School Name: Davidson Middle School
School Performance Plan
2012 - 2013

All school advisory agendas, minutes, membership, and guidelines of operations are housed at the school site as well as the district office. These reflect the process used in the preparation and evaluation of the school performance plan and the school's annual budget. SAC funds in the amount of $, will primarily be used for: technology updates and supplemental materials.

The names represented below indicate approval of the SPP by SAC committee members.

Beth Walthall   _____
Principal

Amy Holloway_____
SAC Chair

Legend

AICE:	Advance International Certificate of Education
AP:	Advanced Placement
AYP:	Adequate Yearly Progress
CCS:	Common Core Standards
DA	Differentiated Accountability
DEA:	Discovery Education Assessment
ED:	Economically Disadvantaged
ELL:	English Language Learners
ESE:	Exceptional Student Education
FAIR:	Florida Assessment for Instruction of Reading
FCAT:	Florida Comprehensive Assessment Test
IB:	International Baccalaureate
IEP:	Individualized Education Plan
IPDP:	Individualized Professional Development Plan
NGSSS:	Next Generation Sunshine State Standards
NCLB:	No Child Left Behind
PDSP:	Professional Development Site Plan
PERT:	Postsecondary Education Readiness Test
PLAN:	(ACT's 10th Grade Assessment Test)
PMP:	Progress Monitoring Plan
PMS:	Progress Monitoring System
POC:	Plan of Care
PPP:	Pupil Progression Plan
RtI:	Response to Intervention
SAC:	School Advisory Council
SAI:	Supplemental Academic Instruction
SAT 10:	Stanford Achievement Test
SESAT:	Stanford Early School Achievement Test
SINI:	Schools in Need of Improvement
SPP/SIP	School Performance Plan; School Improvement Plan
SWD:	Students with Disabilities
VE:	Varying Exceptionalities

School Profile:
(Narrative)

Davidson Middle School delivers a positive, inviting, educational environment driven by its beliefs and mission statement. Davidson Middle School is located in Crestview, Florida, a rural community of approximately 25,000. The school population of 885 students is comprised of 74.7% White, 10.9% African-American, 1.6% Asian, 5.1% Hispanic, 7.4% Multi-racial and 0.3% American Indian. 49.00% of the school population is on Free or Reduced Lunches. Davidson Middle School has an increasing population of military dependents. To meet the needs of new students, Davidson provides student guided tours of the school, a student buddy program, and a screening of new students to assist in appropriate student placement in classes.

For eleven consecutive years, Davidson Middle School has been an "A" school with 65% reading at or above grade level, 62% scoring at or above grade level in math, 60% scoring at or above grade level in science and 80% scoring a 3.0 or above in writing.

The 47 teachers, 21 educational support personnel, and 3 administrators have adopted the Florida Reading Formula, including assessment, initial instruction, and intervention, as an integral part of the school curriculum. Davidson Middle School participates in the RTI Model for intervention, the SSTRIDE Program and uses PAWS/ PMP Star to provide differentiated instruction for students. Davidson Middle School has received the Golden School Award and has an active SAC. Davidson Middle School is fully accredited by the Southern Association of Colleges and Schools.

Davidson Middle School is a sixteen year old facility with bright halls and well-equipped classrooms. The use of technology is a high priority, which is evidenced by one computer lab, READ 180, Classroom Performance Systems, a television broadcast studio, digital document readers, IPOD Touches, and the IPAD2. Teachers receive regular up-to-date training on

county/school technology resources and software. Students are offered a range of sports activities that include cross country, volleyball, football, basketball, soccer, tennis, golf, track, baseball and softball. Davidson offers the following opportunities for students to participate: Academic Team, Buddy Program (Peer Mentor), Robotics, Builder's Club, Minority Council, Panther Trax Morning Show, Yearbook, SSTRIDE, Band, and Chorus, Dance, Cheerleading; Introduction to Technology, Web Design, Spanish 1, Physical Science Honors,, Algebra 1 Honors, and Geometry Honors are offered for high school credit.

Parents displayed a strong show of confidence and support on the 2012 Customer Satisfaction Survey. 88% agreed or strongly agreed that Davidson Middle School maintains a safe environment. Of the 88 responses, the following items received the lowest ratings and we will immediately begin to address these areas.

- The school uses a variety of methods for parent communication. (18% disagreed and 3% had no opinion)
- Parent input is valued at my child's school. (17% disagreed and 8% had no opinion)
- As a parent, I am made aware of the curriculum program for my child's grade level or course. (17% disagreed and 3% had no opinion)

The influx of military families and a change in demographics has resulted in an increased student population. This continual change is a challenge and an opportunity that Davidson Middle School's faculty and staff are eager to meet. We value the support of the community and parents and realize our awards of distinction are due in part to the rapport that we hold with our stakeholders.

School Vision: Maximize educational systems that empower students to successfully transition into a globally competitive society.

