

# School Improvement Plan



**2015-2016**

**2015-2016 *through* 2016-2017**

*School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.*

<b>Draft Due: September 28, 2015</b>	<b>Final Copy Due: October 26, 2015</b>
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## 2015-2016 Druid Hills Academy School Improvement Plan Report

Druid Hills Academy Contact Information			
<b>School:</b>	Druid Hills	<b>Courier Number:</b>	374
<b>Address:</b>	2801 Lucena Dr.	<b>Phone Number:</b>	980-343-5515
	Charlotte, NC 28206	<b>Fax Number:</b>	980-343-5581
<b>Learning Community:</b>	Project LIFT	<b>School Website:</b>	<a href="http://schools.cms.k12.nc.us/druidhillsacademyES/Pages/Default.aspx">http://schools.cms.k12.nc.us/druidhillsacademyES/Pages/Default.aspx</a>

<b>Principal:</b>	Raymond Barnes, Jr.
<b>Learning Community Superintendent:</b>	Denise Watts

Druid Hills Academy School Improvement Team Membership			
<p><i>From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."</i></p>			
Committee Position	Name	Email Address	Date Elected
Principal	Raymond Barnes	Raymond1.barnes@cms.k12.nc.us	08/26/15
Assistant Principal Representative	Kimarcus Lockhart	Kirmarcus.lockhart@cms.k12.nc.us	08/26/15
Dean of Students	Alisha Carr	Alishaw.carr@cms.k12.nc.us	08/26/15

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## 2015-2016 Druid Hills Academy School Improvement Plan Report

Dean of Students	Tyrone Freeman	Tyrones.freeman@cms.k12.nc.us	08/26/15
Instructional Coach	Sharonne Powell	Sharrone.powell@cms.k12.nc.us	08/26/15
Teacher Representative	Anitra Butler	Anitra.butler@cms.k12.nc.us	08/26/15
Teacher Representative	Amory Brown	Amory.brown@cms.k12.nc.us	08/26/15
Teacher Representative	Joann Kobel	Joann.kobel@cms.k12.nc.us	08/26/15
Teacher Representative	Anne Brooks	Anne.brooks@cms.k12.nc.us	08/26/15
Teacher Representative	Barbara Hudson	Barbara.hudson-young@cms.k12.nc.us	08/26/15
Teacher Representative	Tierra Moore	Tierrae.moore@cms.k12.nc.us	08/26/15
Teacher Representative	Jennifer Ruiz	Jenniferc.ruiz@cms.k12.nc.us	08/26/15
Teacher Representative	Saforia Caldwell	Saforia.caldwell@cms.k12.nc.us	08/26/15
Teacher Representative	Jonnecia Alford	Jonnecias.alford@cms.k12.nc.us	08/26/15
Teacher Representative	Robin Webster	Christel.peelee@cms.k12.nc.us	08/26/15
Teacher Representative	Mechelle Vaughn	Mechellel.vaughn@cms.k12.nc.us	08/26/15
Teacher Representative	Tiffany Leonard	Tiffany.leonard@cms.k12.nc.us	08/26/15
Academic Facilitator	Shakira Craddock	Shakira.craddock@cms.k12.nc.us	08/26/15

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Teacher Representative	Ericka Raynor	Ericka.raynor@cms.k12.nc.us	08/26/15
Teacher Representative	Ladonna Ardrey	Ladonna.ardrey@cms.k12.nc.us	08/26/15
Literacy Facilitator	Venetia Howard	Venetia.howard@cms.k12.nc.us	08/26/15
Inst. Support Representative	Travis Rivens	Travis.rivens@cms.k12.nc.us	08/26/15
Teacher Assistant Representative	Stephanie Donnis	Stephanie.donnis@cms.k12.nc.us	08/26/15
Clerical Representative	Bridgett Bryant	Bridgett.bryant@cms.k12.nc.us	08/26/15
Family Advocate	Carmela Head	Carmela.head@cms.k12.nc.us	08/26/15
School Counselor	Marselen Steadman	Marselen.steadman@cms.k12.nc.us	08/26/15
Parent Representative	Ivanella Alford		08/26/15
Parent Representative	Alison Boulding		08/26/15
Parent Representative	Christie Lockhart		08/26/15

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## 2015-2016 Druid Hills Academy School Improvement Plan Report

### Vision Statement

**District:** CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

**School:** Druid Hills Academy prepares each student to become an active and positive contributing member of the community.

### Mission Statement

**District:** The mission of CMS is to maximize academic achievement by every student in every school.

**School:** Scholars at Druid Hills Academy are equipped with the academic, social and intellectual skills to be successful in elementary, middle, high school, college and beyond.

