

Hillsborough County Public Schools

Davis Elementary School



2022-23 Schoolwide Improvement Plan

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Davis Elementary School

10907 MEMORIAL HWY, Tampa, FL 33615

[no web address on file]

Demographics

Principal: Patrick Lalone

Start Date for this Principal: 9/1/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (52%) 2018-19: C (48%) 2017-18: C (46%)
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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Davis Elementary School

10907 MEMORIAL HWY, Tampa, FL 33615

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">92%</p>

School Grades History

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

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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.

We will provide opportunities for students to acquire the knowledge and skills necessary to reach their highest potential.

Provide the school's vision statement.

We strive to ensure a standard of excellence in developing each student, academically, emotionally and socially.

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
LaLone, Patrick	Principal	Ensure the goals and activities of this SIP are conveyed to parents, staff and community. To ensure the implementation of all activities.
Wilsey, Adriana	Assistant Principal	Ensure the goals and activities of this SIP are conveyed to parents, staff and community. To ensure the implementation of all activities.

Demographic Information

Principal start date

Saturday 9/1/2012, Patrick Lalone

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.*

2

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.*

10

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

570

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

5

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

7

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	84	67	73	104	78	84	0	0	0	0	0	0	0	490
Attendance below 90 percent	5	36	21	46	24	29	0	0	0	0	0	0	0	161
One or more suspensions	1	1	1	1	1	5	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	0	26	0	0	0	0	0	0	0	0	0	26
Course failure in Math	0	0	0	26	0	0	0	0	0	0	0	0	0	26
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	25	26	37	0	0	0	0	0	0	0	88
Level 1 on 2022 statewide FSA Math assessment	0	0	0	22	39	27	0	0	0	0	0	0	0	88
Number of students with a substantial reading deficiency	4	8	10	22	15	11	0	0	0	0	0	0	0	70

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	1	1	1	6	7	2	0	0	0	0	0	0	0	18

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	5	5	0	6	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Sunday 8/28/2022

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	60	76	96	83	85	97	0	0	0	0	0	0	0	497
Attendance below 90 percent	0	18	32	20	19	22	0	0	0	0	0	0	0	111
One or more suspensions	0	0	0	2	1	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	33	0	0	0	0	0	0	0	0	0	33
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	34	33	20	0	0	0	0	0	0	0	87
Level 1 on 2019 statewide FSA Math assessment	0	0	0	38	35	26	0	0	0	0	0	0	0	99
Number of students with a substantial reading deficiency	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	4	4	0	0	0	0	0	0	0	0	8

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	1	6	3	9	0	1	0	0	0	0	0	0	0	20
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	60	76	96	83	85	97	0	0	0	0	0	0	0	497
Attendance below 90 percent	0	18	32	20	19	22	0	0	0	0	0	0	0	111
One or more suspensions	0	0	0	2	1	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	33	0	0	0	0	0	0	0	0	0	33
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	34	33	20	0	0	0	0	0	0	0	87
Level 1 on 2019 statewide FSA Math assessment	0	0	0	38	35	26	0	0	0	0	0	0	0	99
Number of students with a substantial reading deficiency	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	4	4	0	0	0	0	0	0	0	0	8

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	1	6	3	9	0	1	0	0	0	0	0	0	0	20
Students retained two or more times	0	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	43%	53%	56%				49%	52%	57%
ELA Learning Gains	58%						57%	55%	58%
ELA Lowest 25th Percentile	45%						48%	50%	53%
Math Achievement	52%	50%	50%				48%	54%	63%
Math Learning Gains	66%						54%	57%	62%
Math Lowest 25th Percentile	60%						29%	46%	51%
Science Achievement	43%	59%	59%				48%	50%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	52%	52%	0%	58%	-6%
Cohort Comparison		0%				
04	2022					
	2019	51%	55%	-4%	58%	-7%
Cohort Comparison		-52%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	41%	54%	-13%	56%	-15%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	45%	54%	-9%	62%	-17%
Cohort Comparison		0%				
04	2022					
	2019	40%	57%	-17%	64%	-24%
Cohort Comparison		-45%				
05	2022					
	2019	51%	54%	-3%	60%	-9%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	45%	51%	-6%	53%	-8%
Cohort Comparison						

