

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Chad Prewitt

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Davenport High School

(As it should appear in the official records)

School Mailing Address 801 7th Street

(If address is P.O. Box, also include street address.)

Davenport
City

WA
State

99122-0781
Zip Code+4 (9 digits total)

County Lincoln

Telephone (509) 725-4021

Fax (509) 725-2260

Web site/URL https://www.davenport.wednet.edu/

E-mail cprewitt@davenportdsd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Jim Kowalkowski

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail jkowalkowski@davenportdsd.org

District Name Davenport School District

Tel. (509) 725-1481

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Heather Panke

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	19	19	38
7	14	19	33
8	21	21	42
9	24	23	47
10	25	19	44
11	26	31	57
12 or higher	18	28	46
Total Students	147	160	307

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 3 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 92 % White
 - 1 % Two or more races
- 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 6%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1, 2017	331
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. English Language Learners (ELL) in the school: 0%
1 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish

7. Students eligible for free/reduced-priced meals: 54%
Total number students who qualify: 165

8. Students receiving special education services: 12 %
36 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>24</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	74%	76%	84%	82%	93%
High school graduation rate	100%	98%	97%	89%	80%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	52
Enrolled in a 4-year college or university	46%
Enrolled in a community college	10%
Enrolled in career/technical training program	4%
Found employment	40%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

The Davenport School District and Community provide a stimulating environment that empowers students to persevere and become contributing members in our diverse and ever-changing world.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Davenport is a rural community with an agricultural tradition centering on wheat farming and cattle ranching. We are the Lincoln County seat and are located about 45 miles from a major city. Our community economics and character are impacted by our location at the intersection of three highways and our proximity to Lake Roosevelt and the Spokane Indian Reservation. In addition to the school district, primary employers include Lincoln Hospital, the Lincoln County Courthouse, other government offices, and several local businesses. Our rural school community is comprised of socio-economic diversity, religious diversity, and a variety of post-high school aspirations that inspire our staff to find ways to challenge and support a wide range of students.

Davenport School District is at the heart of our community, and people here take great pride in being a gorilla. There is a saying among alumni, community members, staff members, and students: “Once a gorilla, always a gorilla!” This sense of pride resonates in everything we do, and even though we are considered a property-poor school district with a 53.3% free and reduced student population, the community always supports our district’s levy. More importantly, they helped pass a bond in 2009 to build a new middle school, which was completed in 2012.

There are many traditions associated with being a Davenport Gorilla. The middle school meets every Friday to engage in a school spirit chant that highlights our character education themes. Our quarterly pride assemblies recognize attendance, student academic growth, good character, Honor Roll students, and academic awards all while building a sense of community and connection. High school graduation is always a community event where hundreds of thousands of dollars in scholarships are awarded to students, and it is not uncommon for our small town to become a ghost town during the State basketball tournament as the community rallies around our youth.

The climate, culture, and expectations of our community and school system are driving forces behind our improvement efforts. The programs we implement are possible because of the dedication and commitment of our staff, students, community, and school board. Over the past seven years, we have embraced Professional Learning Communities (PLC), Response to Intervention (RTI) time, academic support classes, Marzano Instructional Framework model (TPEP), and developed a rich Professional Development program, which have all contributed to our student’s success. The people in our system drive these programs, which in turn has increased student achievement across the board.

Our staff is committed to providing Options and Opportunities and creating a future full of Endless Possibilities for Every Student, Every Day! These are more than just rallying cries and slogans in Davenport Middle School and High School. They have become a way of life for our educators who have made it their mission to provide students with a well-rounded and competitive education. Being a small and rural school does not mean a lack in class offerings as one might think. We are proving through our Advanced Placement (AP), College in the High School, Project Lead the Way (PLTW), and Satellite Skill Center classes that a student’s education in an agriculturally-based community is just as powerful and competitive as any school system in our state! We also connect students to colleges and careers through guided field trips and on-campus SAT proctoring.

