Davidsen Middle School

2021-22 Schoolwide Improvement Plan

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Davidsen Middle School

10501 MONTAGUE ST, Tampa, FL 33626

[no web address on file]

Demographics

Principal: Stacy Arena

Start Date for this Principal: 6/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (56%) 2016-17: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

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Davidsen Middle School

10501 MONTAGUE ST, Tampa, FL 33626

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	65%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

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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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Davidsen Middle School community will provide the skills and knowledge necessary to support and help students excel, foster life-long learners, and promote productive, responsible citizens.

Provide the school's vision statement.

Preparing students for life.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Arena, Stacy	Principal	Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives. Administers and develops educational programs for students with mental or physical disabilities. Confers with teachers, students, and parents concerning educational and behavioral problems in school. Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. Requisitions and allocates supplies, equipment, and instructional material as needed. Directs preparation of class schedules, cumulative records, and attendance reports. Walks about school building and property to monitor safety and security. Plans and monitors school budget. Plans for and directs building maintenance
Fernandez, Amanda	Teacher, K-12	SAC Chair Develops and coordinates SAC meetings with staff, reviews of SAC agenda to advocate the schools mission and vision to the staff, students, and community Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. Plans and monitors school budget in regards to the schools mission and vision.
Makholm, Monica		Provide instructional coaching to all content area classroom teachers in order to improve literacy instruction. Provide staff with weekly calendar, updated data and literacy resources via teams-Coaches Corner. Develop and conduct professional development for targeted audiences in the content area of reading instruction regarding instructional strategies, best practices, and specific instructional topics. Provide coaching cycles to classroom teachers in order to improve literacy instruction, classroom organization and management, and effective implementation of district provided resources. Conduct data conferences with classroom teachers to interpret data and plan instruction, and model effective teaching techniques. Implementation and monitoring demonstration classrooms. Implementation and monitoring "Learning Walks." Work with small group of students when applicable. Present reading-related material to parents and faculty.
Galime, Matthew	Other	Student Success Coach to focus on setting academic, behavioral, and attendance goals with students, support students both inside and outside of the classroom to work towards these goals, and progress monitor with the students on a weekly basis. The targeted students wil be identified using KPI's, and

Name	Position Title	Job Duties and Responsibilities
		input from our student support services team. The Student Success Coach will be the Point of Contact for the PBIS team. This team will be responsible for compiling and presenting behavioral data to the staff on a quarterly basis, and make adaptations to schoolwide procedures in order to continue to strengthen our school culture based on our schoolwide expectations. The PBIS Team will also be responsible for planning grade level rewards and schoolwide rewards/celebrations, as well as maintain the PBIS Store's and open it weekly for the students.
Romera-Williams, Judith	Assistant Principal	Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives. Administers and develops educational programs for students with mental or physical disabilities. Confers with teachers, students, and parents concerning educational and behavioral problems in school. Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. Requisitions and allocates supplies, equipment, and instructional material as needed. Directs preparation of class schedules, cumulative records, and attendance reports. Walks about school building and property to monitor safety and security.
Wishnow, David	Assistant Principal	Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives. Administers and develops educational programs for students with mental or physical disabilities. Confers with teachers, students, and parents concerning educational and behavioral problems in school. Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. Requisitions and allocates supplies, equipment, and instructional material as needed. Directs preparation of class schedules, cumulative records, and attendance reports. Walks about school building and property to monitor safety and security. Plans and monitors school budget. Plans for and directs building maintenance
Degusipe, Melissa	Teacher, K-12	Analyze's and implements data for all of the math department Math Subject Area Leader

Name	Position Title	Job Duties and Responsibilities
		Coaches and mentors math department Conducts walk-throughs Confers with math teachers about strategies to implement
Mikhail, Jillian	Teacher, K-12	Analyze's and implements data for all of the language department Language Arts Subject Area Leader Coaches and mentors language arts department Conducts walk-throughs Confers with language art teachers about strategies to implement
Perez, Patrick	Teacher, K-12	Analyze's and implements data for all of the social studies department Social Studies Subject Area Leader Coaches and mentors social studies department Conducts walk-throughs Confers with social studies teachers about strategies to implement
Gutzman, Taylor		Analyze's and implements data for all of the science department Science Subject Area Leader Coaches and mentors science department Conducts walk-throughs Confers with science teachers about strategies to implement
Velez, Camila	Teacher, K-12	Analyze's and implements data of ELL students at Davidsen Coaches and mentors staff on how to incorporate ELL strategies in the classroom Conducts walk-throughs of ELL classes Confers with all teachers about strategies to implement

