

Comprehensive Progress Report

Mission: Delivering a Rigorous, Unstoppable, Intentional, Data-driven learning environment, we ensure all scholars thrive.

Our Vision Verbs:

Vision: Highlight -- Interact -- Leverage -- Lead -- Serve

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 14% in SY2022-23 and 28% 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 10.0% in SY2021-22 to 5.0% in SY2022-23 and 0% 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
		<i>Initial Assessment:</i>	<p>As of June 2023, we have not met our goal of decreasing OSS disproportionality for Black students from 10% to 5%. For the 2022-2023 school year, OSS disproportionality increased to 13.3%. However, we have had success in decreasing overall Out-of-School Suspensions (OSS) for Black students. We decreased the Out-of-School Suspension (OSS) for Black students by 48% for the SY2022-23. Additional success include our Panorama data reflect an overall increase in student supports and environments. There is 5% increase in teacher - student relationships. A 2% increase in students sense of belonging. With the increase showing in students SEL and wellbeing this has helped our suspension rate decrease from previous years. Some challenges we may face in meeting this goal is staffing and staff absences. This may present a challenge during the year. The opportunity to address this challenge is to provide staff with various attendance incentives and possible retention bonuses to increase staffing and staff absences.</p>	Limited Development 09/26/2022		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>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.</p> <p>School wide systems and processes, including the use of a behavior matrix and our PBIS program, will be in place and functioning at high levels that ensure students are engaged in their learning, teachers are facilitating instruction consistently aligned to NCSCOS and using the provisioned curriculum with fidelity. We will effectively use our BMT, which is CSI funded, as well as our TLP members who are funded through Title 1.</p>			Crasharnia Harmon	06/15/2024
Actions			0 of 2 (0%)		
9/26/22	<p>The Dean of Students will lead the PBIS team with members from across the school being represented. The BMT, who is funded through CSI monies, is a critical piece of the PBIS team to ensure student individual needs are met through daily check-ins/check outs. Quarterly PBIS behavior assemblies will be facilitated to ensure continual growth towards our overall objectives of being a high functioning PBIS team. (SEL, OSS)</p>			Latonya Stafford-Baldwin	06/09/2024
	<p><i>Notes:</i> PBIS assemblies will be in grade bands. PBIS team meets monthly when committees meet PBIS dojo/panther store will be open for positive reinforcement Quarterly grade level celebrations will take place to reward and incentivize all students</p>				
9/17/23	<p>Extended Leadership team will meet weekly with agenda item that consists of a check on classroom referrals, removals, and push-in support from BMT and Dean to ensure growth in PBIS being internalized and emphasized in all classrooms. (SEL, OSS)</p>			Latonya Stafford-Baldwin	06/09/2024
	<p><i>Notes:</i></p>				
Implementation:			06/26/2023		
Evidence	<p>5/30/2023 https://charlottemeckschools-my.sharepoint.com/:b:/r/personal/carlag_mathis_cms_k12_nc_us/Documents/Documents/ILT%20Meeting%20Evidence.pdf?csf=1&web=1&e=oGIwpt</p>				

Experience	5/30/2023 The instructional leadership team and the administrative team meet once a week to discuss instructional progress, data, and areas of success and opportunity.			
Sustainability	5/30/2023 We will continue to meet weekly with an intentional agenda. Our work for the 23-24 school year will be more on intentional instructional delivery and weekly mastery connect data.			

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

As of June 2023, we have made progress toward our goal of increasing the percentage 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 to 25% in SY 2022-23. We did not meet the goal. Our end of year results reflect that there was a 6.7% increase for all 3rd grade students 2022-23 SY. 3rd grade Black and Hispanic student Reading CRR increased from 0% in 2021-2022 to 4.2% in 2022-2023. Additionally, 3rd grade DIBELS data reflected a 40 percentage point increase in students performing at or above benchmark from BOY to EOY, ending with 57% of students meeting this benchmark. This also reflected a 29 percentage point cohort increase from EOY 2022 to EOY 2023. We made progress toward our goal of increasing the percentage 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 to 20% in SY 2022-23. Our end of year results reflect that there was a 0% increase SY 2022-23.

