Middle School
Comprehensive Needs Assessment
2018-2019

CCRPI	2014-2015	2015-2016	2016-2017	3-yr Avg	Data Sources
CCRPI Score - School	105.5	100.8	100.7	102.3333	GADOE portal
CCRPI Score - District	62.4	57.9	63.1	61.1333	
CCRPI Score - State	75.5	73.6	72.9	74.0000	

Georgia Milestones	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
% Developing Learner or Above - ELA	99.3	98.2	98.9	98.8000	SLDS
% Developing Learner or Above - Math	98.6	99.1	99.9	99.2000	
% Developing Learner or Above - Science	83	N/A	N/A	83.0000	
% Developing Learner or Above - Social Studies	96.6	N/A	100(8th)	96.6000	
% Proficient or Distinguished Learner - ELA	83.6	85.2	86.7	85.1667	
% Proficient or Distinguished Learner - Math	77	67.9	82.9	75.9333	
% Proficient or Distinguished Learner - Science	67	78	N/A	72.5000	
% Proficient or Distinguished Learner - Social Studies	66	80	85	77.0000	

iReady	EOY 2016	EOY 2017	EOY 2018	3-yr Avg	Data Source
% Students Reading on Grade Level - 6th Grade	69	73	94	73.0000	iReady->Reports
% Students Reading on Grade Level - 7th Grade	70	84	SV-99/EOY-94	84.0000	
% Students Reading on Grade Level - 8th Grade	82	94	SV-99/EOY-94	94.0000	
On Grade Level Lexile (%)	97.6	97.6	80.4	89.0000	iReady->Reports
% Students Math on Grade Level - 6th Grade	65	SV-44/EOY-11	SV-97/EOY-53	65.0000	iReady->Reports
% Students Math on Grade Level - 7th Grade	59	SV-93/EOY-49	SV-91/EOY-46	59.0000	
% Students Math on Grade Level - 8th Grade	76	SV-50/EOY-25	SV-96/EOY-73	76.0000	
On Grade Level Quantile (%)	82.3	82.3	95.8	82.3000	iReady->Reports

Reflection Questions: How are student Lexiles used instructionally to improve student growth? How are Lexiles communicated to parents to ensure they understand what these scores mean? How are Lexiles communicated to students and used for goal setting?   What training do teachers receive to enhance their professional knowledge about Lexiles? Does your professional learning for Lexile instruction include all content teachers? How can Media Specialist support increased Lexile measures?

Teachers encourage their students to read on a daily basis. Teachers also work with the Media Specialist to improve their students Lexile scores. Teachers use flexible grouping strategies so that students with higher Lexile scores can assist other students improve their lower Lexile scores. All content area educators participate in professional learning pertaining to the improvement of lexile levels. Our Media Specialist can offer suggestions and directing students to the areas of the library that connect to their lexile levles.

Reflection Questions: How are student Quantiles used instructionally to improve student growth? How are Quantiles communicated to parents to ensure they understand what these scores mean? How are Quantiles communicated to students and used for goal setting? What training do teachers receive to enhance their professional knowledge about Quantiles. Does your professional learning for Quantiles include all content areas?

Teachers have their students complete diagnostic assessments such as iReady. They use these diagnostics to view student progress-on grade-level, below grade-level, etc. Teachers communicate these areas to parents and students as on-level, above-level or below-level on these diagnostics.All teachers receive district level training on iReady. However, all content areas to not apply. This only applies to Math and ELA.

Middle School
Comprehensive Needs Assessment
2018-2019

Student Profile	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
Total Student Enrollment	370	379	378	375.6667	Infinite Campus (Student Information->Reports->Enrollment Summary
Students Absent 6+ Days (%)	30.5	28.23	30	29.5767	Infinite Campus (RCSS Custom Reports->Attendance->Attendance by Min Nbr of Days
Discipline Incidences	381	284	174	279.6667	Infinite Campus->Behavior->Reports->Incident. Click on List by Year to see other school years.

Reflection Questions: What is your schools attendance plan? How do you address attendance issues? Phone call? Notes home? Home visit? Do you use your parent facilitator or designee? Who monitors attendance and how it affects your CCRPI score? Are there any rewards systems in place for attendance? Are these rewards monthly? Quarterly?

Davidson follows the district policy for absences which states that a students should not be absent more that five days per school year. If a student exceeds or is in danger of exceeding the limit of absences, we make contact with the parent and student. First, we send home and email a letter after the student has accumulated two unexcused absences. If a student continues to accumulate absences, administration will make a phone call home to the parent or guardian. A meeting is held with the parent, school administration and the school socail worker once the student reaches five unexcused absences. During this meeting, the root cause of the absences is found and strategies are put in place to prevent additional absences. Sometimes, the school social worker will make a home visit. The Davidson administrative staff monitors the attendacne each month and communicates with parents and students accordingly. Students awards are given each 9 weeks for those students who display perfect attendance. Students are also recognized at the end-of-year awards day and on an individual basis.

Faculty & Staff Profile (2015-2016)	1 to 3 Years	4-10 Years	11-20 Years	21+ Years	Data Source
Current Principal's # of Years in Position		6			School-level Data
Teaching Staff # of Years in Current School	13	12	7	8.0000	School-level Data
Teaching Staff # of Years in Profession	3	11	11	24.0000	School-level Data
	2014-2015	2015-2016	2016-2017	3-yr Avg	Data Source
% Administrator Absent 6+ Days	0	0	0	0.0000	School-level Data
% Teachers Absent 6+ Days	0.02	0.02	0.08	0.0400	School-level Data
% Staff Absent 6+ Days	0.1	0.05	0.2	0.1167	School-level Data

Reflection Questions: Do you monitor teacher/staff attendance? Are any teachers/staff chronically absent? Do these teachers/staff miss Mondays and Fridays more so than others?

