

Okaloosa County School District

# Davidson Middle School



2022-23 Schoolwide Improvement Plan

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# Davidson Middle School

6261 OLD BETHEL RD, Crestview, FL 32536

[ no web address on file ]

## Demographics

**Principal: Holly Tew**

Start Date for this Principal: 7/1/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	55%
<b>2021-22 ESSA Subgroups Represented</b> (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 Multiracial Students Pacific Islander Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (57%) 2018-19: A (65%) 2017-18: B (61%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Okaloosa 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](http://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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## Davidson Middle School

6261 OLD BETHEL RD, Crestview, FL 32536

[ no web address on file ]

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	No	55%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

### School Grades History

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

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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.

Davidson Middle School is committed to providing a safe, inviting, and challenging environment in which students can acquire the cognitive, physical, social, and creative skills they need to achieve academic and personal goals.

#### Provide the school's vision statement.

Davidson Middle School will equip students for a lifetime of learning.

### 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
Tew, Holly	Principal	Holly Tew is the principal at Davidson Middle School and is responsible for the day to day functions of the school in regards to curriculum, instruction, safety, and community outreach.
Gouthro, Lauren	Teacher, K-12	Department grade level chair that leads weekly department planning meetings.
King, Laura	Assistant Principal	School principal designee, curriculum, and guidance support
Hatcher, Ashley	Teacher, K-12	Department grade level chair that leads weekly department planning meetings.
Hritz, Angela	Teacher, K-12	Department grade level chair that leads weekly department planning meetings.

### Demographic Information

#### Principal start date

Thursday 7/1/2021, Holly Tew

**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.*

4

**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.*

27

**Total number of teacher positions allocated to the school**

55

**Total number of students enrolled at the school**

1,152

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

10

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

8

**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	423	382	357	0	0	0	0	1162
Attendance below 90 percent	0	0	0	0	0	0	54	43	39	0	0	0	0	136
One or more suspensions	0	0	0	0	0	0	14	15	12	0	0	0	0	41
Course failure in ELA	0	0	0	0	0	0	28	19	8	0	0	0	0	55
Course failure in Math	0	0	0	0	0	0	42	20	21	0	0	0	0	83
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	79	60	82	0	0	0	0	221
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	113	37	67	0	0	0	0	217
Number of students with a substantial reading deficiency	0	0	0	0	0	0	79	60	82	0	0	0	0	221

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	108	82	91	0	0	0	0	281

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	12	2	3	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	11	4	2	0	0	0	0	17



**Date this data was collected or last updated**

Friday 9/2/2022

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**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	381	334	369	0	0	0	0	1084
Attendance below 90 percent	0	0	0	0	0	0	56	45	59	0	0	0	0	160
One or more suspensions	0	0	0	0	0	0	17	13	11	0	0	0	0	41
Course failure in ELA	0	0	0	0	0	0	33	11	12	0	0	0	0	56
Course failure in Math	0	0	0	0	0	0	36	23	37	0	0	0	0	96
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	73	83	81	0	0	0	0	237
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	48	67	43	0	0	0	0	158
Number of students with a substantial reading deficiency	0	0	0	0	0	0	73	83	81	0	0	0	0	237

**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	71	64	57	0	0	0	0	192

**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	9	2	1	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	5	3	0	0	0	0	0	8

**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	52%	55%	50%				63%	67%	54%
ELA Learning Gains	48%						57%	59%	54%
ELA Lowest 25th Percentile	42%						54%	56%	47%
Math Achievement	61%	36%	36%				76%	75%	58%
Math Learning Gains	66%						69%	65%	57%
Math Lowest 25th Percentile	64%						59%	63%	51%
Science Achievement	54%	63%	53%				61%	71%	51%
Social Studies Achievement	68%	66%	58%				80%	81%	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	63%	63%	0%	54%	9%
Cohort Comparison						
07	2022					
	2019	59%	58%	1%	52%	7%
Cohort Comparison		-63%				
08	2022					
	2019	61%	66%	-5%	56%	5%
Cohort Comparison		-59%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2022					
	2019	67%	62%	5%	55%	12%
Cohort Comparison						
07	2022					
	2019	78%	73%	5%	54%	24%
Cohort Comparison		-67%				
08	2022					
	2019	62%	65%	-3%	46%	16%
Cohort Comparison		-78%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	60%	67%	-7%	48%	12%
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	80%	77%	3%	71%	9%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	77%	22%	61%	38%

