

Comprehensive Progress Report

Mission: District: The mission of CMS is to maximize academic achievement by every student in every school. School: The Mission of DHA is to provide a safe, nurturing, collaborative and academic rich learning environment for each scholar.

Vision: Druid Hills Academy challenges each scholar to become global productive citizens.

Goals:

Provide a duty-free lunch for teachers on a daily basis (B2.01)

Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours (B2.03)

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behavior (A4.06)

The number of students scoring proficient on the Math EOG will increase from 22.5% to 35%. (A2.04)

The number of students scoring proficient on the Science EOG will increase from 40.9% to 50.9%. (A2.04)

The Number of students scoring proficient on the English Language Arts EOG will increase from 27% to 40%. (A2.04)

Forty-five percent of English Language Learners will show progress towards English Language attainment as demonstrated on the Access assessment. (A4.01)

Reduce the number of out of school suspensions by 15% from 222 to 188. Reduce the number of In School Suspensions by 15% from 167-142. (A1.07, A4.06)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All teachers will participate in the district's initiative of the Caring Schools Curriculum initiative. This initiative places emphasis on social emotional wellness by addressing various situations that students face and by assisting them with communicating their emotions in an efficient and effective manner. In addition to the Caring Schools Curriculum, we will implement an I can and I will positive campaign that focuses on everyone in the building speaking and behaving positively and with confidence.	Limited Development 08/10/2020		
<i>How it will look when fully met:</i>		When this objective is fully met, the following will be observable: <ol style="list-style-type: none"> Attendance rates will improve Suspension rates will decrease 		Kendra Clarke	06/01/2021
Actions			0 of 1 (0%)		
	8/10/20	Use Restart Budget Flexibility to provide professional development for classroom management and De-escalation strategies.		Mildred Coley	01/08/2021
<i>Notes:</i>		The following data points will be used to measure the progress towards meeting this goal: Discipline data Attendance data Walk-through and observation data			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school implements the recently adopted EL curriculum for literacy, Envision curriculum for grades K- 5 and Open Up curriculum for grades 6-8. The instructional leadership team works closely with classroom teachers to unpack standards and deliver engaging, relevant instruction. Prior to the 20-21 school year, grade level teachers met to discuss instructional strategies and student progress.	Limited Development 08/24/2020		
<i>How it will look when fully met:</i>		<ol style="list-style-type: none"> At least a 10 point growth on the district and state assessments for ELA, math, science, and social studies. Growth on the Teacher EVAAS assessment. Consistent use with fidelity of the Data-Driven Instruction (DDI) process to progress monitor student learning and implementation of the curricular. 		MATTHEW SLOTA	06/01/2021
Actions			0 of 1 (0%)		
	8/24/20	Teachers will meet weekly to plan and discuss the curriculum, instructional strategies, assessments, and student data. * Use Restart Budget Flexibility to provide professional development for implementing researched-based, engaging instructional strategies and the data-driven instruction process.		MATTHEW SLOTA	09/15/2020
		<i>Notes:</i> Evidence: Planning minutes, observational data, Student assessment data			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Students receive core instruction through lessons aligned to the North Carolina Standard Course of Study and the district's EL, Open Up, and Envision curricula. Although instruction is delivered using the above material, we have struggled to move beyond a low performing school status. This is due in part to a high turnover rate. We have many new teacher who are new to the field of education and some new to North Carolina.</p> <p>We conclude that we need to implement a strong support system for teachers and support staff that includes meaningful and relevant professional development geared specifically towards differentiation and building sustainable relationships with students, parents, and other staff members.</p>	Limited Development 09/02/2020		
<i>How it will look when fully met:</i>		<p>When this indicator is fully implemented, core instruction will be delivered using small groups, frequent assessments and timely specific feedback. All instruction will be differentiate and data driven.</p> <p>Students will show grow on district progress monitoring measure tools such as the passport benchmark assessment.</p> <p>Students in the EC program will receive specialized instruction using research based programming. We will have more EC student participating in the least restricted environment.</p>		Regina Meeks	01/05/2021
Actions			0 of 2 (0%)		
	9/2/20	All teachers will participate in content level and vertically aligned PLCs to increase collaboration concerning instructional best practices and to increase vertical alignment across grade levels.		CARLA MATHIS	09/14/2020
		<i>Notes:</i> The restart budget flexibility will be used to provide professional development for teachers.			

	9/2/20	All teachers will receive professional development on how to effectively plan and differentiate lessons and implement research based instructional strategies.		Crasharnia Harmon	09/21/2020	
<i>Notes:</i> The restart budget flexibility will be used to provide professional development for teachers.						
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>The high suspension and attendance rate denotes the need to address the social emotional state of students. The school has personnel and processes in place to support the social and emotional needs for students. The school employs a general/truancy social worker, MCV social worker, family advocate, Communities In School staff and school counselors. As the school focuses on having a stronger implementation of interventions for students and supports for teachers, there is a need for more professional development on identifying and supporting the social and emotional needs of students. Additionally, the school will focus more on aligning all of the support personnel to ensure that there is a clear focus for case management, data tracking and monitoring of interventions. In conjunction with this, the school will need to work on a strategy to have a stronger collaboration between classroom teachers and support staff to allow for more classroom interventions.</p>	Limited Development 09/02/2020		
<i>How it will look when fully met:</i>			Reduction in suspension rate. Higher attendance rates and more parent involvement. We will see growth in student academic process.		Kendra Clarke	05/28/2021
Actions				0 of 2 (0%)		
	9/2/20	Implement the districts Caring Schools Community Social emotional program school wide.			Tiari Gladney	09/21/2020
<i>Notes:</i> Use restart budget flexibility to purchase resources for implementation of morning meetings and classroom management.						
	9/2/20	Use the second steps social emotional program for tier two students as an intervention measure.			Marselene Steadman	09/21/2020
<i>Notes:</i> Use restart budget flexibility to purchase resources for implementation of morning meetings and classroom management.						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers have weekly planning meetings with PLC leaders. There is also time to meet vertically on half-days as well as on staff meeting days.	Limited Development 06/12/2020		
<i>How it will look when fully met:</i>		When this objective is fully met, staff will meet by grade levels as well as vertically with regularity.		Tanya Council	06/11/2021
Actions					
Notes:					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal leads weekly walk-through and provides written feedback to teachers. She, the administrative staff, and support staff meet on a regular basis to discuss progress and needs of students and teachers. The administrative and support staff have all been assigned teachers and areas of focus. Because of the recent changes in the administrative staff, more professional development in leadership and the Restart process is needed.	Limited Development 06/12/2020		
<i>How it will look when fully met:</i>		When this objective is fully met we will see a high level of student and teacher engagement. We will see growth in teacher evaas score and growth in student academic progress.		CARLA MATHIS	05/28/2021
Actions			0 of 2 (0%)		
	9/2/20	Administrative team and support staff will conduct walk throughs and provide timely feedback.		CARLA MATHIS	05/28/2021
Notes:					
	9/2/20	Provide professional development in the delivery of research based instructional strategies that yield at least 1.5 years worth of growth.		CARLA MATHIS	05/28/2021

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We are using the NNN rubric for student engagement. Coaches visit classrooms to give observational feedback. Afterwards, coaches meet with teachers to provide feedback and guide the conversation involving adjustments to classroom teaching as needed to improve student engagement.	Limited Development 05/12/2020		
How it will look when fully met:		The NNN Student Engagement Rubric measures teacher facilitation of scholar engagement. Baseline observations are taken in the first semester. On Task Behavior percentages are calculated to determine the "Overall Engagement." Classroom culture is ranked as either Disengaged, Ritual Compliance, On Task, Active Participation, or Transformative Engagement.		Tanya Council	06/08/2021
Actions			0 of 1 (0%)		
	5/12/20	The NNN Student Engagement Rubric measures teacher facilitation of scholar engagement. Baseline observations are taken in the first semester. On Task Behavior percentages are calculated to determine the "Overall Engagement." Classroom culture is ranked as either Disengaged, Ritual Compliance, On Task, Active Participation, or Transformative Engagement.		Tanya Council	06/08/2021
Notes:					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Career fairs are held specifically for teachers at hard to staff schools and the transfer period stay open longer for title 1 school.</p> <p>Druid Hills is a hard to staff restart title one school with a high turn over rate for teachers.</p> <p>Restart employment requirement flexibility is currently being used to staff Druid Hills.</p>	Limited Development 09/02/2020		
<i>How it will look when fully met:</i>		<p>When fully implemented DHA will be fully staffed mostly with certified teachers and less than 15% non certified teachers.</p> <p>We will achieve at least an 85% retention rate.</p>		CARLA MATHIS	05/28/2021
Actions			1 of 3 (33%)		
	9/2/20	The school will provide t-shirts and polos for staff to wear.	Complete 08/28/2020	CARLA MATHIS	08/21/2020
<i>Notes:</i>					
	9/2/20	Staff will receive recognition for perfect attendance		CARLA MATHIS	05/28/2021
<i>Notes:</i>					
	9/2/20	Staff meetings will include door prizes, staff celebrations, and other incentives and awards.		CARLA MATHIS	05/28/2021
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		A more intentional focus on academic communications to balance the communications around behavior and social and emotional communications. We have seen an increase in parent involvement during remote learning; however, it needs to be sustainable.	Limited Development 09/02/2020		
<i>How it will look when fully met:</i>		The school will provide professional development on effective home school communications to staff. The school have a culture in which parents and teachers report a mutual two-way communication process in the school. The school will have a culture in which parents engage in authentic hands-on activities so that they experience the taught curriculum in the school so that they can best support student learning at home.		Vanessa Coffey	05/28/2021
Actions			0 of 3 (0%)		
	9/2/20	The school will work closely with area community leaders to increase parent engagement and communication.		Stephanie Donniss	05/28/2021
<i>Notes:</i>		Restart Budget flexibility to parent resources.			
	9/2/20	The school will conduct parent nights once per quarter for parents to gain information and to communicate with teachers and other school staff.		Vanessa Coffey	05/28/2021
<i>Notes:</i>		Drive by events Annual Title 1 meeting			
	9/2/20	We will increase parent communication methods by utilizing connect eds, social media and the school website.		Latonya Stafford-Baldwin	05/28/2021
<i>Notes:</i>		Restart budget flexibility.			