

School Improvement Plan

Comprehensive Needs Assessment

School: Davis Drive MS

Plan Year 2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	<p>According to EVAAS, our three year average growth measure for the Math EOG exceeded the growth standard at 1.3.</p> <p>According to EVAAS, our three year average growth measure for the Science EOG exceeded the growth standard at 2.0.</p> <p>Over the last three years we have met all of our AMO targets.</p>	<p>According to EVAAS, our three year average growth measure for the Reading EOG did not meet the growth standard at -1.2.</p>
Process Data	<ul style="list-style-type: none"> • Monthly Kid Talks (failed learners and intentional non-learners) • SMART Block daily remediation and enrichment offerings • Analyzing student and school data • After-school tutoring program • PLTs create common assessments, map out units, and share resources • PLT Quarterly Reviews • Academic recovery program • Master Schedule (hand scheduling-clustering and planning time) 	<p>Targeted Tier I literacy instruction across all curriculum</p>
Staff and Student Demographics	<p>2014-2015 Teacher Demographics - 70 classroom teachers</p> <ul style="list-style-type: none"> -100% of teachers are fully licensed -47.1% of teachers have an advanced degree -17 teachers are National Board Certified - Teacher turnover rate is 11.8% which is lower than the state, but not the district (11.3%). 	<p>On average from 2012- 2015</p> <ul style="list-style-type: none"> -Teacher Demographic Profile: White- 92.4% Asian- 0% Black- 7.6% Hispanic-0% -Student Demographic Profile: White- 57% Asian- 31% Black- 5% Hispanic-7% <p>Teacher demographics do not reflect student demographics.</p>

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Perception	<p>2015 WCPSS Staff Survey:</p> <ul style="list-style-type: none"> -92.6% of teachers report that "the faculty and staff have a shared vision". -87.5% of teachers report that their "PLT work helps them identify areas for their own professional growth and development". <p>2014 TWC Survey:</p> <ul style="list-style-type: none"> -83.3% of teachers report that they "have sufficient instructional time to meet the needs of all students", compared to 66.2% in 2012. -85.9% of teachers report that they "are trusted to make sound professional decisions about instruction", compared to 68.7% in 2012. -91.8% of teachers report that "overall my school is a good place to work and learn". -95.9% of teachers report "parents/guardians are influential decision makers in this school". -98.6% of teachers report "the faculty work in a school environment that is safe". This is a result of staff following DDMSs Safe and Orderly School Plan. -All students at Davis Drive Middle meet the State Board requirements noted in the Healthy Active Children Policy. 	<p>2015 WCPSS Student Survey:</p> <ul style="list-style-type: none"> -Data does not portray accurate results due to lack of student participation. <p>2014 TWC Survey:</p> <ul style="list-style-type: none"> -66.7% of teachers report there "is an atmosphere of trust and mutual respect in this school". -65.3% of teachers report "feeling comfortable raising issues and concerns that are important to them". -37.0% of teachers report "class sizes are reasonable such that teachers have the time available to meet the needs of all students".

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
As reported by EVAAS, DDMS did not meet expected growth for Reading in all grade levels. Our 3-year-average Growth Measure score is -1.2.	Common assessments do not reflect EOG style questioning. (Evidence- Current classroom assessments does not reflect EOG style testing)	Language Arts PLTs will create EOG style common assessments. Language Arts teachers will incorporate EOG question stems in common assessments.

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As reported by PLT Quarterly Review data, Instructional strategies that target reading skills across curriculum are not being implemented with fidelity. Our 3-year-average Growth Measure score is -1.2.	Lack of rigorous assessments in Language Arts classes. (Evidence- EOG Proficiency data as compared to EVAAS growth data)	PLTs will incorporate quality questioning, meaningful feedback and vocabulary in context to increase comprehension, vocabulary, and critical thinking skills.

Data Summary

Describe your conclusions

We are Davis Drive Middle School where 91.8% of our teachers report that our school is a good place to work and learn. We have maintained the highest EOG proficiency scores of any middle school in the district for the past 3 years. Our growth data in Math exceeds the growth measure. Our concern centers around Reading growth. EVAAS reports indicate that our students made less progress than the Growth Standard in Reading over the past 3 years. We have proposed that all PLTs incorporate quality questioning, meaningful feedback and vocabulary in context in lessons to increase comprehension, vocabulary, and critical thinking skills. Our LA teachers will incorporate EOG style reading passages and multiple choice questions in common assessments. Teachers will also utilize EOG question stems in classroom instruction and assessments.