School Mission:

Perpetuate our commitment to educational excellence through:

- Rigorous and relevant curriculum

- Accountability

- Stakeholder relationships

Belief Statements:

- Every student regardless of ethnicity, gender, economic status or disability is expected to reach his or her academic potential.

- Students and staff are held to high, measurable standards of performance and conduct.

- Students are provided a positive and safe learning environment.

- Students' needs drive resource decisions.

- Education is the shared responsibility of the entire community of stakeholders.

- Curriculum and instruction are research-based.

- Differentiated instruction is based on analysis and application of student achievement data.

- Comprehensive professional development is imperative for quality instruction and improved student performance.

- Grades are an accurate reflection of a student's academic progress and skill application, as defined by the Next Generation Sunshine State Standards, Common Core Standards, and/or course content.

- Upon graduation, students will be college and/or career-ready.

School: Davidson Middle		School Focus: Reading	
District Goal:		Students shall demonstrate reading proficiency at or above expected grade level.	

Highly Qualified Status Administrators: (Title I)	[ ]	
Reading Instructors/Recruitment: (Secondary)	NIne Teachers with reading certification/endorsement	One Teacher working towards reading certification/ endorsement/CARPD.

Objective R-1	The percentage of all curriculum students who will be proficient in reading as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 77%. (District Objective: ☒ +2 percentile points or ☐ maintain 90-100%)
Objective R-2	The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least 77%. (District Objective: ☒+ 2 percentile points or ☐ maintain 90-100%)
Objective R-3	The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least 77%. (District Objective: ☒+ 2 percentile points or ☐ maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities Include technology and assessment	Budget/Resources	Professional Development (Identify measurable teacher outcome)	Communication with Parents & Customer Relations (Community/Parent awareness)
All Curriculum Groups **Grade 6** Tested 291 Level 1 22 Level 2 65 Level 3-5 204 **Grade 7** Tested 237 Level 1 32 Level 2 70 Level 3-5 135 **Grade 8** Tested 254 Level 1 25 Level 2 56 Level 3-5 173	Teachers will create and implement one CIS lesson and use one complex text activity by the end of the year. All teachers are expected to implement evidence-based practices defined by the K-12 Reading Plan, Balanced Literacy Plan, and CCSS/NGSS. Teachers will use the district data system to analyze their individual student data from the previous years. This data will be used to identify areas that need improvement and to drive individual teacher professional development as evidenced by teachers' IPDP plan. Teachers will use district data systems to analyze their current individual class test data to develop targeted instruction of NGSSS and Common Core Standards to plan for differentiated instruction. Teachers will retrieve and examine their student's diagnostic, formative and summative data from PAWS and any other	Card Stock FCAT Explorer, supplemental reading materials Interactive computer software, leveled books, novel sets READ and Choices magazines, SRA materials, Elmo maintenance (headphones, bulbs, batteries, chargers) Discretionary $4000 Media books Discretionary $2000 Paper discretionary	PDSP Focus: 1. **Transition to Common Core** 2. **Effective Feedback Strategies** Objective/other: Teachers and staff will continue to be trained on the Charlotte Danielson Evaluation System and will be proficient in using the four domains. Teachers and administrators will address Common Core Standards during early release days and implement practices in progressive stages. Teachers will participate in PLC's during early release workshops as evidenced by workshop sign-in	Agenda Books SAC County and School websites Parent Internet Viewer – PIV Parent conferences Email School Phone Messenger Online PMP/Data Star PMP/IEP/LEP/POC/504 Conferences DMS Newsletters Edmodo Progress Reports/Report Cards School Marquee Articulation with elementary and high school Vertical alignment with the elementary and high schools DMS School Orientation/Open House Panther Camp for 6th graders PMP/IEP Conferencing PMP/IEP/LEP conferencing with ELL trained personnel assisting ELL teacher assisted parent phone calls, notes, memos, etc.

