

WAKE COUNTY PUBLIC SCHOOLS
Membership of School Improvement Team 2008 - 2011

SCHOOL: Davis Drive MS
PRINCIPAL: Tina Hoots
DATE: March - 2008

CORE / LEADERSHIP TEAM MEMBERS:

Name:	SIP Responsibility / School-based job title:
Cory Dams	Teacher - 6th Math & Science & Data Team
Jennifer Pitarra	Testing Coordinator & Data Team
Suzanna Beamish	Teacher - IRT & Data Team
Juliet Blackmon	Assistant Principal - Eighth Grade
Ed Deadmon	Teacher - CDC
Susan Jackson	Media Coordinator - SIT Chair
Mindy Tomasevich	Media Coordinator
Judith Mueller	Teacher -ESL
Nancy Matlock-Krapf	Teacher - 6th Language Arts
Larry Nilles	Teacher - 8th Social Studies & Data Team
Laura Atkins	Teacher - 7th Science
Tina Hoots	Principal & Data Team
Jennifer Clifton	Guidance Counselor
Carissa Bohn	Teacher - 8th Language Arts
Jan Kidd	Teacher - 6th Math
Erin Catlett	Teacher - 7th Math
Elizabeth Crowell	Teacher - 7th Social Studies

Lauren Davenport	Teacher - 8th Math
Bridget Hayes	Teacher - 7th Language Arts
Olivia Scott	Parent
Tony Krapf	Teacher - 8th Science
Mike Oster	Teacher - CTE
Rebecca Smith	Teacher - 6th Language Arts
Nan Stephenson	Teacher - Fine Arts
Marianne Wood	Teacher - 6th Social Studies
Karen Wyatt	Teacher - Health/PE
MaryAlice Joyce	Teacher - Special Programs
Monica Yllanes	Teacher - 6th Social Studies & Language Arts
Jill Molee	Support - NCWise Data Manager
Chris Bonin	Parent
Carol McGarrahan	Parent
Rick Williams	Assistant Principal - 7th Grade
Jeremy Gibbs	Assistant Principal - 6th Grade

WAKE COUNTY PUBLIC SCHOOLS
Mission, Vision, and Value Statements 2008-2011

SCHOOL: Davis Drive MS
DATE: March - 2008

MISSION STATEMENT:

Members of the Davis Drive Middle School community will collaborate to create a culture of success that empowers each student to become a responsible citizen of the 21st century.

VISION STATEMENT:

Drive Middle School is a community in which all of the stakeholders-students, parents, teachers, administrators, and staff members- work collaboratively to create and maintain a safe and effective learning environment. Through our professional learning communities and the teamwork of all members of our community, we remain focused on student learning, promote the success of each student, and empower each student to become a responsible citizen of the 21st century.

VALUE STATEMENT:

1. We will continue to provide quality instruction in a safe and comfortable environment that will advance student learning and achievement. 2. We will expect students, staff and parents to model integrity, respect, responsibility and a commitment to excellence. 3. We will instill lifelong learning behaviors by stimulating intellectual curiosity and creative thinking. 4. We will use data within Professional Learning Communities to help direct our focus on student learning. 5. We will continue our professional growth through meaningful staff development. 6. We will promote parental and community involvement in the educational process.

Wake County Public School System - School Improvement Planning
Summary of Goals, Key Processes and Action Steps 2008 - 2011 (Created 2007 - 2008)

Board Goal: *By 2008, 95% of students in grades 3 through 12 will be at or above grade level as measured by NC EOG or EOC tests, and all student groups will demonstrate high growth.*

SCHOOL: Davis Drive MS

LEA: Wake County (920)

Strategic Directive: Retaining, Recruiting and Training High Quality Employees

State Board of Education Goal: 21st Century Professionals

SCHOOL GOAL: Retention: By 2011, 95% of staff members surveyed by the Teacher Working Conditions Survey will indicate that Davis Drive Middle School is a healthy environment that supports the recruitment and retention of a high quality staff.

