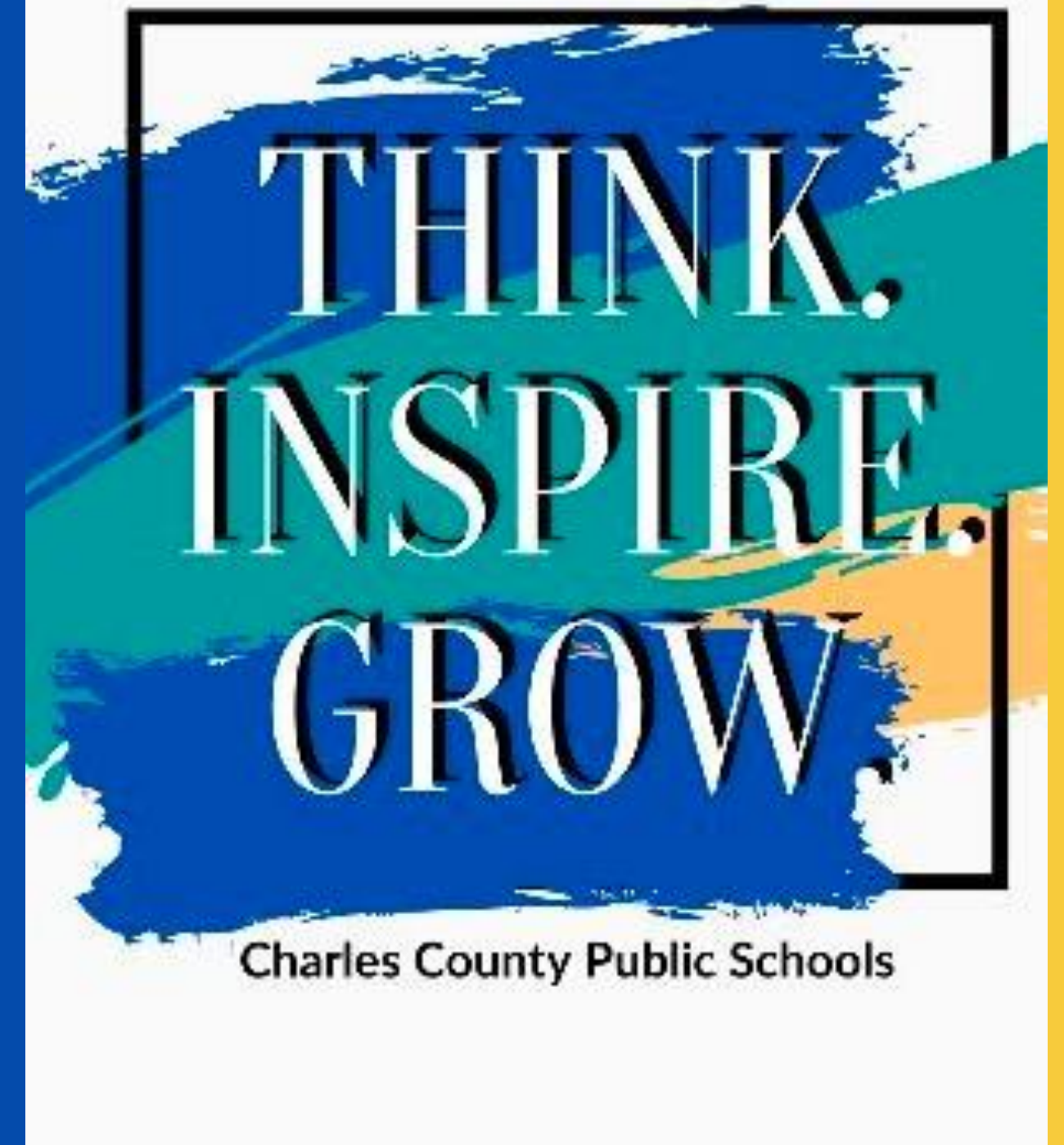


Charles County
Public Schools
School Improvement Plan
Cycle 1

Theodore G. Davis
Middle School



Who are we?

- We Are...McDonough, Westlake, and North Point graduates
- We Are...students from Barnhardt, Berry, Diggs, and Wade ES's

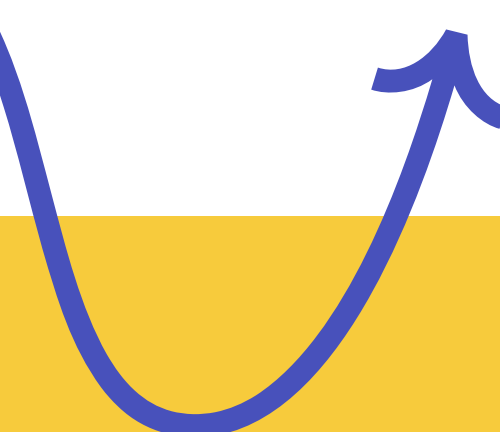
- We Are...AVID
- We Are...PBIS

- We Are...Determined
- We Are...Achievers
- We Are...Visionaries
- We Are...Inspiring
- We Are...Success

- We Are...All In
- We Are...DAVIS

Why Continuous School Improvement

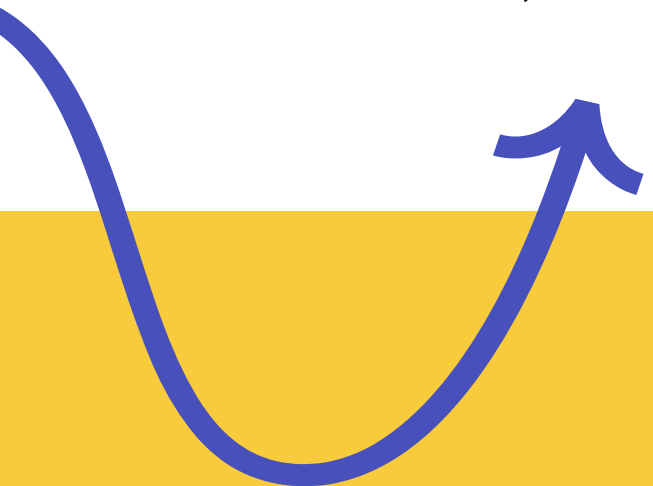
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom, Egalite, & Lindsay, 2021).
- ✓ Each school develops a School Improvement Plan (SIP). The SIP identifies priority goals, instructional and culture strategies, and supports schools will implement to raise student achievement and prepare students for college and career pathways.
- ✓ This work starts at the elementary school and continues through high school.



Why Continuous School Improvement

Continuous improvement is based upon three core principles:

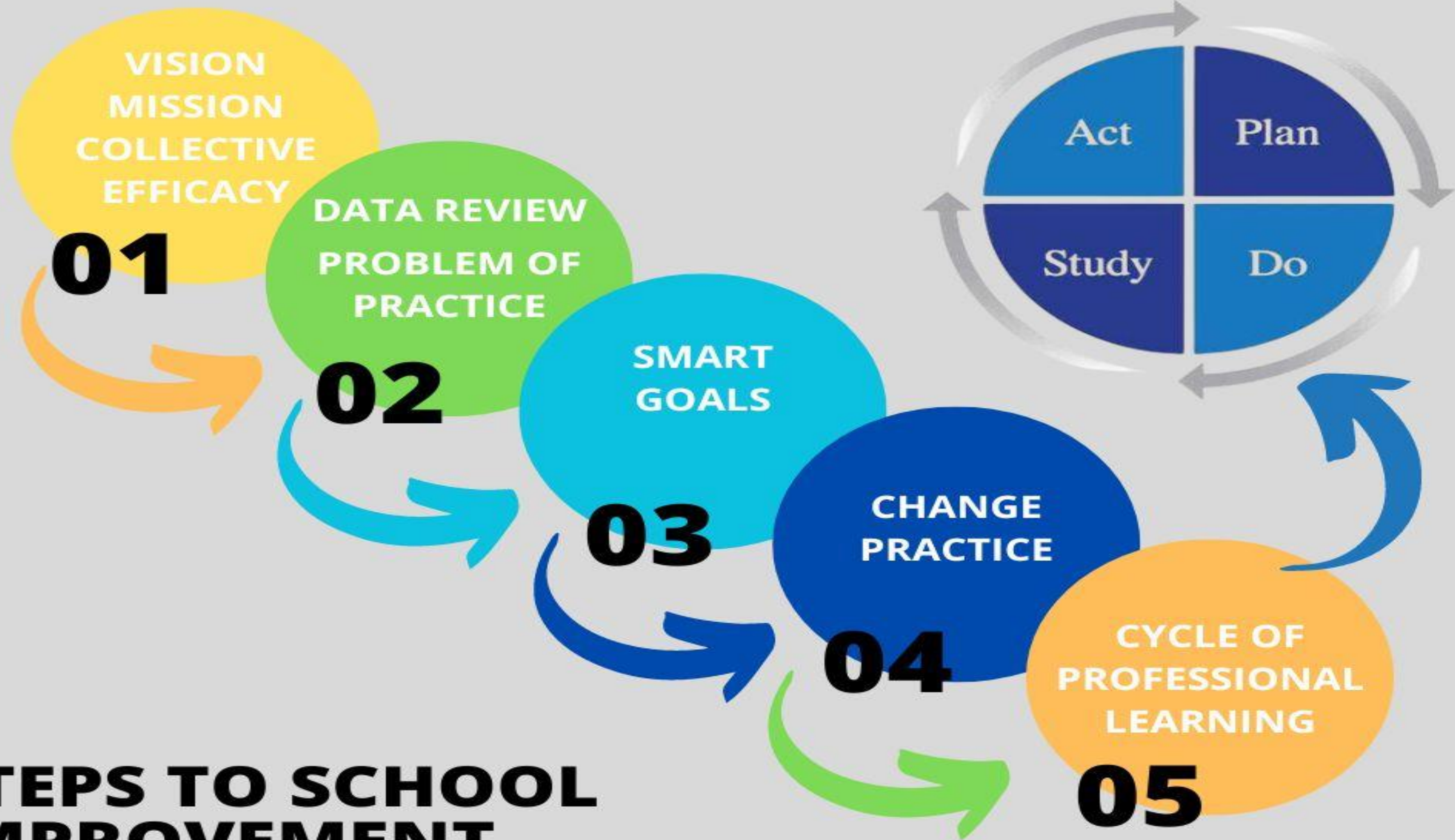
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence collection and review, can lead to large-scale change (Derrick-Mills, Sandstrom, Pettijohn, Fyffe, & Koulish, 2014; Hawley, 2006; Park, Hironaka, Carver, & Nordstrum, 2013; Snow, Dismuke, Zenkert, & Loffer, 2017).



Charles County
Public Schools

Working together to achieve excellence for every student.

STEPS TO SCHOOL IMPROVEMENT



Vision

This vision statement holds the hope that all students will make a personal commitment to excellence through achieving their personal best each and every day. It is our belief that when we perform our best, our best keeps getting better, resulting in excellence. Our mission is to maximize the academic potential in every child and prepare all of our students to be successful and productive citizens in the 21st-century global society. Now more than ever a high-quality education is needed for all students to meet the challenges they will face in their post-graduation lives. Our educational challenge is to be able to not only get our students to a functionally literate level but also to be able to think critically, problem solves, work in teams, use technology, to be self-directed and to demonstrate good citizenship and community service. We are committed to developing a College & Career Ready Culture at Davis in order to support each student's dreams and future goals.

Mission

Every student will have access to the CCSS standards through high-quality instruction aligned with the standards every day; and that all teachers are prepared and receive the support they need to implement the standards in their classrooms every day so that students are college and career ready.

Core Values

- Creating and maintaining a culture of excellence
- Developing each student's individual gifts because all students can and will learn
- Personalizing the educational experience for all students that removes any barriers to their success
- Cultivating creative problem solving, critical thinking and innovation
- Promoting integrity, civility and global citizenship
- Enriching learning by honoring our diversity
- Fostering a culture of collaboration, trust and shared responsibility
- Professional learning as the basis for outstanding instruction and positive outcomes in student learning.

Area of Focus

Area of Focus Statement

- At Davis Middle School we are focused on increasing the number of students who score as proficient and distinguished learnings on MCAP in both Math and English Language Arts.
- Instructionally, we are focused on providing teachers with the time, content knowledge, and professional development to plan strategically to teach engaging lessons for all students.
- Our efforts toward culture and climate are centered around attendance. We are focused on all Davis students attending school daily.

We are asking that we combat these areas of focus together as a community....

Dear Parents and Guardians,

We are excited to share our commitment to enhancing our students' proficiency in English Language Arts (ELA) and Mathematics. Our goal is to support all students in achieving and exceeding state proficiency levels on the MCAP assessments.

To achieve this, we are focusing on:

- ✓ Well-designed lessons that engage and challenge students.
- ✓ Providing teachers with time to collaborate and professional development.
- ✓ Incentivizing attendance.

By prioritizing these areas, we aim to create an inclusive and effective learning environment where every student can thrive. We believe that with your support, we can help our students reach their full potential.

Thank you for your continued partnership in your child's education.

Sincerely,

Mr. Griffiths and the admin team and Theodore G. Davis MS

Data Summary

In the chart, please include five concise data points that identify the areas of need.

English Language Arts Data Overview	Mathematics Data Overview
523 out of 1046 (50%) students scored as “Proficient Learners” or better on ELA MCAP 23-24 (Green/Blue)	Only 148 out of 1046 (14%) students scored as “Proficient Learners” or better on Math MCAP in 23-24 (Green/Blue)
Only 74 out of 1046 (7%) students scored as “Beginning Learners” on ELA MCAP in 23-24 (RED)	In 23-24 from Fall to Winter growth: Math i-Ready 18% to 26% on or above grade level (Green/Yellow)
In 23-24, from Fall to Winter growth: ELA i-Ready 33% to 39% on or above grade level (Green/Yellow)	47 of 94 (50%) SPED students hit 50% target growth in i-Ready Math (Fall to Winter).
54 of 94 (57%) SPED students hit 50% target growth in i-Ready ELA (Fall to Winter).	



School Problem of Practice & Smart Goals

ELA Smart Goal

In 24-25, we will increase the number of Proficient & Distinguished learners on the MCAP from 50% in 23-24 to 53%.

Mathematics Smart Goal

In 24-25, we will increase the number of Proficient & Distinguished learners on the MCAP from 15% in 23-24 to 20%.



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

Teachers at Davis Middle School struggle with productive planning due to several factors including lack of content/standard knowledge, instructional practices, and time.

Cycle of Professional Learning # 1 Overview

Introduction of Weekly Overviews and Universal Board Elements.

Review of annotation to engage with text while reading.

Introduction of a School-Wide 4 Square Organization Practice.

Common writing prompts and analyzing student work.



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Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Common planning (grade level content teams)	Improved reading
Structured lessons	Development of writing skills across all content areas
Appropriately paced lessons	Understanding of lesson activity
Better understanding of content standards	Connections to standards
Repertoire of organization skills to provide students	Engagement

Cycle 1: Outcomes

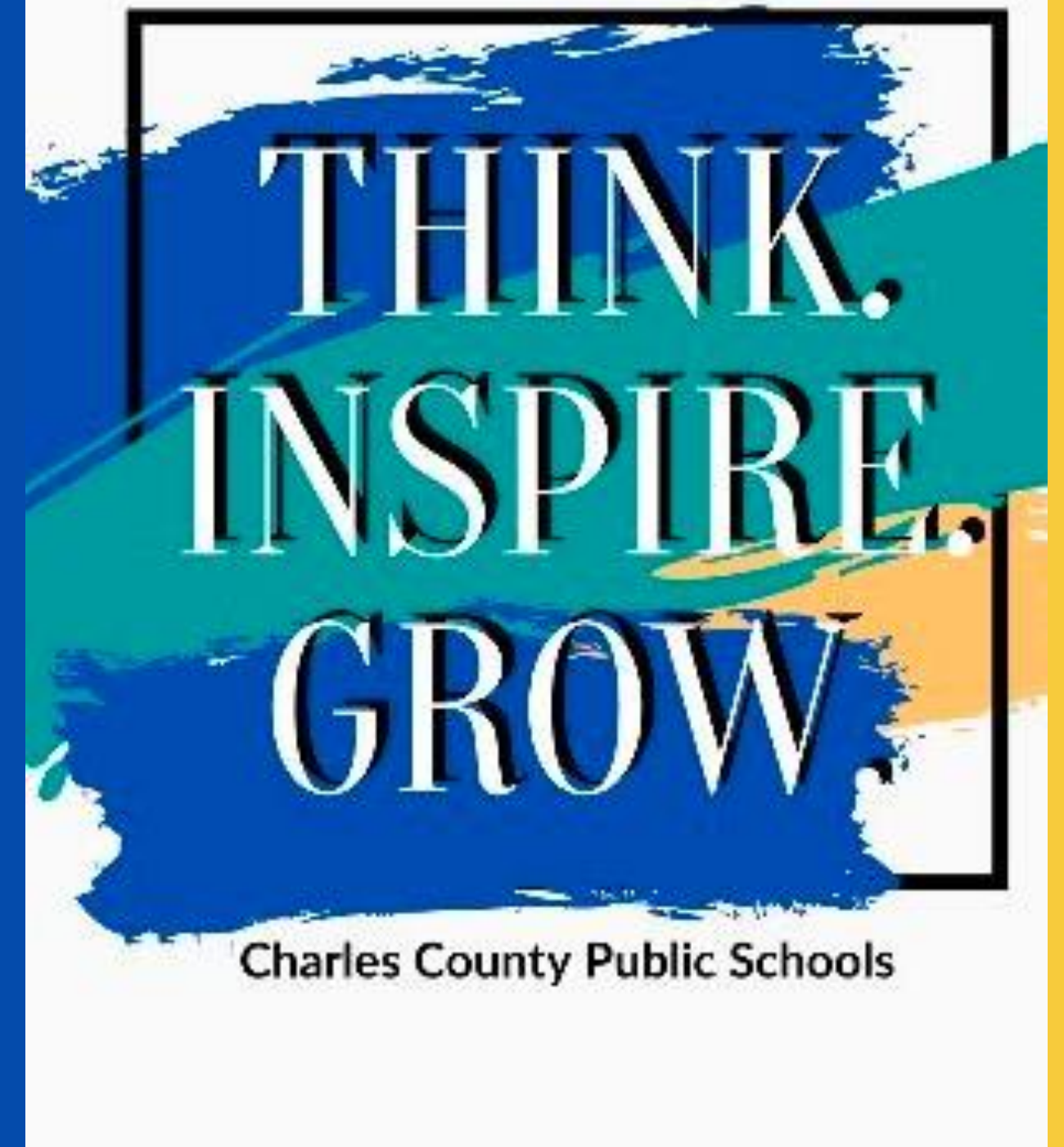
Cycle Areas of Growth	Cycle Celebrations
TBD	TBD

Next Steps

- Insert next steps based upon the findings

Charles County
Public Schools
Culture & Climate Cycle 1

Theodore G. Davis
Middle School



Culture & Climate Overview

Data Overview	<p><i>199 (18%) students chronically absent last year grades 6-8</i></p> <p><i>83 (42%) of those students in the 18.5 to 22.5 window of absences</i></p>
Culture & Climate Area of Focus (Write as a brief statement explaining the why for your school's work. Refine the problem of practice in a manner that is easily understood for parents (repeat the AI Steps). Delete these directions after making the revisions.	<p>We are focused on better attendance numbers. Our goal is for lessons to be more engaging, so students want to come to school. The accountability piece will fall on student services (attendance plan at 5/10/15/18 days). We will incentivize attendance: AttenDANCE (9/27), Donut Social (11/8), more as we get into quarter 2 and beyond.</p>
Smart Goal	<p>We will decrease the number of chronically absent students by 5% in 24-25.</p>

Action Steps

1 Call all students on chronically absent list from 23-24 during summer of 24.

2 Develop and introduce an attendance plan to staff during Back To School Week.

3 Run weekly reports for attendance. Admin and Student Services will meet bi-weekly to review students on list. Implement plan.

4 Incentives planned for perfect attendance:

1. AttenDANCE – 9/27
2. Donut Social – 11/8

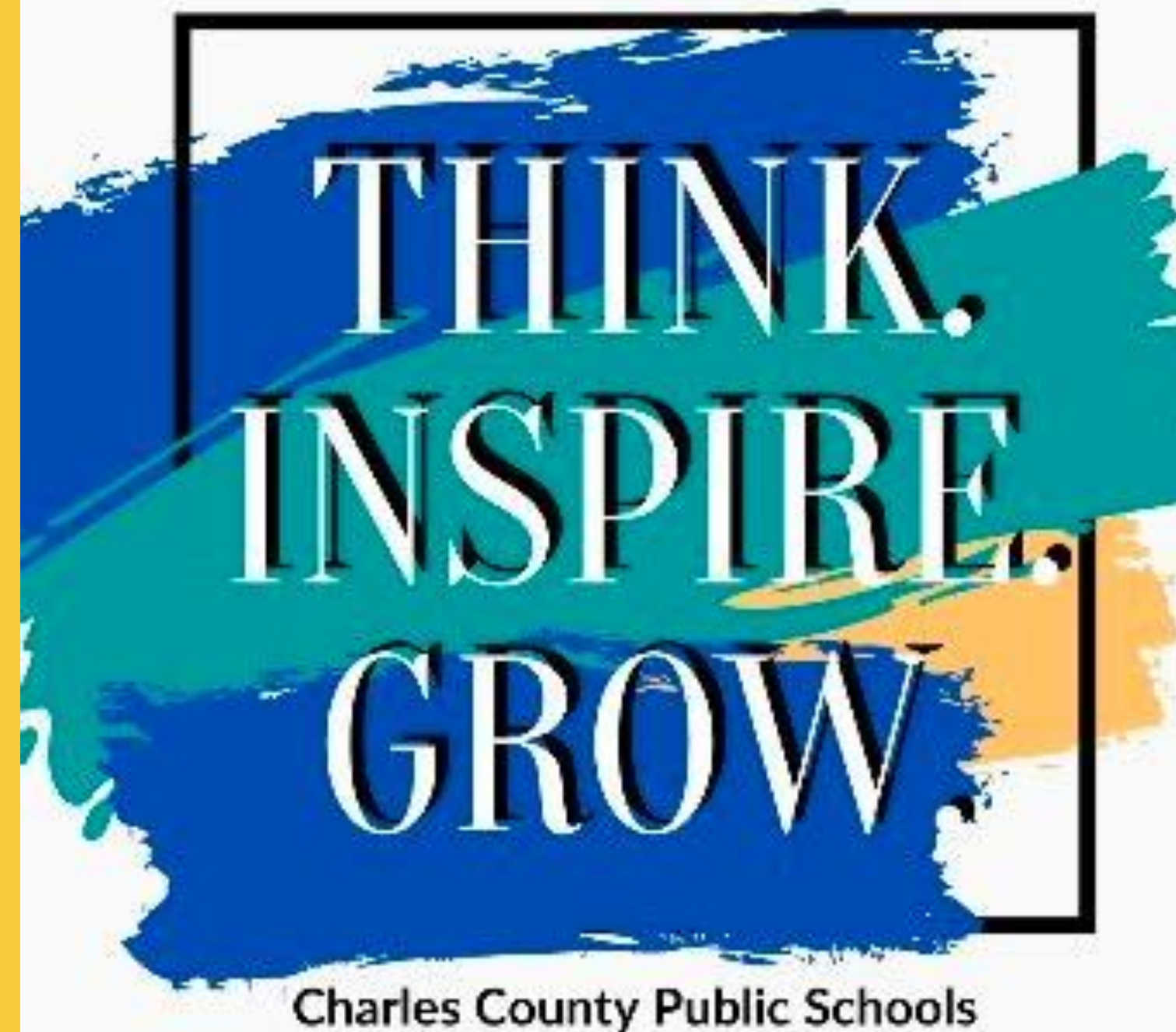
Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
TBD	TBD

Next Steps

- Insert next steps based upon the findings

THANK
YOU FOR
REVIEWING
OUR PLAN!



Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!