Hillsborough County Public Schools

Davidsen Middle School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (58%) 2018-19: B (58%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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10501 MONTAGUE ST, Tampa, FL 33626

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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SIP Authority

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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
Seal1, Ashley	Teacher, K-12	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	Reading Coach	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. Work with small group of students when applicable. Present reading-related material to parents and faculty Implementation and monitoring "Learning Walks."

Name	Position Title	Job Duties and Responsibilities
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 will be identified using KPI's, and 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.
Degusipe, Melissa	Teacher, K-12	Analyzes and implements data for all of the math department Math Subject Area Leader Coaches and mentors math department Conducts walk-throughs Confers with math teachers about strategies to implement
Mikhail, Jillian	Teacher, K-12	Analyzes and implements data for all of the language department Language Arts Subject Area Leader Coaches and mentors language arts department Conducts walk-throughs

Name	Position Title	Job Duties and Responsibilities
		Confers with language art teachers about strategies to implement
Perez, Patrick	Teacher, K-12	Analyzes 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	Teacher, K-12	Analyzes 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	Analyzes 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 2022 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.*
47

Number of teachers with a 2022 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.*
7

Total number of teacher positions allocated to the school
55

Total number of students enrolled at the school
950

Identify the number of instructional staff who left the school during the 2021-22 school year.
6

Identify the number of instructional staff who joined the school during the 2022-23 school year.
6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	278	308	332	0	0	0	0	918
Attendance below 90 percent	0	0	0	0	0	0	85	89	133	0	0	0	0	307
One or more suspensions	0	0	0	0	0	0	51	54	55	0	0	0	0	160
Course failure in ELA	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		
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	68	89	108	0	0	0	0	265
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	85	118	144	0	0	0	0	347
Number of students with a substantial reading deficiency	0	0	0	0	0	0	13	14	18	0	0	0	0	45

Using the table above, complete the table below with the number of students by current grade level who have 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	23	28	31	0	0	0	0	82

Using current year data, complete the table below with the number of students identified as being "retained.":

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	4	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	30	36	0	0	0	0	0	66

Date this data was collected or last updated
Monday 7/11/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	51%	50%	50%				58%	51%	54%
ELA Learning Gains	52%						56%	52%	54%
ELA Lowest 25th Percentile	41%						47%	47%	47%
Math Achievement	51%	36%	36%				61%	55%	58%
Math Learning Gains	60%						58%	57%	57%
Math Lowest 25th Percentile	57%						53%	52%	51%
Science Achievement	45%	52%	53%				46%	47%	51%
Social Studies Achievement	80%	58%	58%				63%	67%	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	2022					
	2019	57%	53%	4%	54%	3%
Cohort Comparison						
07	2022					
	2019	54%	54%	0%	52%	2%
Cohort Comparison	-57%					
08	2022					
	2019	54%	53%	1%	56%	-2%
Cohort Comparison	-54%					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	48%	49%	-1%	55%	-7%
Cohort Comparison						
07	2022					
	2019	71%	62%	9%	54%	17%
Cohort Comparison		-48%				
08	2022					
	2019	22%	31%	-9%	46%	-24%
Cohort Comparison		-71%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	46%	47%	-1%	48%	-2%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	0%	66%	-66%	67%	-67%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	61%	67%	-6%	71%	-10%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	63%	23%	61%	25%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	57%	43%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18	36	31	24	46	45	10	55			
ELL	40	50	43	35	52	54	25	79	75		
ASN	77	57		74	66		75	85	93		
BLK	36	37	32	42	57	41	26	60			
HSP	43	50	42	41	57	58	33	78	85		
MUL	53	55		61	60		50	73			
WHT	66	58	39	71	67	70	67	87	91		
FRL	42	49	44	41	55	54	34	78	84		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	72
Total Points Earned for the Federal Index	598
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Grade 6/7/8 math all scored below district average. Grade 8 ELA and Science stayed the same as district but had a huge decline from previous year. Our current 8th graders were a challenging group with learning gaps from previous 2 years. As a school, units were lost which caused schedule changes. One science teacher retired in December which caused additional schedule changes. We will continue to implement literacy strategies across grade levels and all content areas to develop consistency to support all students. Civics data shows substantial increase from previous year and above district with level students not testing for EOC.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our current data shows 6/7/8 math, 8th grade science, and 7th ELA require the most improvement.

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

There was no intensive math classes to support lower quartile. During the 22-23 year IXL will be purchased and utilized by math department. IXL uses a diagnostic test to determine personalized action plan for each student. Utilizing new district math curriculum should help reduce learning gaps. ELA department will implement new BEST standards along with new curriculum and continued use of literacy strategies to reduce the learning gaps. The literacy coach will coach and develop 7th grade ELA/ Reading team to improve learning gaps. Science department will begin year fully staffed. Science team will work with literacy coach to implement new literacy strategies to improve learning gaps. 8th grade science will purchase and utilize IXL and use diagnostic testing to determine personalized action plan for each student.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our largest gain was 7th grade civics with increase of 14 points from previous year and 4 points higher than district average. Algebra EOC scored the same as previous year but outscored district average by 28 points. Geometry EOC increased 1 point from previous year and outscored district average by 42 points. 6th grade ELA increased from previous year by 8 points and scored on level with district average.

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

In civics the purchase and use of USA test prep, civics teachers held various boot camps, in all civics classes improved testing efficacy, and level one students were not tested 21-22 school year. Math teachers who taught algebra and geometry are veteran highly effective teachers who collaborated throughout the year and utilized the use of IXL to increase learning gains. 6th grade ELA/Reading implemented small group rotations and team collaboration with research based strategies on consistent basis.