Even with all of the “big-school” resources, Davenport still offers small class sizes where students receive extra one-on-one time with teachers and staff. In a recent senior exit survey, students overwhelmingly listed this as a positive in their school experience. Davenport students have the option to join our multiple sports programs and to participate in a variety of clubs from Swing Choir to Washington Drug-free Youth (WDFY). In small schools, it takes everyone to participate in everything to make it all work. Many of our students take numerous AP classes and are members of multiple clubs, all while playing three sports.

Being involved and connected to their school is a big reason why students are succeeding in the Davenport School District. Academic offerings are only a part of educating the “whole child.” Our focus on social/emotional learning and implementation of Character Strong and the PACE Character Trait of the month programs further exemplifies what it means to receive a well-rounded education. Through our options

and opportunities, students in Davenport are thriving. Statistically speaking our success has been astounding; Davenport High School had a 100% on-time graduation rate in 2018 and was recognized in the U.S. News and World Report as the 29th best high school in Washington State. The middle school has been honored with School of Distinction awards in 2017 and 2018, and our entire 6th – 12th grade system was nominated by OSPI for a National Blue Ribbon School Award for being an Exemplary Gap Closing School.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

We intentionally spiral instruction to support growth in Common Core and Advanced Placement (AP) learning standards. Holt McDougal curriculum provides alignment, supplemented by online and hard-copy resources. Students read and write narrative, explanatory, and argument essays, as well as poetry. We emphasize academic vocabulary, moving beyond reading comprehension into rhetorical analysis and evaluation while giving students opportunities to become writers themselves. Students read and write nonfiction to practice skills necessary in content areas and careers. Oral presentations in grade 6-12 foster speaking and listening skills for graduation culminating project presentations and post-secondary paths.

We utilize learning targets, engaging classrooms, and formative assessments to grow skills and to generate enthusiasm toward the power of literacy. All teachers explicitly teach and model a RATS response acronym to scaffold students' ability to communicate thinking through written responses: RESTATE the question with academic vocabulary; ANSWER the question being asked; use line-cited TEXT detail(s) and explanation for support; and demonstrate accurate SPELLING and conventions. In middle school, we utilize a tier-two remedial course and daily 20-minute small-group response to intervention (RTI), which are data driven to address student needs. These complement classroom instruction (doubling-up instructional focus for at-risk students) and build a strong literacy foundation, so students can excel in upcoming AP and dual-credit courses. In grades 9-12, RTI continues, and we offer ELA courses that specifically address remedial skills and support college readiness.

A color-coded spreadsheet shows students' state and district assessment data to facilitate interventions, monitor growth, and celebrate success. Each fall, winter, and spring, we utilize state assessment, district Measurement of Academic Progress (MAP), and classroom assessments to set and monitor goals with students and to inform RTI collaboration. Data is used to communicate with parents in identifying and monitoring tier-one and tier-two students for targeted remediation or extension interventions.

1b. Mathematics:

Our math curriculum provides a solid foundation by addressing scope and sequence and our 6-12 learning standards. We prioritize teacher understanding of how grade-level standards fit into our K-12 system to develop depth of understanding, academic vocabulary, and factual knowledge, but we leave the pedagogy to the individual teacher. Teachers use real-world problem solving, personal experiences, and academic vocabulary at each grade level to create a deep knowledge of content.

As our instruction is guided by the practice standards, each grade level is able to personalize their approach to content by identifying student motivation, knowledge, abilities, and interests to build relationships with individual students to ensure student success. When visitors open a math door at Davenport, they see a variety of motivating and engaging instructional practices for all abilities and learning styles. Students work together to gain experience and look beyond the basic math principles to think critically.

Teachers' expectations create a growth-mindset culture, which has allowed students to succeed and develop confidence in their math abilities. Teachers spend over 36 hours of gr. 6-12 math PLC time annually, analyzing data and developing interventions to meet the needs of each student. Our intervention techniques are constantly re-assessed by measuring student growth through MAP testing, math competitions, RTI support (ALEK) and after-school studies. We engage students year-round in our gr. 6-12 system. We provide a variety of math courses, including four dual-credit courses that get the kids excited for the next chapter of their lives. Alumni frequently report success stories illustrating how Davenport provided preparation for the real world. What stands Davenport apart from other schools is how we teach the content, so it can be successfully applied.

