

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

Our Vision: The staff and faculty of Druid Hills Academy commits to ensuring academic growth and proficiency of all students on all measures.

Vision:

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 percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 0% in SY2021-22 to 25% in SY2022-23 and 50% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 0% in SY2021-22 to 20% in SY2022-23 and 30% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

Percent of students reporting a positive self-perception of their self-efficacy on the Fall Panorama Screener will increase from 55% on the Fall 2021 Panorama Screener (in Grades 3-5) to 61.5% in SY2022-23 and 68% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 50.68% in SY2021-22 to 37.5% in SY2022-23 and 25% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)



! = 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
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 09/26/2022		
How it will look when fully met:		When fully implemented teachers will maintain sound classroom management and establish classroom rules and procedures. Instruction will be provided to reinforce rules and procedures to help correct students when needed. When this objective is fully met, attendance rates will improve and suspension rates will decrease.		CARLA MATHIS	06/15/2024
Actions			0 of 2 (0%)		
	9/26/22	Use Restart Budget Flexibility to provide professional development to increase student engagement while working to create independent learners (SEL)		Porsche McDuffie	06/09/2023
	<i>Notes:</i> SEL				
	10/6/22	The administration team will meet weekly to make sure that as a school we are moving towards our mid year, year and two year goal. (EVAAS)		CARLA MATHIS	06/09/2023

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>		Currently 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.	Limited Development 09/12/2022		
<i>How it will look when fully met:</i>		<p>When fully met, this objective will show plans for each standards-aligned unit of instruction, which typically involve three to six weeks of academic work within a given subject area or grade level will be developed by instructional teams and shared with all teachers that teach the corresponding unit. The instructional team will identify the most critical learning standards for the grade level from among the full set of relevant standards. There will be end-of-year learning targets (or objectives) that describe the performances students should be able to demonstrate by the end of the year; these are the performances that every teacher will focus on for the year.</p> <p>By completing the above task and having consistent use of the Data-Driven Instruction (DDI) process to progress monitor student learning and implementation of the curriculum, should yield Druid Hills the following:</p> <ol style="list-style-type: none"> 1. At least a 10 point growth on the district and state assessments for ELA, math, science, and social studies. 2. Growth on the Teacher EVAAS assessment. 		Crasharnia Harmon	06/15/2024
Actions			0 of 4 (0%)		
	9/12/22	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. (EVAAS)		Crasharnia Harmon	01/24/2023

	<i>Notes:</i> Evidence: Planning minutes, observational data, Student assessment data, EVAAS data			
9/12/22	Provide teachers and students with supplemental instructional print and non-print material. We will utilize AVID instructional and organizational methodologies and instructional best practices schoolwide. (SEL, EVAAS, 3rd ELA)		Crasharnia Harmon	01/24/2023
	<i>Notes:</i> Site team will meet once per month Endorsements (AVID)			
9/12/22	Implement and monitor the use of Mastery Connect to progress monitor student mastery of skills and concepts. (3rd Grade ELA, EVAAS)		Crasharnia Harmon	01/24/2023
	<i>Notes:</i> 3rd Grade ELA, EVASS			
9/12/22	Implement strategic scheduling and staffing. Include common planning time into the master schedule for teachers to discuss alignment with the curriculum (EVAAS)		Latonya Stafford-Baldwin	06/09/2023
	<i>Notes:</i> Master Schedule, Observation data, Student weekly assessment data housed in Mastery Connect, EVAAS 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
--	-----	-------	--	-----------------------	-------------	-------------

Initial Assessment:	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. 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	Limited Development 09/12/2022		
How it will look when fully met:	<p>When fully met, we will ensure that each teacher is faithfully implementing effective teaching practices and aligning them to the same standards and skills as their peers teaching other tiers of intervention. We will focus on student response to instructional practices, as opposed to student deficits or failures. This will help us improve the success rates of struggling students and the accuracy of identifying students who truly have disabilities.</p> <p>We will also use the MTSS framework which is broader than response to intervention or problem solving alone. It establishes a system intentionally focusing on leadership, professional development, and empowering culture within the context of assessment, curriculum, and instruction.</p> <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. Students will show growth on all school, district, and state assessments. 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>		CARLA MATHIS	06/15/2024
Actions		0 of 3 (0%)		
	9/12/22 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.		Crasharnia Harmon	01/24/2023

Notes:

9/12/22 The evidence suggests that the locus of control in a multi-tiered system of support is on classroom instruction. Teachers will use Multi tiered interventions to tailor their instruction to support students with additional needs.

Crasharnia Harmon

01/24/2023

Notes:

9/12/22 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.

Valeria Ruff

06/08/2023

Notes: 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 school has implemented a Collaborative Classroom in the form of Caring School Community. Caring School Community is a comprehensive, research-based social and emotional learning program that builds school-wide community, develops students' social skills, and enables a transformative stance on discipline.</p> <p>The high absent attendance rate denotes the need to address the social emotional state of students. We have personnel and processes in place to support the social and emotional needs for students that fall into the category of chronic absenteeism. The school employs, Communities In School staff and school counselors. We are looking to employ a school social worker as well. 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. On our calendar of events we have a Trauma Informed Training. 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.</p>	Limited Development 09/12/2022		
<i>How it will look when fully met:</i>			<p>When fully met, the training in trauma-informed approaches which target social/emotional development and problem-solving will help our school gain traction to support teachers and paraprofessionals working in high-poverty areas where children may be exposed to many environmental stressors. School staff can learn and then teach coping skills and also help children process their emotions to build resilience and create hope for the future to many environmental stressors. School staff will learn and then teach coping skills and also help children process their emotions to build resilience and create hope for the future. This intern will help our school to see a reduction in suspension rate, lower chronic attendance rates and we will see growth in student academic process. There will be an increase parent/guardian attendance and participation at school events and parent conferences.</p>		Crasharnia Harmon	06/15/2024
Actions				0 of 3 (0%)		
	9/12/22	Implement the districts Caring Schools Community Social emotional program school wide. (SEL)		Stephanie Donnis	06/09/2023	

Notes: Use restart budget flexibility to purchase resources for implementation of morning meetings and classroom management. SEL

9/12/22 Use the second steps social emotional program for tier two students as an intervention measure. (SEL)

Stephanie Donnis

06/09/2023

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

9/12/22 Increase parent engagement and involvement (Breakfast with Dads/Moms, etc.) (SEL)

Stephanie Donnis

06/09/2023

Notes: Use restart budget flexibilities to purchase parenting and mentoring resources and to fund professional development efforts. Endorsements

	KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently our school have beginners day for Kindergarten. In beginners day, students and families get first week of school information, a day to experience kindergarten and get to prepare for kindergarten. Our school brings data together to help determine the next years homeroom assignments for next years scheduling grade bands. Administration and teachers alike share what's happening with each student in each grade level. We have moving up ceremonies for grades Pre-k, K, 5th and 8th grades. We provide in house tours of our middle school for all 5th graders and have Band auditions during the Spring semester for those students who are interested in playing an instrument on the middle school level.	Limited Development 09/13/2022		
How it will look when fully met:			When fully met our school will have an explicitly stated transition plan for students entering Elementary and Middle School. The plan will be consistently implemented and provide for ongoing student supports. This will help to alleviate many student concerns and provide supports for academic success. The transition plan will be ongoing and sustained, by continuing to assess and address student concerns, and continue activities to enhance parent-school communication and build rapport between all stakeholders.		CARLA MATHIS	06/15/2024
Actions				0 of 3 (0%)		
	9/13/22		Support services staff will provide an explicitly stated transition plan for students entering elementary school. The plan may include but not limited to student schedules, PLC minutes, and Beginners day PowerPoint. (EVAAS)		Latonya Stafford-Baldwin	06/09/2023
<i>Notes: EVAAS</i>						

9/13/22	The support team and teaching staff will ensure a successful transition from elementary to middle school plan by doing the following: 1) foster communication with all stakeholders 2) respond to all stakeholder needs 3) develop a sense of community 4) include an evaluation of the transition program and evolve and adapt it as needed (EVAAS)		Latonya Stafford-Baldwin	06/09/2023
<i>Notes:</i> EVAAS				
9/13/22	The school principal, assistant principal and leadership team will support the implementation of a Multi-Tiered System of Support (MTSS) by allocating resources for planning & implementing instruction and intervention and ensuring that staff have the data needed for data-based problem-solving. There will be ongoing professional development and coaching with an emphasis on data-based problem-solving for multi-tiered instruction and intervention, and scheduling that allows staff to plan across grade levels. This will tie in the MTSS connection and help us be intentional with our elementary and middle school transition plan. (EVAAS)		CARLA MATHIS	06/15/2024
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity
Effective Practice:	Strategic planning, mission, and vision

	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>The LEA has an LEA Support & Improvement Team. District support is provided to our school. District provides support meetings monthly. District support help our school organize our school improvement plan and help us with the process of following through on our actions and goals.</p> <p>CMS has established systems and processes to support schools with continuous school improvement. A district-wide curriculum adoption has taken place in K-8 ELA, Math, English I and II, and Math I. Professional development and resources have been provided and continue to be provided to all teachers in the district to ensure equity of standards-aligned content is accessible for all students. Branching Minds has been provided to all schools to serve as a district-wide MTSS monitoring platform. Staff received professional development around how to utilize the platform as well as how to implement each of the interventions and progress monitoring tools listed in the district’s Standard Treatment Protocols. All secondary schools received funding for master teachers or differentials to support math instruction in middle schools and math and ELA instruction in high schools. Additional interventionist and MTSS Facilitator positions were provided to select schools to provide additional support to increase student growth and proficiency. CMS Leadership has developed leading indicators and metrics to monitor school progress for each of the Goals and Guardrails. Monthly Leadership meetings will have dedicated time for schools to review their data, assess progress, and action plan for continuous improvement.</p>	Limited Development 09/26/2022		
<i>How it will look when fully met:</i>			When fully met, leadership roles for the district team will be defined. Who is ultimately accountable for making sure that the team is working well and accomplishing the objective of speedy, high-quality decisions about each failing school will be determined.		Latonya Stafford-Baldwin	06/15/2024
Actions				0 of 2 (0%)		
	9/26/22	Meet monthly with district team to make sure that as a school we are moving towards our mid year, year and two year goal. Monthly check ins with district and school level will be adhered to. (3rd ELA, EVAAS)			CARLA MATHIS	06/09/2023

Notes: 3rd ELA, Math 8, EVAAS

10/6/22 Our PLC meetings for courses other than 3rd ELA, MATH 8 and MATH 1 will be held 2 to 3 times per week. PLCs will be facilitated by the teacher, academic facilitator and at times district support specialist. Having these PLCS in place will help to ensure that we improve testing in areas outside of those courses mentioned above. Our EC and ML support staff will be included in our PLC meetings to help to improve teaching and learning.
(3rd ELA, Math 8, EVAAS)

Crasharnia Harmon

06/09/2023

Notes: Our school EVAAS will be set to exceed

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			There is an established team structure with specific duties and time for instructional planning. The Leadership team will meet bi weekly to review implementation of effective practices. In the monthly meetings we will discuss decisions concerning the general operation of the school and its continuous improvement. In a collaborative culture, members of the school community will work together effectively and are guided by a common purpose. All members of the community teachers, administrators, students and their families share a common vision of what the school should be like. Together they set goals that lead them toward this vision. In doing so, we will create a culture of discourse in which the most important educational matters facing the school are openly and honestly discussed.	Limited Development 09/26/2022		
How it will look when fully met:			When fully met, our leadership team will prove to be effective by operating with agendas, keeping minutes, staying focused, meeting biweekly and following through with the plans they make. Our team will show that there is a team structure established with specific duties and time for instructional planning throughout the school day. Our team will facilitate communication and coordination among the grade levels and the departments of the school in out weekly staff meetings.		Latonya Stafford-Baldwin	06/15/2024
Actions				0 of 2 (0%)		
	9/26/22	Meet biweekly with leadership team to make sure that as a school we are moving towards our mid year, year and two year goal. (3rd ELA, Math 8, EVAAS)			Latonya Stafford-Baldwin	06/09/2023
<i>Notes:</i>						
	10/6/22	Proper district curriculum materials will be provided to teachers. Teachers will be trained on how to effectively utilize classroom curriculum materials. (3rd ELA, Math 8, EVAAS)			Latonya Stafford-Baldwin	06/09/2023
<i>Notes:</i> 3rd ELA, Math 8						

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 09/26/2022		
<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. We have created a strategic master schedule where there are designated times within the when teachers have adequate amount of time to plan for instruction daily. To build the capacity of teacher leaders within our building we have created various incentives to attract teachers to want to lead within the building.		Crasharnia Harmon	06/15/2024
Actions			0 of 2 (0%)		
	9/26/22	Administrative team and Instructional leaders will monitor and guide teachers in weekly meetings (EVAAS)		Crasharnia Harmon	06/09/2023
		<i>Notes:</i> EVAAS			
	10/6/22	Our EC and ML support staff will attend weekly meetings will core teachers. (EVAAS)		CARLA MATHIS	06/09/2023
		<i>Notes:</i> EVAAS			

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 09/13/2022		
<i>How it will look when fully met:</i>		When full met, we will see that Improving student performance rests heavily on improving classroom instruction. As the instructional leader of the school, the principal's visibility and focus on rigorous instruction will be essential. Frequent visits to teachers classrooms will help them to model good teaching practices which will help to Increased student engagement as measured by classroom visit.		CARLA MATHIS	06/09/2023
Actions			0 of 3 (0%)		
	9/13/22	The principal conducts weekly targeted, informal classroom observations, and provides specific, timely, and supportive feedback (EVAAS)		CARLA MATHIS	01/24/2023
	<i>Notes:</i> Notes from visits will be housed in the ILT feedback folder housed in Google Drive. Data Sources: Informal Classroom Observation and Student Assessment Data EVAAS				
	9/13/22	Provide professional development in the delivery of research based instructional strategies. (EVAAS)		CARLA MATHIS	06/09/2023

Notes: EVAAS

9/13/22 Principal will build leadership capacity within the members of the Instructional Leadership team by providing weekly coaching sessions to all members.
Coaching sessions will consist of teacher led demonstrations of effective delivery and instructional strategies. (EVAAS)

CARLA MATHIS

06/09/2023

Notes: EVAAS

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
<i>Initial Assessment:</i>		Druid Hills has established a team structure with specific duties for each team member and has scheduled time built in the master schedule for instructional planning throughout the week. This teams will look at student performance data and determine the needs of professional development for the school.	Limited Development 09/26/2022		
<i>How it will look when fully met:</i>		Our leadership team will determine what professional development is needed throughout the year by directly tying in classroom observations and analysis of student learning data. We will use the successful turnarounds school model and consider data at three levels: at the school level to focus on areas that needed schoolwide improvement to meet adequate yearly progress, at the classroom level to focus on teachers' instructional strengths and weaknesses, and at the student level to focus on instructional needs of individual students		Crasharnia Harmon	06/15/2024
<i>Actions</i>			0 of 2 (0%)		
	9/26/22	We will use the successful turnarounds school model and considered data at three levels: at the school level to focus on areas that needed schoolwide improvement to meet adequate yearly progress, at the classroom level to focus on teachers' instructional strengths and weaknesses, and at the student level to focus on instructional needs of individual students. (EVAAS)		Valeria Ruff	06/09/2023
		<i>Notes:</i> EVAAS			
	10/6/22	We will view student outcome data and look at the data on patterns of professional practice to determine professional development needs of our school and plan appropriate professional development. (EVAAS)		Valeria Ruff	06/09/2023
		<i>Notes:</i> EVAAS			

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>		Career fairs are held specifically for teachers at hard to staff schools and the transfer period stay open longer for title 1 schools. Druid Hills is a hard to staff restart title one school with a high turn over rate for teachers. The Restart employment requirement flexibility is currently being used to staff Druid Hills vacant positions.	Limited Development 09/26/2022		
<i>How it will look when fully met:</i>		Evaluating teachers in a timely manner would be especially important to help provide growth opportunities for teachers in our building. These evaluations should also be accurate, fair and fully transparent. By conducting these type of evaluations we will be able to gain a comprehensive and accurate picture of a teacher's competencies. When fully implemented DHA will be fully staffed mostly with certified teachers and less than 15% non certified teachers. We will achieve at least an 85% retention rate.		Latonya Stafford-Baldwin	06/15/2024
Actions			0 of 2 (0%)		
	9/26/22	The school will provide t-shirts and polos for staff to wear to build school pride The school will provide weekly staff incentives and awards such as 'You rocked the mic, preferential parking space, and staff member of the month awards. (SEL)		CARLA MATHIS	06/09/2023
<i>Notes:</i> Endorsements					
	10/6/22	Conduct teacher evaluations frequently, using multiple measures. (EVAAS)		Crasharnia Harmon	06/09/2023
<i>Notes:</i> EVASS					

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>		Currently we hold parent teacher conferences, monthly parent engagement events. Every other month we host a Second Harvest food bank for the families here at the school. Each holiday families are awarded holiday gifts sponsored by our community partner. During the spring we hold an annual career day where parents have the opportunity to participate in the career day.	Limited Development 09/13/2022		
<i>How it will look when fully met:</i>		<p>The school is most effective when the home does its part. Therefore, the connection between the school and the home is essential to school improvement and school success. Helping parents fully engage in the learning lives of their children is a necessary function of the school, and one that requires considerable, consistent, and competent attention. A fruitful connection between the school and the home is built upon purpose, communication, education, and association.</p> <p>When fully met, 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. Our school leaders and teachers will be able to show that they enhanced the efficacy of parental involvement by offering advice to parents on the most vital components of voluntary expressions of family engagement, such as setting high expectations and adopting parenting styles that are associated with positive student outcomes.</p>		Latonya Stafford-Baldwin	06/15/2024
<i>Actions</i>			0 of 3 (0%)		
	9/13/22	Our school will distribute the school compact (agreement between families and schools)and we will give parents multiple and frequent opportunities to review it. (EVAAS)		Latonya Stafford-Baldwin	01/24/2023
Notes: EVAAS					

9/13/22	<p>Parent nights will be held once per quarter this will give parents access to school resources which will increase engagement in academics. This will also help parents to gain information and to communicate with teachers and other school staff. 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. (SEL)</p>		Latonya Stafford-Baldwin	06/09/2023
<p><i>Notes:</i> Drive by events Title I meetings Parent Nights Parent Resource Center Pantry Nights SEL</p>				
9/13/22	<p>We will increase parent communication methods by utilizing connect-eds, social media, class newsletters and the school website. The school will also work closely with area community leaders to increase parent engagement and communication with district infomration. (SEL, EVAAS)</p>		Latonya Stafford-Baldwin	06/09/2023
<p><i>Notes:</i> Restart budget flexibility</p>				

Principal Attestation

My signature verifies that I adhered to the aforementioned statutory requirements. The 2022-2023 School Improvement Plan was voted on by staff secret ballot on 9/14/22

Principal Name	Carla Mathis	Principal Signature	Dr. Carla Grant Mathis
		Date	9/14/22

My signature verifies that I am a voting member of the School Improvement Team and that I have reviewed and approve the 2022-2023 School Improvement Plan and Safety Plan.

SIT Team Member Name	SIT Role/Representative <small>*Please identify what seat or group this member is representing. See examples below.</small>	SIT Team Member Signature	Date
1. Carla Mathis	Principal	Dr. Carla Grant Mathis	9/14/22
2. Crasharnia Harmon	AP Representative	Crasharnia Harmon	9/14/22
3. Kristina Rike	Instructional Staff	Kristina Rike	9/14/22
4. Latonya Baldwin	Instructional Support Staff	Latonya Baldwin	9/14/22
5. Toni Holder	Instructional Assistant	Toni Holder	9/14/22
6. Stephanie Dennis	PTA/PTO/PTSA President/Designee	Stephanie Dennis	9/14/22
7. Ivanella Alford	Parent	Ivanella Alford	9/15/22
8. Ana Galdames	Parent	Ana Galdames	9-15-22
9. Lakisha Jones	Parent	L. Jones	9.15.22
10. Michelle Pyper	Parent	Michelle Pyper	9.15.22
11. Kirk Mathis Jr	Parent	Kirk Mathis Jr	9.15.22
12. Lisa Webber	Parent	Lisa Webber	9.15.22
13.			
14.			
15.			