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Davidsen Middle School

10501 MONTAGUE ST, Tampa, FL 33626

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Arena, Stacy	Principal	<p>Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives.</p> <p>Administers and develops educational programs for students with mental or physical disabilities.</p> <p>Confers with teachers, students, and parents concerning educational and behavioral problems in school.</p> <p>Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services.</p> <p>Requisitions and allocates supplies, equipment, and instructional material as needed.</p> <p>Directs preparation of class schedules, cumulative records, and attendance reports.</p> <p>Walks about school building and property to monitor safety and security.</p> <p>Plans and monitors school budget. Plans for and directs building maintenance.</p>
Kane, Brandi	Teacher, K-12	<p>Facilitate MTSS and coordinate attendance, behavioral and academic interventions. Provide professional development and coaching around the MTSS framework. Coordinate problem-solving process, data collection and analysis using the three-tiered instruction/intervention model to increase student achievement.</p> <p>Develops and coordinates SAC meetings with staff, reviews of SAC agenda to advocate the schools mission and vision to the staff, students, and community</p> <p>Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services.</p> <p>Plans and monitors school budget in regard to the schools mission and vision.</p>
Makholm, Monica	Reading Coach	<p>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.</p> <p>Develop and conduct professional development for targeted audiences in the content area of reading instruction regarding instructional strategies, best practices, and specific instructional topics.</p> <p>Provide coaching cycles to classroom teachers in order to improve literacy instruction, classroom organization and management, and effective implementation of district provided resources.</p> <p>Conduct data conferences with classroom teachers to interpret data and plan instruction, and model effective teaching techniques.</p> <p>Implementation and monitoring demonstration classrooms.</p> <p>Work with small group of students when applicable.</p>

Name	Position Title	Job Duties and Responsibilities
		Present reading-related material to parents and faculty Implementation and monitoring "Learning Walks."
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.
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 of math classes. 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 of ELA classes. Confers with all teachers about strategies to implement.
Seal1, Ashley	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 of social studies classrooms. 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 of science classes. . Confers with science teachers about strategies to implement.
Velez, Camila	Other	Analyzes and implements data of ELL students at Davidsen. Coaches and mentors staff on how to incorporate ELL strategies in the classroom. Conducts

Name	Position Title	Job Duties and Responsibilities
		walk-throughs of ELL classes. Confers with all teachers about strategies to implement.
Pusateri, Lauren	Teacher, ESE	Analyze and implements data of ESE students at Davidsen. Coaches and mentors ESE staff. Conducts walk-throughs of ESE classes. Confers with all teachers about strategies to implement.
Wishnow, David	Assistant Principal	Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives. Administers and develops educational programs for students with mental or physical disabilities. Confers with teachers, students, and parents concerning educational and behavioral problems in school. Establishes and maintains relationships with 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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders meet throughout the year problem-solving using current data to drive leadership decisions. Content, grade level, PTSA and NJHS are involved in the development of the school improvement plan. Small group instruction with literacy strategies in all content areas will be utilized to differentiate with a focus on SWD population in ELA and Math classes.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP will be regularly monitored through classroom walk-throughs, student progress monitoring, planning collaborations, and interest surveys Data will be shared with the leadership team monthly. All content areas implementing small group instruction at least twice a week by December 2023 and May 2024.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	78%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	65	75	109	249
One or more suspensions	0	0	0	0	0	0	14	57	83	154
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	9	25	35
Course failure in Math	0	0	0	0	0	0	1	28	16	45
Level 1 on statewide ELA assessment	0	0	0	0	0	0	104	92	0	196
Level 1 on statewide Math assessment	0	0	0	0	0	0	71	69	0	140
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	31	69	92	192

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	85	89	133	307
One or more suspensions	0	0	0	0	0	0	51	54	55	160
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	68	89	108	265
Level 1 on statewide Math assessment	0	0	0	0	0	0	85	118	144	347
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	13	14	18	45

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	23	28	31	82

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	4	4
Students retained two or more times	0	0	0	0	0	0	30	36	0	66