GOAL MANAGER: Principal

Data Justification for Goal based on a comprehensive needs assessment:

Teacher Working Conditions Survey and School Report Card Teacher Turnover Rate.

Key Processes & Action Steps(2 Key Processes)

- 1 Key Process:** Routinely review teacher retention data, Teacher Working Conditions survey and other survey data and take action as needed.
- Process Manager:** Principal, Staff Development Coordinator and SIP Chair
- Completion Date:** 6/11
- Resources:** Staff. Administration. TWC Survey. Survey instruments. Working conditions created with staff input. PLCs. Leadership Committee.
- Restrainers:** Participation in surveys. Teacher allotments. Funding.
- Measurable Process Checks:** Track turnover data and feedback.
- Action Steps**
- 1 Action Step** Require a minimum participation rate (90%) on the Teacher Working Conditions Survey.
- Timeline:** From: 08/08 To: 6/09
- 2 Action Step** Identify and employ best practices regarding employee retention to provide positive working conditions for all staff.
- Timeline:** From: 8/08 To: 6/09
- 3 Action Step** Implement a survey for teachers not returning to Davis Drive and analyze data.
- Timeline:** From: 08/08 To: 6/09

- 2 Key Process:** Routinely review support provided to Beginning Teachers and take action if needed.
- Process Manager:** Beginning Teacher Coordinator

Completion Date: 6/11
Resources: Beginning Teacher Mentor program. Staff. Administration. PLCs.
Restrainers: Mentor availability. Teacher allotments.
Measurable Process Checks: Track turnover data and feedback from Beginning Teachers.

Action Steps

- 1 Action Step** Review Beginning Teacher Mentor ratios.
Timeline: From: 8/08 To: 6/09
 - 2 Action Step** Review effectiveness of current induction programs/practices and support given to BTs.
Timeline: From: 8/08 To: 6/09
 - 3 Action Step** Review Beginning Teacher surveys and track responses.
Timeline: From: 8/08 To: 6/09
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Summary of Goals, Key Processes and Action Steps 2008 - 2011 (Created 2007 - 2008)

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SCHOOL: Davis Drive MS

LEA: Wake County (920)

Strategic Directive: Expand Fiscal Accountability

State Board of Education Goal: 21st Century Systems

SCHOOL GOAL: Fiscal Accountability: By 2011, Davis Drive Middle School staff will participate in collaborative budget discussions of instructional supply allowances as measured by data gathered from meeting attendance at a rate of 45%.

GOAL MANAGER: Principal

Data Justification for Goal based on a comprehensive needs assessment:

Our faculty has not been previously involved in areas of school finance.

Key Processes & Action Steps(1 Key Processes)

- 1 Key Process:** Increase staff knowledge of school finance.
- Process Manager:** Principal
- Completion Date:** 5/10
- Resources:** Staff, Past school budget documents, PLC Collaboration, WCPSS audit report.
- Restrainers:** Time and meeting space.
- Measurable Process Checks:** Track data from attendance records and meeting agendas.

Action Steps

- 1 Action Step** Provide yearly staff development on county and state school budget policies and procedures
Timeline: From: 2/08 To: 6/11
- 2 Action Step** Provide staff time and resources to evaluate current school budget practices
Timeline: From: 9/08 To: 4/09
- 3 Action Step** Discuss budget process for instructional supplies based on staff evaluation and feedback.
Timeline: From: 4/09 To: 5/10
- 4 Action Step** Provide opportunities for dialogue between the principal and the staff regarding instructional supply budget
Timeline: From: 4/09 To: 5/10

Wake County Public School System - School Improvement Planning
Summary of Goals, Key Processes and Action Steps 2008 - 2011 (Created 2007 - 2008)

Board Goal: *By 2008, 95% of students in grades 3 through 12 will be at or above grade level as measured by NC EOG or EOC tests, and all student groups will demonstrate high growth.*

SCHOOL: Davis Drive MS

LEA: Wake County (920)

Strategic Directive: Focus on Learning and Teaching

State Board of Education Goal: Globally Competitive Students

SCHOOL GOAL: Math: By 2011, 95% of students will be proficient in mathematics as measured by NC EOGs and EOCs, and all students will meet expected growth.