At Davenport we have a clear and shared focus with a common goal to provide high standards and expectations for ALL students.

1c. Science:

The 6-12 science curriculum is guided by Next Generation Science Standards (NGSS) and incorporates science learning opportunities that address physical, life and earth/space sciences. Differentiation takes place at all grade levels with science skill and knowledge supported for both special education and general education students. Project Lead the Way (PLTW) curriculum is implemented in grades 7-12 to enrich the traditional classroom with project-based learning activities. AP Chemistry and AP Environmental Science courses provide opportunities for advanced students. The District's Certified Nursing Assistant (CNA) program grants science credit and industry certification. Technology that supports student learning includes a 3D printer, Vernier equipment, Google classroom, Chromebooks, REVIT CAD, and Solidworks CAD. To connect students to careers in science, the department offers field trips to a cadaver lab, an engineering department, and an environmental science career day at local colleges.

Assessments inform instruction. Science MAP testing conducted three times annually is used to adapt and focus learning targets. Teachers use state science scores to identify strengths and areas requiring adjustment in our curriculum and scope and sequences, as well as highlighting student strengths and areas that need more attention. The science PLC team regularly reviews current scope and sequence and discusses changes that align with NGSS and Washington State Science and Learning Standards.

One science teacher is also the FFA Advisor whose courses expose students to the relationship between science and agriculture, an important industry in our region. The connection between science courses and this local chapter of the national FFA organization helps students develop and apply science concepts and college/career skills.

We are proud to offer our students science course options to meet their interests and goals. Through PLTW, AP classes, general courses, FFA, and the CNA science credit, our science department helps our students become college and career ready.

1d. Social studies/history/civic learning and engagement

The Davenport School District K-12 social studies curriculum covers all OSPI required content including families, community, culture, Washington State history, world history and geography, U.S. history and government, civics, and current world problems. Course work is closely aligned to the state's recommended scope and sequence for social studies.

Learning standards for all social studies content are derived from Washington's Essential Academic Learning Requirements and Grade Level Expectations. Additionally, Common Core standards for reading and writing are incorporated whenever possible. Social studies curriculum adoptions correlate to state learning requirements and common core standards.

Instructional approaches are wide ranging and prescriptive to grade level and student needs. Our staff employs a variety of instructional approaches which include: direct, indirect, and interactive instruction, experiential learning activities, and independent study. Technology-based support programs such as Albert and IXL Learning are used to reinforce content learning goals.

The student Measurement of Academic Progress and the Smarter Balanced Assessment are used to identify student needs in reading and writing. Assessment data is carefully analyzed by professional learning communities which include a cross disciplinary group of educators who teach social studies, English language arts, and career and technical education. This practice is very informative for tailoring instructional approaches that strengthen student mastery of social studies skills. Additionally, Classroom Based Assessments are used and specific to social studies classes. This assessment shows student content knowledge and social studies skills abilities through investigation and written argument.

Our curriculum supports college and career-readiness by providing three Advanced Placement classes, Comparative Government, U.S. History, and Human Geography. We further connect with the real world by extensively using Google Classroom as a platform to provide access to current events, articles, and videos.

1e. For secondary schools:

Our secondary curriculum prepares students for diverse future paths. We offer eight Advanced Placement courses; eleven on-campus, dual-credit courses in partnership with four colleges/universities; and Running Start opportunities. Certified Nursing Assistant certification and OSHA 10 certification can be earned through programs offered in partnerships with Lincoln Hospital and Spokane Skills Center. Students may gain career skills through work-based learning in partnership with local businesses. Project Lead the Way courses focused on science, engineering and technology also increase career and college readiness. Art, drama/choir (with annual full-musical productions) and band courses have inspired and made ready college-level student participation.