Yes. Teacher/staff attendance is monitored. We have teachers and staff members check-in/check-out on a computer kiosk each day. The assistant principal prints reports and a review is completed. We do not have any teachers who are chronically absent from work.

TKES Standards (%) (2017-2018)	Level I	Level II	Level III	Level IV	Data Source
1. Professional Knowledge	0	0	19	24.0000	School-level Data
2. Instructional Planning	1	3	31	9.0000	School-level Data
3. Instructional Strategies	0	0	28	15.0000	School-level Data
4. Differentiated Instruction	0	2	31	31.0000	School-level Data
5. Assessment Strategies	0	0	35	7.0000	School-level Data
6. Assessment Uses	0	1	34	8.0000	School-level Data
7. Positive Learning Environment	0	0	18	25.0000	School-level Data
8. Academically Challenging Environment	0	2	32	10.0000	School-level Data
9. Professionalism	0	0	13	30.0000	School-level Data
10. Communication	0	1	27	16.0000	School-level Data

Middle School
Comprehensive Needs Assessment
2018-2019

School Culture Data Profile	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
Student Mobility (%)	4.88	2.37	2.63	2.6300	Governor's Office of Student Achievement. http://gosa.georgia.gov/downloadable-data
In-School Suspension (%)	0	0	0	0.0000	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
Out of School Suspension (%)	2.8	1.1	2.9	2.2667	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
# of Tribunal Hearings	0	0	0	0.0000	
Question from the Georgia Student Health Survey with the lowest rating (Highest percentage of Strongly Disagree/Disagree or Sometimes/Never)			37	N/A	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx
Question from the Georgia Student Health Survey with the highest rating (Highest percentage of Strongly Agree/Agree or Always/Often)			20/24	N/A	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx

Reflection Questions: How do out-of-school suspensions affect attendance? Do you have interventions in place that could replace suspensions as a form of punishment? What positive behavior reinforcement program or initiatives does your school have in place?

We have very few suspensions. Therefore, suspensions do not affect school attendace numbers. Yes. We use community service as an intervention in lieu of suspensions. Good behavior is recognized and the behavioral expectations remain high due to continual positive reinforcement from administration, teachers and staff members.

Reflection Questions: What is your school-wide discipline plan? Does the school wide discipline plan mirror board policy? What additional policy and procedures does your school have that are unique? Is your faculty and staff consistent with the school wide discipline plan? Are there any teachers that stand out that have had historical issues with discipline referrals? How is that teacher supported?

We have reated an acronymn-ARTIST:A-Always listent for/to directions, R-Be respectful to the school and others, T-Treatothers kindly, I-Imagine new things/Be creative, S-Support and encourage, T- Talk quietly and focus.

Reflection Questions: What types of training have you offered to address student discipline? What types of training is needed to address student discipline? For students who are long term (5-10 day suspension/ alternative) suspended, how are they transitioned back in the school? How are you monitoring and supporting academics of the students who are chronically suspended?

We review student discipline in faculty, leadership and administrative meetings. We feel that we address student discipline promptly and thoroughly. We have concentrated on minimizing the number of tardies that students receive as the data shows this is our weakest area.

Reflection Questions: What areas of concern are revealed in the Georgia Student Health Survey results? How does this relate to your School Climate Star Rating? How are these concerns addressed in your day-to-day operations? Do they represent gaps in your procedures or follow-through on your procedures? What needs to change to improve on these concerns?

We had an increased number of students say that they felt sad or withdrawn through the past 30 days. This may have affected the results of the safe and substance free portion of the school climate ratings as our scores were in the mid 80s. We can help improve these feelings by a consistent school-wide reinforcement of the bullying policy and through teachers as advisors. Teachers as advisors can target specific topic related to bullying and a safe climate and culture.

Reflection Questions: Do the Georgia Student Health Survey results reveal any concerns with alcohol/drug abuse or self-harm? How are these concerns being addressed? What needs to change to improve on these concerns?

We have an increased number of students who said their friends would not perceive them smoking marijuana and taking perscription drugs as being wrong. We should address this by having law-enforcement/medical personnel come speak to the students about the effect of these activities and habits in corellation witht the students futures goals.

Middle School
Comprehensive Needs Assessment
2018-2019

Middle School
Comprehensive Needs Assessment
2018-2019

Family and Community Engagement Data Profile	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
External Business/Community Partnerships (#)	5.0	9.0	15.0	9.6667	School-level Data
Community Events (#)	31.0	42.0	60.0	36.5000	School-level Data
School Events (#)	62.0	77.0	82.0	69.5000	School-level Data
Parent Training Workshops (#)	4.0	2.0	3.0	3.0000	School-level Data
Curriculum Nights (#)	0	0	1	0.3333	School-level Data

Based on your data and the reflective questions, what are the three main initiatives that your school needs to focus on this school year?

1. In the 2018-2019 school year, we will increase and strengthen students academic vocabulary in all subject areas by 3% using iReady and USA Testprep diagnostics.

2. In the 2018-2019 school year we will increase the percentage of students scoring proficient and above on the GMAS/EOG by 3% by the reinforcement of specific Economics' domains..

3. In the 2018-2019 school year, we will establish a instructional calendar to increase professional learning opportunities by 3% compared to the previous school year.