GOAL MANAGER: Principal

Data Justification for Goal based on a comprehensive needs assessment:

Based on school testing data, since state assessments were renormed, approximately 12% of students are not proficient.

Key Processes & Action Steps(2 Key Processes)

- | | |
|-----------------------------------|---|
| 1 Key Process: | Improve lower level (1&2) math scores. |
| Process Manager: | Math Department Chair |
| Completion Date: | 6/09 |
| Resources: | Staff. Staff development. AG Teacher. PLC. SCOS. Pacing Guides |
| Restrainers: | School budget. Scheduling Time/Funds for staff development. Teacher allotments for Special Programs and ESL. |
| Measurable Process Checks: | Track students' performance based on weekly common assessments (tests, quizzes, projects, and Blue Diamond) and common grading practices. |
| | Action Steps |
| 1 Action Step | During scheduled remediation periods students achieving levels 3 and 4 will tutor students achieving levels 1 and 2. |
| Timeline: | From: 8/08 To: 6/09 |
| 2 Action Step | As resources permit, place ESL teacher in core academic classes with LEP students. |
| Timeline: | From: 8/08 To: 6/09 |
| 3 Action Step | Reduce class size for ICR and regular level classes, as resources permit. |
| Timeline: | From: 8/08 To: 6/09 |
| 4 Action Step | Provide purposeful scheduling to address individual needs of students to facilitate remediation. |
| Timeline: | From: 8/08 To: 6/09 |
| 5 Action Step | Place ICR teacher in each core class with Special Programs |

- as resources permit.
- Timeline:** From: 8/08 To: 6/09
- 6 Action Step** Provide staff development specific to mathematics instruction and differentiation in the math classroom.
- Timeline:** From: 8/08 To: 6/09
- 7 Action Step** Provide resource class for math as indicated by individual needs (IEPs).
- Timeline:** From: 8/08 To: 6/09

- 2 Key Process:** Increase high level (3 & 4) math scores.
- Process Manager:** Math Department Chair; AG Teachers.
- Completion Date:** 6/08
- Resources:** Staff. Staff development. AG Teacher. PLC. SCOS. Pacing Guides.
- Restrainers:** School budget. Time/Funds for staff development. Teacher allotment for Special Programs and ESL.
- Measurable Process Checks:** Track students' performance based on weekly common assessments (tests, quizzes, projects, and Blue Diamond) and common grading practices.

Action Steps

- 1 Action Step** During scheduled remediation periods students achieving levels 3 and 4 will tutor students achieving levels 1 and 2.
- Timeline:** From: 8/08 To: 6/09
- 2 Action Step** Provide staff development specific to mathematics instruction and differentiation in the math classroom.
- Timeline:** From: 8/08 To: 6/09
- 3 Action Step** Implement differentiation strategies such as compacting and independent study.
- Timeline:** From: 8/08 To: 6/09
- 4 Action Step** Provide purposeful scheduling to address individual needs of students to facilitate enhancement.
- Timeline:** From: 8/08 To: 6/09

Wake County Public School System - School Improvement Planning
Summary of Goals, Key Processes and Action Steps 2008 - 2011 (Created 2007 - 2008)

Board Goal: *By 2008, 95% of students in grades 3 through 12 will be at or above grade level as measured by NC EOG or EOC tests, and all student groups will demonstrate high growth.*

SCHOOL: Davis Drive MS

LEA: Wake County (920)

Strategic Directive: Focus on Learning and Teaching

State Board of Education Goal: Globally Competitive Students

SCHOOL GOAL: Reading: By 2011, 97% of students will be proficient in reading, as measured by NC EOG tests, and all students will show expected growth.

GOAL MANAGER: Principal

Data Justification for Goal based on a comprehensive needs assessment:

Recent data indicates 94.7% are proficient in reading and 53.4% met expected growth.