Demographic Information

Principal start date
Thursday 6/1/2017, Stacy Arena

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
9

Total number of teacher positions allocated to the school
57

Total number of students enrolled at the school

1,059

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	286	315	337	0	0	0	0	938
Attendance below 90 percent	0	0	0	0	0	0	44	60	96	0	0	0	0	200
One or more suspensions	0	0	0	0	0	0	5	22	23	0	0	0	0	50
Course failure in ELA	0	0	0	0	0	0	8	11	9	0	0	0	0	28
Course failure in Math	0	0	0	0	0	0	12	8	16	0	0	0	0	36
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	56	58	68	0	0	0	0	182
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	69	35	53	0	0	0	0	157
Number of students with a substantial reading deficiency	0	0	0	0	0	0	43	45	49	0	0	0	0	137

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	2	8	15	0	0	0	0	25

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	5	2	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/23/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	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	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	334	341	367	0	0	0	0	1042
Attendance below 90 percent	0	0	0	0	0	0	172	186	192	0	0	0	0	550
One or more suspensions	0	0	0	0	0	0	14	15	6	0	0	0	0	35
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	56	58	68	0	0	0	0	182
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	70	78	76	0	0	0	0	224

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	12	18	4	0	0	0	0	34

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	8	2	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				58%	51%	54%	53%	52%	53%
ELA Learning Gains				56%	52%	54%	53%	53%	54%
ELA Lowest 25th Percentile				47%	47%	47%	41%	48%	47%
Math Achievement				61%	55%	58%	60%	56%	58%
Math Learning Gains				58%	57%	57%	59%	59%	57%
Math Lowest 25th Percentile				53%	52%	51%	48%	52%	51%
Science Achievement				46%	47%	51%	47%	47%	52%
Social Studies Achievement				63%	67%	72%	64%	66%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	57%	53%	4%	54%	3%
Cohort Comparison						
07	2021					
	2019	54%	54%	0%	52%	2%
Cohort Comparison		-57%				
08	2021					
	2019	54%	53%	1%	56%	-2%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	48%	49%	-1%	55%	-7%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	71%	62%	9%	54%	17%
Cohort Comparison		-48%				
08	2021					
	2019	22%	31%	-9%	46%	-24%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	46%	47%	-1%	48%	-2%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	66%	-66%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	61%	67%	-6%	71%	-10%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	63%	23%	61%	25%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	57%	43%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

For English Language Arts, the progress monitoring tool that is used is Achieve 3000. In Achieve, a pre, interim and post was administered for each grade level. We will also use the districted provided pre-test and post-test. In Mathematics, the progress monitoring tool that is used is a district wide pre-test and post-test with a midyear assessment. In Civics, the progress monitoring tool that is used is a district wide pre-test and post-test with a midyear assessment. In Science, the progress monitoring tool that is used is a district wide pre-test and post-test with a midyear assessment.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26 Below, 53 Approaches, 12.8 Meets, 9 Exceeds	24 below, 53 app. 10.42 meets, 11.73 exceeds	21 below, 52.43 app, 10.68 meets, 15.53 exceeds
	Economically Disadvantaged	32 below, 58 app, 10.7 meets, 4.3 exceeds	32 below, 53.1 app, 8.7 meets, 6.87 exceeds	27.29 below, 55.03 app, 9.55 meets, 8.64 exceeds
	Students With Disabilities	39 below, 37 app, 9.86 meets, 14 exceeds	39 below, 32 app, 13 meets, 15 exceeds	30 below, 35 app, 10 meets, 26 exceeds
	English Language Learners	59 below, 41 app	63 below, 37 app	55 below, 45 app
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43.5 median	47.82 median	
	Economically Disadvantaged	36.50 median	44.29 median	
	Students With Disabilities	29.8 median	47.25 median	
	English Language Learners	36.5 median	46.69 median	

