AdvancED

Accreditation Report

C. W. Davis Middle School

Hall County School System

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

C.W. Davis Middle School is located in south Hall County in the foothills of the North Georgia mountains. Our school is currently the largest middle school in the district and has experienced tremendous growth during the past ten years. While our growth slowed, and actually decreased, for a couple of years beginning in 2008, we are starting to see significant growth begin again as the economy begins to recover. Our current school enrollment is 1259 students in grades 6-8. Demographically, C.W. Davis Middle has not changed drastically in the past three years. The approximate ethnicity breakdown of our school is as follows: 72% white, 15% Hispanic, 8% black, 3% multi-racial, and 2% other. While the ethnicity of our student body has remained relatively unchanged, we have seen a tremendous increase in our free/reduced lunch rate. Our rate is approximately 45%, which is an increase of 100% since 2006. There are a couple of primary challenges we face as we look to the future. The first is simply the aforementioned growth. Another challenge is how to keep our instruction relevant in the 21st century as students are constantly changing. While these are definitely challenges, we are not content to stick with the status quo. We know we must change and meet the students where they are if we are to be successful.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of C.W. Davis Middle School is to provide students opportunities to achieve their academic, social, physical, and creative potential. By doing this, we believe that we will produce well-rounded citizens that will have a great opportunity to be successful in their future endeavors.   We strive to achieve this by offering student many opportunities to be involved in areas in which they have a passion and interest. Academically, we offer classes at many levels which provides rigor and relevance so students will be challenged and engaged. Creatively, our fine arts programs are exemplary and provide students with many avenues to share and build their talents. Physically, our school has a wide range of athletic programs that allow students compete and, more importantly, learn the benefits of a healthy lifestyle. Our goal through these various offerings is to provide a program or opportunity here for every students to be involved so they can flourish.

C.W. Davis Middle School believes that each student is different. Our role is to provide instruction and assessments that address these differences in order for us to give each student the best opportunity to be successful. This is most effectively done by focusing on the three R's: rigor, relevance, and relationships. We must provide a curriculum that is rigorous and relevant. It is imperative that we show students that what we are teaching has a connection to the outside world. Before any of this can take place, however, we must build relationships. At CWDMS, we constantly discuss the importance of building positive relationships with students so that they know that we care. This helps students buy into and build ownership of their education.

We firmly believe that if we focus on the three R's and make every effort to keep them at the forefront of what we do, we will be successful and true to our mission and purpose.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

C.W. Davis Middle School has shown consistent growth each year on CCRPI (College and Career Readiness Performance Index). Our scores have risen from 75.3 (2012) to 80.4 (2013) and finally to 87.3 (2014). While we acknowledge that there is more to a school's performance than the CCRPI score, we have been encouraged by the growth and feel that it validates our efforts to build a process that focuses on data to monitor student growth and achievement. We are excited to continue on the path and look forward to becoming even more effective in this process.

In addition to our accountability results, our school has also served as a model school in our district for blended learning. We have worked to make our instruction more relevant and engaging by promoting collaboration and the integration of technology into classrooms. Because of this focus, we have hosted visitors from school systems around the United States. As a result of these visits, we have been able to share our journey and, at the same time, gather great feedback from the visitors that has helped us continue to grow and improve.

As we look to the future, we recognize that we must improve in our efforts to differentiate instruction for our students. Technology definitely helps in the area, but we are striving to make differentiation more prevalent throughout our school. This will be a major component of our school improvement efforts in the upcoming school year. We believe that we have a good progress monitoring process in place and will now focus on continuing to work with the staff to become even more proficient in this area.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Our school is committed to providing an education for our students that is second to none. This is easy to say, but it is difficult in that we have to acknowledge that we will never arrive at our destination. We will be in a constant state of reflection and change as we try to stay true to the integrity of our mission

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Survey results •Purpose statements - past and present	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Survey results •The school's statement of purpose	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	•Survey results	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

Cite sources of evidence External Review team members may be interested in reviewing.

An area of strength for DMS is the process by which the school mission has been reviewed and revised on a recurring basis. The mission statement is reviewed annually by the school improvement team and any revisions, if necessary, are made. The mission statement is posted in each classroom, as well as other strategic points throughout the school building, and is also posted on the school website. The mission statement is also reviewed annually with the school council, and is shared during the spring upcoming 6th grade parents meeting.

Another area of strength is the commitment by leadership and staff to a culture that supports a challenging learning environment for all students. Both leadership and staff are actively engaged in this commitment through content and grade level meetings, as well as professional learning activities that are built into those meeting times. Staff regularly discuss and revise curriculum to foster rigor throughout instruction.