  

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	73%	22%	57%	38%

### 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	27	40	38	33	46	48	37	44	13		
ELL	42	62	64	58	74	82		55			
BLK	41	49	41	46	63	67	38	63	53		
HSP	49	53	54	56	71	64	42	63	67		
MUL	56	49	53	59	64	71	62	63	52		
WHT	53	47	38	65	65	62	58	71	63		
FRL	44	46	44	55	63	67	54	60	51		

  

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	35	48	48	39	47	50	42	47	15		
ELL	47	56	45	42	50						
BLK	44	48	46	35	28	30	38	53	25		
HSP	55	61	47	65	47	42	70	71	61		
MUL	56	50	50	57	35	26	63	63	53		
WHT	59	55	46	62	41	47	64	71	56		
FRL	47	46	46	47	34	35	48	60	44		

  

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	43	50	46	55	63	49	45	68	40		
ELL	50	75		80	83						
ASN	70	70		80	80						
BLK	52	48	47	64	61	43	39	70	50		
HSP	63	73	64	76	74	60	59	95	60		
MUL	58	53	43	67	62	50	39	76	52		
WHT	66	57	56	79	71	64	67	82	67		
FRL	55	56	54	70	65	55	50	74	51		

### ESSA Data Review

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57
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	
Total Points Earned for the Federal Index	517
Total Components for the Federal Index	9
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	51
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	58
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	58
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?

36% of Davidson's students with disabilities were proficient on FSA ELA and Math.

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

Davidson's ESE students represent a diverse population. The ESE students should be a subgroup of focus due to their unique needs. Davidson assists teachers in providing the least restrictive environment for our students to achieve learning gains and reach proficiency levels.

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

The pandemic significantly impacted student attendance, and the transitions between face-to-face and virtual instruction slowed the momentum of the instructional process. Students suffered a COVID loss from the previous year, and the most struggling students lacked the reinforcements needed over the transitional period.

In our CBS classrooms, both teachers left mid-year so substitutes stepped in until we were able to hire teachers during the 4th quarter.

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

Students showed the greatest gains in math.

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

The school had an intentional push towards instruction, the hiring process for teachers, and focused planning. We also implemented blocked math schedule for our lowest learners. This aided the school and students in showing growth and strength in Math.

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

Language Arts and Intensive Reading classes will utilize the Balanced Literacy Model with an emphasis on Interactive Whole Group and Differentiated Small Group Instruction reflecting the Gradual Release of Responsibility (I Do, We Do, You Do).

Instruction will reflect the use of iReady data and include instruction from the iReady Toolbox and Tools for Scaffolding Instruction.

Teachers will explicitly model, integrate, and reinforce the ELA Expectations and B.E.S.T Standards.

Teachers will use Interactive Whole Group Instruction to reinforce skills such as text-marking, annotations, and making inferences to justify reasoning and answer TDQs.

Collaborative strategies and protocols are in place (i.e., wait time, conversation stems, etc.) to enhance student talk.

Learning gaps are addressed during differentiated small group instruction based on iReady data, formative assessments, and teacher observation. Students' i-Ready Online Personalized Paths are routinely monitored (i-Ready Best Practices – weekly) for AMP – Alerts, Minutes, and Passing.

Use of stations to differentiate for gaps in proficiency or for acceleration.

Student-teacher conferencing (which includes goal setting) will be in place to foster student growth.

Classroom routines and practices include explicit instruction on the Language Arts Skills in Language Arts 6-8 B.E.S.T. Standards

Teachers will address learning gaps based on baseline data using differentiated small group instruction.

Teachers will hold teacher-student conferences to address learning gaps and offer remediation in deficient skills.

Teachers will initiate classroom routines and practices to include explicit instruction and cooperative learning.

Teachers will use remediation lessons through MyPerspectives aligned with the pacing guide.

**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.**

Professional development will be provided through ELA coaches and district personnel. Departments will meet weekly to support teachers build skills in developing rigorous and engaging instruction. Teachers will have opportunities to collaborate in grade level and content area communities to compare strategies, and engagement tactics encourage student performance and increase academic morale. This professional development opportunities include but are not limited to Professional development from the district, building rigorous lessons, incorporating technology, and more.

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

Plan of care tutoring during and after school.

Push-in support – During class twice a week, students have support with direct whole group instruction as well as small group instruction to focus on foundational skills.

Pull-out support – During elective classes twice a week, students with similar abilities work on strengthening foundational skills to build proficiency in grade-level standards.

Before/after-school or virtual tutoring – students are invited twice a week to help support current course benchmark standards.

Davidson maximized the impact of our six Learning Strategies classes taught by certified ESE instructors. Ensure students receive academic support as well as collaborate on training in self-regulatory skills to help them become increasingly more independent. Monitor the ESE subgroup through monthly grade level data chats. Collaborate on emerging strengths/weaknesses of strategies being used with students and discuss what can be done to have a greater positive impact on learning.

Provide push-in support for ESE students in general education ELA and math classes where students are scheduled accordingly.

Place ESE students in intensive reading by grade level to better scaffold reading instruction and utilize iReady tools.

Provide homework help to students after school on Monday and Wednesday provided by certified ESE teachers.

**Areas of Focus**

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

:



**#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****Area of Focus****Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Data indicates a need to continue to focus on learning gains for the lowest quartile and growth for all students.

**Measurable****Outcome:**

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

Davidson will see a 5% ELA learning gain from our lowest quartile ESSA focus group.

**Monitoring:**

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

We will monitor this Area of Focus for the desired outcome through the FAST Progress Monitoring 3 at the end of the year and periodically through the use of iReady as a diagnostic and growth monitoring tool.

**Person responsible for monitoring outcome:**

Laura King (kingla@okaloosaschools.com)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Standards-based progress tracking by course and data chats focused on growth and goal setting with level 1s and 2s. Using student-focused progress monitoring data to remediate and focus on standard-based instruction for student growth in our department planning meetings. Level 1s and 2s will be tracked through their assigned ESE case managers, admin-led data chats, and provided ongoing academic support.

**Rationale for Evidence-based****Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

School performance data indicates that having a specific plan for our students in the lowest quartile will continue to be successful as growth from previous year supports this conclusion. Data also indicates that continued support of our PLC process in Science, Civics, Math and ELA will lead to sustained trends in growth and a continued emphasis on standards based instruction and remediation in a student centered classroom.

**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.

1. Review student, grade level, and school-wide data to determine areas of focus and opportunities for growth
2. Communicate school goals and expectations to school leadership teams chairs and support members
3. Identify resources and progress monitoring tools for ongoing tracking and goal setting for individual students

4. School leadership team will conduct data chats quarterly with level 1 & 2 students and allocate resources to address student needs and goals
5. School leadership will monitor and support the department planning meetings and will communicate cross-curricular trends and areas of growth and opportunity for growth

**Person Responsible** Laura King (kingla@okaloosaschools.com)

## 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

We are a 6-8 school.

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

We are a 6-8 school.

### 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)

We are a 6-8 school.

**Grades 3-5: Measureable Outcome(s)**

We are a 6-8 school.

**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.

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**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

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**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?

We are a 6-8 school.

**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?

We are a 6-8 school.

**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**

We are a 6-8 school.

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**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.**

Davidson Middle School's vision for success incorporates the five pillars of Preparedness, Respect, Integrity, Determination, and Excellence (P.R.I.D.E.) to create an inclusive environment that enables all students to discover their interests and develop a passion for learning. Moreover, Davidson fosters an enthusiastic and creative culture so that ALL Panthers can strive to reach their full potential intellectually, emotionally, and physically in a positive, compassionate, and high-quality learning environment.

Davidson utilizes a three-tiered framework of positive behavioral interventions and supports (PBIS) to improve and integrate data, systems, and practices affecting student outcomes every day. Our PBIS plan focuses on the five P.R.I.D.E. pillars. The Faculty, Staff, and Students continuously integrate these pillars throughout the teaching and learning environment to cultivate a positive and impactful culture. We also actively engage in a multi-tiered system of supports process to quickly identify students' needs and collaborate to develop strategies to meet them. In everything we do, we aim to prepare our students for success within and beyond the classroom.

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

Davidson has a PBIS committee which is made up of teachers and administrators. The committee meets quarterly to discuss the implementation of schoolwide initiatives and ways to promote positive strategies. The committee reviews discipline referrals to look for trends and develop strategies to improve student behavior.