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	85	89	133	307
One or more suspensions	0	0	0	0	0	0	51	54	55	160
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	68	89	108	265
Level 1 on statewide Math assessment	0	0	0	0	0	0	85	118	144	347
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	13	14	18	45

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	23	28	31	82

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	4	4
Students retained two or more times	0	0	0	0	0	0	30	36	0	66

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	52	49	49	51	50	50	51		
ELA Learning Gains				52			48		
ELA Lowest 25th Percentile				41			39		
Math Achievement*	56	57	56	51	36	36	51		
Math Learning Gains				60			53		
Math Lowest 25th Percentile				57			49		
Science Achievement*	50	44	49	45	52	53	54		
Social Studies Achievement*	70	66	68	80	58	58	62		
Middle School Acceleration	83	84	73	89	51	49	81		
Graduation Rate					46	49			
College and Career Acceleration					74	70			
ELP Progress	60	39	40	72	86	76	78		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	371
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	598
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	4	
ELL	53			
AMI				
ASN	80			
BLK	40	Yes	1	
HSP	56			
MUL	74			
PAC				
WHT	75			
FRL	53			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	3	
ELL	53			
AMI				
ASN	75			
BLK	41			
HSP	56			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	59			
PAC				
WHT	68			
FRL	55			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	52			56			50	70	83			60
SWD	24			32			30	50			4	
ELL	38			44			36	66	72		6	59
AMI												
ASN	71			81			68	93	86		5	
BLK	40			42			24	53			4	
HSP	46			48			43	63	78		6	57
MUL	69			66			58	85	91		5	
PAC												
WHT	62			74			68	85	86		5	
FRL	45			46			39	61	76		6	53

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	51	52	41	51	60	57	45	80	89			72
SWD	18	36	31	24	46	45	10	55				
ELL	40	50	43	35	52	54	25	79	75			72
AMI												
ASN	77	57		74	66		75	85	93			

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	36	37	32	42	57	41	26	60				
HSP	43	50	42	41	57	58	33	78	85			71
MUL	53	55		61	60		50	73				
PAC												
WHT	66	58	39	71	67	70	67	87	91			
FRL	42	49	44	41	55	54	34	78	84			68

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	51	48	39	51	53	49	54	62	81			78
SWD	21	31	26	25	43	44	27	26				
ELL	30	43	45	32	47	51	23	47	59			78
AMI												
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			76
MUL	68	45		56	59			67	83			
PAC												
WHT	65	55	41	73	65	61	77	76	91			
FRL	42	43	39	39	46	48	42	54	72			77

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	43%	47%	-4%	47%	-4%
08	2023 - Spring	46%	44%	2%	47%	-1%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	42%	47%	-5%	47%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	42%	53%	-11%	54%	-12%
07	2023 - Spring	34%	36%	-2%	48%	-14%
08	2023 - Spring	60%	57%	3%	55%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	46%	41%	5%	44%	2%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	55%	41%	50%	46%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	49%	51%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	64%	-2%	66%	-4%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our current data shows 6/7 ELA and Math scored below the district average. In Science, 7th grade scored below the district average. Civics significantly decreased from the previous year. Contributing factors for 6 and 7th grade ELA are: new curriculum and B.E.S.T. standards, teacher shortage and inconsistent planning of highly effective lessons. In Civics, many of the students are level 1 readers and lack the foundational skills to fully comprehend the material at proficiency levels.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Civics showed the greatest decline from the prior year. Several students are level one readers and lack the foundational skills to effectively comprehend the material proficiently.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when compared to the state average is 7th grade math by 14 points. However, learning gains from 2022 to 2023 was 18 points at %3 and above. In 6th grade math, the gap is 8 points with minimal learning gains from 2022 to 2023 at %3 proficiency and above. The deficiency of adequate learning gains is primarily due to teacher shortages. The 6th grade team had inconsistent teachers and substitutes for both math and ELA classes for the 2023 school year.

Which data component showed the most improvement? What new actions did your school take in this area?

