STEAM projects, building on one established project before constructing a new one. Tie projects to local history, organizations, community outreach.

### **Social Emotional Learning (PBIS)**

ADV's SEL (social-emotional learning) vision supports the whole child, as educators know that students must be socially and emotionally secure to be academically confident and successful.

**Social-Emotional Programs:** Second Step (K-8) & Lion's Quest (Middle School Health classes)

#### ***Social-Emotional Goals:***

- Create an educational atmosphere in which students feel safe taking risks
- Provide personnel to support students' social-emotional growth
- Allow students a voice in choices (when age appropriate)

**Behavior Program: CHAMPS, PBIS**

#### ***Behavioral Goals:***

- Remediate and mitigate any behavior that interferes with a student's academic progress
- Address behavior concerns in a positive, problem-solving fashion
- Institute school-wide PBIS consistently
- Teach school-wide expectations to mastery
- Adhere to CHAMPS and review prior to transitions
- Hold students accountable with consistency
- Turn processes (e.g., mediation) over to students

Counselor hired on a part time basis (MWF). Counselor facilitates Second Step and Peer Mediation Programs.

### **Social Media/Marketing**

ADV uses Facebook, Instagram, open houses, tours, school marquis, and mailers/post cards.

### **Social Studies**

Social Studies Program: Embedded into Wonders curriculum for K-5; 6-8 Teacher follows grade level standards and pulls from multiple resources.

### **Teacher Based Leadership Team (TBLT)**

Purpose of TBLT is to analyze data, support school goals and strategic plan, develop and oversee school wide programs, review and analyze survey results.

### **Technology**

Academie Da Vinci's technology vision is to prepare students for a global, tech-driven society, by offering advanced opportunities to engage in collaborative, creative digital programs.

**Technology Vision Team** Steve C (Board), Cindy D., Tina Borman, Ron D (other team members to be added)

Purpose of ADV Technology Program:

1. General – Technology life skills (e.g., cyber safety, typing skills, office suites, etc)
2. Career Path – coding/computer software, IC3 certification (living online, key applications, computing fundamentals), MOS certification, sound engineer, lighting engineer

***Technology Goals:***

- Have students and teachers that integrate technology in daily classroom instruction seamlessly, engaging students in HOTS. (higher order thinking)
- How to train teachers on apps, use of websites, etc. to move beyond solely using technology for basic instructional needs such as projection, playing videos, etc.
- Train teachers on how to integrate technology throughout instruction effectively
- Train teachers how to turn technology instruction over to students.
- Select 2-3 school-wide strategies/techniques for effectively integrating technology in the classroom in which students are engaged with the technology
- Technology expectations by the end of Sixth Grade – basic Technology skills
- Students integrating technology daily, hitting higher order thinking skills
- Older students serving as “tech buddies” to younger students to show them how to use a variety of functionality on available technology