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

Davenport Middle/High School offers a variety of “other” courses that enhance the acquisition of essential skills and knowledge for our students. Our Arts Department offers band, choir, and visual arts for students 7-12 five days per week and band, choir, and music fundamentals for 6th graders 5 days per week. In visual arts, students complete activities aligned with the Washington State K-12 Standards for the Visual Arts. Students create works of art that teach art techniques with a variety of mediums, while incorporating the Elements of Art and the Principles of Design. Throughout the year, students present and share their art projects. Choir and band are offered to students 6-12. In choir and band students progress through music fundamentals with regard to performance (both alone and with others), introduction to varied repertoire, improvising melodies, reading and rotating music, evaluating music and music performances, understanding music in relation to culture and history.

Our Physical Education and Health Education offers regular P.E. courses for grade 6-10 students every day and an elective weight lifting class. Through a sequential K-12 standards-based physical education program, Davenport School District promotes lifelong learning through physical activity, exercise, and sport. We believe that through a comprehensive and high-quality program--including the use of FITT (frequency, intensity, time, type) principles, Physical Youth Fitness Test, inclusion of 5 Components of Physical Fitness, and weekly targets--our students will develop into individuals who value physical activity and maintain physically-active lifestyles. For our incoming freshmen, we teach health to coincide with our physical education program. Students are exposed to all aspects of health including mental, emotional, and physical well-being. We bring in a certified EMT for Davenport to take the students through a First Aid and CPR course where freshmen receive their First Aid/CPR Certification cards.

Davenport offers Spanish to grades 10-12. There are many reasons for studying a world language, and we have identified five goal areas that encompass all reasons: communication, cultures, connections, comparisons, and communities. Learning languages provides connections to additional bodies of knowledge that may be unavailable to the monolingual English speaker.

The technology/library/and media Davenport Middle/High School offers comes in a variety of forms. The technology in Davenport Middle School and High School is supporting students' acquisition of essential skills and knowledge by providing an effective way to connect all students with varying learning styles. Technology also helps promote collaboration with students and their peers and students with their teachers. Davenport School District is using Google in Education and teaches digital citizenship skills. These implementations ready students for state assessments and prepare them for post-secondary college or

careers. Our small rural school offerings provide students with the ability to thrive in the technical world. We offer Graphic Design to 10-12 grades. It uses a variety of project-based lessons that progress from beginner to more advanced techniques as the year progresses. Davenport also offers a Broadcasting class for students 10-12 grades to expose them to the world of videography and editing software.

At Davenport we believe social-emotional growth is an important support for all students' academic and physical growth. Our 6-12 Positive Behavior & Intervention Supports (PBIS) provides rewards and incentives to recognize positive behavior and promotes compliance of school expectations. When on track behaviorally, students are better able to focus on learning and acquiring academic skills. Davenport Middle School utilizes morning chants as a community-building opportunity. It also provides opportunity to address and emphasize weekly character goals. Our grades 6-12 also use Partners Advancing Character Education (PACE). There is a monthly focus on a character trait and awards are given for two students in each grade level 6-12. Davenport uses Character Strong Advisory program 6-12--taught weekly for 20 minutes during RTI. Character Strong Leadership is an elective course offered 6-8 and 10-12. Character Strong curriculum emphasizes servant-leadership and provides opportunity for students to practice character building. Also, several times per school year, administration utilizes Character Strong curriculum to build the staff community, focusing on building relationships. Davenport offers GEAR UP (Gaining Early Awareness and Readiness of Undergraduate Programs), which provides students 7-12 support and opportunity to explore post-secondary options and develop a plan for career and college goals.

3. Special Populations:

Davenport Middle School and High School believes in providing options and opportunities for every student. High school students who are performing above grade level or desire an academic challenge have opportunities to pursue nine Advanced Placement and eleven College in the High School courses along with independent classes if they are pursuing an accelerated course of study. Our students can earn 54 college credits, which is very rare in a rural school like ours! Our graduates have been accepted to Ivy League schools because of the rigorous coursework we provide. Several of our middle school teachers are also high school AP teachers, which facilitates differentiation of instruction and pre-AP rigor to challenge gr. 6-8 students. Academic plans are also implemented for students identified as gifted. These plans can include self-selected projects and/or modified course schedules.