	assessments, classroom or otherwise, to determine the level of instructional support needed for optimal learning for all students. Teachers will utilize curriculum pacing guides in individual classes as evidenced by weekly lesson plans. Lesson Plans documenting common core literacy standards will be required. Administration will collect lesson plans weekly and provide feedback to staff. Administration will continue classroom walk-throughs and initiate interactive feedback with teachers as a result of their observations. Students will engage in analyzing various types of texts, such as informational, primary resources, and high interest literature to enhance comprehension. Students will be exposed to high order questions across the curriculum. All classrooms will implement conferencing in a variety of formats, i.e. teacher to student, student to teacher, peer to peer, which may include student goal setting and self-monitoring. Students participating in the Leadership Team will serve as mentors/tutors to the new incoming 6th graders. Teachers will differentiate instruction for students in Intensive Reading classes to meet the needs of the individual. Teachers will work with their grade level and support staff to develop interventions or enrichment for students identified as struggling or below proficiency. When appropriate, the RtI team will convene to discuss students and recommend further action.		sheets and documentation of follow-up activities in teachers' lesson plans. Teachers and administrators will be trained on disaggregating data using DEA, PAWS, FCAT Star, etc. to analyze student strengths and weaknesses in order to increase differentiation in classroom instruction and raise student achievement. Documentation of participation will be training sign-in sheets and teacher portfolios that contain data sheets, and documentation of conferencing with administrators. Teachers will be trained in effective teaching practices of the complexity of informational text to eliminate the gap between the achievement levels of all learners. Teachers will engage in an in-depth discussion and participate in a Lesson Study that focuses on the observation process and how to use observation data in order to revise the lesson for future use. Teachers will be trained to work with students with different learning styles and needs. The Literacy Coach will receive training on the CIS - Comprehensive Instructional Sequencing Model and share it with the administration and faculty. Teachers will participate and hold monthly discussions in a PLC book study on Effective Feedback Strategies. Participants will implement strategies into their	

			classrooms. When appropriate, evidence of classroom application will be documented in teacher lesson plans and shared with their group. The literacy coach will model and observe strategies in observation classrooms and will meet with teachers for follow up. The literacy coach will also hold collegial conversations with all interested teachers to discuss effectiveness of implementation of these strategies.	
Level 1 and Level 2 Students **Grade 6 87** **Grade 7 102** **Grade 8 81**	**ELL students will be provided resources to include but not limited to:** **Dictionaries** **Electronic translating devices** **Peer mentors** **Rosetta Stone** **Administration will ensure that students with IEP and 504 Plan accommodations be given the opportunity to participate in Learning Strategies classes if eligible.** **Administration and teachers will work with district staff to ensure that students are given the opportunity to participate in the Take Stock in Children Program.** **Administrators will ensure that all Level 1 students are in an Intensive Reading class.**	**Funds to pay for release time for Intensive Reading teachers to conference with parents.**	**Teachers identified to work with the lowest quartile or retained students will gather and analyze data on those students to identify the academic gaps in the students test data, and develop lessons that will address specific areas of deficiency.** **Teachers working with ELL students will receive information on ELL strategies and confer with the ELL teacher as evidenced by documentation in the students' ELL blue folder.**	**PMP/IEP/Conferences**

	Administrators will ensure that all Level 2 students are in at least one class that is taught by a NG CARPD certified teacher.			
NCLB **African American 77** **45% at or above grade level** **Students with Disabilities 85** **28% at or above grade level** **Econ Disadvantaged 371** **Hispanic 34** **Multiracial 53** **Asian 13** **American Indian 3** **English Lang. Learners 1**	**Administrators will analyze FCAT and DEA data to determine teaching assignments with the goal of assigning the most effective teachers to teach the lower quartile of students.**	**Summer Intensive Studies Ed2020** **SAI $3000** **Student Materials** **SAI $2000**	**Teachers identified to work with the lowest quartile or retained students will gather and analyze data on those students to identify the academic gaps in the students test data, and develop lessons that will address specific areas of deficiency.**	
Retained **Grade 6 5 students** **Grade 7 8 students** **Grade 8 12 students**	**A competency based grade recovery program will be offered through an innovative delivery system, such as computer-assisted instruction.**		**Teachers identified to work with the lowest quartile or retained students will gather and analyze data on those students to identify the academic gaps in the students test data, and develop lessons that will address specific areas of deficiency.**	**Letters of academic retention**
Gifted/Advanced/Honors **Grade 6 7 gifted** **Grade 7 3 gifted** **Grade 8 10 gifted**	**Administrators will ensure that accelerated classes in Language Arts, Math, Science, technology, and Spanish are built into the master schedule, and will ensure that gifted students are identified and scheduled into accelerated classes.** **Teachers will plan field trips for gifted students to various places of academic interest to enhance student learning.**	**Release time for EP paperwork and conferences Substitutes Discretionary $5000** **Field Trips $1000** **Program Materials $1000**		**EP paperwork** **EP parent conferencing**

Lowest 35% of Students - FCAT Reading portion: **6th Grade:** 81 White 13 African American 4 Hispanic 2 Asian 4 Multi-Racial 0 Indian **7th Grade:** 54 White 19 African American 0 Hispanic 4 Asian 7 Multi-Racial 0 Indian **8th Grade:** 62 White 12 African American 4 Hispanic 2 Asian 10 Multi-Racial 1 Indian	Elective teachers will work with core reading teachers to identify students who need additional reading support and will provide elective teachers with reading activities for use in their elective classes. An example of an activity could be the use of FCAT workbooks that are already available in the schools. Teachers will provide afterschool homework help for students on Tuesday, Wednesday and Thursday afternoons. Administrators will communicate the expectation for teachers to hold personal parent conferences as evidenced by individual conferences, parent evenings, or other methods deemed appropriate. Teachers will provide student progress monitoring results during teacher/student conferences.		Teachers identified to work with the lowest quartile or retained students will gather and analyze data on those students to identify the academic gaps in the students test data, and develop lessons that will address specific areas of deficiency. District staff or Assistant Principal of Curriculum will assist teachers in gathering and analyzing the data.	

- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

School: Davidson Middle	School Focus: Math
District Goal:	Students shall demonstrate math proficiency at or above expected grade level.

Objective M-1	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 80%. (District Objective: ☒ +2 percentile points or ☐ maintain 90-100%)
Objective M-2	The percentage of all curriculum students who will achieve FCAT adequate yearly progress in math as defined by the State of Florida on the FCAT will be at least 80%. (District Objective: ☒ +2 percentile points or ☐ maintain 90-100%)
Objective M-3	The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the FCAT will be at least 80%. (District Objective: ☒+ 2 percentile points or ☐ maintain 90-100%)
Objective M-4 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Algebra I End-of-Course Exams will be at least 95%. (District Objective: ☐ +2 percentile points or ☒ maintain 90-100%)
Objective M-5 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Geometry End-of-Course Exams will be at least 95%. (District Objective: ☐ +2 percentile points or ☒ maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities Include technology and assessment	Budget/Resources	Professional Development (Identify measurable teacher outcome)	Communication with Parents & Customer Relations (Community/Parent awareness)
All Curriculum Groups **Grade 6** **Tested 291** **Level 1 20** **Level 2 91** **Level 3-5 180** **Grade 7** **Tested 237** **Level 1 38** **Level 2 69** **Level 3-5 130** **Grade 8** **Tested 255** **Level 1 19** **Level 2 64** **Level 3-5 172**	Teachers will use the district data system to analyze their individual student data from the previous years. This data will be used to identify areas that need improvement and to drive individual teacher professional development as evidenced by teachers' IPDP plan. Teachers will use district data systems to analyze their current individual class test data to develop targeted instruction of NGSSS and Common Core Standards to plan for differentiated instruction. Teachers will work with the 8 essential math practices within the instructional program. Students will practice with PARCC "like" questions which require multi-step, complex thinking.	Content area textbooks and support materials Maintenance for and purchases of technology (digital projectors/document cameras; CPS or similar smart boards; ceiling mounts for projectors, larger projection screens Purchase Discretionary $2000 Maintenance Discretionary $2400 District approved math text Supplementary FCAT materials SIS Summer Intensive Studies Discretionary (As available)	**PDSP Focus**: 1. Transition to Common Core 2. Effective Feedback Strategies **Objective/other**: **Teachers and staff will continue to be trained on the Charlotte Danielson Evaluation System and will be proficient in using the four domains.** **Digital Educators will present/share technology strategies and resources to support math during faculty meetings and scheduled early release days.**	Agenda Books SAC County and School websites Parent Internet Viewer – PIV Parent conferences Email School Phone Messenger Online PMP/Data Star PMP/IEP/LEP/POC/504 Conferences DMS Newsletters Progress Reports/Report Cards School Marquee Articulation with elementary and high school Vertical alignment with the elementary and high schools DMS School Orientation/Open House Panther Camp for 6th graders County Teacher Web pages Edmodo PMP/IEP conferencing Implementation of communications documented in All Curriculum Groups.

	Teachers will retrieve and examine their student's diagnostic, formative and summative data from PAWS to determine the level of instructional support needed for optimal leaning for all students. Teachers will utilize curriculum pacing guides in individual classes as evidenced by weekly lesson plans. Lesson Plans documenting common core math standards will be required. Administration will collect lesson plans weekly and provide feedback to staff. Administration will continue classroom walk-throughs and initiate interactive feedback with teachers as a result of their observations. All teachers will map their curriculum according to the CCSS. All classrooms will implement conferencing in a variety of formats, i.e. teacher to student, student to teacher. peer to peer, which may include student goal setting and self-monitoring. Students participating in the Leadership Team will serve as mentors/tutors to the new incoming 6th graders. Teachers will differentiate instruction for students in Intensive Math classes to meet the needs of the individual. Teachers will work with their grade level and support staff to develop interventions or enrichment for students identified as struggling or below proficiency. When appropriate, the RtI team will convene to discuss students and recommend further action.		All mathematics teachers will be trained to analyze data and make appropriate instructional decisions based on the results of the data as demonstrated through IPDP's and lesson plans. Math teachers will receive training on alignment of curriculum/crosswalk with current NGSSS and Common Core Standards as evidenced by workshop sign-in sheets. Teachers will contact the district's technology specialist to request training in the use of instructional technology resources when needed. Math teachers will participate in differentiated instruction learning station during early release workshops as evidenced by workshop sign-in sheets and documentation of follow-up activities. Math teachers will participate in technology supported lesson based upon the CCSS/Math Practices during early release workshops as evidenced by workshop sign-in sheets and documentation of follow-up activities. PLC groups will hold monthly discussions reviewing the effectiveness of feedback strategies. Department chairs and the Literacy Coach will ensure all newly hired teachers are trained in the utilization of technology that enhances teaching and increases student performance.	

