

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.

School: Druid Hills Academy provides a safe, nurturing, collaborative and academically rich learning environment for each scholar.

Vision: Druid Hills Academy commits to ensuring academic growth and proficiency of ALL students on ALL measures.

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)

Interim Goal: By June 2022, increase the number of students scoring on or above grade level by 100% from 4.5% to 9%. By June 2025, increase proficiency on the North Carolina Math End-of-Grade state assessment from 4.5% to 82%. (A2.04, A4.01, B3.03)

Interim Goal: By June 2022, increase the students scoring on or above grade level on the NC Science EOG from 100% from 28% to 56%. By June 2025, increase proficiency on the North Carolina Science End-of-Grade state assessment from 28% to 87%. (A2.04, A4.01, B3.03)

Interim Goal: By June 2022, increase the overall End-of-Grade assessment composite score by 100% from 10.9% to 21%. Performance Goal: By June 2025, increase the schools' overall End-of-Grade composite score from 10.9% to 57%. (A2.04, A4.01, B3.03)

By June 2022, reduce the number of discipline referrals by 50% from 378 to 189 as measured by Powerschool. (A1.07, A4.01, A4.06, B3.03)

Increase proficiency on the North Carolina ELA End-of-Grade state assessment from 27 % to 82% by the end of the 2024-2025. (A2.04, A4.01, B3.03) Interim Goal: By June 2022, increase the percent of students scoring proficient on the NC ELA state assessment by 100% from 27% to 54%.

By June 2022, reduce the chronic absenteeism rate by 20% from 59.95% to 47.96 as measured by PowerSchool. (A1.07, A4.01, A4.06)



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
Initial Assessment:		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		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		When this objective is fully met, the following will be observable: <ul style="list-style-type: none"> 1. Attendance rates will improve 2. Suspension rates will decrease 3. Behavior issues will have decreased 	Objective Met 06/27/22	Kendra Clarke	06/01/2021
Actions					
	8/10/20	Use Restart Budget Flexibility to provide professional development to increase student engagement while working to create independent learners.	Complete 01/25/2021	Kendra Clarke	01/08/2021
		<i>Notes:</i> The following data points will be used to measure the progress towards meeting this goal: Attendance data Walk-through and observation data Caring Schools Curriculum utilized			
Implementation:			06/27/2022		

<p>Evidence</p>	<p>6/27/2022</p> <p>We have an unofficial school composite of a 13.2% grade level proficiency score, which is 21% increase from 10.9% and a 6.0 college career readiness score, which is a 33% increase from 4%.</p> <p>We also increased proficiency and college career readiness with our EL and SWD students. EL: GLP 5.8% to 14.4%; CCR -4.6% to 6.2% SWD: GLP 1.7% to 2.4%; CCR -4.2% to 2.4%.</p> <p>We decreased the chronic absenteeism rate from 59.95% to 52%. We did not meet our goal, but we made significant progress.</p> <p>We decreased the number of incidents from 378 during the 2018-2019 school year to 129 during the 2021-2022 school year.</p>			
<p>Experience</p>	<p>6/27/2022</p> <p>Caring School curriculum help to create a calm, orderly learning environment: Through consistent use of effective classroom management practices and structures that build relationships, the program helps teachers create calm, safe classrooms that are more conducive to learning.</p> <p>Caring Schools helped to create a culture of kindness and respect, where students are treated warmly in a safe and supportive environment.</p> <p>We implemented some restorative practices to include, but not limited to, restorative discussions. We also implemented a whole school approach that involved mentoring/pairing students with an adult they feel comfortable with. Lastly, we involved more parents in their student's experience at Druid Hills.</p>			
<p>Sustainability</p>	<p>6/27/2022</p> <p>We will continue with Social Emotional Wellness meetings, which we call our morning meetings via homeroom. We will continue with student recognitions and parent involvement.</p>			

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		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<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. 	Objective Met 06/27/22	CARLA MATHIS	06/10/2022
Actions					
	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.	Complete 06/06/2022	CARLA MATHIS	06/06/2022
		<i>Notes:</i> Evidence: Planning minutes, observational data, Student assessment data, EVAAS data			

8/2/21	<p>Implement strategic scheduling and staffing</p> <p>Include common planning time into the master schedule</p> <p>Implement content level professional development communities</p> <p>Provide teachers and students with supplemental instructional print and non-print material, to include but is not limited to, test prep workbooks and software</p> <p>Embed AVID instructional and organizational methodologies and instructional best practices</p> <p>b. Implement and monitor the use of Mastery Connect to progress monitor student mastery of skills and concepts</p>	Complete 06/06/2022	CARLA MATHIS	06/06/2022
<p><i>Notes:</i> Master Schedule, Observation data, Student weekly assessment data housed in Mastery Connect, EVAAS data</p>				
Implementation:		06/27/2022		
Evidence	<p>6/27/2022</p> <p>We have an unofficial school composite of a 13.2% grade level proficiency score, which is 21% increase from 10.9% and a 6.0 college career readiness score, which is a 33% increase from 4%.\</p> <p>We also increased proficiency and college career readiness with our EL and SWD students. EL: GLP 5.8% to 14.4%; CCR -4.6% to 6.2% SWD: GLP 1.7% to 2.4%; CCR -4.2% to 2.4%.</p> <p>We had observed growth at every grade on MAP with third grade having 40% of students who met their growth projections.</p> <p>We surpassed the projected proficiency for MAP in reading. Map reading projection: 9.6% actual: 11.5%</p> <p>DIBELS results show an increase in students scoring at and above benchmark for grades K-2.</p>			
Experience	6/27/2022			
Sustainability	<p>6/27/2022</p> <p>We will continue working closely with district personnel to provide curriculum support. We have hired an academic facilitator to focus primarily on instructional delivery and data driven instruction. We will continue to have weekly data meetings to monitor our progress and address any issues.</p>			

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		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<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 growth on all school, district, and state assessments.</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>	Objective Met 06/27/22	Crasharnia Harmon	06/06/2022
<i>Actions</i>					
	9/2/20	All new teachers will receive professional development on how to effectively plan and differentiate lessons and implement research based instructional strategies. All teachers will also receive professional development on creating and using standards-aligned assessments.	Complete 06/06/2022	Crasharnia Harmon	06/06/2022

Notes: The restart budget flexibility will be used to provide professional development for teachers.

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.

Complete 06/06/2022

Crasharnia Harmon

06/06/2022

Notes: The restart budget flexibility will be used to provide professional development for teachers.

Implementation:

06/27/2022

Evidence

6/27/2022

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We have an unofficial school composite of a 13.2% grade level proficiency score, which is 21% increase from 10.9% and a 6.0 college career readiness score, which is a 33% increase from 4%. We also increased proficiency and college career readiness with our EL and SWD students. EL: GLP 5.8% to 14.4%; CCR -4.6% to 6.2% SWD: GLP 1.7% to 2.4%; CCR -4.2% to 2.4%. We decreased the chronic absenteeism rate from 59.95% to 52%. We did not meet our goal, but we made significant progress. We decreased the number of incidents from 378 during the 2018-2019 school year to 129 during the 2021-2022 school year.

Experience

6/27/2022

Students requiring additional support beyond core instruction were identified and provided adaptive personalized learning via I-Ready and small group instruction. While we experienced growth, we still have more work to do to increase proficiency.

Sustainability

6/27/2022

We have hired a MTSS Interventionist to ensure fidelity and progress monitoring. We can sustain our efforts with a targeted focus on student data and teacher understanding of data driven instruction.

	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>	<p>Limited Development 09/02/2020</p>		
			<p>Priority Score: 3 Opportunity Score: 3</p>	<p>Index Score: 9</p>		
<i>How it will look when fully met:</i>			<p>Reduction in suspension rate.</p> <p>Lower chronic attendance rates.</p> <p>We will see growth in student academic process.</p> <p>Increase parent/guardian attendance and participation at school events and parent conferences.</p>	<p>Objective Met 06/27/22</p>	<p>Kendra Clarke</p>	<p>06/01/2022</p>
Actions						
		9/2/20	Implement the districts Caring Schools Community Social emotional program school wide.	Complete 06/06/2022	Tiari Gladney	06/06/2022
		<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.	Complete 06/06/2022	Tiari Gladney	06/06/2022

Notes: Use restart budget flexibility to purchase resources for implementation of morning meetings and for the sensory management room.

8/2/21	<ol style="list-style-type: none"> 1. Provide Classroom Management Professional Development 2. Establish boys and girls mentoring programs 3. Increase access to extracurricular activities 4. Increase parent contact (phone calls and home Visits) 5. Increase parent engagement and involvement (Breakfast with Dads/Moms, etc.) 6. Reestablish the DHA parent resource center, which will house community and school resources as well as provide access to the internet and a computer 	Complete 06/06/2022	Kendra Clarke	06/06/2022
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Notes: Use restart budget flexibilities to purchase parenting and mentoring resources and to fund professional development efforts.

Implementation:		06/27/2022		
Evidence	<p>6/27/2022</p> <p>We have an unofficial school composite of a 13.2% grade level proficiency score, which is 21% increase from 10.9% and a 6.0 college career readiness score, which is a 33% increase from 4%.\</p> <p>We also increased proficiency and college career readiness with our EL and SWD students. EL: GLP 5.8% to 14.4%; CCR -4.6% to 6.2% SWD: GLP 1.7% to 2.4%; CCR -4.2% to 2.4%.</p> <p>We decreased the chronic absenteeism rate from 59.95% to 52%. We did not meet our goal, but we made significant progress.</p> <p>We decreased the number of incidents from 378 during the 2018-2019 school year to 129 during the 2021-2022 school year.</p>			
Experience	6/27/2022			
Sustainability	6/27/2022			

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		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<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.	Objective Met 06/04/21	CARLA MATHIS	06/11/2021
Actions					
	6/4/21	Administrative team and Instructional leaders will monitor and guide teachers in weekly meetings.	Complete 06/04/2021	CARLA MATHIS	06/11/2021
<i>Notes:</i> Master schedule, Planning agendas					
<i>Implementation:</i>			06/04/2021		
<i>Evidence</i>	6/4/2021	PLC meeting agenda. Master scheule			
<i>Experience</i>	6/4/2021	In pursuing this objective the school was successful at establishing a team structure among teachers in all grade levels. Building a cohesive master schedule allowed for teachers to have time for instructional planning on a daily basis .The detailed master scheduled also gave teachers a roadmap to specific duties that were assigned to them.			
<i>Sustainability</i>	6/4/2021	Continuing to create a master schedule that allows for adequate instructional plannig time will help to sustain our efforts to meet this objective			

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		
		Priority Score: 2	Opportunity Score: 1	Index Score: 2	
<i>How it will look when fully met:</i>		Look-fors: <ol style="list-style-type: none"> 1. Increased student engagement as measured by classroom visit data 2. Increase percent of teachers meeting expected growth from 75% to 85% as measured by EVAAS. 3. Increased growth and proficiency on the ELA, Math, and Science North Carolina EOG assessment. 	Objective Met 06/27/22	CARLA MATHIS	06/10/2022
Actions					
	9/2/20	Provide professional development in the delivery of research based instructional strategies that yield at least 1.5 years worth of growth.	Complete 09/07/2021	CARLA MATHIS	05/28/2021
	<i>Notes:</i> Budget flexibility				
	9/2/20	The principal conducts weekly targeted, informal classroom observations, and provides specific, timely, and supportive feedback.	Complete 05/31/2022	CARLA MATHIS	09/07/2021
	<i>Notes:</i> Notes from visits will be housed in the ILT feedback folder housed in OneDrive. Data Sources: Informal Classroom Observation and Student Assessment Data				
<i>Implementation:</i>			06/27/2022		

Evidence	6/27/2022 Walkthrough schedule and documents Observation data District school visit data PD travel documents			
Experience	6/27/2022			
Sustainability	6/27/2022			

Core Function:	Dimension C - Professional Capacity			
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Effective Practice:	Talent recruitment and retention			
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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
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Initial Assessment:	<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		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
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How it will look when fully met:	<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>	Objective Met 06/27/22	Latonya Stafford-Baldwin	06/06/2022
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Actions					
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9/2/20	The school will provide t-shirts and polos for staff to wear.	Complete 08/02/2021	CARLA MATHIS	08/21/2020
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<i>Notes:</i>					
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2/8/22	Use Restart employment requirement flexibility to hire a 1st, 3rd, and 4th grade teacher, a middle school math teacher, and a middle school physical education teacher.	Complete 08/16/2021	CARLA MATHIS	08/16/2021
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<i>Notes:</i>					
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9/2/20	Staff will receive recognition for perfect attendance	Complete 06/06/2022	Kendra Clarke	06/06/2022
<i>Notes:</i>				
9/2/20	Staff meetings will include door prizes, staff celebrations, and other incentives and awards.	Complete 06/06/2022	Kendra Clarke	06/06/2022
<i>Notes:</i>				
Implementation:		06/27/2022		
Evidence	6/27/2022 Emails and social media postings were made each week to announce our staff spotlight winner and Teacher of the month and Staff member of the month			
Experience	6/27/2022			
Sustainability	6/27/2022 We wil continue the staff spotlight and staff recognition in the 22-23 school year. We are adding participation in college fairs to our recruitment plan			

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		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<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.	Objective Met 06/27/22	Vanessa Coffey	05/31/2022
Actions					
	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.	Complete 06/08/2022	Vanessa Coffey	04/08/2022
		<i>Notes:</i> Drive by events Title I meetings Parent Nights Parent Resource Center Pantry Nights			
	10/8/21	Parent nights will be held once per quarter this will give parents access to school resources which will increase engagement in academics. There will be a number of parent programs held this school year as well which include but not limited to Community Resources, parent newsletter and volunteer opportunities.	Complete 06/08/2022	Vanessa Coffey	06/02/2022
<i>Notes:</i>					

9/2/20	We will increase parent communication methods by utilizing connect eds, social media and the school website.	Complete 06/08/2022	Latonya Stafford-Baldwin	06/08/2022
<i>Notes:</i> Restart budget flexibility.				
9/2/20	The school will work closely with area community leaders to increase parent engagement and communication.	Complete 06/08/2022	Stephanie Donnis	06/08/2022
<i>Notes:</i> Restart Budget flexibility to parent resources.				
Implementation:		06/27/2022		
Evidence	6/27/2022 Agenda and sign in sheet from our Title 1 Meeting, SIT Meetings, Community Wellness fair, parent specific events, Social media post, Connect ed recordings			
Experience	6/27/2022 The school regularly communicated with parents using a variety of methods. We conducted serval home visits, held various parent conferences, updated parents via our school website, social meida and weekly connect ed messages to help parents understand what they can do at home to support thier childrens learning.			
Sustainability	6/27/2022			