The successes we experienced during the 2022-2023 in work toward this goal included our bi-weekly data dives with school and district level. These data dives provided teachers with a clear view of their student data and action plans were created and implemented to support students in small groups. Staffing and staff absences presented a challenge during the year. Some teachers were strategically assigned to teach a specific class or grade level based on current data. Opportunities that exist that will address our challenge consistent of continuing the use of the Data-Driven Instruction (DDI) process to progress monitor student learning and implementation of the curriculum. We will need to continue to provide intentional support and guidance.

Limited Development
09/12/2022

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<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 with more teachers exceeding growth in math and ela. 			Beth Marshall	06/15/2024
Actions			0 of 3 (0%)		
8/3/23	Develop and execute a school-wide data analysis protocol for Teacher leaders and MCLs to lead in PLCs the analysis and review of attendance, behavior, and common assessment data at least once a week. (Aligns to 3rd grade ELA, Math 8, EVAAS, and FAM-S 29 and funding from Title I)			Crasharnia Harmon	02/01/2024
<i>Notes:</i> All of the ExLT are being trained in Relay and some have already been trained, so it is recapping and revisiting the best practices of Get Better Faster					
9/28/23	Through intentional PLC models, teachers will collaborate and model instructional practices within planning meetings and across classrooms in order to develop and deliver high leverage core instructional practices within and across grade levels. (3rd ELA, Math 8, EVAAS)			Beth Marshall	02/01/2024

<i>Notes:</i>				
8/3/23	Provide teachers with supplemental standards aligned, research-based, interventions and acceleration lessons and activities to implement in ALL Block, Flex block and workshop. (Aligns to EVAAS, Fams-3, Title 1 & CSI funding)		Ursula Harris	02/02/2024
<i>Notes:</i>				
Implementation:		06/26/2023		
Evidence	5/30/2023 Below is a link to our drafted 23-24 master schedule. https://docs.google.com/spreadsheets/d/1Na1GADJdC9VA6sgLZC4jDCfv6UHtZ9nu7gLIBWwZq1k/edit?usp=sharing			
Experience	5/30/2023 The master schedule was strategically designed to optimize instructional learning time and to ensure time for interventions. Some teachers were strategically assigned to teach a specific class or grade level based on current data.			
Sustainability	5/30/2023 We will need to continue to inspect what we expect, so intentional support and guidance can be efficiently delivered.			

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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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
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Initial Assessment:

As of June, we have made progress on our targets. We have seen an increase in our Grade Level Proficiency (GLP) by 5.4% moving from 10.9% to 16.3%. We have also increased our College and Career Readiness (CCR) by 1.8% moving from 4.5% to 6.3%. The successes we experienced during the 2022-2023 in work toward this goal included our bi-weekly data dives. These data dives provided teachers with a clear view of their student data and action plans were created and implemented to support students in small groups. Some challenges in meeting this targeted goal was including more students in the branching minds MTSS platform to be identified or tiered instruction.

When this indicator is fully implemented, some continual opportunities will consist of core instruction through lessons aligned to the North Carolina Standard Course of Study and the district's EL, Open Up, and Envision curricula. These lessons will be delivered using small groups, frequent assessments and timely specific feedback. Another opportunity in helping to meet this target would be for teachers to submit student referrals to our MTSS interventionist when warranted and needed.

Limited Development
09/12/2022

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
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>			Beth Marshall	06/15/2024
Actions			0 of 3 (0%)		
9/12/22	<p>MTSS team will be created and led by our Interventionist who links up with the teacher leader/MCL from each grade level. The team will know and understand the core of an effective MTSS approach to teaching and learning and will meet regularly to discuss students of concern and assess their progress as noted through progress monitoring done weekly/bi-weekly depending on their tier in MTSS. All team members will have a thorough understanding of STP and best practices to increase student achievement. (EVAAS, FAM-S 3, Title 1 & CSI)</p>			Crasharnia Harmon	01/24/2024
<i>Notes:</i>					