	Prior to presenting new content, math teachers will ask questions that help students recall what they might already know about the content.		**Teachers and administrators will address Common Core Standards during early release days and implement practices in progressive stages.** **Teachers will participate in PLC's during early release workshops as evidenced by workshop sign-in sheets and documentation of follow-up activities in teachers' lesson plans.** **Teachers will participate in a PLC book study on Effective Feedback Strategies. Participants will implement strategies into their classrooms. When appropriate, evidence of classroom application will be documented in teacher lesson plans and shared with their group.** **The literacy coach will model and observe strategies in observation classrooms and will meet with teachers for follow up. The literacy coach will also hold collegial conversations with all interested teachers to discuss effectiveness of implementation of these strategies.**	

LEVEL 1 and LEVEL 2
 	
    Grade 6
Level 1   20
Level 2   91
 	
    Grade 7
Level 1   38
Level 2   69
 	
    Grade 8
Level 1   19
Level 2   64
	Incoming 6th grade students who scored a Level 1 will be placed in a block of intensive and regular math.
	
	Students will be scheduled in a sequenced progression of math courses per grade level for remediation purposes as needs arise.
	
	Accelerated Math will be used to provide support to our lowest achieving math students.
		ELL materials and teacher Discretionary $23,000
		
		Summer Intensive Studies SAI (As available)
		
		Resource teacher ESE/ Discretionary $63,600
			Teachers will be trained on disaggregating data using DEA, PAWS, FCAT Star, etc. to examine students' strengths and weaknesses to provide differentiation and raise student achievement as evidenced by workshop sign-in sheets.	PMP/IEP conferencing with ELL trained personnel assisting.
				
				ELL teachers assisted parent phone calls, notes, memos, etc.
				
				Implementation of communications documented in All Curriculum Groups.

NCLB **African Americans 77** **36% at or above grade level** **Students with Disabilities 82** **32% at or above grade level** **Econ Disadvantaged 371** **Hispanic 34** **Asian 13** **American Indian 3** **English Lang. Learners 1** **Multi-Racial 53**	**Teachers will incorporate activities that increase motivation and engagement in learning through the use of technology; such as:** • **Mimio** • **Computers on Wheels (COWS)** • **CPS** • **On-line resources** • **BrainPop** • **Brainchild** • **Educational games**	Summer Intensive Studies, Ed2020 SAI $3000 Student materials SAI (As available)	**Teachers working with ELL students will receive information on ELL strategies and confer with the ELL teacher as evidenced by documentation on weekly lesson plans.** **Teachers identified to work with the lowest quartile or retained students will gather and analyze these students' data to identify academic gaps in the students' test data and develop lessons that will address specific areas of deficiency. District staff or Assistant Principal of Curriculum will assist teachers in gathering and analyzing the data.**	
Retained/Twice retained **Grade 6 5 students** **Grade 7 8 students** **Grade 8 12 students**	**Implementation of an Intensive Math class to improve basic math skills. (building blocks) RtI may be utilized.** **Administrators will schedule students who failed Math 1 in a class block with their Math 2 class.** **A competency based grade recovery program will be offered through an innovative delivery system, such as computer-assisted instruction.**		**Teachers identified to work with the lowest quartile or retained students will gather and analyze these students' data to identify academic gaps in the students' test data and develop lessons that will address specific areas of deficiency. District staff or Assistant Principal of Curriculum will assist teachers in gathering and analyzing the data.**	Letters of academic retention
Gifted/Advanced/Honors **Grade 6 7 gifted** **Grade 7 3 gifted** **Grade 8 10 gifted**	**Students will utilize computers to practice "computer based testing" in preparation for the state algebra and geometry end of course exams.** **Students will be introduced and taught to utilize graphing calculators to emphasize rigor of instruction.** **Administrators will include accelerated Language Arts, Math, Science,**	Release time for EP paperwork and conferences Substitutes Discretionary $4000 Field Trips $1000 Supplies for Quarterly Programs $1000		EP paperwork EP parent conferencing

	technology, and Spanish classes in the master schedule, and will make sure gifted students are identified and included in these classes. Teachers will plan field trips for gifted students to various places of academic interest to enhance student learning.			
Lowest 35% of Students – FCAT Math Portion: **6th Grade:** 77 White 14 African American 4 Hispanic 1 Asian 6 Multi-Racial **7th Grade:** 59 White 16 African American 3 Hispanic 0 Asian 7 Multi-Racial **8th Grade:** 59 White 17 African American 5 Hispanic 1 Asian 10 Multi-Racial 1 Indian	Educators will provide afterschool homework help for students on Tuesday, Wednesday and Thursday afternoons. Educators assisting with afterschool homework help will keep a log of the students who attended and which subject areas they are received help so administrators can work with instructional staff to ensure sufficient help is available for all students. Administrators will communicate the expectation for teachers to meet with parents as evidenced by individual conferences, parent evenings, or other methods deemed appropriate.		Teachers will gather and analyze data on current students and reflect on data of previous students to drive instruction as evidenced by data chats with administrators. Teachers identified to work with the lowest quartile or retained students will gather and analyze those students' data to identify academic gaps and develop lessons that will address areas of deficiency.	

- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

School: Davidson Middle	School Focus: Writing
District Goal:	Students shall demonstrate writing proficiency at or above expected grade level.

Objective	The percentage of 8th grade students scoring 4.0 and above on FCAT Writing will be at least 65%. (District Objective: ☒ +2 percentile points or ☐ maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities Include technology and assessment	Budget/Resources	Professional Development (Identify measurable teacher outcome)	Communication with Parents & Customer Relations (Community/Parent awareness)
All Curriculum Groups Grade 8 Tested 292 233 scored 3.0 or higher 59 scored below 3.0 80% Proficient NCLB: White 234 African American 26 Hispanic 12 Asian 3 American Indian 0 Multi-Racial 17	Teachers will utilize the Cornell style note taking method in all grades and subject areas. Language Arts teachers will hold timed FCAT practice writings in their classes. Teachers will conference with students or give written feedback on writing assignments with students having the opportunity to re-write passages. Students will be given the opportunity to write in response to a reading selection by using text-based evidence and/or from text-based discussions of the reading selection. Language Arts teachers will incorporate vocabulary strategies, writing with short/ extended response and using graphic organizers in their lesson plans. Students will be given instruction on how the FCAT 2.0 writing rubric is utilized in scoring student writing, and student will learn how to score peer essays in Language Arts classes. Teachers will ensure that writing assignments are given in LA, Science, and SS as evidenced by lesson plans. Teachers will implement the use of Socratic Questioning adapted for middle school students.	FCAT writing materials Discretionary $2000 Substitutes (Teacher Conferencing) Discretionary $2000	PDSP Focus: 1. Transition to Common Core 2. Effective Feedback Strategies Objective/other: Teachers and staff will continue to be trained on the Charlotte Danielson Evaluation System and will be proficient in using the four domains. LA, Science and SS teachers will be given information on the Anchor Standards for Writing as evidenced by literacy coach documentation. Teachers working with ELL students will receive information on ELL strategies and confer with the ELL teacher as evidenced by documentation on weekly lesson plans.	Agenda Books SAC County and School websites Parent Internet Viewer – PIV Parent conferences Email Edmodo School Phone Messenger Online PMP/Data Star PMP/IEP/LEP/POC/504 Con-ferences DMS Newsletters Progress Reports/Report Cards School Marquee Articulation with elementary and high school Vertical Alignment with high school Panther Camp for 6th graders DMS School Orientation/Open House Book Fair

	Students will cite specific evidence to support analysis of primary and secondary sources. PMP's/IEP's will be completed and reviewed for any student not meeting the state minimum writing requirements. Students will learn about the different levels of questions and be expected to identify and develop questions themselves. Teachers will share and analyze student writing samples to ensure consistent scoring practices. Students will write arguments focused on discipline-specific content.		Teachers will gather and analyze data on current students and reflect on data of previous students to drive instruction. Teachers will participate in effective feedback training during early release workshops as evidenced by sign-in sheets and documentation of follow-up activities. Teachers will participate in training and/or book study on argumentative writing. (Teaching Argument Writing) PLC groups will hold monthly discussions reviewing the effectiveness of feedback strategies. Teachers and administrators will address Common Core Standards during early release days and implement practices in progressive stages. Teachers will participate in PLC's during early release workshops as evidenced by workshop sign-in sheets and documentation of follow-up activities in teachers' lesson plans. Teachers will participate in a PLC book study on Effective Feedback Strategies. Participants will implement strategies into their classrooms. When appropriate, evidence of classroom application will be documented in teacher lesson plans and shared with their group.	

- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

School: Davidson Middle	School Focus: Science
District Goal:	Students shall demonstrate science proficiency at or above expected grade level.