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## 2015-2016 Druid Hills Academy School Improvement Plan Report

### Druid Hills Academy Shared Beliefs

- We believe that we change the educational outcomes for our scholars.
- We believe that all students can and will learn.
- We believe in one unified PreK-8 school.

### Druid Hills Academy SMART Goals

- Goal 1: Provide a duty-free lunch period for every teacher on a daily basis.
- Goal 2: 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.
- Goal 3: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
- Goal 4: Druid Hills Academy will increase overall reading, math and science achievement 10 percent in ELA (25.5 to 28.1) Math (23.5 to 25.9) and Science (40.8 to 44.9) areas by creating and sustaining a data driven instructional culture.
- Goal 5: There will be a 50% reduction of disciplinary infractions (office referrals) by the end of the 2015-16 school year.
- Goal 6: The end of year EOG composite of College and Career Ready students will increase by 10% (from 18.4 to 20.2).
- Goal 7: At the end of the 2015-16 school year, staff absences will average 7.5 or fewer days (down from 10.7) and student attendance will average 93% (up from 88%).

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# 2015-2016 Druid Hills Academy School Improvement Plan Report

## Druid Hills Academy Assessment Data Snapshot

**cms** Charlotte-Mecklenburg Schools  
School Improvement Plan  
READY EOY Assessment Proficiency Summary

Druid Hills Academy

Assessment	Subgroup	2014-2015		2013-2014		2012-2013		2011-2012	
		% GLP	% CCR	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR
Grade 03 EOG Composite	All	36.5	23.1	47.9	32.9		6.9		25.7
Grade 03 EOG Math	All	35.9	17.9	40.0	24.3		6.9		43.2
Grade 03 EOG Reading	All	37.2	28.2	55.7	41.4		6.9		33.8
Grade 04 EOG Composite	All	25.5	18.2	23.5	18.4		12.7		30.7
Grade 04 EOG Math	All	27.9	20.6	26.5	22.1		14.1		48.0
Grade 04 EOG Reading	All	23.2	15.9	20.6	14.7		11.3		34.7
Grade 05 EOG Composite	All	24.7	20.2	40.4	29.3		9.7		41.3
Grade 05 EOG Math	All	25.8	24.2	39.4	31.8		12.3		73.0
Grade 05 EOG Reading	All	15.2	15.2	24.2	10.6		12.3		44.4
Grade 05 EOG Science	All	33.3	21.2	57.6	45.5		4.6		34.9
Grade 06 EOG Composite	All	25.0	17.9	14.9	7.0		17.4		39.3
Grade 06 EOG Math	All	17.1	14.3	8.8	5.3		16.7		48.2
Grade 06 EOG Reading	All	32.9	21.4	21.1	8.8		18.1		51.8
Grade 07 EOG Composite	All	15.8	7.9	28.0	17.8		16.1		32.8
Grade 07 EOG Math	All	7.8	3.9	27.1	18.6		5.4		52.5
Grade 07 EOG Reading	All	24.0	12.0	28.8	16.9		26.8		41.0
Grade 08 EOG Composite	All	28.8	18.6	29.2	22.2		9.7		21.6
Grade 08 EOG Math	All	20.3	15.3	22.9	16.7		5.5		56.9
Grade 08 EOG Reading	All	16.9	6.8	22.9	18.8		7.3		29.4
Grade 08 EOG Science	All	49.2	33.9	41.7	31.3		16.4		45.1
School EOG Reading Composite	All	25.5	17.3	29.6	19.0		13.6		39.0
School EOG Math Composite	All	23.5	16.6	28.3	20.4		10.5		53.2
School EOG Science Composite	All	40.8	27.2	50.9	39.5		10.0		39.5
EOG Composite	All	26.7	18.4	31.9	22.4		11.8		31.8
School Composite	All	26.7	18.4	31.9	22.4		11.8		45.2

GLP: Grade Level Proficiency. Level III/IV in 2013-14 and beyond.  
CCR: College and Career Readiness. Level III/IV in 2011-12 & 2012-13. Level IV in 2013-14 and beyond.