Key Processes & Action Steps(3 Key Processes)

- | | |
|-----------------------------------|--|
| 1 Key Process: | Increase lower level (1&2) reading scores. |
| Process Manager: | Language Arts Department Chair, Special Programs Department Chair |
| Completion Date: | 6/09 |
| Resources: | Staff. Staff development. PLC. Flexible schedule. SCOS. Pacing Guides. |
| Restrainers: | Teacher Allotments. School Budget. Schedule. Time and funds for staff development. |
| Measurable Process Checks: | Track student performance through yearly EOG tests and quarterly Blue Diamond assessments. |

Action Steps

- | | |
|----------------------|--|
| 1 Action Step | Reduce class size for ICR and regular level classes as resources permit. |
| Timeline: | From: 6/08 To: 6/09 |
| 2 Action Step | Include Special Programs students throughout all academic teams and place ICR teacher with them in core classes to provide support. as resources permit. |
| Timeline: | From: 6/08 To: 6/09 |
| 3 Action Step | Provide resource classes for Language Arts, as indicated by individual needs (IEP). |
| Timeline: | From: 6/08 To: 6/09 |
| 4 Action Step | Provide purposeful scheduling to address individual needs of students to facilitate remediation. |
| Timeline: | From: 8/08 To: 6/09 |

2 Key Process: Increase high level (3&4) reading scores.
Process Manager: Language Arts Department Chair, Staff Development Contact, AG Teacher.
Completion Date: 6/09
Resources: Staff. Staff development. AG Teacher. PLC. IRT. Flexible schedule. SCOS. Pacific Guides.
Restrainers: Teacher Allotments. School Budget. Schedule. Time and funds for staff development
Measurable Process Checks: Track student performance and growth through yearly EOG tests and quarterly Blue Diamond assessments.

Action Steps

1 Action Step Provide staff development for content teachers in Science, Language Arts and Social Studies related to reading strategies.

Timeline: From: 6/08 To: 6/09

2 Action Step Implement differentiation strategies through the use of compacting, independent study, enrichment activities and purposeful scheduling.

Timeline: From: 6/08 To: 6/09

3 Key Process: Foster and maintain a positive reading environment for all staff and students.
Process Manager: Language Arts Chair & Media Coordinators
Completion Date: 6/09
Resources: Administrators. Staff. Media Center. Classroom libraries. Staff development. PLC. Flexible schedule. SCOS. SSR guidelines.
Restrainers: School Budget. Time and funds for Staff Development. Staff/student/parent buy-in.
Measurable Process Checks: Track student performance and growth through yearly EOG tests and quarterly Blue Diamond assessments. Track Media Center circulation statistics. Track adherence to SSR schedule and guidelines..

Action Steps

1 Action Step Provide a wide variety of quality reading materials for all staff and students.

Timeline: From: 6/08 To: 6/09

2 Action Step Provide access to and choice of reading materials.

Timeline: From: 6/08 To: 6/09

3 Action Step Schedule time for unrestricted, free, voluntary reading, reading literature aloud to students, discussions and modeling.

Timeline: From: 6/08 To: 6/09

4 Action Step Provide opportunities for students to participate in extra-curricular reading activities.

Timeline: From: 6/08 To: 6/09

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Board Goal: *By 2008, 95% of students in grades 3 through 12 will be at or above grade level as measured by NC EOG or EOC tests, and all student groups will demonstrate high growth.*

SCHOOL: Davis Drive MS

LEA: Wake County (920)

Strategic Directive: Focus on Learning and Teaching

State Board of Education Goal: Globally Competitive Students

SCHOOL GOAL: Writing: : Increase percent of students proficient as measured by NC Writing Test from 76% to 83% by 2011.

GOAL MANAGER: Principal

Data Justification for Goal based on a comprehensive needs assessment:

Based on school testing data, approximately 24 percent of students are not proficient writers.

Key Processes & Action Steps(3 Key Processes)

1 Key Process: Integrate Writing Across the Curriculum.
Process Manager: Language Arts Chair
Completion Date: 6/09
Resources: Language Arts Department. Staff. Staff development. PLC. SCOS.
Restrainers: Faculty buy-in. Time.
Measurable Process Checks: Track documented evidence from grade level writing folder table of contents.

