

Portland Public Schools

Neighborhood Distribution of Students Attending da Vinci (October 2013)

da Vinci				
Neighborhood Where the Students Live	Grade			Total
	06	07	08	
Arleta	2	3	2	7
Astor		2		2
Beach	1	1		2
Beaumont	13	19	11	43
Beverly Cleary	5	9	7	21
Boise-Eliot/Humboldt	5	3	5	13
Bridger	6	3	6	15
César Chávez	1	2		3
Chief Joseph/Ockley Green	12	1	5	18
Creston	3	1	4	8
Faubion	2	2		4
George	3	3	5	11
Gray	1	2	3	6
Harrison Park	2	1		3
Hosford	24	14	15	53
Irvington	7	9	11	27
Jackson	4	2	2	8
King		3	1	4
Lane	2	2	4	8
Laurelhurst	4	14	9	27
Lee	1	1	1	3
Lent			1	1
Marysville	1	1	1	3
Mt Tabor	10	14	8	32
Peninsula	1	1	2	4
Roseway Heights	5	4	6	15
Sabin	1	4	8	13
Scott	7	5	4	16
Sellwood	7	12	11	30
Sunnyside Environmental	7	2	3	12
Vernon	3	4	3	10
Vestal	6	4	5	15
West Sylvan	6	8	5	19
Woodlawn	4	2	4	10
Out of District/ Undetermined			2	2
Total	156	158	154	468

Focus Option Plan of Operation		School Year: 2011-12	Date:
1. Program Profile			
School/Program Name: daVinci Arts Middle School			
Location: 2508 NE Everett St		Contact Person: Connie Cheifetz	
Administrator: Eric Bergmann		Contact Phone: 503-916-5356	
<i>1a. Mission/Purpose</i>			
Mission: It is the mission of the daVinci Arts Middle School to assist our students to reach their full academic and artistic potential, and prepare them to lead satisfying, creative lives in which they will continue to learn and grow.			
How does your program fit within the PPS District Mission? By offering an arts-focused middle school curriculum, we offer Portland's students an alternative to traditional settings so that they may be better prepared to meet or exceed academic standards and to make productive, lifelong decisions.			
<i>1b. School/Program Descriptions</i>			
Please provide a brief description of your school/program: daVinci is a middle school (grades 6-8) that offers its 450 students with a arts-integrated curriculum. In addition to having access to a wide variety of arts electives (visual and performing arts), students can expect to see artistic activities and concepts surface in their language arts, math and science classes as well.			
2. Enrollment and Admission			

How will students and their families become "interested and informed" about the school/programs?

We offer five information sessions to interested families, we maintain a thorough website, and we respond to any parent who calls wanting more information.

Describe your communications plan (e.g. target audiences; timing; type of information).

We target any student who demonstrates an interest in being a part of a school community that has a heavy emphasis in the arts. We disseminate information to interested families throughout the entire year, but especially around and during the open enrollment period (December through March). Information about every aspect of our school is discussed.

How will this plan reach families that are currently underrepresented in your school (such as by language group, disability, economic status, geographic region or gender).

If we were allowed to market our school, I'd deliver informational fliers to every school in the district. Since we're not, we rely almost exclusively on word of mouth, press releases, our website and our informational sessions.

2a. Current and Target Enrollment by Grade

Targeted Grade Levels and Projected Total Enrollment: Enter the target enrollment for each grade, as well as the actual enrollment this year, and the number of lottery slots you recommend for this grade next year. All slots decisions must be approved by your Deputy Superintendent.

Grade Level>	6	7	8							Total
Target Enrollment	150	150	150							450*
2010-11 Enrollment	152	149	145							446*
2011-12 Slot request	150	2	4							156*

* These numbers **DO NOT** reflect the current or future students enrolled in our CB Team classroom. These numbers are for lottery students only (We have been told to expect 22 students in the CB Class for 2011-12).

Minimum number of students needed in the school/program (total and by grade level): 150 6th, 150 7th, 150 8th

Maximum number of students the school/program can handle (total and by grade level): 160 6th, 160 7th, 160 8th

Indicate any resources you will use to staff and run your program outside of the basic district allocation formula (list resource type and FTE or dollar equivalent):

daVinci Foundation: .50 FTE

What existing admission priorities do you have now (e.g. neighborhood, language group)?

Boys have been given a priority given our heavily female student body.
Co-enrolled siblings leads to automatic admittance.

Are there admission priorities and/or entrance criteria you would like to add to your school/program?
If so, what program goals would the priorities/criteria help you reach?

Not at this time

3. Facilities and Operations

Describe any space needs your school/program will face in order to reach your target enrollment:

Need a boy's bathroom on the third floor of our building. Need more than one science room.

Please indicate any other space or facility concerns you have:

None

For programs that share a building with a neighborhood program: What efforts are made by the entire school community to maintain a harmonious working relationship? (e.g., problem-solving, discipline, duty, extended responsibility, fundraising)

N/A

4. Additional information

Please attach a copy of your:

- School Improvement Plan
- Schedule of information events
- Statement of understanding (if applicable)

Please include any additional information or data that you think is relevant to this plan:

Principal signature:

Date:

Deputy Superintendent signature:

Date:

Focus Option Plans of Operations- Supporting Information○ **General Information**

- Please contact Judy Brennan at ext 63205 for assistance
- The Educational Options Policy provides that focus options - both schools and programs - have a plan of operation (6.10.022-P(IV)(1)&(2)(g)).
- Operation plans are to be completed as part of the approval process for a new focus option, and the periodic review of an existing focus option. A plan of operation assures alignment with Board policy, as well as a way to assess whether the option has met its goals.

○ **Enrollment and Admissions**

- The Educational Options and Student Enrollment and Transfers (SET) policies govern enrollment and admission to focus options. The underlying policy goals are equal access, fairness, and making families and students the primary decision makers about their choice of schools.
- High and middle school focus options may have admission criteria, while elementary focus options may have no admission criteria (except dual language and late entry for language immersion).
- Admission criteria must be the same for neighborhood and transfer students. Criteria, if any, must be clear, objective and directly related to the educational goals of the option and the district and within district guidelines.
- A school or program may require the family and student to sign a statement of understanding of program expectations prior to enrollment.
- Focus options are expected to develop ways for their students and families to demonstrate that they are "interested and informed" without creating barriers to access.