An area for continuing improvement that is in process now is school leadership's implementation of analysis of data to improve instruction. The school is in the process of performing pre-assessments and using the data to guide instruction and increase student achievement based on piloted processes from the previous year. The process, however, needs to include includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.83

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Staff handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Assurances, certifications •Governing body policies on roles and responsibilities, conflict of interest	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Communications regarding board actions •Agendas and minutes of meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•Copies of surveys or screen shots from online surveys •Survey responses	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Strengths - There are policies and practices in place that support the school's purpose and effective operations of the school. Our school board ensures that decisions and actions are free of conflict, are ethical, and are in accordance with defined roles and responsibilities. The school board respects the leadership of our school. We will maintain our collaboration between leaders and school staff, and maintain our sense of community. Parents and students agree with these strengths, as they gave a rating of 3.86 and 3.84 respectively out of 4 points on this standard.

Weaknesses - We need to consistently communicate with varied representatives from stakeholders and allow opportunities for stakeholders to feel like they have a sense of ownership within the school.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Course schedules •Course descriptions	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •Common assessments •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •past professional development focused on these strategies	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Examples of improvements to content and instructional practice resulting from collaboration	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	•Records of meetings and walk thrus/feedback sessions •Survey results •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	•Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate •Survey results •Curriculum and activities of formal adult advocate structure	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Survey results •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Results of evaluation of professional learning program. •Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	•Survey results •Data used to identify unique learning needs of students	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of strength:

The surveys completed by staff, students and parents revealed many areas of strength related to teaching and assessing for learning. Our stakeholders have indicated that the leadership of C.W. Davis Middle School (DMS) monitor and support the improvement of instructional practices of teachers to ensure student sucess by attending content meetings and professional development. School leaders use the State of Georgia Teacher Keys as the primary evaluation tool for monitoring instructional practices in the classroom. Systematic and timely feedback is given to teachers in regards to formal and informal observational walk-throughs. Peer coaching is provided upon need. School wide and grade level/content achievement data is provided on an ongoing basis and goals for instructional improvement are made according to this data. The DMS grading and reporting criteria are consistent among all grade levels and content areas. The grading policy and other informaton about each student's learning progess are communicated to stakeholders using multiple methods: Infininte Campus, agendas, school wide newsletters, emails from staff and the principal, open house, parent/teacher conferences, teacher pages, "Remind" texting service as well as twitter and other social media. All staff at DMS participate in a continuous program of professional learning. Professional learning is provided yearly based on the results of staff needs assessments and teacher evaluation tools as well as data on achievement tests.

Actions to sustain areas of strength:

C.W. Davis Middle School continues to make progress in our areas of strength in teaching and assessing for learning. Our professional

development and content meeting topics are determined based on staff needs assessment, evaluation results and data from achievement tests. These needs have guided professional learning and content meetings to begin focusing on progress monitoring and differentiation. Based on these needs, more vertical alignment processes are being developed to help better serve our students. Continuous monitoring and feedback of results of professional development is needed to ensure the relevancy and fluidity of professional learning activities.

Areas in need of improvement:

Along with our findings of strengths within Standard 3, through the use of surveys, our stakeholders identified weaknesses that DMS is currently addressing. For instance, our school could improve the structure whereby each student is well known by at least one adult advocate in the school who supports the student's educational experience. Although each student is known by his or her respective teachers, and selective students have advocates in small groups through the counseling department, the school currently does not have a systematic approach to ensure all students are well known and have a personal advocate at the school. A similar struggle is in providing and coordinating learning support services to meet the unique learning needs of students. Finally, engaging families in meaningful ways is an area of need. Davis Middle School does an excellent job of communicating with parents through a wide variety of means (Infinite Campus, email, texting, social media, newsletters, surveys) in terms of their children's learning progress, but struggles with volunteer involvement on campus.