	9/12/22	Within the 23-24 school year, our CSI-LP school will implement the following evidenced-based interventions to increase overall student performance: I-Ready, Orton Gillingham, and Go Math to increase overall student performance. (EVAAS, Title I)		Crasharnia Harmon	06/08/2024
<i>Notes:</i>					
	9/12/22	Teachers and support staff will use multi-tiered interventions to meet the learning needs, behavioral needs, and attendance needs of their scholars. The decisions will be made at the MTSS meetings that will be held weekly. The master schedule will support additional time in small groups for all staff, including flex time per grade level and content. Our MCLs and the tutor will support flex time and small group time to meet individual needs. (EVAAS, OSS FAM-S 3, Title 1 funding, and CSI funding)		Crasharnia Harmon	06/09/2024
<i>Notes:</i>					
Implementation:			06/26/2023		
	Evidence	5/30/2023 Classroom observations and the implementation of our small group rotation schoolwide. Preliminary EOG results show an increase in grade level proficiency and college career readiness. It also shows that the majority of our students have met and/or exceeded their EVAAS projections.			
	Experience	5/30/2023 Teachers received professional development onsite and through the beginning teacher program. They also received some instructional support from the learning community instructional specialists.			
	Sustainability	5/30/2023 We will continue to assess teacher's individual needs. We will have more instructional leaders in the building trained in the Get Better Faster coaching tool, so we will be able to provide specific support to 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

Initial Assessment:

As of June 2023, we have not met our goal of decreasing OSS disproportionality for Black students from 10% to 5%. For the 2022-2023 school year, OSS disproportionality increased to 13.3%. However, we have had success in decreasing overall Out-of-School Suspensions (OSS) for Black students. We decreased the Out-of-School Suspension (OSS) for Black students by 48% for the SY2022-23. Additionally, our goal of increasing students' perception of their self efficacy from 55% 61.5% was not met. The actual percent of students reporting positive perceptions of their self efficacy on the 2023 Spring Panorama survey was 49%.

The successes we experienced during the 2022-2023 in work toward this goal included aligning all of the support personnel to ensure that there is a clear focus for case management, data tracking and monitoring of interventions. 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.

Some challenges in meeting this target is the high absent attendance rate. This denotes the need to address the social emotional state of students. Opportunities to address this challenge include having 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. These key people are able to form a street team to conduct frequent home visits for those students exhibiting attendance issues.

Limited Development
09/12/2022

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	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.			Beth Marshall	06/15/2024
Actions			0 of 3 (0%)		
9/12/22	All staff will utilize the agreed upon behavior matrix to reinforce student behavior across the total school environment. The behavior matrix is posted across the school and explicitly taught in the homeroom classes and reinforced through morning meetings and SEL time/activities in all classes. (SEL, OSS, FAM-S 30, Restart Budget Flexibility)			Latonya Stafford-Baldwin	02/02/2024
	<i>Notes:</i> Use restart budget flexibility to purchase resources for implementation of morning meetings and SEL activities.				
9/27/23	Each month a character trait is highlighted in classes, activities are facilitated by teachers, and scholars are celebrated at the Principal Pal celebration each month. (SEL, FAM-S 31)			Latonya Stafford-Baldwin	02/02/2024
	<i>Notes:</i>				
9/27/23	Based on attendance data discussed at PLCs, an intentional, engaging, positive approach to increasing student attendance will be created/developed, internalized and facilitated by the SST and all staff supporting the attendance plan. (supports 3rd ELA, Math 8, EVAAS, Fam-S29, Title 1 funds) https://docs.google.com/document/d/1ZSuEjs8EW17cUV4iTzYD-b9oM3eiA6lwh7VfxL0ONrU/edit?usp=drive_link			Crasharnia Harmon	06/09/2024
	<i>Notes:</i>				
Implementation:			06/26/2023		