Additionally, we have a rigorous process of identifying students who are struggling academically. Our district uses course/assignment grades, classroom assessments/interventions, MAP testing, Aimsweb, SBA and other data to make informed decisions on students' academic growth. When students are struggling, team-based decisions determine academic placement.

Tier II interventions and supports are differentiated beginning each summer when we analyze MAP and SBA data to determine which students did not show typical growth in ELA and math. Targeted interventions and classes are then created, providing an opportunity to "catch up" the upcoming year. Data is then monitored to facilitate students exiting or beginning academic intervention, which includes support classes and daily 20-minute Response to Intervention lessons. Optional or parent/teacher-mandated after-school instructional support is also available to all students.

Our district occasionally has high school students who are not on track to graduate and require special attention and support. Our counselor works with students and families to create an academic plan for credit retrieval. Student progress is monitored and frequent updates are communicated to parents and staff, so adult mentors can support student efforts toward earning graduation credits. Our coordinated efforts resulted in a 100% graduation rate in 2018.

Tier III students, a majority of whom have a Specific Learning Disability through Cognitive and Academic testing, also receive support. These students are not "SPED kids;" they are "OUR kids." This mindset and our team approach sets us apart from many other districts. Teachers, specialists, administrators, parents and students are all on the same page, so ALL of our students can succeed. We use a "push in" model when possible, so students with IEPs participate in the general education for core, grade-level standards in their classroom through accommodations and modifications. We also use direct instruction and teach to mastery

in the Resource Room, while assessing skills and monitoring and documenting growth towards goals.

It is unrealistic to think that all special education students can pass the SBA each year with Level 3 proficiency. However, each student takes the SBA assessment in the spring and sets a goal to close the achievement gap. Each of our students receiving special education services for the past four years has met their SBA graduation requirement, and has gone on to graduate, providing opportunities for post-secondary success.

1. School Climate/Culture:

Social and emotional learning (SEL) has been a focus in our schools the past several years to help engage and support our students. There is a growing body of research that suggests that the climate and culture of an organization is directly correlated to its success, and that for a school system to maximize academic achievement, students need to feel safe and supported. Through positive peer and adult relationships and intentional Character Strong SEL lessons, we are ensuring that our students have the support they need to thrive academically. Every school assembly purposefully connects students with each other to build a sense of community, adults “adopt” seniors every year to make sure they remain on track to graduate, our counselors provide further one-on-one mentoring and connect kids with outside resources when needed. Students and staff believe in growth mindset, which makes it okay to take risks academically and professionally to help individuals grow. Our culture is something we take time to nurture.

Teachers feel valued and supported in our school through their relationships with colleagues, administrators, families and students. PLCs provide opportunities for teachers to work collaboratively to positively impact student learning. Ideas are shared within departments, between departments, and across grade levels, as evidenced in a school-wide writing instructional strategy. Staff feel supported by peers and by administrators to take risks to grow instructional skills. This atmosphere of collegial encouragement is seen in staff meetings that rotate to teachers’ classrooms, so staff can share ideas on implementation of curriculum or instructional strategies. Rather than feeling intimidated, teachers feel a sense of pride in their contributions to student learning. Our students help teachers feel valued, too. An organically-developed group of a middle school students (self-named the “RAK Kids”--Random Acts of Kindness) has surprised teachers on numerous occasions with tokens of appreciation ranging from candy, to notes, to flowers. High school students demonstrate their value and support of teachers through their respectful behavior evidenced in low discipline referrals and through student/teacher relationships based on genuine mutual care and respect. These relationship characteristics extend to families who welcome teacher communication regarding their student. The school board and administration's celebration of Teacher Appreciation Week is an annual demonstration of the value placed on our teaching staff. Many teachers still have displayed outside their classroom door the Hollywood stars that were central to the week’s theme one year.