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24 below, 55 app, 12 meets, 9 exceeds	24 below, 48 app, 16 meets, 11 exceeds	23 below, 43 app, 19 meets, 15 exceeds
	Economically Disadvantaged	26 below, 59 app, 11 meets, 3 exceeds	28 below, 54 app, 11 meets, 7 exceeds	26 below, 49 app, 16 meets, 16 exceeds
	Students With Disabilities	39 below, 29 app, 15 meets, 17 exceeds	36 below, 33 app, 8 meets, 23 exceeds	36 below, 30 app, 7 meets, 27 exceeds
	English Language Learners	50 below, 50 app	60 below, 35 app, 5 meets	65 below, 25 app, 10 meets
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46.2 median	53.98 median	
	Economically Disadvantaged	41.5 median	49.08 median	
	Students With Disabilities	48.5 median	64.16 median	
	English Language Learners	36.1 median	53.98 median	
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	36.75 median	30.9 median	
	Economically Disadvantaged	32.8 median	35.85 median	
	Students With Disabilities		44.15 median	
	English Language Learners	36.75 median	30.9 median	

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	12 below, 58 app, 15 meets, 14 exceeds	14 below, 47 app, 21 meets, 17 exceeds	12 below, 44 app, 24 meets, 20 exceeds
	Economically Disadvantaged	17 below, 61 app, 14 meets, 7 exceeds	19 below, 53 app, 19 meets, 11 excedds	16 below, 52 app, 20 meets, 12 exceeds
	Students With Disabilities	12 below, 36 app, 21 meets, 24 exceeds	22 below, 30 app, 19 meets, 29 exceeds	19 below, 32 app, 16 meets, 33 exceeds
	English Language Learners	53 below, 47 app	44 below, 47 app, 9 meets	38 below, 53 app, 9 meets
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	60.8 median	45.74 median	
	Economically Disadvantaged	52.80 median	40.99 medain	
	Students With Disabilities	60.4 median	51.21 median	
	English Language Learners	40.2 median	55.92 median	
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	50.4 median	50.83 median	
	Economically Disadvantaged	44.7 median	46.79 median	
	Students With Disabilities	57 medain	39.12 medain	
	English Language Learners	23 medain	33.84 medain	

Subgroup Data Review

2021 SCHOOL GRADE 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
SWD	21	31	26	25	43	44	27	26			
ELL	30	43	45	32	47	51	23	47	59		
ASN	72	68		81	79		81	93	94		
BLK	33	40	32	35	43	42	42	44			
HSP	44	44	41	40	46	47	42	55	68		
MUL	68	45		56	59			67	83		
WHT	65	55	41	73	65	61	77	76	91		
FRL	42	43	39	39	46	48	42	54	72		

2019 SCHOOL GRADE 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 2017-18	C & C Accel 2017-18
SWD	19	40	39	20	45	48	19	29			
ELL	30	53	53	40	57	49	21	46	87		
ASN	79	68		84	71		76	73	95		
BLK	47	53	50	47	64	65	42	56	95		
HSP	50	53	46	54	55	49	38	56	79		
MUL	56	60		58	52			77	90		
WHT	71	61	48	76	63	60	57	78	85		
FRL	48	52	46	51	54	50	37	55	82		
2018 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
SWD	19	38	40	24	44	46	20	28			
ELL	23	40	41	34	51	55	23	30	60		
ASN	74	60		83	80		65	82	93		
BLK	46	49	35	44	51	43	26	68	80		
HSP	44	50	42	49	54	47	35	56	75		
MUL	61	56		65	56		42	82			
WHT	67	58	35	77	65	59	64	69	88		
FRL	42	48	42	48	54	48	33	56	74		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	78
Total Points Earned for the Federal Index	566
Total Components for the Federal Index	10
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

As a school we lacked integrating literacy strategies across grade levels. The trend based on the progress monitoring assessment of district provided pre and mid test. Content teachers also lack training in literacy strategies. The leadership will establish a process of implementing literacy strategies via professional development and coaching.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The lowest performance from 2017-2018 to 2018-2019 was 8th grade Math with a decline of 16 percentage points and 8th grade Math lowest quartile with a decline of 5 percentage points.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Teachers were new to 8th grade Math curriculum and there was no intensive Math classes to support our lower quartile. During the 2021-2022 school year, IXL will be purchased and utilized by the Math teachers. IXL uses a diagnostic test to determine a personalized action plan for each student.IXL recommends skills so students can work on closing learning gaps.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our largest gain from 2017-2018 to 2018-2019 is in ELA. 6th grade up 4 percentage points, 7th grade up 2 percentage points, 8th grade up 3 percentage points. Our lowest quartile in ELA 6th grade up 10 percentage points and 7th grade up 8 percentage point.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The collaboration during PLCs with Language Arts and Reading teachers contributed to the gains in ELA. Lesson planning was centered around standard based instruction. Currently, we have implemented the Achieve program in all ELA classes and will continue to use the program for progress monitoring.