	Evidence	5/30/2023 https://drive.google.com/drive/folders/1vOK4zBzjlnfbk1aWR7bHvHzX0cpmukL?usp=sharing			
	Experience	5/30/2023 We had 1-2 planned parent engagement activities per month. Each hallway of teachers was responsible for planning and carrying out parent events each month. This strategic effort increased parent involvement, awareness, and engagement.			
	Sustainability	5/30/2023 The curriculum development team which consists of administrators and teachers will compile a list of intentional monthly activities this summer for the 23-24 school year.			
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>As of June, we have offered two beginner day sessions for students entering Kindergarten for the SY 23-24.</p> <p>The successes we experienced during the 2022-2023 in work toward this goal included having students In beginners day where they were able to get first week of school information, a day to experience kindergarten and get to prepare for kindergarten. 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. We had transition events that involved the support staff working with our feeder high school support staff members to plan and implement transition events such as schedule planning and learning about the high schools for our 8th grade students.</p> <p>Some challenges in meeting our transition target goals are aligning our calendar to meet all transition dates. Opportunities that may address these challenges include but are not limited to preplanning to include transition events on the calendar in advance and making transition events a priority.</p>	<p>Limited Development 09/13/2022</p>		
	<p>Priority Score: 3 Opportunity Score: 3</p>	<p>Index Score: 9</p>		
<p>How it will look when fully met:</p>	<p>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. Students in MS will have access to and take courses that are considered high level, ie Math 1 for 8th graders</p>		<p>Crasharnia Harmon</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/28/23</p>	<p>Provide access to high school course work through NCVPS Math I for students who have demonstrated historical mastery of grade level math content. (EVAAS)</p>		<p>Beth Marshall</p>	<p>02/01/2024</p>
<p>Notes:</p>				

9/28/23	Develop Math and Language Arts honors level component in grades 6-8 in order to provide students with access to advanced coursework as they prepare for transitions to high school. (EVAAS)		Crasharnia Harmon	02/01/2024
<i>Notes:</i>				
9/13/22	ExLT and teacher leaders, with support staff will provide an explicitly stated transition plan for students entering elementary school and transitioning from grade bands, ie. K-2 to 3-5, and 3-5 to 6-8. Teachers will have specified time for vertical planning/conversations to support these moves of all students across grade bands. (EVAAS)		Latonya Stafford-Baldwin	06/09/2024
<i>Notes:</i>				
Implementation:		06/26/2023		
Evidence	5/30/2023 https://drive.google.com/drive/folders/1vOK4zBzjlnfbbk1aWR7bHvHzX0cpmukL?usp=sharing https://drive.google.com/drive/folders/1iGcVEldJeeU1DYQ6FjJv_42bMGbzNODx?usp=sharing			
Experience	5/30/2023 We had transition events that involved cross grade level events to include but not limited to Beginner's night, kindergarten and first grade students working together, and middle school teachers sharing middle school experiences with fifth graders. The support staff worked with high school support staff members to plan and implement transition events such as schedule planning and learning about the high schools.			
Sustainability	5/30/2023 We will continue to develop partnerships internally and externally with high schools and various PreK programs to build awareness.			

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

As of June, we have made progress in meeting the targeted goal to meet regularly. The successes we experienced during the 2022-2023 in work toward this goal included having 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.

Our leadership team will operated with agendas, keeping minutes, staying focused. We met biweekly and followed through with the plans set forth in our agenda. 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.

Challenges that may exist in reaching the target for this goal is synching calendars with all o the leadership team. Opportunities to address ay challenges include continuing to have monthly leadership meets to show that there is a team structure established with specific duties and time for instructional planning throughout the school day.

Limited Development
09/26/2022

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
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 weekly/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 our weekly staff meetings. Data will be an agenda item for each meeting, including walkthrough data, student data, and attendance data for staff and students.			Latonya Stafford-Baldwin	06/15/2024
Actions			0 of 2 (0%)		
9/26/22	Meet weekly/biweekly with leadership team to discuss trends, data, attendance, highlights, areas of growth, all with the intent to make sure that as a school we are moving towards our mid year, year and two year goal. The ExLT consists of Principal, AP, Dean, AF, and 4 MCLs, and MTSS Interventionist. (3rd ELA, Math 8, EVAAS, Title 1 funds)			Latonya Stafford-Baldwin	06/09/2024
<i>Notes:</i>					
10/6/22	All necessary and required district curriculum materials will be provided to teachers with intentional PLC time spent unpacking, reviewing, practicing/modeling how to use it, and internalizing the gist of each lesson. Teachers will be trained on how to effectively utilize classroom curriculum materials. PLC agenda items will also consist of data dives to ensure proper planning for those struggling, not there yet, and those who are above grade level (3rd ELA, Math 8, EVAAS)			Latonya Stafford-Baldwin	06/09/2024
<i>Notes:</i> 3rd ELA, Math 8					
Implementation:			06/26/2023		
Evidence	6/5/2023 As of June 2023 the successes we experienced on this goal we were able to successful have a minimum of 1-2 parent engagement activities per month.				