Our largest gain was 8th grade math with an increase of 14 points from the previous year and 3% above the district average. Algebra EOC scored 8 points higher than the previous year and outscored the district average by 42 points. Geometry EOC had 100% scoring %3 and above. Math teachers who taught algebra and geometry are veteran highly effective educators that collaborated throughout the year and utilized IXL. In addition, teachers were provided collaboration time for two uninterrupted class periods to plan with their counterpart and district math teacher.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Early warning system indicated 249 students with 10% or more days absent. Of those students, 37% scored a level 1 in math. Of the ELA level 1 students, 36% were chronically absent with 10% or more days. EWS also shows the number of students by current grade level that have two or more early warning indicators. Ninety-two current 8th graders have 2 or more indicators. This is significantly higher than current 6/7 graders.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Decrease chronic absenteeism among students who scored a 1 in math and/or reading to 25%.
 Increase the number of students scoring proficient on the FAST ELA and Math to 50%.
 Increase the number of students making learning gains on the SSA Science test to 50%.
 Increase Civics EOC scores to 70.
 Increase school climate and student sense of belonging by 5%.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Small Group Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Small group instruction with literacy strategies in all content areas.

Measurable Outcome:

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

One hundred percent content areas implementing small group instruction at least twice a week by December 2023.

Monitoring:

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

The goals are attainable with the support of each SAL, Admin, ESE Specialist, RTI Resource, Student Success Coach, District Coaches and Literacy Coaches. Small group instruction will be monitored through coaching cycles, walk-throughs/observations, and progress monitoring.

Person responsible for monitoring outcome:

Monica Makholm (monica.makholm@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific strategy.

The reasoning for choosing the learning walk strategies to provide teachers the opportunities to learn from peers. Coaching cycles are proven strategies to help teachers develop, model, plan using current data.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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)

By When: May 2024

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 2023.

Monitoring:

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

Math SAL, 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific strategy.

Small group instruction affects all students but especially our bottom quartile because instruction is not being differentiated and our bottom quartile students struggle due to not getting targeted instruction.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Math SAL and district resource 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)

By When: May 2024

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Create a Sense of Belonging and positive school climate with consistent positive behavior intervention and supports using PBIS Rewards. Strengthen Tier 1 attendance through implementing sense of belonging and positive school culture.

Measurable Outcome:

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

100% of classrooms have school wide expectations visible. 80% of the teachers are awarding digital points for positive behavior by December 2023.

Monitoring:

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

Team leaders with the support of the success coach and RTI Resource teacher will be responsible for compiling and presenting grade level behavior data on quarterly basis and make adaptations to schoolwide 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Using data from the PBIS Rewards Program to differentiate goal setting based on points allotted for each expectation: schoolwide, grade level, classroom, and individually.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Academic, behavior, and attendance goals are set with targeted students using KPI and input from our support services team.

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

By When: May 2023

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ESSA subgroup data specifically relating to Students with Disabilities will focus on improving the Federal Percent of Points Index. Davidsen SWD subgroup has underperformed <41% for 3 consecutive years.

Measurable Outcome:

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

The percentage of SWD students performing under the 41% threshold according to the Federal Index is 33%. This will increase to 41% by implementing small groups using data to determine next steps during PLC meetings.

Monitoring:

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

SWD will be monitored daily, weekly, monthly by analyzing data from PM assessments, IXL, and Language Live. ESE Specialist will support ESE Department in analyzing data of students with disabilities SWD to promote an opportunity for increased learning in all content areas. IXL, Ed Gems, and Flocabulary will be used in addition to ELA teachers using Study Sync and Language Live. All ESE teachers will be responsible for implementation and progress monitoring on daily/weekly/monthly basis. This data will be reviewed during monthly PLC meetings.