Action Steps

- 1 **Action Step** Provide integrated and differentiated instruction in all content areas, utilizing departmental and specialty area personnel.
Timeline: From: 8/08 To: 6/09
- 2 **Action Step** Introduce all teachers to Writing Folder Requirements to implement the use of consistent nonfiction writing assessments which utilize description, analysis, and persuasion with evidence.
Timeline: From: 8/08 To: 6/09
- 3 **Action Step** Model writing expectations by providing students with an example of the expected outcome before writing assignments are given.
Timeline: From: 8/08 To: 6/09
- 4 **Action Step** Provide students in all classes with graphic organizers and tools to improve writing skills.
Timeline: From: 8/08 To: 6/09

2 Key Process: Remediation for lower achieving students and/or failing students
Process Manager: Language Arts Department Chair
Completion Date: 6/09
Resources: Language Arts teachers. Language Arts Department. PLC. SCOS.
Restrainers: Time. Attendance.
Measurable Process Checks: Track master calendar and leave forms. Track the documentation checklist for low achieving writers.

Action Steps

1 Action Step Remediation through purposeful scheduling to address the needs of lower achieving and/or failing students.

Timeline: From: 8/08 To: 6/09

2 Action Step Language arts teachers will participate in "In House" grading sessions to evaluate mock writing tests and gateway exams in order to recognize lower achieving writers and to provide documentation of their weaknesses in order to provide differentiated instruction.

Timeline: From: 8/08 To: 6/09

3 Action Step Annually provide a Writing Workshop, organized and implemented by the Language Arts Department and faculty with writing expertise expressly for students who lack the necessary skills for writing successfully.

Timeline: From: 8/08 To: 6/09

3 Key Process: Create a school-wide consistency with NC writing conventions expectations.
Process Manager: Grade-level Administrator
Completion Date: 6/09
Resources: Language arts teachers, SCOS, staff development, PLC.
Restrainers: Faculty buy-in. School budget..
Measurable Process Checks: Track students' performance based on common and consistent expectations conventions as discussed in PLC's and as expected in all student writing assignments.

Action Steps

1 Action Step Teachers across the curriculum will emphasize writing in complete sentences in essays, short answer questions, class work, and homework when possible.

Timeline: From: 8/08 To: 6/09

2 Action Step All instructors will emphasize correct capitalization and the use of end marks for all sentences on all assignments.

Timeline: From: 8/08 To: 6/09

3 Action Step Sixth-grade instructors will emphasize sentence variety and punctuation, as well as subject-verb agreement and the correct use of pronouns.

Timeline: From: 8-08 To: 6-09

4 Action Step Seventh-grade instructors will emphasize correct sentence formation, which includes writing complete sentences,

avoiding fragments and run-ons, and using commas correctly in clauses.

Timeline:
5 Action Step

From: 8/08 To: 6/09

Eighth-grade instructors will emphasize correct use of quotation marks, semicolons, dashes, hyphens, parenthesis, and colons to achieve complex sentence structure.

Timeline:
6 Action Step

From: 8/08 To: 6/09

Provide professional development by writing curriculum specialists to familiarize staff with state and county writing expectations.

Timeline:

From: 8/08 To: 6/09

Wake County Public School System - School Improvement Planning
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SCHOOL: Davis Drive MS

LEA: Wake County (920)

Strategic Directive: Systems and Structures to Support Schools

State Board of Education Goal: 21st Century Systems

SCHOOL GOAL: Increase the Community stakeholders' participation in activities at Davis Drive Middle as measured by data gathered at various events/activities held.

GOAL MANAGER: Principal

Data Justification for Goal based on a comprehensive needs assessment:

Number of events and participation at events year to year has been low according to records of participation over the past five years.

Key Processes & Action Steps(3 Key Processes)

1 Key Process: Provide the Business Community opportunities to participate as a stakeholder in education.
Process Manager: Career Development Coordinator
Completion Date: 6/11
Resources: Staff. PTSA. BA. PLC. SCOS.
Restrainers: Participation of resources to bring about events.
Measurable Process Checks: Track data from participation in events as verified by Process Manager, and measure by the number of participants and students serviced.