2. Engaging Families and Community:

Our school values our partnership with families and realizes communication is a crucial component in this relationship. We use Skyward School Management Software, so parents, students, and educators can access information like grades, attendance, and advancement toward graduation requirements. We invite parents to two pre-scheduled conference opportunities: arena-style parent/teacher conferences in the fall and student-led conferences in the spring. Bi-weekly, mid-term, and quarterly grade reports are mailed home to communicate student grades. Other conferences, emails, phone calls, school-website postings, texts, and mailings are utilized throughout the year to foster open communication. Our district has a parent group that supported our MS/HS by giving school pride t-shirts to our middle school students and donating reward items for our PBIS system.

Our communication efforts extend to our community. Our local newspaper, The Davenport Times, features weekly teacher/coach-nominated “Student of the Week” and “Athlete of the Week” profiles to share student achievements with our parents and community members. This publication is also utilized by administrators, teachers, advisors, and coaches who write articles and submit pictures to communicate about other events and to celebrate student and school news. A week seldom goes by without an article featuring some update about school happenings. Quarterly newsletters are mailed to all community members to share highlights from our elementary, middle, and high schools. The district website is another communication tool that helps us share updates, highlights, and crucial information with all stakeholders.

Our partnership with parents and community has a few key highlights. Our school hosts an annual back-to-school open house for students and parents prior to the start of school to build our partnership. We have

also hosted “Night of Intrigue” events where food was served and a rotating-session format shared information with parents about new course offerings, instructional strategies, and curriculum highlights. Students even helped “teach” some of the sessions! We invite parents and community partners to enjoy student presentations and performances including band/choral concerts, full theater musicals, athletic events, FBLA or FFA practice presentations before competitions, and senior presentations before graduation. Business owners and employees from a wide range of career paths also provide their insights to students in our annual Career Fair. This year, community members also shared their expertise in a new “Adulting 101” event to help students learn skills like changing a car tire, preparing a basic meal in a dorm-room setting, and sewing on buttons.

3. Professional Development:

Davenport’s professional development approach encourages teachers and administrators to grow their skills and follow their passions to benefit our students. We have some teachers and administrators approaching retirement and others early in their careers, but all are eager to improve their craft and are supported in their professional development pursuits.

Administrators model professional growth through memberships in professional associations, our principal’s pursuit of superintendent credentials, and our superintendent’s involvement at the state legislative level. Their pursuits have impacted instructional practices and school programs through our district’s participation in the Washington State Leadership Academy. This three-year program provided a trained mentor to guide our leadership team of administrators and teachers through a system of inquiry to identify and address a self-selected problem of practice in our school system. Through this process we made staffing and course changes that directly impacted student ELA proficiency rates on both district and state assessments, culminating in 100% graduation rates for our class of 2018.

Teachers demonstrate commitment to professional development in numerous ways: earning National Board Certification, participating in item writing and assessment scoring for states and textbook publishers across the country, working at the state and ESD levels as part of leadership networks and the Washington State Fellows program, which supports district implementation of state learning standards. Teachers also attend workshops and trainings to learn new instructional approaches and implement new curriculum like Bridge to College, which scaffolds ELA and math skills for college readiness, and Project Lead the Way, which brought new science, engineering and technology course offerings to our schedule.

Our school also benefits from teacher professional learning communities that meet each Monday on a one-hour late-start schedule for students. The district provides this time for staff to address departmental needs, ranging from curriculum scope and sequence alignment with Next Gen science standards, to math instructional practices that foster critical thinking and perseverance, to literacy instructional and assessment practices that support reading comprehension and effective communication through writing. This professional development time helps teachers share information, brainstorm strategies, and grow instructional skills. Staff members have also led numerous book studies, which have helped to grow pedagogy, provide continuity among staff, and build collegiality. The administration supports these professional development activities by working with our school board to provide the late start time, purchasing book study materials, and sponsoring clock hours.