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

During PLCs data will be analyzed and used to differentiate instruction with small group implementation. Instructional leadership team will plan monthly professional development and literacy coach will provide coaching cycles to review targeted strategies to accelerate learning and create consistent literacy strategies that will be used across all content areas.

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.

Coaching cycles will be offered as a layer of support to implement consistent literacy strategies in all content areas. With new progress monitoring, the instructional leadership team will determine professional development needs based on use of school wide strategies in comparison to data results.

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 the ESE department in analyzing data of students with disabilities to promote increased learning opportunities across all content areas. Collectively ESE teachers, case managers, and the ESE specialists will analyze data and determine a "next steps action plan" during meetings.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Literacy strategies in all ELA classrooms while implementing small group instruction. Literacy strategies in all classrooms to support reading, writing, listening, and discussion school wide.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	100% of all ELA classrooms implementing small group instruction at least 2 a week by December 2022. Schoolwide classrooms will implement literacy strategies at least 85% twice week by December 2022.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Literacy coach will monitor ELA literacy strategies through coaching cycles, walk throughs/observations, and progress monitoring. Instructional leadership will monitor remaining classrooms on a monthly basis through walk throughs and monthly PLC data analysis.
Person responsible for monitoring outcome:	Monica Makholm (monica.makholm@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Through coaching cycles, teachers will be supported and developed to implement school wide literacy strategies. The instructional leadership team will guide SAL to use data to differentiate instruction and incorporate small group rotations to focus on learning gaps, through PLCs. Additionally, learning walks will be provided to allow teachers to observe peers and implement strategies with the support of literacy coach.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The reasoning for choosing the learning walk strategies to provide teachers the opportunities to learn from peers. Coaching cycles is a proven strategies to help teachers develop, model, planning, and data analysis.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

During 22-23 school year, higher 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 2x a month, SAL observations monthly, and individual conferences as needed.

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	All math classes implementing small group instruction.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	100% of all math classrooms implementing small group instruction at least 2 a week by December 2022.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Math SAL, success coach, and district resource coach will use coaching cycles, walk throughs/observations, and progress monitoring, in addition to monthly PLC meetings.
Person responsible for monitoring outcome:	Melissa Degusipe (melissa.degusipe@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Through coaching cycles, teachers will be supported and developed to implement math department small group instruction. Additionally, learning walks will be provided to allow teachers to observe peers and implement strategies with the support of literacy coach.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Small group instruction affects all students but especially out BQ because instruction is not being differentiated and our bottom quartile students struggle due to not getting targeted instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

During 22-23 school year, the math SAL, district resource coach, and student success coach will model, plan, use data analysis, and professional development for teachers in grades 6-8. This team will provide support to all teachers and administration on a daily basis. The plan for progress monitoring is for math SAL, district resource coach, and student success coach to collect data, analyze and provide feedback through PLC meetings 2x a month, SAL observations monthly, and individual conferences as needed.

Person Responsible   Melissa Degusipe (melissa.degusipe@hcps.net)

#3. Positive Culture and Environment specifically relating to PBIS	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Consistent implementation of positive behavior intervention and supports school wide. Some students have not embraced the incentives in place to support PBIS
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	85% of classrooms have school wide expectations visible, and handing out dragon dollars for positive behavior by December 2022.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The PBIS committee with support of student success coach will focus on setting academic and behavior goals with students and progress monitor with student on weekly basis. This team will be responsible for compiling and presenting behavior data to staff on quarterly basis and make adaptations to school wide procedures in order to continue to strengthen our school culture based on school wide expectations.
Person responsible for monitoring outcome:	Matthew Galime (matthew.galime@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	PBIS- Positive Behavior Intervention Supports- using data for differentiated goal setting.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Positive behavior interventions and supports involve the entire 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

During 22-23 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 and input from our student support services team.

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

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Davidsen Middle School ESSA subgroup under the 41% of Federal index is students with disabilities at 33%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Collectively, ESE teachers, case managers, and ESE specialists will analyze data and determine a "next steps" action plan during PLC and TL meetings. The Action Plan will consist of specifically designed instruction through the use of small group rotations. Additionally, the data will be embedded into a students IEP for further documentation, monitoring, and adjustments as needed. ESE Specialist is available on a daily basis to support ESE Team.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	ESE Specialist will support ESE Department in analzying data of students with disabilities SWD to promote an opportunity for increased learning in all content areas. Math and science will use IXL, ELA and reading will use new BEST Standards. Action plans will be created to account for skill deficits and allow students time to master grade level standards. All ESE teachers will be responsible for implementation and progress monitoring on daily/weekly/monthly basis. This data will be reviewed during month PLC meetings.
Person responsible for monitoring outcome:	Lauren Pusateri (lauren.pusateri@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Math and science will use IXL, ELA and reading will use new BEST Standards. Action plans will be created to account for skill deficits and allow students time to master grade level standards
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The use of IXL. BEST curriculum and achieve 3000 will provide the necessary data to assist with data drive instruction and help determine the next steps with SWD. The use of these programs on a weekly basis will serve as progress monitoring tool to assess how best to support out students with disabilities.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

N/A

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

N/A

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

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

N/A

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

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

During 22-23 school year the 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 student success coach and the PBIS team will address building a positive culture and environment. The targeted students will be identified using KPI and input from our student support services team. Each grade level team leader will plan grade level quarterly celebrations for positive school culture and offer the dragon store once a week for positive incentives for students to spend dragon dollars.

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

During 22-23 school year the PFE liaison will organize informational nights for parents that will education families on our PBIS expectations and procedures. This will occur 3x throughout the school year.