<i>Experience</i>	6/23/2023 Our leadership team will operated with agendas, keeping minutes, staying focused. We met biweekly and followed through with the plans set forth in our agenda. 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.			
<i>Sustainability</i>	6/23/2023 Continuing to have monthly leadership meets to show that there is a team structure established with specific duties and time for instructional planning throughout the school day.			

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
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Initial Assessment:	<p>As of June, we have made progress towards this goal by having an established a team structure among teachers with specific duties and time for instructional planning. 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.</p> <p>We have success with this goal. Staff was able to meet by grade levels as well as vertically with each other on a weekly basis. We have created a strategic master schedule where there are designated times when the teachers have adequate amount of time to plan for instruction daily. Challenges that exist with meeting the target in this goal is staff attendance.</p> <p>The opportunities that exist are to continue to build the capacity of teacher leaders within our building. We will continue to create various incentives to attract teachers to want to lead within the building. Building capacity will also help to lesson staff attendance issues.</p>	Limited Development 09/26/2022		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	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.		Latonya Stafford-Baldwin	06/15/2024
Actions		0 of 2 (0%)		
9/26/22	Administrative team and Instructional leaders(AF, MCLs, Dean) will lead and guide teachers in weekly PLC meetings, complete weekly walkthroughs with explicit and prompt feedback, and follow up in coaching meetings to ensure student achievement and growth. (3rd ELA, Math 8, EVAAS)		Crasharnia Harmon	06/09/2024

<i>Notes:</i>						
10/6/22	Our EC and ML support staff will attend weekly meetings will core teachers and MCLS (EVAAS) to share best practices between both sets of teachers and to ensure instructional delivery that is consistent and standards aligned. Guest teachers who support specific grade levels will also attend the PLCs, along with our tutor as necessary. (EVAAS, Title 1, Restart flexibility)			Latonya Stafford-Baldwin	06/09/2024	
<i>Notes:</i> EVAAS						
Implementation:			06/26/2023			
Evidence	6/23/2023 As of June, this objective was met as it is evident with our PLC and vertical meeting sign in sheet and agendas. https://docs.google.com/spreadsheets/d/1u_A8UvfiTgrxArJLoE9JKYpV-OdJo1H9KwusbNCNPZc/edit?usp=drive_link https://drive.google.com/file/d/1YdyUpM8PY5_Xq5L6AugpkjKJFrFBfEg/view?usp=drive_link					
Experience	6/23/2023 We have success with this goal. Staff was able to meet by grade levels as well as vertically with each other on a weekly basis. We have created a strategic master schedule where there are designated times when the teachers have adequate amount of time to plan for instruction daily.					
Sustainability	6/23/2023 As of June, the opportunities that exist are to continue to build the capacity of teacher leaders within our building. We will continue to create various incentives to attract teachers to want to lead within the building.					

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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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
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Initial Assessment:

As of June 2023, we have made progress toward our goal of increasing the percentage 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 to 25% in SY 2022-23. We did not meet the goal. Our end of year results reflect that there was a 6.7% increase for all 3rd grade students 2022-23 SY. 3rd grade Black and Hispanic student Reading CRR increased from 0% in 2021-2022 to 4.2% in 2022-2023. Additionally, 3rd grade DIBELS data reflected a 40 percentage point increase in students performing at or above benchmark from BOY to EOY, ending with 57% of students meeting this benchmark. This also reflected a 29 percentage point cohort increase from EOY 2022 to EOY 2023. We made progress toward our goal of increasing the percentage 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 to 20% in SY 2022-23. Our end of year results reflect that there was a 0% increase SY 2022-23. Our 22-23 target for EVAS was to Exceed expected (EVAAS) growth for our overall school index in SY 2022-23. All students except for 1 Met or Exceeded EVASS projected score levels for our overall school index in SY 2022-23.