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	20	37	38	26	42	37	8				
ELL	34	56	48	50	67	63	35				
BLK	40			67							
HSP	41	58	47	49	65	59	42				
WHT	65	60		61	67						
FRL	43	58	49	52	67	62	41				

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	12	17	9	24	42	30	22				
ELL	35	54		36	37	40	27				
BLK	27			27							
HSP	40	43	30	38	39	44	30				
WHT	42			68							
FRL	37	35	28	40	43	47	25				
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	27	42	38	27	38	23	24				
ELL	42	54	53	41	54	37	39				
BLK	30	46		40	48		27				
HSP	49	58	49	45	49	33	45				
WHT	49	58	54	60	69		65				
FRL	47	57	47	47	52	31	45				

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	53
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	60
Total Points Earned for the Federal Index	427
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	52
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	54
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	53
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	63
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	54
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?

Learning gains in both ELA and Math increased. Students with Disabilities' Learning Gains were significantly below the gains of other student sub-groups. Reading, Math and Science proficiency increased in grades 3-5 based on FSA data.

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

Proficiency in Math and ELA for students with disabilities. ELA proficiency for all students. Science proficiency for all students. ELA Bottom Quartile.

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

Students with disabilities were still feeling the impact of eLearning and missed instructional time from the COVID pandemic. The inability for our ESE teachers to consistently provide effective academic interventions for the students. Planning was not consistent through all grade levels. ESE teachers will need to provide specific differentiated and scaffolded support to students with disabilities. Improved planning for BEST standards instruction by all grade levels to increase student understanding.

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

We improved in every measured area on state assessments used for school grade.

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

The teachers were able to make up for the lost instruction from the previous school year. Teachers assessed student needs and provided differentiated instruction during the year.

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

Effective small group instructional practices will need to be implemented in all grade levels.

Continuous data analysis will target the areas for acceleration.

Lessons will need to be student led with opportunities for productive struggle.

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.

District academic coaches will provide PD on effective strategies to utilize during small group instruction.

School based academic coaches will provide mini workshops on effective strategies to develop teacher pedagogy: High order questioning, student led discussions, productive struggle/rigor.

State support in ELA by a State Regional Literacy Director.

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

Instructional Learning Team (ILT) will meet monthly to discuss feedback from district walk throughs and develop strategies and PD to implement suggested best practices.

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 Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

We will use data based decision making to drive instructional practices. This will be done through formative assessments within lessons.
 The rationale is based on the the following data: students in the ELA Bottom Quartile made 45% gains and the Students with Disabilities sub-group are under the 41% threshold.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students in the bottom quartile and the targeted subgroup (Students With Disabilities) will make a 10% gain in proficiency and learning gains

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored by informal and formal classroom walkthroughs by school administration, school based academic coaches, and district academic coaches. Progress Monitoring Data will also be monitored throughout the year with a focus on the bottom quartile and targeted subgroups

Person responsible for monitoring outcome:

Patrick LaLone (patrick.lalone@hcps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will use formative assessments and scaffolding strategies within their lessons to drive instructional practices and accelerate learning. Professional development will be provided to teachers based on current best practices and evidence-based strategies

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Formative assessment is a planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics. There are many research studies that support the use of Formative assessments to improve student achievement.
 Evidence based research can be found in the following article: Klute, M., Apthorp, H., Harlacher, J., & Reale, M. (2017). Formative assessment and elementary school student academic achievement: A review of the evidence (REL 2017–259). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

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.

Provide Professional Development on utilizing formative assessments during lessons and using the results to provide differentiated instruction.

Person Responsible

Patrick LaLone (patrick.lalone@hcps.net)

Teachers will participate in planning sessions with state Regional Literacy Director and academic coaches to develop effective formative assessments and to plan instructional strategies based on the data.