Objective S-1 (Grades 5, 8)	The percentage of 8th grade students who will be proficient in science as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 65%. (District Objective: ☒ +2 percentile points or ☐ maintain 90-100%)
Objective S-2 (High school only)	The percentage of all curriculum students who will be proficient in science as defined by the State of Florida on the Florida Biology End-of-Course Exams will be at least _____%. (District Objective: ☐ +2 percentile points or ☐ maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities Include technology and assessment	Budget/Resources	Professional Development (Identify measurable teacher outcome)	Communication with Parents & Customer Relations (Community/Parent awareness)
All Curriculum Groups **Grade 8** **Tested** 292 **Level 1** 20 **Level 2** 98 **Level 3** 141 **60% scored Proficient** **NCLB** **Level 1:** **White – 19** **African American – 0** **Asian – 0** **Hispanic– 0** **Multi-Racial - 1** **Level 2:** **White – 67** **African American – 18** **Asian - 1** **Hispanic – 8** **Multi-Racial – 4**	Teachers will create and implement one CIS lesson and use one complex text activity by the end of the year. Teachers will incorporate science labs at least once a month by planning and implementing instruction that will provide students with real world science applications. Teachers will integrate technology into their classrooms by using computer software programs, and additional resources to organize, process and present data. Teachers will use PAWS and DEA data to identify student's deficient areas on specific science benchmarks. Teachers will use curricular/instructional modifications to differentiate instruction for sub groups as evidenced in their lesson plans. Teachers will require Science Fair projects in all grade levels.	Media Materials (Leveled) Discretionary $5000	**PDSP Focus:** 1. Transition to Common Core 2. Effective Feedback Strategies **Objective/other:** Teachers and staff will continue to be trained on the Charlotte Danielson Evaluation System and will be proficient in using the four domains. Science teachers will participate in best practices and department meetings to share ideas and innovative strategies as evidenced by meeting agendas. Teachers and administrators will be trained on disaggregating data using DEA, PAWS, FCAT Star, etc. to analyze student strengths and weaknesses in order to increase differentiation in classroom instruction and raise student achievement.	**Agenda Books** **SAC** **County and School websites** **Parent Internet Viewer – PIV** **Parent conferences** **Email** **Edmodo** **School Phone Messenger** **Online PMP/Data Star** **PMP/IEP/LEP/POC/504 Con-ferences** **DMS Newsletters** **Progress Reports/Report Cards** **School Marquee** **Academic texts assigned for home use** **Articulation with elementary and high school** **Vertical alignment with the elementary and high schools** **Panther Camp for 6th graders** **DMS School Orientation/Open House** **Science Exhibition Night**

Level 3-5: **White – 148** **African American – 8** **Hispanic – 4** **Asian – 2** **Multi-Racial - 12**	**Students will be given a Science Fair Manual to assist in the completion of science fair projects.** **Alternative reading materials will be available to students as needed for the differentiation of instructional materials in science.** **Teachers will use the district data system to analyze their individual FCAT and DEA data from the previous years. This data will be used to identify areas that need improvement and to drive individual teacher professional development as evidenced by teachers' IPDP plan.** **All Science classes will incorporate the NGSSS benchmarks and Common Core Standards into their curriculum based on the revised DMS Science pacing guides.** **Pre-AP science teachers will target critical thinking skills within their science curriculum as evidenced in teacher lesson plans.** **Students will be given the opportunity to take advanced science classes (up to Physical Science Honors for high school credit) to ensure all students receive the rigor of instruction commensurate with their ability.** **To enhance student engagement, science classes will offer technological interactive science lessons.** **Students will be given the opportunity to participate in Robotics. Students will program a robot to complete different challenges. In culmination, students will have the opportunity to compete in robotics competitions.**		**Teachers working with ELL students will receive information on ELL strategies and confer with the ELL teacher as evidenced by documentation in the students ELL blue folder.** **Science teachers will receive information on science fair procedures and competitions as evidenced by meeting agendas.** **Teachers and administrators will address effective feedback strategies and implement the practice in progressive stages.** **Teachers will gather and analyze data on current students and reflect on data of previous students to drive instruction.**	

	Science Students Together Reaching Diversity and Excellence (SSTRIDE) will be offered to 8th grade students by application as evidenced in the master schedule. **A primary focus for teachers will be measurement and graphing skills as evidenced in lesson plans.** **Teachers will incorporate FCAT preparation materials provided by the primary science textbook.** **An 8th grade science class will be taught using IPAD2's.**			

- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

School: Davidson Middle	School Focus: College Readiness/Academic Acceleration
School Objective: 80% of students will be enrolled in at least one advanced class.	