4. School Leadership:

Davenport School District has adopted the mantra “Imagining, Empowering, and Creating, Endless Possibilities for Every Student, Every Day!” This bold call to action is part of the school’s culture, driving our collective efforts and use of resources to meet student needs.

Our leadership philosophy can be described as “all hands on deck” to help students have options and opportunities for their futures. The District’s leadership team consists of the superintendent, middle school/high school principal, elementary principal, and four classroom teachers. This team is responsible and accountable for everything that happens in the district and reports to the school board monthly. The administration and school board provide weekly Professional Learning Community time, empowering and

supporting teacher focus on instructional practices, program implementation, and student achievement. The high level of trust and resulting autonomy between the board, administrative team, and teachers has allowed the Davenport School District to implement policies to help the school thrive in recent years.

Administrative budget decisions and teacher professional development pursuits have allowed diverse program offerings, including career certification programs in nursing and construction, academic rigor through Advanced Placement and dual-credit courses, but also academic support through remedial assistance, college-bridging courses, and quality special education services. Extracurricular programs are crucial to our students' success. Staff members take on supportive leadership roles as advisors, coaches, mentors to athletic teams, clubs, and individual students to help them achieve intrapersonal and interpersonal skills that complement our classroom curriculum.

Communication fosters trust-based relationships, which are crucial to our system's success. The administration's litmus test for decisions is often communicated with the question, "Is it best for our kids?" With this focus, relationships are built with students, families, and colleagues on a strong foundation. Even when difficult decisions and discussions need to take place, we have common ground to guide our path. Our diversified course offerings and tiered intervention approaches demonstrate the power of relationships that work to support students.

Through collaboration, we engage stakeholders and guide them through the process of identifying programs, the instructional focus, resources needed, and the targeted student outcomes we desire. SMART goals monitor outcomes to ensure student success. Student learning has improved significantly throughout our district. We know we are making an impact because we have been collecting data on each individual student, each grade level/class, along with following cohorts through our system, documenting an increase in on-time graduation rate and state assessment results.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Our most instrumental practice has been our dedication to creating an intentional, measurable, coordinated approach to system improvement, so we can impact every student's growth. Through our participation in Washington State Leadership Academy (WSLA) in 2014, we began a journey. Our WSLA mentor guided us through the Cycle of Inquiry, focusing our attention and efforts, so we could identify our problem of practice, plan how to address it, monitor our progress, and adjust our efforts to gain measurable results. This framework has transformed several areas in our school.

Our strategy was instrumental in our systemic improvement in ELA. We gathered and utilized assessment data in new, more informative ways to determine our K-12 system did not have a way to intentionally meet the needs of our tier-two struggling readers. As a result of our findings, we modified our course schedules and revamped RTI to provide more ELA support to these students. The results speak for themselves: In our first year, 86% of our 7th graders who received extra help in our new support course showed growth in their state test results compared to the previous year, as did 100% of grade 8 and 85% of grade 10 students. In the second year of implementation, 83% of grade 7, 85% of grade 8, and 100% of grade 10 students who were served in the support course showed growth. Our efforts have continued, as has the growth. In 2018, 100% of our grade 10 class met the graduation proficiency level on the state test, meaning no student would need to retake the test to meet that state graduation requirement. Our intentional, systemic approach has led to measurable student achievement.

Coordinated efforts connected to data-informed decisions have also helped shape our school's attainment and use of a GEAR UP Grant to support our most at-risk students while enriching our school experience for the student body as a whole. Targeting students with exposure to careers and colleges, providing emotional support, and connecting students and families to resources complements our overall 6-12 efforts.

WSLA can be credited with scaffolding and making our efforts more effective, so every student can grow and succeed. Spreadsheets and data are no longer intimidating, but instead help us read or tell our students' stories, so we are better equipped to ensure happy endings. Success had always been the desired outcome, but data-informed, coordinated, intentional efforts have become the norm to achieving it.