Person responsible for monitoring outcome:

Lauren Pusateri (lauren.pusateri@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Small groups will be done in all content classes. PLC's will problem-solve using current data to determine small groups and additional interventions using IXL and Language Live for Students with Disabilities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for using small groups for SWD is to ensure students receive additional supports as needed based on progress monitoring data. Small groups allow for differentiation of instruction. IXL and Language Live will provide the necessary data to assist with data driven instruction and help with next steps with SWD.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

100% of SWD will receive small group instruction two times a week

Person Responsible: Lauren Pusateri (lauren.pusateri@hcps.net)

By When: December 2023

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Instructional practice specifically relating to ELA will focus on improving PM %3 and above by implementing small group instruction and literacy strategies.

Measurable Outcome:

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

The percentage of students with %3 and above will increase to 50%.

6th ELA 42% to 50%

7th ELA 43% to 50%

8th ELA 46% to 50%

Monitoring:

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

Progress monitoring will occur through observations of small group instruction, monthly walk-throughs and data analysis of PM assessments, Study Sync and Language Live.

Person responsible for monitoring outcome:

Monica Makhholm (monica.makhholm@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence-based interventions are small group instruction and differentiated additional supports through Study Sync and Language Live.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students will receive intensive instruction in the areas specific to that group. Differentiated Study Sync and Language Live will remediate specific skills for students as needed for academic understanding.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Small group instruction with literacy strategies will occur in all content classes twice a week.

Person Responsible: Monica Makhholm (monica.makhholm@hcps.net)

By When: December 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

School improvement funding and resources are allocated through Title 1 based on school and student needs. Collaborating with all stakeholders through monthly SAC meetings, Title 1 Parent Information Nights, monthly newsletters, business partners, and social media. Allocation of funds and resources result from data-driven problem-solving action steps. Action steps are developed on the needs of each student using a multi-tiered support systems approach. Small groups will be implemented in all content classes with targeted interventions based on PM and online platform resources: IXL, Ed Gems, Flocabulary, Language Live.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 related 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 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 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring

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 impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

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:

Explain the rationale for selecting 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 evidence-based 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
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N/A

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Davidsen Middle School will share its SIP with the community through various channels like quarterly parent information nights, monthly newsletters, open house, conference nights, monthly PTSA and SAC meetings, and at instructional leadership team meetings. This transparency will foster a strong sense of collaboration and involvement among stakeholders as a result of disseminating the SIP. SIP can be found on the following website: <https://www.hillsboroughschools.org/domain/3710>.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Davidsen Middle School plans to build positive relationships by actively engaging with parents, families, and other stakeholders through a range of initiatives, including social media, monthly newsletters, parent information nights, performing arts performances, and the PBIS rewards app. Davidsen has a very involved parent teacher association that foster positive relationships and promote a sense of involvement within the school community. Family Engagement Plan can be found on Davidsen's schools' website: <https://www.hillsboroughschools.org/Page/117> and the resources tab at: <https://www.hillsboroughschools.org/domain/5759>.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Davidsen Middle School is committed to enhancing its academic program and improving the quality of learning with the focus on grade-appropriate assignments, explicit and supportive instruction, active student engagement, high-expectations for all, and the use of small groups for remediation or enrichment. SWD will receive additional support using platforms provided by the district and small group instruction.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

School improvement funding and resources are allocated through Title 1 based on school and student needs. Collaborating with all stakeholders through monthly SAC meetings, Title 1 Parent Information Nights, monthly newsletters, business partners, and social media. Allocation of funds and resources result from data-driven problem-solving action steps. Action steps are developed on the needs of each student using a multi-tiered support systems approach. Small groups will be implemented in all content classes with targeted interventions based on PM and online platform resources: IXL, Ed Gems, Flocabulary, Language Live.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Students receive Life Skill lessons for mental health, receive life skill strategies and mentor services.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Multi-tiered levels of support is implemented through PBIS Rewards (behavior), small group with literacy strategies and online platforms (IXL/Language Live) academics, and tier 1 schoolwide incentives for attendance,

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers will receive PD this year based on a survey of interest they completed. PD's are planned based on teacher's needs. PD on the MTSS Framework is ongoing through ILT/PLC and TL meetings.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA