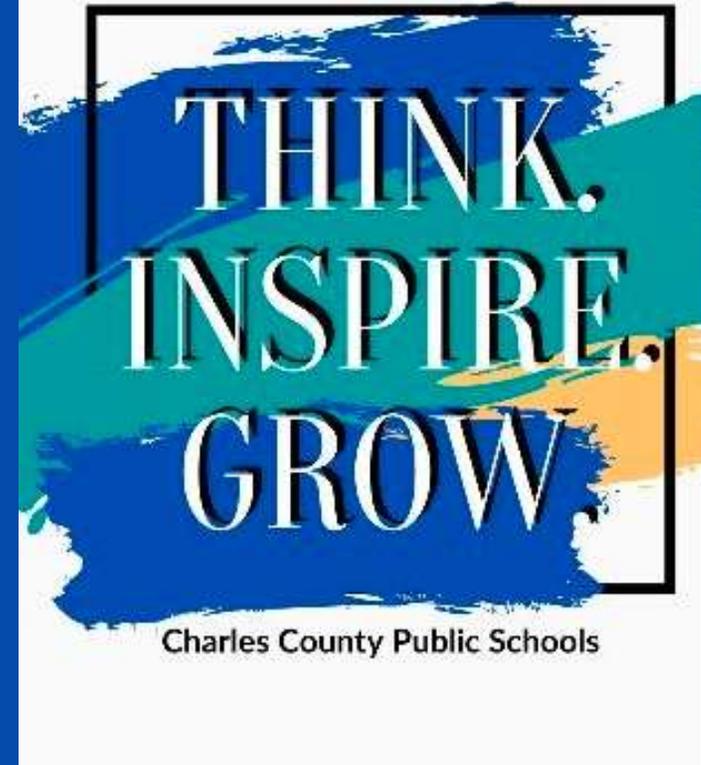


Charles County
Public Schools
School Improvement Plan
Cycle 1

Theodore G. Davis
Middle School



Just another day at Davis...

WE ARE...DAVIS!



All In!



Zero 0's



...and knowing is half the battle...



Charles County Public Schools

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.
- ✓ Theodore G. Davis has been identified as an ATSI school for the subgroup of SPED (all students). This means that our SPED students are performing well below the state average and we will look for specific interventions to assist these student.



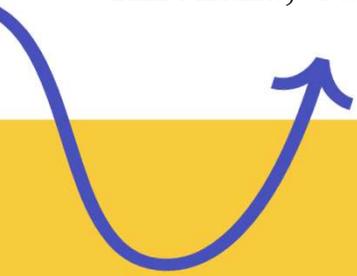
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Why Continuous School Improvement

Continuous improvement is based upon three core principles:

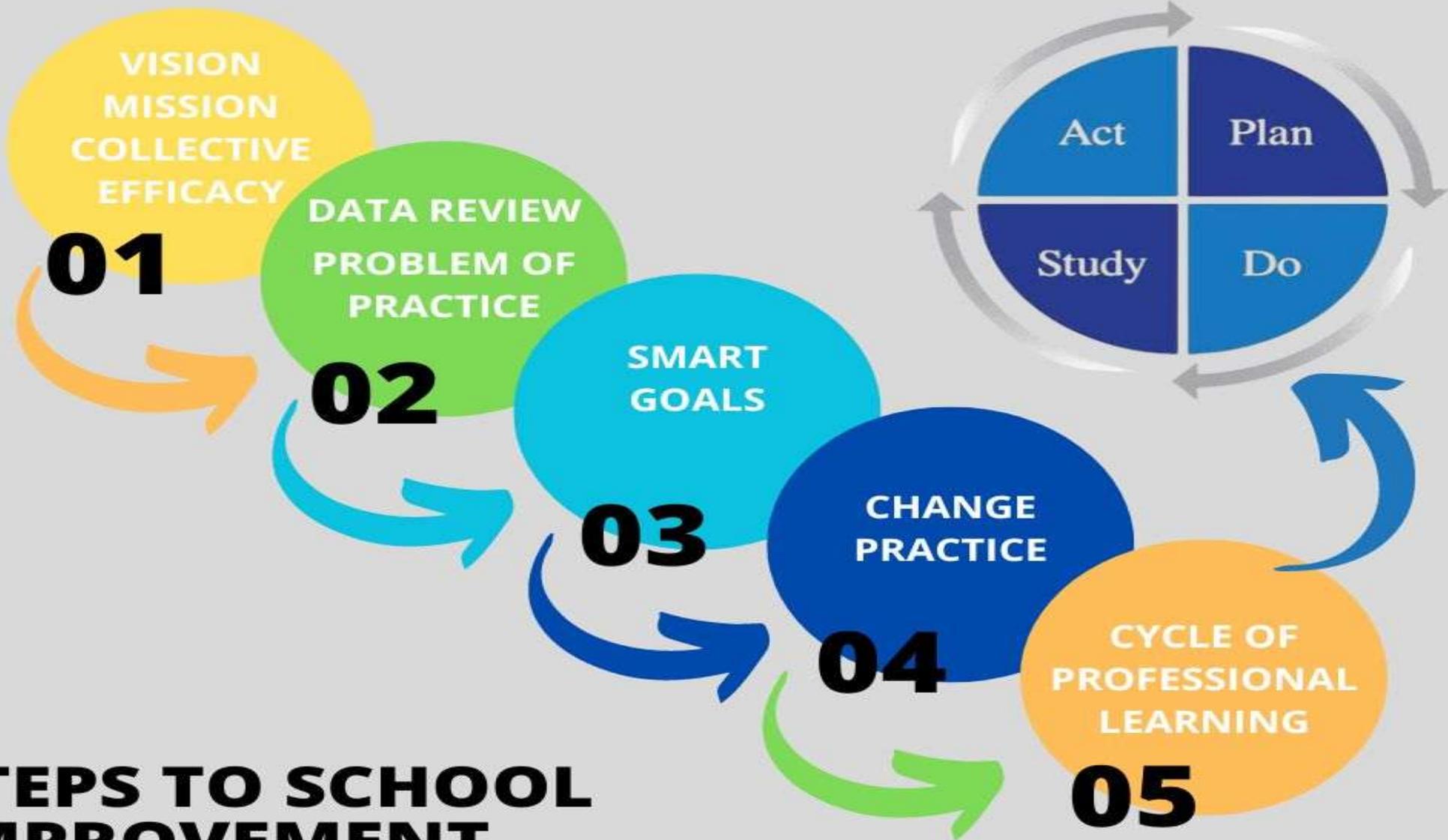
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence 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).



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STEPS TO SCHOOL IMPROVEMENT



Theodore G. Davis Middle School – Home of the Falcons

Vision, Mission, Collective Efficacy Statements

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.



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Theodore G. Davis Middle School – Home of the Falcons

Vision, Mission, Collective Efficacy Statements

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.



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Theodore G. Davis Middle School – Home of the Falcons

Vision, Mission, Collective Efficacy Statements

Collective Efficacy Statement:

Throughout this school year, Davis Middle School will promote strategic planning and ensure that teachers have the tools and support necessary to ensure that rigor, learning goals, success criteria, writing, reading, collaborative activities, inquiry, and organization strategies are implemented.



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Area of Focus

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.
- ✓ Collaborative Planning for all staff.
- ✓ Focus on standards and using data to drive instructional decisions.

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,

Robert L. Griffiths

Principal

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
Our proficiency rate in ELA for the 24/25 SY was 53%	Our proficiency rate in Math for the 24/25 SY was 19%
57% of our students achieved 60% of their typical growth on i-Ready reading diagnostic from Fall to Winter in 24/25 SY	54% of our students achieved 60% of their typical growth on i-Ready Math diagnostic from Fall to Winter in 24/25 SY

School Problem of Practice & Smart Goals

ELA Smart Goal

We aim to increase proficiency to 57% on 25/26 ELA MCAP.

Intermittent Goal – 54% of our students will achieve 60% of their typical growth on Reading i-Ready from Fall to Winter 25/26.

Mathematics Smart Goal

We aim to increase proficiency to 26% on 25/26 Math MCAP.

Intermittent Goal – 55% of our students will achieve 60% of their typical growth on Math i-Ready from Fall to Winter in 25/26.



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

Teachers will plan success criteria with rigor that matches standards and use data (student work) to drive instructional decisions.

Cycle of Professional Learning # 1 Overview

Professional Learning – Learning Goals to Success Criteria

Collaborative Planning – Schedule developed for daily collaboration

Data Driven Instructions – Looking at student work to drive decisions

Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Weekly Overviews completed to show daily Learning Goals/Success Criteria	Improved Reading
Collaboration daily	Improved Problem Solving
Evidence of Learning Tasks (data collection) collected daily	Ability to recite Learning Goals/Success Criteria
Walk Through/Coaching	Improved Writing

Cycle 1: Outcomes

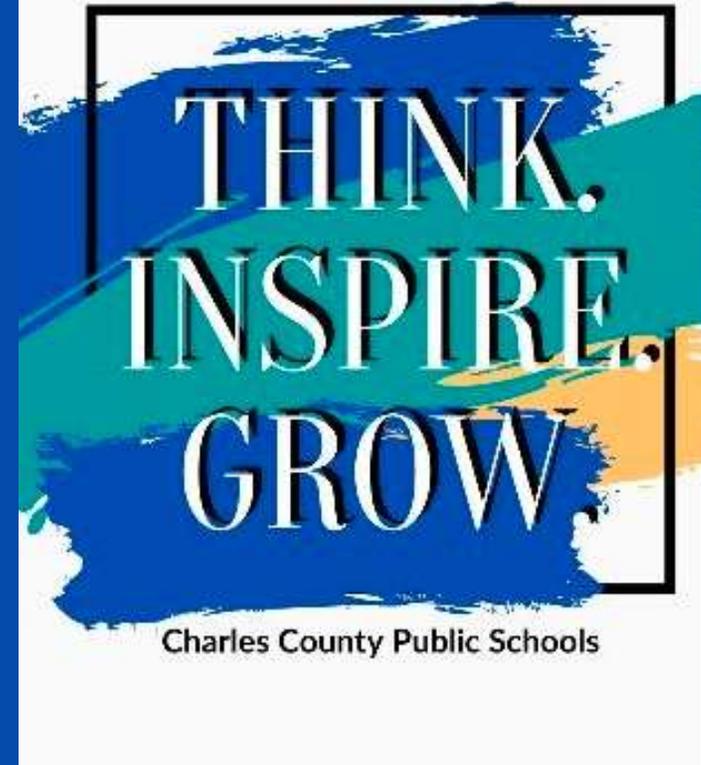
Cycle Areas of Growth	Cycle Celebrations
<p>Admin and ILT walkthroughs – 103 Walkthroughs completed (D1)</p> <p>Peer walkthroughs – 50 Walkthroughs completed</p> <p>58% - Students can tell how to show success for the lesson 90% in Teacher Peer Visits</p> <p>68% - Students can tell why they are learning what they are learning in the lesson 90% in Teacher Peer Visits</p> <p>74% - Teacher has selected an evidence of learning task that they use to collect data on student's progress towards the success criteria 92% in Teacher Peer Visits</p>	<p>97% - The teacher has properly used instructional resources effectively</p> <p>91% - Teacher selected engaging activities that align to the lesson's Learning Goal</p> <p>83% - The teacher has created Success Criteria that aligns to the grade level standard</p> <p>80% - The teacher has unpacked the standard to create a rigorous Learning Goal for the lesson</p>

Next Steps

- Develop a coaching plan for teachers to communicate the planning process
- Create a system and a schedule
- Plan PL for January 5, 2026 – intro to cycle 2

Charles County
Public Schools
Culture & Climate Cycle 1

Theodore G. Davis
Middle School



Culture & Climate Overview

Data Overview

24/25 SY – 17% Chronically Absent Rate

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. Delete these directions after making the revisions.)

Develop a team for attendance: Student services + admin + attendance coordinator

Kids come to school, discipline rates go down because engagement and student success increases

Smart Goal

25/26 – 13% Chronically Absent Rate

Action Steps

1
Meet with parents of chronically absent students during summer of 2025

2
Introduce attendance coordinator

3
Attendance Team meetings weekly

4
Celebrate good attendance

Culture & Climate Cycle 1: Outcomes

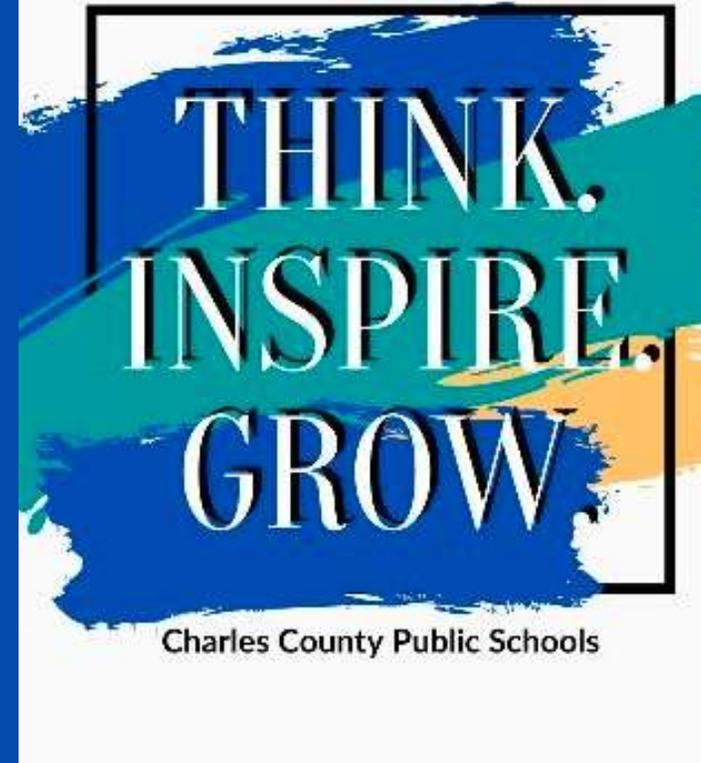
Cycle Areas of Growth	Cycle Celebrations
Communication among attendance team: Norris daily emails	Current Chronically Absentee rate – 11%

Next Steps

- Develop NBA – Never Been Absent
- Monthly Perfect Attendance Celebrations
- PBIS

Charles County
Public Schools
School Improvement Plan
Cycle 2

Theodore G. Davis
Middle School



Cycle 2: Change Practice & Cycle of Professional Learning

Change Practice

- Teachers will plan success criteria with rigor that matches standards and use data (student work) to drive instructional decisions.
- Communicate the planning process with a coach (ILT/admin)

Cycle of Professional Learning # 2 Overview

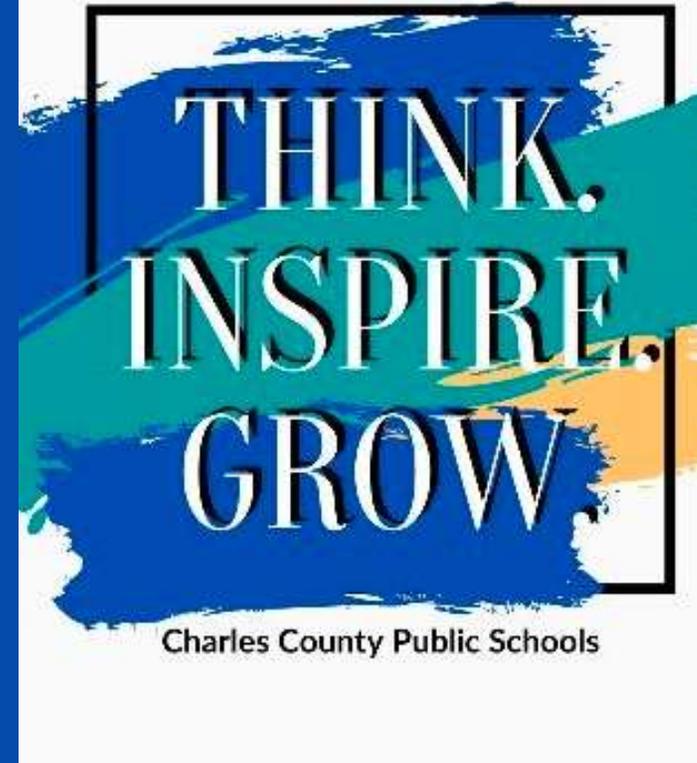
- Bi-weekly coaching meetings will allow teachers to practice communicating the elements of a lesson to admin/ILT.

Cycle 2: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Get comfortable communicating the elements of a lesson	Students know what is being taught, how it fits into the curriculum, why it's important, and how they will be held accountable (FA or EOLT).
Get coaching on Domain 1	i-ready improvement - growth
Get PL on the planning process and AVID strategies	Common Assessment success

Charles County
Public Schools
Culture & Climate Cycle 2

Theodore G. Davis MS



Culture & Climate Overview

Data Overview

Total Number of Referrals - 1072

669 were minor 403 were major 531 Suspension days 171 different students suspended 10 suspensions to the super

Percent of Students with a referral:

None - 74% County Avg - 76%

1 to 2 - 17% County Avg - 13%

3 or more - 9% County Avg - 11%

Top Type of Incidents:

Disruption – 349 Disrespect – 311 Class Cutting – 111 Fighting - 73

Suspension Disproportionality:

African American - 2.14 Risk Ratio

All others less than .69 Risk Ratio

Special Education 1.58 Risk Ratio

Attendance: 17% chronically absent in 24/25, 94% attendance rate, 1st quarter 250+ perfect attendance and it dropped off dramatically toward the end of the year

Culture & Climate Area of Focus

If students come to school, they perform better. If students are consistently present and keep up with classwork, they have less discipline issues. We will tackle attendance to ensure that students are present, perform better, and assist in promoting a positive climate and culture (discipline and social emotional).

Smart Goal

The chronically absent percentage at Davis MS will decrease from 17% for the 24/25 SY to 14% for the 25/26 SY.

Action Steps

1

Develop and tweak MTSS Plan

2

Communication between attendance coordinator and attendance PLC

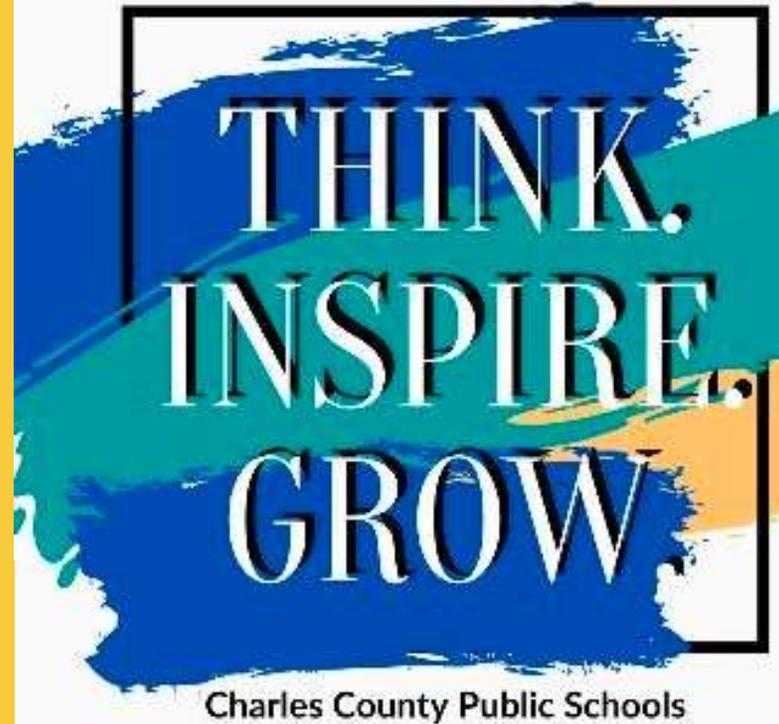
3

Continue to attack 5,10, 15 day absent students with Davis attendance plan created in 25/26 SY

4

Celebrate students with good attendance – NBA (never been absent)/Perfect attendance celebrations

THANK
YOU FOR
REVIEWING
OUR PLAN!



Working Together To Achieve Excellence For Every Student . . .
We Appreciate Your Partnership!