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/innovative methods & extended learning opportunities Include technology and assessment	Budget/Resources	Professional Development (Identify measurable teacher outcome)	Communication with Parents & Customer Relations (Community/Parent awareness)
All Curriculum Groups	**Algebra 1 Honors, Geometry Honors, Introduction to Technology, Web Design, Spanish 1, and Physical Science Honors will be offered to students for high school credit.** **Administrators will assign mentors for at-risk students as evidenced by mentor sign-in logs.** **Teachers will ensure that all students participate in science fair.** **History teachers who train students on E-PEP will incorporate military and college speakers into their curriculum.** **Civics teachers will administer an interest survey in their classes.** **Civics teachers will utilize Career Cruisers in their classes.** **Selected 7th grade students will participate in the Duke Talent Search Program.** **Students will be given the opportunity to participate in the Summer Bridge Program.** **Students will be offered the opportunity to participate in various extracurricular activities such as National Junior Honor Society, Builder's Club, Minority Council, Student Council, Academic Team, and Robotics Team and Geography Bee.**	**SIS Funding as determined by the OCSD**	**PDSP Focus**: 1. **Transition to Common Core** 2. **Effective Feedback Strategies** **Objective/other**: **Teachers and staff will continue to be trained on the Charlotte Danielson Evaluation System and will be proficient in using the four domains.** **Teachers will meet to discuss literacy issues and integration of literacy into all content areas (coaching process through modeling, observation, collaboration, collegial conversations, lesson plans and data collection as evidenced by workshop sign-in sheets.** **Teachers trained as digital educators will present various uses of technology during scheduled early release days as evidenced by workshop sign-in sheets.** **Teachers and administrators will address effective feedback strategies and implement the practice in progressive stages.**	**Agenda Books** **SAC** **County and School websites** **Parent Internet Viewer – PIV** **Parent conferences** **Email** **Edmodo** **School Phone Messenger** **Online PMP/Data Star** **PMP/IEP/LEP/POC/504 Conferences** **DMS Newsletters** **Progress Reports/Report Cards** **School Marquee** **Articulation with elementary and high school** **Vertical alignment with the high school** **Panther Camp for 6th graders** **DMS School Orientation/Open House** **Science Exhibition Night**

	Students will be offered the opportunity to participate in real world writing experiences such as the MLK Oratorical Contest, Great American Patriots Essay Contest, and Black History Month Essays.		

- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

2012- 2013

> **Accreditation Standards**
> 1. Vision and Purpose
> 2. Governance and Leadership
> 3. Teaching and Learning
> 4. Documenting and Using Results
> 5. Resources and Support Systems
> 6. Stakeholder Communication and Relationships
> 7. Commitment to Continuous Improvement

GOAL 1: OCSD will develop innovative and relevant curricula which engage students and are tailored to their individual needs and aspirations.

- An individualized prescriptive educational plan will be implemented for every student not proficient in reading and math.
- The number of middle school students enrolled in high school courses will increase by 5%.

GOAL 2: OCSD will ensure the achievement of high academic standards by all students as measured by national, state and local standards.

- The comprehensive assessment program for Gr. K-12 (i.e. DEA), will be annually reviewed to monitor alignment with the state's proficiency level of 3 or above in reading and math.
- By 2015, at least 73% of students on special standards will perform proficiently on the Florida Alternate Assessment (FAA).

GOAL 3: OCSD will ensure conditions are in place which optimize learning for all students.

- 100% of instructional staff will meet highly qualified standards in accordance with state and federal guidelines.
- All schools will maintain a safe and orderly environment (per school) as evidenced by a a rating of 85% or higher on related survey items in the OCSD Climate Survey.

GOAL 4: OCSD will actively pursue family and community members to become our partners in the improvement of student performance and the process of school improvement.

- On an annual basis, members of the School Advisory Council will adhere to and operate by statutory and School Board policy.
- Customer satisfaction in Okaloosa County schools will be maintained at 90% as measured by the annual OCSD Climate Survey.

2012- 2013
SUPPLEMENTAL PAGE

MEAN SCORES	Davidson Middle School						
	READING						
	2006	2007	2008	2009	2010	2011	2012
6th Grade	325	324	324	332	332	329	226
7th Grade	339	339	339	342	336	339	236
8th Grade	323	330	330	331	328	328	243

MEAN SCORES	Davidson Middle School						
	MATHEMATICS						
	2006	2007	2008	2009	2010	2011	2012
6th Grade	333	330	330	336	331	337	228
7th Grade	331	335	335	338	329	332	240
8th Grade	337	343	343	339	339	337	247

Davidson Middle School
8th Grade Mean Scores

WRITING

2006	2007	2008	2009	2010	2011	2012
328	333	333	4.3	4.2	4.2	3.4

Davidson Middle School
8th Grade Mean Scores

SCIENCE

2006	2007	2008	2009	2010	2011	2012
324	335	335	336	334	334	336

SCHOOL GRADE LEVEL PERCENT SCORING THREE AND ABOVE

Davidson Middle School

	2007	2008	2009	2010	2011	2012
READING GRADE 6	76	82	83	78	78	55
READING GRADE 7	80	83	88	76	83	67
READING GRADE 8	73	74	73	69	65	66
MATH GRADE 6	62	72	72	68	75	52
MATH GRADE 7	78	82	80	75	81	67
MATH GRADE 8	85	83	84	78	78	63
WRITING GRADE 8 (3.0 or higher)	95	90	94	90	84	80
SCIENCE GRADE 8	61	59	62	63	63	59