What strategies will need to be implemented in order to accelerate learning?

The strategies that will be used across all content area includes literacy coaching, using data to differentiate instruction, incorporate professional learning communities and planning professional development. For the upcoming school year, we will be implementing instructional teams which will allow us to accelerate learning by providing teachers and students a consistent learning community.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

With literacy coaching, coaching cycles will be offered to teachers as a layer of support to implement literacy strategies. The instructional leadership team will guide and train the SALs to use data to differentiate instruction and incorporate the instructional framework in their professional learning communities.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The ESE Specialist will support ESE Department in analyzing data of students with disabilities (SWD) to promote increased learning opportunities across all content. Collectively, ESE teachers, Case Managers, and ESE Specialist will analyze data and determine a "next steps" Action Plan during PLC Meetings. The Action Plan will consist of Specially Designed Instruction through the use of data driven instructional rotations.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning	
Area of Focus Description and Rationale:	Decline in FSA Scores across content areas because of literacy skills due to lack of integrating literacy strategies in lesson plans. Therefore, professional development needs to focus on literacy skills across all content areas.
Measurable Outcome:	Grade level standards will be unpacked in our Professional Learning Communities in order to create learning targets, identify what vocabulary students will need to master, as well as what types of assessments will be used to monitor the students' progress towards mastery of the literacy skills.
Monitoring:	Analyzing students work in ILT and in PLC through the use of Achieve for ELA, IXL/Edge for 6-8th Math, Algebra Nation for Algebra and Geometry, ICivics and USAtest prep for social studies, 8th grade science through the IXL. Professional learning walks will be offered for teachers to observe their peers implementing literacy strategies.
Person responsible for monitoring outcome:	Monica Makholm (monica.makholm@hcps.net)
Evidence-based Strategy:	With literacy coaching, coaching cycles will be offered to teachers as a layer of support to implement literacy strategies. The instructional leadership team will guide and train the SALs to use data to differentiate instruction and incorporate the instructional framework in their professional learning communities. Additionally, learning walks will be included monthly for teachers to observe their peers and implement strategies with the support of the literacy coach.
Rationale for Evidence-based Strategy:	The reasoning for choosing the learning walk strategy is to provide opportunities for teachers to learn from other teachers. Additional coaching cycles will provide modeling planning and data analysis for teachers.

Action Steps to Implement

During the 2021-2022 school year, hire a Literacy Coach to focus on coaching, modeling, planning, data analysis, and professional development for teachers in grades 6-8. Coach will provide support to all teachers and administration on a daily basis. The plan for progress monitoring is for SALs and coaches to collect data, analyze and provide feedback through PLC meetings twice a month, SAL observations monthly, and individual conferences (as needed). Several resources will be utilized by the coach to support teachers. PDs will be offered once a month and coaching cycles will be ongoing all year.

Person Responsible	Monica Makholm (monica.makholm@hcps.net)

No description entered

Person Responsible	[no one identified]

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Lack of integrating PBIS expectations and procedures. Staff is unfamiliar with PBIS expectations and procedure. Staff lacks training in implementing PBIS expectations and procedures. Implementation and follow through does not occur continuous. PBIS team has not established a process for implementation of PBIS expectations and procedures.
Measurable Outcome:	Our goal is to increase the percent from 47% to at least 57% of instructional staff that reported "there is an atmosphere of trust and respect at this school." Our second goal is to increase the percent from 18% to at least 50% of students reported "students at this school treat each other with respect." Our third goal is to increase the percent from 52% to at least 70% of parent reported "I am treated as a partner in shared decisions that affect my student."
Monitoring:	The PBIS committee focus on setting academic, behavioral, and attendance goals with students, support students both inside and outside of the classroom to work towards these goals, and progress monitor with the students on a weekly basis. This team will be responsible for compiling and presenting behavioral data to the staff on a quarterly basis, and make adaptations to schoolwide procedures in order to continue to strengthen our school culture based on our schoolwide expectations
Person responsible for monitoring outcome:	Matthew Galime (matthew.galime@hcps.net)
Evidence-based Strategy:	PBIS-Positive Behavior Intervention Supports. Using data for differentiated goal setting. Implicit bias training. Culturally responsive classroom training.
Rationale for Evidence-based Strategy:	Positive behavioral interventions and supports involve the whole school, and successful implementation emphasizes the identification, adoption, and sustained use of effective policies, systems, data-based decision making, and practices