Action Steps

1 Action Step Maintain the Davis Drive/Green Hope Business Alliance by arranging for business leaders to act as mentors, present career stimulating activities and providing career counseling activities for students.

Timeline: From: 8/08 To: 6/11

2 Action Step Coordinate with PTA BA liaison to identify business contacts through parents and community who will participate in our school to career activities.

Timeline: From: 8/08 To: 6/11

3 Action Step Provide Parent Education seminars concerning the identification of career opportunities and necessary skills for the 21st century.

Timeline: From: 8/08 To: 6/11

2 Key Process: Provide opportunities to encourage collaboration between parents, students and administration in community outreach projects.

Process Manager: Career Development Coordinator

Completion Date: 6/11

Resources: Staff. PTSA. BA. Character Education.

Restrainers: Active participation of resources.

Measurable Process Checks: Track number of participants and parents/students serviced.

Action Steps

- 1 Action Step** Use Student Council to engage student body in activities that reflect character traits.
Timeline: From: 8/08 To: 6/11
- 2 Action Step** Use Student Council to engage student body in activities that directly benefit outreach community groups that affect our student body.
Timeline: From: 8/08 To: 6/11
- 3 Action Step** Use PTA to identify other community outreach opportunities.
Timeline: From: 8/08 To: 6/11
- 4 Action Step** Use Student Services Department to organize community events and refer students/parents to community resources.
Timeline: From: 8/08 To: 6/11

3 Key Process: Provide opportunities for parent involvement through formalized mentoring and tutoring programs.

Process Manager: Career Development Coordinator

Completion Date: 6/11

Resources: Staff. PTA. BA, SCOS, PLC - (PAW & PAC)

Restrainers: Participation of resources to bring about events.

Measurable Process Checks: Documentation of the number of participants and parents/students serviced.

Action Steps

- 1 Action Step** Encourage parents to tutor students requiring remedial assistance.
Timeline: From: 8/08 To: 6/11
- 2 Action Step** Encourage parents to mentor groups of students through a series of pre-set one hour activities in areas aligned with the Standard Course of Study.
Timeline: From: 8/08 To: 6/11

Wake County Public School System - School Improvement Planning
Waiver Request - 2008 - 2011 (Created 2007 - 2008)

*Waivers should be related to school improvement.
Create a separate page for each waiver.*

School Name: Davis Drive MS

Date of Request: February - 2008

School Year: 2008 - 2009

Waiver Requested: Grant Davis Drive Middle School a waiver for class size.

Policy to be Waived:

How will this waiver impact school improvement?

Allow the continued successful implementation of flexible schedule promoting achievement by giving flexibility to the curriculum and providing opportunities for differentiated instruction.

Please indicate the type of waiver:

State

Local

Waiver requested on: 2008-02-28

Waiver status:

Wake County Public School System - School Improvement Planning
Summary Sheet of Professional Development Activities (Created 2007 - 2008)

School Name: Davis Drive MS

For School Year: 2008 - 2009

Activity / Topic	Participants	Goal Supported
1. State and county writing expectations by writing curriculum specialists.	All staff	Increase percent of students proficient as measured by NC Writing Test from 76% to 83% by 2011.
2. County and state school budget policies and procedures	All staff.	Fiscal Accountability: By 2011, Davis Drive Middle School staff will participate in collaborative budget discussions of instructional supply allowances as measured by data gathered from meeting attendance at a rate of 45%.
3. CRISS Reading Strategies	All staff.	Reading: By 2011, 97% of students will be proficient in reading, as measured by NC EOG tests, and all students will show expected growth.
4. Mathematics Instruction and Differentiation.	Mathematics teachers.	Math: By 2011, 95% of students will be proficient in mathematics as measured by NC EOGs and EOCs, and all students will meet expected growth.
5. Sustained Silent Reading Program.	All staff.	Reading: By 2011, 97% of students will be proficient in reading, as measured by NC EOG tests, and all students will show expected growth.