Person Responsible

Patrick LaLone (patrick.lalone@hcps.net)

Leadership Team will analyze the students in the bottom quartile monthly to ensure that they are receiving additional support in the classroom.

Person Responsible Patrick LaLone (patrick.lalone@hcps.net)

Teachers will implement effective small group instruction. after they plan with district and school-based academic coaches.

Person Responsible Patrick LaLone (patrick.lalone@hcps.net)

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

Based on the final iReady Diagnostic in Spring 2022, 31% of K-2 students scored "Mid-Year, Late-Year and Above" in Reading, Teachers spent a great deal of time learning the new standards and curriculum resources, which observation data show had a positive impact on whole group, or shared, instruction. Deeper planning for small group rotations and individual student needs is needed. Teachers will plan each 6 week unit as a team, then reflect and plan on a weekly basis toward mastery of daily objectives and targeted small group rotations with consideration of our teacher and student priority look-fors. Administration and content coaches will participate in weekly planning.

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

According to 2022 FSA in Reading, 43% of 3rd-5th graders scored a level 3 or higher. With new standards and curriculum resources in 3-5, we will increase teacher clarity around new BEST standards for ELA in 3-5 through weekly collaborative planning sessions. These sessions will begin with planning for the 6 week unit, and then working through each week by reviewing student data and needs to inform instruction. Administration and content coaching will participate in weekly planning.

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)

Based on iReady Final Diagnostic AND FAST Data, 50% of K-2 students will score ON LEVEL.

Grades 3-5: Measureable Outcome(s)

Based on iReady Final Diagnostic AND FAST Data, 50% of 3-5 students will score ON LEVEL.

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.

Through the Leadership Team (administration and content coaches) and Instructional Leadership Team (teacher leaders), walkthrough trends and student data will be systematically analyzed on a weekly basis, with adjustments to instruction and groupings made as needed. Data analysis is scheduled out based on the following assessment calendar: iReady Diagnostic 1 (all teachers have chosen to give diagnostic), checkpoints, unit assessments, FAST assessments.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

LaLone, Patrick, patrick.lalone@hcps.net

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. Â§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?

Collaborative standards aligned planning with a focus on teacher and student clarity is recognized in John Hattie's work, Visible Learning, as a research based best practice.

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?

Feedback and student data from similar schools in the district demonstrate this practice is effective. Additionally, prior data in student learning gains indicate success.

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
Literacy coaching through collaborative planning and walkthrough feedback cycles will be implemented on a weekly basis.	LaLone, Patrick, patrick.lalone@hcps.net

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.

Davis Elementary builds positive relations with parents through ongoing communication in both English and Spanish. We will hold several events throughout the year that provide support for parents with their child's learning and also to recognize their child's accomplishments.

Davis Elementary actively pursues business partnerships within our community. After we have established partnerships within our community, we have our partners serve on our School Advisory Council and PTA. Our community partners also mentor students and provide incentives for students and staff.

We have a school-wide behavior program - PBIS. This program is infused throughout the school and enables students to be recognized and rewarded for positive school behavior and ensuring we have a supportive school culture.

We have a positive referral program "Deserving Dragons" where teachers recognize students for being a positive role model. The students are recognized in the office and their parents are called.

We have monthly "Student of the Month" breakfasts where a student from each classroom is selected for positively demonstrating the character trait of the month. Parents are invited to the breakfast.

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

Principal and Assistant Principal monitor the school culture and environment throughout the year. This is done by analyzing behavior data, staff and student SEL questionnaires, parent input.

RTI Specialist runs and maintains the schoolwide Positive Behavior Interventions Supports (PBIS) program.

School Counselor runs the "Student of the Month" program. They also provide Social Emotional Learning support throughout the year. This is done through individual counseling and classroom lessons.

School Social Worker and School Psychologist also provide individualized counseling as needed throughout the school year.