Action Steps to Implement

During the 2021-2022 school year, hire a Student Success Coach to focus on setting academic, behavioral, and attendance goals with students, support students both inside and outside of the classroom to work towards these goals, and progress monitor with the students on a weekly basis. The targeted students will be identified using KPI's, and input from our student support services team. Clever will be used to monitor academic progress, and EdConnect will be used to monitor behavioral progress and attendance, on a biweekly/monthly basis.

Person Responsible	Matthew Galime (matthew.galime@hcps.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Davidsen Middle School ESSA subgroup under the 41% Federal Index is Students With Disabilities at 32%.
Measurable Outcome:	Collectively, ESE teachers, Case Managers, and ESE Specialist will analyze data and determine a "next steps" Action Plan during PLC Meetings. The Action Plan will consist of Specially Designed Instruction through the use of data driven instructional rotations. Additionally, the data will be embedded into a students Individual Education Plan (IEP) for further documentation and monitoring. ESE Specialist is available on a daily basis to support the ESE Team.
Monitoring:	ESE Specialist will support ESE Department in analyzing data of students with disabilities (SWD) to promote increased learning opportunities across all content areas. In the area of math, IXL will be utilized to determine a personal action plan for each student. In the area of language arts/reading Brightfish and Achieve will be utilized weekly to determine a personal action plan for each student. The action plans will focus on skill defecits that are impeding students from demonstrating mastery of grade level standards. All ESE teachers will be responsible for the implementation and progress monitoring of IXL on a daily/weekly.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	In the area of math, IXL will be utilized to determine a personal action plan for each student. In the area of language arts/reading Brightfish and Achieve will be utilized weekly to determine a personal action plan for each student.
Rationale for Evidence-based Strategy:	The use of IXL, Brightfish and Achieve provides data that will assist to drive instruction and help to determine the next steps for our SWD population. The use of these programs on a weekly basis will serve as a progress monitoring tool to assess how best to support our students with disabilities.

Action Steps to Implement

Collectively, ESE teachers, Case Managers, and ESE Specialist will analyze data and determine a "next steps" Action Plan during PLC Meetings. The data collected from IXL, Brightfish and Achieve will be used to establish next steps. The ESE Specialist will serve as the main point of contact to ensure all students with disabilities are being served, staffed and supported in all content areas.

Person Responsible Erin Stiers (erin.stiers@hcps.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Davidsen Middle School incident rank 328 out of 553 statewide which means we had 3.9 incidents per 100 students. This places Davidsen Middle School is the moderate category. Total reported suspensions for 2019-2020 statewide rank is 218 out of 553 which means we had 12 suspensions per 100 students. Our total reported suspensions was 70 in school suspension and 57 out of school suspension. Our primary area of concern is to lower our overall in school and out of school suspensions. This will be accomplished by incorporating Restorative Practices within our ISS classroom. Our school has implemented PBIS and we have a Student Success Coach who supports students. Davidsen Middle School has created focus groups that meet monthly to create activities and promote the following in the areas of safety, inclusion/diversity, SEL for students and staff, and awards-quarterly incentives in order to provide a positive and supportive school culture for all.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

During the 2021-2022 school year, the Student Success Coach and the PBIS team will address building a positive school culture and environment. This team will be responsible for compiling and presenting behavioral data to the staff on a quarterly basis, and make adaptations to schoolwide procedures in order to continue to strengthen our school culture based on our schoolwide expectations. The PBIS Team will also be responsible for planning grade level rewards and schoolwide rewards/celebrations, as well as maintain the PBIS store and open it weekly for the students.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

During the 2021-2022 school year, the PFE liaison will organize informational nights for parents that will educate families on our PBIS expectations and procedures. This will occur three times during the school year. This will be monitored using feedback from parents.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	$0.00