Plans to improve areas of need:

DMS is working to improve engagement of all stakeholders through a variety of processes. As part of our 2014-15 School Improvement Plan, the following strategies are being incorporated:

-Admin. attendance at designated content meeting, regular grade level meetings, monthly parent e-newsletters, use of Infinite Campus Messenger and Twitter to communicate news and events and timely posting of grades by teachers

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	•Survey results •Documentation of highly qualified staff	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	•Survey results •School schedule •School calendar	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Survey results •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Survey results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•Survey results •Social classes and services, e.g., bullying, character education	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Description of IEP process •Description of referral process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of strength:

Standard 4: Resource and Support Systems

Several strengths were identified after participating stakeholders reviewed and rated the seven indicators of this standard. As a result, C.W. Davis Middle School earned a score of 3 for this portion of the assessment. One area of strength focused on the number of qualified professional and support staff that fulfill the roles and responsibilities essential to the school's purpose and direction. It also indicated that the

amount of instructional time, materials, and fiscal resources were all sufficient. Teachers participated in professional growth opportunities, especially in the area of technology, and were provided a variety of opportunities to self-select professional development essential to their individual needs. In addition, the results indicated that students were offered a variety of services to help meet their academic needs at school. These services included but were not limited to gifted services, inclusion classes, and morning remediation opportunities. Other areas of remediation were also discussed such as English Language Learners (ELL), math and reading support through connections, RTI (Response to Intervention), Peer Tutoring, Career Exploration and Awareness. DMS media center's book collection was reported to be sufficient and exceeded state guidelines. Both students and personnel consistently used a range of media and informational resources to support the school's educational programs.

The maintenance of DMS facilities, services, and equipment was another identified strength in this standard. The facilities, services, and equipment were reported to be maintained in such a way as to provide a safe, clean, and healthy environment for all students and staff. Documentations of compliance, as indicated by local and state inspections, were made readily available. The cafeteria known as the Davis Diner (DD) also exceeded expectations and its staff consistently provided meals that met guidelines for proper nutrition. It was reported that students helped to promote the success of DD through marketing and daily clean-up of the cafeteria. Emergency maps were located in every classroom, and training for emergencies is provided on a regularly basis for students and staff.

Additional areas of strength included support services to meet the physical, social and emotional needs of the student population. These services included two positions for full-time counselors who provide for the social, emotional and academic development of students through individual and group counseling, classroom guidance, mentoring programs, leadership teams, hospital home-bound, and a community agency coordinator. DMS also provides a full-time nurse to advance the support its students' needs. To warrant the needs of all students, DMS has documented referral procedures for gifted services, RTI, and special educations services.

Technology is the final identified strength. The technology infrastructure supports DMS's teaching, learning and operational needs. An on-site computer lab assistance (CLA) was added to the school in 2003 to help further technology needs. A media technology committee was formed Spring 2014 to gather and disaggregate data. Fall of 2014 an Easy Interactive Projector was installed in each classroom. All academic area, of each grade level has a mobile laptop cart, which house a classroom set of laptops. Connections also have a mobile laptop cart as well. The media center house a variety of technology, including, but not exclusive to, Dell latitude Tables, Xoom Tablets, Ipads, Digital Cameras, Hoovercam. All of these technology tools are checked-out through a school wide Google doc calendar.

Areas in need of improvement:

Areas of improvement center on student to staff ratio. DMS has a student population over 1200 and although resources seem to be there theoretically, the reality of meeting all students physically, socially and emotionally are not always met. DMS teachers feel that we have too few support staff in comparison to our student population and needs. In addition teachers feel that instructional time is not always protected. Another area of improvement is the development of a shared technology plan. DMS teachers feel that all staff members need to be up-to-date on what is expected in the area of technology, as implementation of technology has grown so rapidly over the last 3 years.

The final indicated improvement is the cleanliness of the facilities. Many stakeholders feel that the school is not being maintained properly. Two years ago, DMS changed from school custodians to a contracted cleaning crew, which resulted in a lack of cleanliness of the facilities. However, school leaders and county officials are working with this cleaning service to improve the current maintenance of DMS.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Survey results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	•Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data •Teachers meet in weekly collaborative meetings to analyze data and determine instructional strategies, etc. to address areas of need.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	•Survey results	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The members of the CWDMS AdvancEd committee concluded that the Standard 5: Using Results for Continuous Improvement, is an area of need for the school. All stakeholders (administration, faculty, parents, and students) were given the opportunity to complete a survey to ensure that all voices were heard. Stakeholders reviewed and rated the five indicators of Standard 5 which states, "The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement." While parent and student surveys both rated CWDMS a 3 out of 4 on this standard, our staff rated the school a 2 out of 4. Through previous discussions with our school improvement team, we determined that this area is one in which we need to improve.