The successes we experienced during the 2022-2023 in work toward this goal included the principal leading weekly walk-through and providing written feedback to teachers. She, the administrative staff, and support staff met 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.

Staffing and staff absences presented a challenge during the year. Long range planning meetings during the year needed to be canceled or rescheduled due to needing to pull support staff to cover classrooms.

The opportunity to address this challenge will be creating additional coverage plans to ensure that long range planning can take place. Additionally, long range planning meetings will be added to the master calendar during the summer to ensure staff are aware of these dates.

Limited Development
09/13/2022

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	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.			Beth Marshall	06/15/2024
Actions			0 of 3 (0%)		
9/13/22	Principal will build leadership capacity within the members of the ExLT by providing weekly/biweekly coaching sessions to all members. MCLs, AF, AP, and Dean will all have a coaching protocol with their assigned teachers. Coaching sessions will consist of teacher led demonstrations of effective delivery and instructional strategies. Data will also be a regular discussion point in coaching sessions. (EVAAS)			Beth Marshall	02/01/2024
<i>Notes:</i> EVAAS					
9/13/22	The principal conducts weekly targeted, informal classroom observations, and provides specific, timely, and supportive feedback The decision of who/when/which content will come from our EXLT meetings that occur every Friday from 9:30 -11:30 when discussing trends, data, and staffing needs.(EVAAS, FAM-S Monitoring)			Beth Marshall	06/07/2024
<i>Notes:</i>					
9/13/22	Provide professional development in the instructional planning and delivery of research based instructional strategies. This will happen in PLCs, Early Release Days, coaching sessions in am/pm, and on Wednesday staff meeting days. (EVAAS)			Beth Marshall	06/09/2024
<i>Notes:</i> EVAAS					
Implementation:			06/26/2023		

Evidence	<p>5/30/2023 School-based Walkthrough Form https://docs.google.com/spreadsheets/d/1FEMaUQno5K1LdBnEcJCKiC1oppIV_6ue-aGy1SxYC5U/edit?usp=sharing</p> <p>Excerpt of attended professional development opportunities. https://drive.google.com/drive/folders/1ndNwlN3os7B1FxnLu0tUVskPDw4GOAcD?usp=sharing</p>			
Experience	<p>5/30/2023 Teachers attended various professional development opportunities onsite and externally geared towards providing intentional instruction and student engagement.</p>			
Sustainability	<p>5/30/2023 We will continue to inspect what is expected through intentional, scheduled walkthroughs and regular, timely feedback.</p>			

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
<p><i>Initial Assessment:</i></p>			<p>As of June we made progress toward our goal of looking at school performance data. The successes we experienced during the 2022-2023 in work toward this goal included viewing student outcome data and looking at the data on patterns of professional practice to determine professional development needs of our school and planned appropriate professional development.</p> <p>Some challenges in meeting the targeted goal may include student performance data and determining the needs of professional development for the school.</p> <p>Opportunities in facing challenges to meet this target include using 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.</p>	<p>Limited Development 09/26/2022</p>		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	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. All PLCs will have a Data day to disaggregate student data to plan for instructional delivery to meet individual learning needs.			Latonya Stafford-Baldwin	06/15/2024
Actions			0 of 1 (0%)		
9/26/22	We will use the Relay Data protocol (weekly/bi-weekly and quarterly) to determine best next steps in our continual improvement model in all grade levels/content. We will triangulate the student data, couple it with our walkthrough data of teacher effectiveness to plan for improvement. Our MCLs will facilitate data meetings weekly in both math and ELA in K-6. Our Dean will continue to lead data meetings with 5th science to ensure growth. The Principal will facilitate data meetings with 7/8 math. The AF and AP will work closely with 7/8 ELA and SS, facilitating the data protocol and completing class walkthroughs with feedback. (3rd ELA, Math 8, EVAAS)			Valeria Ruff	06/09/2024
<i>Notes:</i>					
Implementation:			06/26/2023		
Evidence	6/23/2023 As of June this objective has been fully met as evident in our professional development meeting agendas and sign in sheets.				
Experience	6/23/2023 As of June we made progress on this data. We viewed student outcome data and looked at the data on patterns of professional practice to determine professional development needs of our school and planned appropriate professional development.				
Sustainability	6/23/2023 As of June 2023 the opportunities that exist for the 2023-2024 school year is to increase the intentionality of providing effective professional development where it is needed.				

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>As of June 2023, our successes with this indicator to help with staff retention include providing t-shirts and polos for staff to wear and to build school pride. Staff received weekly staff incentives and awards such as "You rocked the mic award," preferential parking spaces, and staff member of the month awards.</p> <p>Some challenges that are faced with the implementation if this indicator is that Druid Hills is considered a hard to staff restart title one school with a high turn over rate for teachers.</p> <p>Opportunities that exist that can help with the challenges in this indicator is that the Restart employment flexibility is currently being used to staff Druid Hills vacant positions. Career fairs are held specifically for teachers at hard to staff schools and the transfer period stay open longer for title 1 schools. Participating in the district career fair will provide an extra opportunity to recruit staff to work Druid Hills.</p>	Limited Development 09/26/2022			

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	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 for our high performing teachers and staff.			Beth Marshall	06/15/2024
Actions			1 of 2 (50%)		
9/26/22	We will have a Staff member of the month that is ExLT determined and a staff member of the month that is peer determined. Both award recipients will be rewarded with a gift card and public recognition on our Wall of Fame and highlighted in our weekly Marshall Memo. Staff members will receive Shout outs in the weekly Marshall Memo. We will utilize high impact staff as "peer walkthrough" rooms for coaching and facilitating the DHA spirit of excellence. We will provide spirit wear (shirts, polos, jackets) that have our motto: #excellencewithoutexception on them! The memo will contain "best practices" and links to support material from CMS. Staff will be supported with expectations of growing and becoming a high impact staff member so that all scholars have access to a great teacher. (EVAAS)		Complete 06/09/2023	Latonya Stafford-Baldwin	06/09/2024
<i>Notes:</i> Endorsements					
10/6/22	Conduct teacher evaluations and walkthroughs frequently, using multiple measures. (EVAAS) All observations will be done in a timely manner including feedback and coaching sessions. Walkthroughs will be completed weekly with feedback and coaching points. We will highlight the strengths both individually and for all staff to know in the weekly Marshall memo. Coaching meetings will occur weekly for all staff. Our best practices and highest yielding strategies will be expected to be seen and will be coached and explicitly taught to ensure consistency across teachers and staff. (EVAAS)			Latonya Stafford-Baldwin	06/09/2024
<i>Notes:</i> EVASS					
Implementation:			06/26/2023		

Evidence	6/23/2023 As of June, the success we have experienced is that DHA will be fully staffed mostly with certified teachers and less than 15% non certified teachers.			
Experience	6/23/2023 As of June we made progress on this goal as it will show in the evaluation of teachers in a timely manner during each observation cycle. By providing timely feedback this provided growth opportunities for teachers in our building.			
Sustainability	6/23/2023 As of June, opportunities that exist consist of continuing to be accurate, fair and fully transparent when providing feedback during the evaluation. By conducting these type of evaluations we will be able to gain a comprehensive and accurate picture of a teacher's competencies			

Core Function:	Dimension D - Planning and Operational Effectiveness
Effective Practice:	Resource Allocation

	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	<p>We are currently using a wide range of additional funding and flexibility as they relate to teaching and learning. We are utilizing title 1 funding to do the following:</p> <ul style="list-style-type: none"> • support building capacity and increasing our teachers ability to internalize and deliver aligned lessons • add MCLs to support grades K-6 in increasing their impact on teaching and learning, thus increasing student achievement while building better teachers • purchase supplemental materials that are aligned, rigorous, and provide differentiated support to our students in all grade levels • a tutor that supports students who are behind grade level in math and ela <p>We are using Restart flexibility to</p> <ul style="list-style-type: none"> • be fully staffed in all content areas, including EC <p>We are using our CSI funding to</p> <ul style="list-style-type: none"> • hire a BMT to support our PBIS approach across the total school, while building student capacity in areas of self regulation, anger management, and self advocacy • hire 2 additional teachers to support smaller class sizes and more coaching opportunities 	<p>Limited Development 09/17/2023</p>		

How it will look when fully met:	All funding will directly impact student achievement. Flexibility will ensure having a high level staff member in all classrooms across all subjects. The MCLs will positively impact teaching and learning, while facilitating PLCS, data protocols, and providing PD that is staff centered and moves the academic achievement dial. All support staff funded by CSI, Title 1, Restart will have a positive impact on serving all scholars well and ensuring that we exceed growth and students are better equipped to move forward.		Beth Marshall	06/15/2024
Actions		0 of 1 (0%)		
9/17/23	Within the 23-24 school year, our school identified the following resource inequity, teachers were not equipped to unpack lessons, plan for impactful instructional delivery with student outcomes, and deliver rigorously engaged and aligned lessons with fidelity or consistency. As a result, we have used title 1 funds to employ 4 MCLs who directly impact teaching and learning in K-6 for math and ELA. We have also hired 2 EIT3 teachers to positively impact scholars in 4th and 6th grade in math and ELA. Title 1 funds will be used for personnel that positively supports teachers, student achievement, and ensure students needs are met. (3rd ELA, Math 8, EVAAS, Title I funded)		Beth Marshall	06/07/2024
Notes: TLP				

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

Initial Assessment:

As of June 2023 we have made progress toward this goal. Our successes included increased family engagement events. We have increased family engagement from 1 time per month to 2 times per month as evident by our sign in sheets, communication logs and parent square engagement. With this success ,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 family engagement, such as setting high expectations and adopting parenting styles that are associated with positive student outcomes.

Some challenges that we may encounter would be in to increase the number of MLL parents attending the family engagement events and having an interpreter available to translate in person meetings.

Opportunities that exist for this implementation would will continue to have parent nights 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.

Limited Development
09/13/2022

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<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 family engagement, such as setting high expectations and adopting parenting styles that are associated with positive student outcomes.</p> <p>We will continue to have parent nights 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.</p> <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>			Latonya Stafford-Baldwin	06/15/2024
Actions			0 of 3 (0%)		
9/13/22	<p>Our school will distribute the school compact (agreement between families and schools)at our Title 1 Curriculum Night and we will continue to provide parents with tools and resources to best enable a meaningful partnership between school and home. We will continue to use parent Square for weekly updates, flyers as reminders for upcoming events on campus, grades K-6 will use Dojo to keep open lines of communication, staff will document calls in our Parent call log, home visits will be a priority for attendance concerns, and we will use Connect Ed calls to keep parents abreast of events and necessary information. (EVAAS, SEL, FAM-S 3)</p>			Beth Marshall	01/24/2024

<i>Notes:</i> EVAAS				
9/13/22	Parent nights will be held once per month that will promote collaboration and partnership, as well as giving 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. (EVAAS)		Beth Marshall	06/09/2024
<i>Notes:</i> Family engagement events that are planned and on the calendar sent to families, include but not limited to: Muffins with Moms/Grandmas 9/18, Donuts with Dads/Granpas 10/24, Curriculum Night 9/21, Academic Night 10/26, Mobile Food Pantries (4-5 per year) Thanksgiving lunch w/ DHA families 11/21, Winter Concert 12/14, International Night 1/18, Family Dance 2/15, EOG/Dibels Night 3/21, Movie Night 4/18, and DHAs Got Talent on 4/25				
9/13/22	We will increase parent communication methods by utilizing connects, social media, class newsletters and the school website. We will have and use a Facebook page and an Instagram page to keep parents informed, as well as the Parent Square app. The school will also work closely with area community leaders to increase parent engagement and communication with district information. (SEL, EVAAS)		Shaniekia Moore	06/09/2024
<i>Notes:</i> Restart budget flexibility				
Implementation:		06/26/2023		
Evidence	6/23/2023 As of June the goal was goal was fully met. 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.			
Experience	6/23/2023 This goal has been fully met as it will show in our title one folder that students compacts were delivered to all families in multiple languages. Our school distributed the school compact (agreement between families and schools)and we will gave parents multiple and frequent opportunities to review it. Family engagement events took place 1-2 times per month as evident in our sign in sheets.			

Sustainability

6/23/2023

As of June we made progress on this goal and we will continue to give parents multiple and frequent opportunities to receive and review compacts.

We will continue to have parent nights 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.

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