Areas of strength and actions to support areas of strength:

Within SACS Standard 5, CWDMS exhibits strength in indicator 5.1. All stakeholders will continue to work diligently to ensure that this area remains a strength. We feel that the primary reason that stakeholders noted that this is an area of strength is that we have established a clearly-defined and comprehensive student assessment system. This fact supports that we are making positive steps in this area. Teachers use standardized scores to guide decisions about placement into our remedial classes and to guide implementation of strategies to ensure student success. Additionally, all academic content areas work collaboratively to develop common summative assessments for all units. Academic content area teachers are currently working to develop common assessments for each unit.
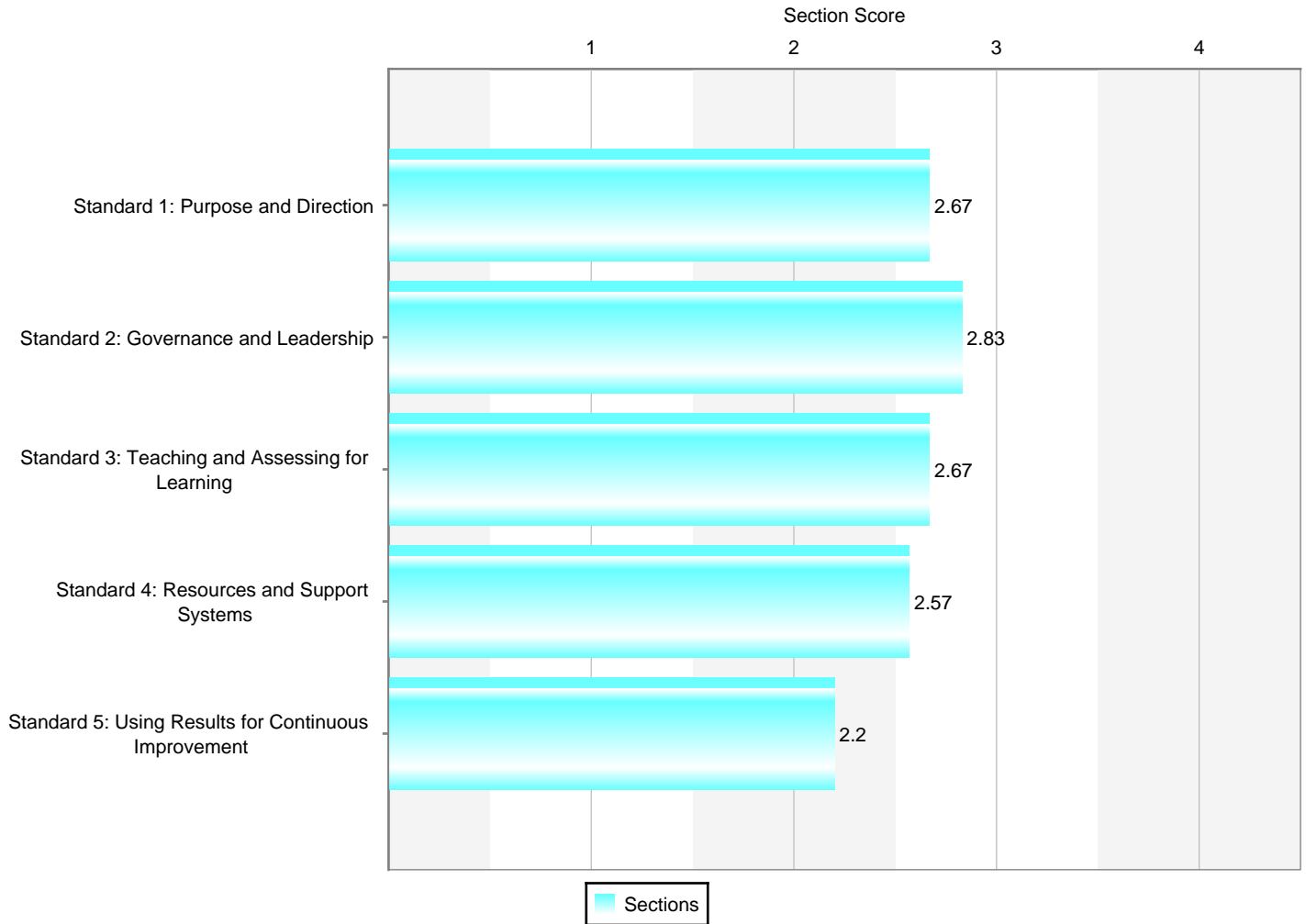
Areas in need of improvement:

The CWDMS School Improvement Team realized that establishing a process for gathering data is the first step. An area that we now need to address is how to analyze the data and use the results to meet the needs of the students. We are working to use these common summative assessments and common formative assessments to consistently collect and analyze current and relevant data to meet this goal. Content meetings are scheduled on a weekly basis to discuss and to review data sources to guide instructional practices in the classroom. Teachers analyze student work to determine individual student needs for remediation or enrichment. Teachers are also able to access and utilize the trend data within the Student Longitudinal Data System to guide instructional practices. In an ongoing effort to continue making progress and to maintain these areas of strength, CWDMS teachers will collaboratively review, revise, and adapt the comprehensive assessment system that is currently utilized. The faculty determined that they need further training in the evaluation, interpretation, and use of data to further guide student instruction. CWDMS is currently in the process of implementing a professional learning schedule specific to the use of data in the classroom. The stakeholders agreed that the process should being implemented should review data within each grade level, as well as follow students vertically to better measure student readiness for and success at the next level.

Plans to improve areas of need:

CWDMS is determined to improved in indicators 5.2, 5.3, 5.4, and 5.5. As a result, using data for continuous improvement is our main school improvement goal for this year. Our goal is to regularly assess to determine where students are and to then develop plans to provide remediation or enrichment for the students. We have come a long way in a short amount of time this year as our staff is becoming aware of the need for looking at data to help students grow. We plan to make this a permanent, sustainable plan by meeting weekly in content groups to focus on data and instruction. Our administrators are each working with a specific content group to increase involvement and accountability. In addition, this provides a level of support for the teachers as they progress on this journey. While this is a very challenging goal, we are excited about the impact that it will have on our school.

Report Summary

Scores By Section

Section Score

	1	2	3	4
Standard 1: Purpose and Direction			2.67	
Standard 2: Governance and Leadership			2.83	
Standard 3: Teaching and Assessing for Learning			2.67	
Standard 4: Resources and Support Systems			2.57	
Standard 5: Using Results for Continuous Improvement		2.2		

Sections

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Upon review and analysis of the stakeholder survey data it is evident that overall stakeholders are pleased with Davis Middle School.

In responding to the survey, parents indicated satisfaction with Davis Middle's schools support systems and resources to ensure student success (4.0) and also feel the school's purpose and direction are clearly stated and show commitment to student learning (3.95). The parent stakeholder survey also revealed that parents agree the leadership and governing body of Davis Middle school promote continuous improvements to ensure student success (3.86).

Students at Davis Middle School feel teachers and the leadership team work to help them prepare for the next grade level (4.12). They agreed that teachers continually evaluate and monitor their learning to ensure they are learning (4.11). Also students feel the direction and purpose of the school is communicated effectively and clearly (4.12). Students at Davis responded that they are able to use various media sources (newspapers, magazines, the internet, video, radio) and technology (laptops, tablets, smart phones) while working and meeting their learning objectives (4.1)

Our staff agrees with parents that the leadership at Davis holds high expectations for student learning and continually improves processes that lead to high student learning outcomes (4.38). Similarly, staff agrees with the students that Davis students are monitored in order to ensure readiness for the next grade (4.08). Staff feel the leadership team can operate with autonomy in order to meet achievement goals and operate the school efficiently (4.39). Staff also responded that Davis Middle school operates a healthy clean, safe environment that supports student learning (4.34).

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

While we are unable to compare data between administrations of the AdvancED surveys, (the district chose to do a single administration of the AdvancED surveys in Spring 2014) we are able to look at various other surveys and anecdotal evidence to draw tentative conclusions related to trends about stakeholder satisfaction.

Those conclusions and comparisons are stated in the next section.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Our Georgia Teacher Effectiveness Keys Student Surveys have indicated that Davis students feel teachers encourage them to actively participate in class and hold high expectations for their learning (Indicator 3.2). Also students have incorporated various media sources and technology into their student performance and work as our school has incorporated and grown blended learning classrooms throughout our school (indicator 4.4).

Our growing parent involvement in our high school transition programs indicate a flourishing approval of the school's purpose and direction

in preparing students for the next grade (Indicator 5.4). High parent attendance at and with all school related activities demonstrates the school's clear and effective communication of the high expectations of student learning (Indicator 1.1).

Our Georgia Leadership Effectiveness keys Staff Surveys support the staff's agreement that the school's leadership team builds and supports a process to continually improve processes that lead to higher student learning outcomes (Indicator 1.3).

Our Georgia Student Heath Survey (2014) indicates over 90% students agree our school is safe and free form bullying, consistent with our average score of 4.03 on the AdvancED survey (Indicator 4.3). Similarly, 97% of our students feel the teachers hold high expectations for student learning (Indicator 3.3 score 4.11).

Our most recent GAPSS survey supports parents responses on the AdvanceED survey that instructional process is relevant and supports higher student learning expectations.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Although analysis of the stakeholders' data shows an overall satisfaction with Davis Middle School's quality standards, there are areas of growth that are noted.

Three most prominent growth areas are noted below:

Communication of student learning progress and goals: Our parents and students responded lower satisfaction, 3.74 and 3.73, respectively, with the school's process that keeps them informed of their students' progress and overall school goals.

The school's resources and support: Parents and staff both showed lower satisfaction (3.83 and 3.9, respectively) with the schools resources being sufficient to support the school purpose and direction.

Student-teacher connections as it relates to each student having one adult advocate in the school: Our students and staff both agree there needs to be a more effective process to build teacher-student mentor relationships. Staff response average was 3.49, and students' average was 3.74.

The 2 latter areas mentioned above are linked to our school's growth. Davis Middle School is located in the fastest growing area of the county. Our student population has increased steadily and our district is actively discussing our school's current resources and support.

Parents' responses also suggest lower satisfaction with the collaboration between teachers (3.65). Parents also indicate they are not as satisfied with autonomy of the school's leadership in directing and leading the schools day-to-day activities (3.75), nor do they feel all stakeholders are effectively engaged to support the direction and purpose of the school (3.78)

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

As stated previously the district chose to do a single administration of the AdvancED surveys in Spring 2014, so trend data is not readily available. However looking at various survey results the three areas noted above have consistently been growth targets for our school.

What are the implications for these stakeholder perceptions?

Communication, resource and support, and teacher-student one-on-one engagement will continue to be targets for growth and improvement.

Parents communicate the desire to have more school contact and engagement with their student's learning. The school needs to continue to looks for programs and avenues that will build this engagement.

Our schools resources and support are presently being addressed at the district level and the district plans to present a plan in the coming months.

A new online learning management system was recently launched that boasts a comprehensive information portal with ease of use for all stakeholders, that will help to build the communication links between all stakeholders.

Davis Middle School needs to continually look for ways to actively engage all stakeholders in the purpose and direction the school, as well as student learning goals and achievement.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Our Georgia Teacher Effectiveness Keys Student Survey and Leadership Effectiveness Keys Staff survey indicate similar findings regarding the school's resources and support allowances. Students and staff would like to see more resources made available to support the schools purpose and direction.

Our GAPSS surveys are consistent with parent response on the AdvanceED survey in regards to communication with all stakeholders needs to be improved.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5

Sections
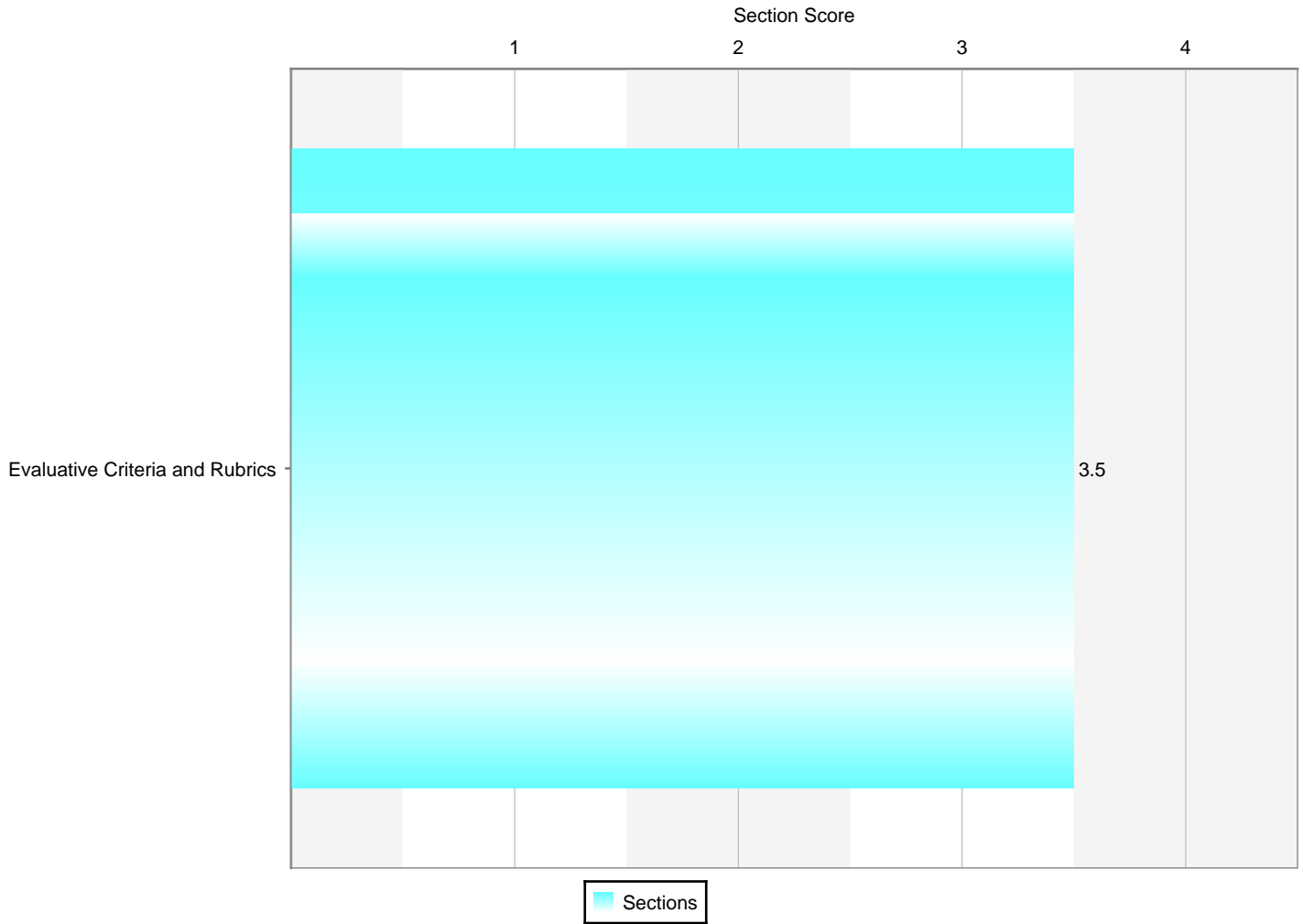
Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Document DMS

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	**Response**	**Rating**
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	**Response**	**Rating**
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Davis Middle School consistently meets or exceeds at or above yearly targets every year. We have made positive gains in math and language in accordance with AYP calculations and the newly implemented CCRPI over the last 5 years. In Language Arts and Reading the pass rate has been at or above 90% for all three grade levels over the last 5 years.

Most recently, this past Spring 2014 CRCT pass rates for 6th grade reading, 6th grade social studies, 7th grade reading, 8th grade social studies and 8th grade science are the highest they have been in the last 5 years.

Describe the area(s) that show a positive trend in performance.

The CRCT Social Studies and and Science has shown gains in the last 5 years. Our exceeds in CRCT Math, Language and Reading has all improved. Also our exceeds in CRCT Math has grown over the last 5 years from 30% to 44%. Our exceeds in Language has grown from 41% to 45% and our exceeds in Reading has grown from 31% to 55%

Which area(s) indicate the overall highest performance?

Reading across all grade levels is over the 93% meet/exceeds rate for each grade level. Overall Davis has increased passing and exceeding rates in the past 5 years. Davis has increased or maintained the meets and exceeds percentages in most all grade specific testing areas.

Which subgroup(s) show a trend toward increasing performance?

Both our Students with Disabilities' and English Language Learners' subgroups have seen increases in Reading, Math, Science and Social Studies. Our students with disabilities sub group have consistently scored above state averages.

Between which subgroups is the achievement gap closing?

Our Students with Disabilities' compared to non-students with disabilities is closing the achievement gap in Reading, Language Arts and Math. Pass rates for all three contents is at or above 92%.

Which of the above reported findings are consistent with findings from other data sources?

All of the above findings are consistent with state testing data sources.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Davis would like to see continued growth in Social Studies and Science in all three grade levels Most recent pass rates are 80% or higher, and pass rates of 85% or higher are desired.

The Georgia Writing test is no longer a state assessment, but growth in state writing scores as will be measured by the new Georgia Milestone is a desired outcome.

Describe the area(s) that show a negative trend in performance.

Our Math content area has gained and lost performance over the last 5 years. We see our growth potential and are now at levels that are some of the highest in out 5 year history. 8th grade math appears to be the area most in need of growth.

Which area(s) indicate the overall lowest performance?

Science and Social Studies are areas of growth for us. They have meet and exceeds rates of 80% to 84%, and even higher, but represent our lowest performance areas.

Which subgroup(s) show a trend toward decreasing performance?

Our English Language Learners and our Students with Disabilities subgroups are both showing positive growth. Most of our ethnic and racial groups are growing as well, however, our Black, not of Hispanic origin, sub group is our slowest growing group. Although making gains it has not grown at the same pace as other groups.

**Between which subgroups is the achievement gap becoming greater?**

Our Black subgroup has not kept the same pacing of positive growth as our other subgroups. Although our subgroup is consistently above all state averages, this particular group has not grown at the same pace as other subgroups, and is an area of target growth for our school.

Which of the above reported findings are consistent with findings from other data sources?

All of the above findings are consistent with state testing data banks.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 4
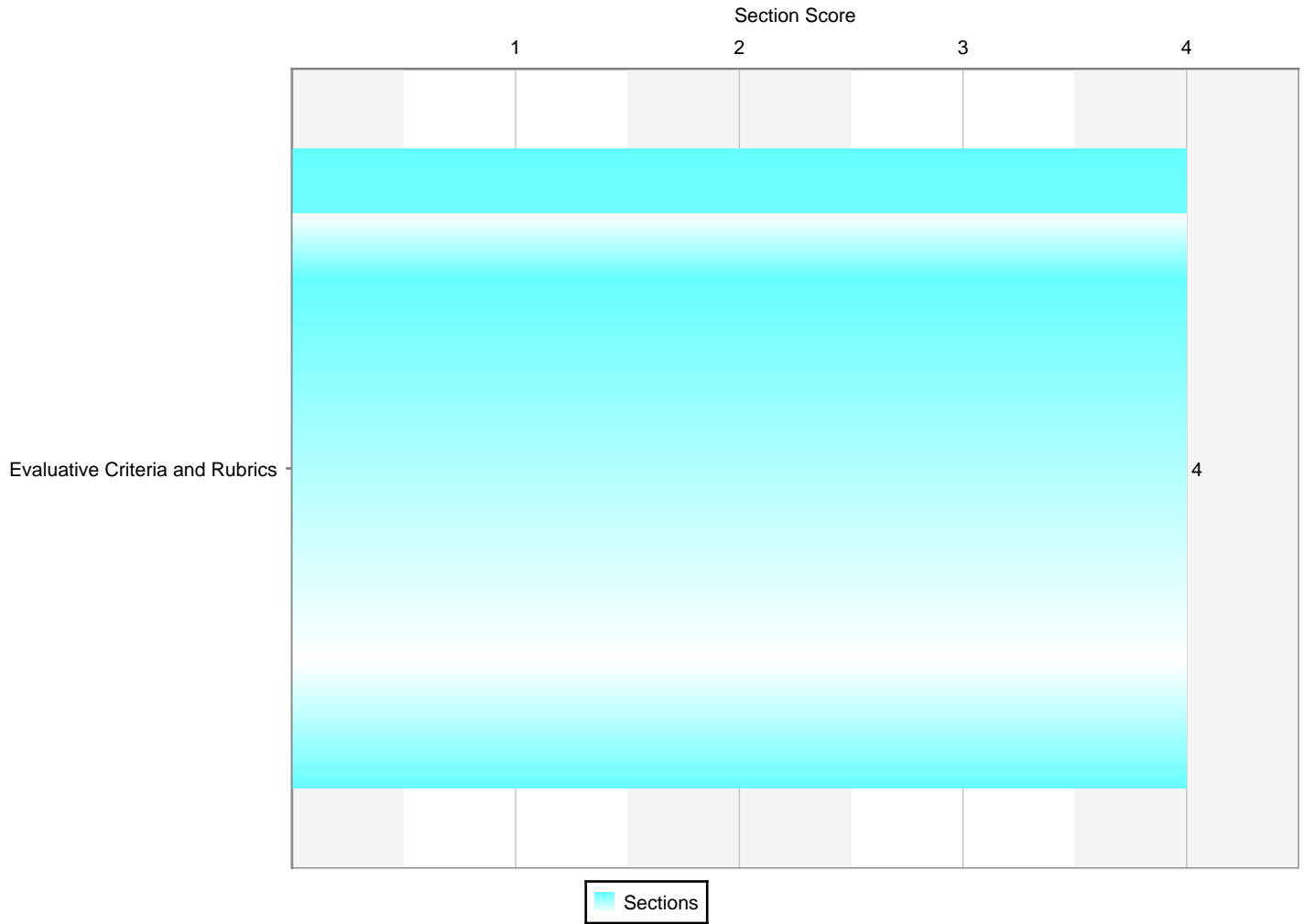
Sections

AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		CWDMS School Improvement Plan