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## 2015-2016 Druid Hills Academy School Improvement Plan Report

Reading	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Participation Denominator	400	0	15	351	25	4	5	352	15	59	1
Participation Percent	98	0	0	98	0	0	0	98	0	98	0
Participation Status	Met	~	Insuf.	Met	Insuf.	Insuf.	Insuf.	Met	Insuf.	Met	Insuf.
Proficiency Denominator	343	0	14	299	24	4	2	306	13	52	1
Proficiency Percent	16.0	0	0	14.7	0	0	0	15.7	0	0.0	0
Goal Percent	55.1	0	69.3	40.4	43.0	56.5	65.2	42.9	27.6	30.3	92.5
Proficiency Status	Not Met	~	Insuf.	Not Met	Insuf.	Insuf.	Insuf.	Not Met	Insuf.	Not Met	Insuf.
Math	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Participation Denominator	400	0	15	351	25	4	5	352	15	59	1
Participation Percent	98	0	0	98	0	0	0	98	0	98	0
Participation Status	Met	~	Insuf.	Met	Insuf.	Insuf.	Insuf.	Met	Insuf.	Met	Insuf.
Proficiency Denominator	343	0	14	299	24	4	2	306	13	52	1
Proficiency Percent	17.2	0	0	13.7	0	0	0	16.0	0	0.0	0
Goal Percent	53.9	0	77.0	37.8	46.1	53.6	63.0	42.1	34.0	30.0	93.3
Proficiency Status	Not Met	~	Insuf.	Not Met	Insuf.	Insuf.	Insuf.	Not Met	Insuf.	Not Met	Insuf.

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## 2015-2016 Druid Hills Academy School Improvement Plan Report

Science	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Participation Denominator	126	0	3	113	7	0	3	109	4	15	1
Participation Percent	99	0	0	99	0	0	0	99	0	0	0
Participation Status	Met	~	Insuf.	Met	Insuf.	~	Insuf.	Met	Insuf.	Insuf.	Insuf.
Proficiency Denominator	110	0	3	98	7	0	2	98	4	14	1
Proficiency Percent	25.5	0	0	23.5	0	0	0	24.5	0	0	0
Goal Percent	61.8	0	76.5	46.0	51.7	0	71.7	50.0	33.2	36.4	94.4
Proficiency Status	Not Met	~	Insuf.	Not Met	Insuf.	~	Insuf.	Not Met	Insuf.	Insuf.	Insuf.

  

Attendance	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Rate	93.9	~	~	~	~	~	~	~	~	~	~
Status	Met	~	~	~	~	~	~	~	~	~	~

Assessment	Subgroup	2014-2015		2013-2014		2012-2013		2011-2012	
		% GLP	% CCR	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR
Grade 03 EOG Composite	All	36.5	23.1	47.9	32.9		6.9		25.7
Grade 03 EOG Math	All	35.9	17.9	40.0	24.3		6.9		43.2
Grade 03 EOG Reading	All	37.2	28.2	55.7	41.4		6.9		33.8
Grade 04 EOG Composite	All	25.5	18.2	23.5	18.4		12.7		30.7
Grade 04 EOG Math	All	27.9	20.6	26.5	22.1		14.1		48.0
Grade 04 EOG Reading	All	23.2	15.9	20.6	14.7		11.3		34.7
Grade 05 EOG Composite	All	24.7	20.2	40.4	29.3		9.7		41.3
Grade 05 EOG Math	All	25.8	24.2	39.4	31.8		12.3		73.0

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## 2015-2016 Druid Hills Academy School Improvement Plan Report

Grade 05 EOG Reading	All	15.2	15.2	24.2	10.6		12.3		44.4
Grade 05 EOG Science	All	33.3	21.2	57.6	45.5		4.6		34.9
Grade 06 EOG Composite	All	25.0	17.9	14.9	7.0		17.4		39.3
Grade 06 EOG Math	All	17.1	14.3	8.8	5.3		16.7		48.2
Grade 06 EOG Reading	All	32.9	21.4	21.1	8.8		18.1		51.8
Grade 07 EOG Composite	All	15.8	7.9	28.0	17.8		16.1		32.8
Grade 07 EOG Math	All	7.8	3.9	27.1	18.6		5.4		52.5
Grade 07 EOG Reading	All	24.0	12.0	28.8	16.9		26.8		41.0
Grade 08 EOG Composite	All	28.8	18.6	29.2	22.2		9.7		21.6
Grade 08 EOG Math	All	20.3	15.3	22.9	16.7		5.5		56.9
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Grade 08 EOG Science	All	49.2	33.9	41.7	31.3		16.4		45.1
School EOG Reading Composite	All	25.5	17.3	29.6	19.0		13.6		39.0
School EOG Math Composite	All	23.5	16.6	28.3	20.4		10.5		53.2
School EOG Science Composite	All	40.8	27.2	50.9	39.5		10.0		39.5
EOG Composite	All	26.7	18.4	31.9	22.4		11.8		31.8
School Composite	All	26.7	18.4	31.9	22.4		11.8		45.2

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## **2015-2016 Druid Hills Academy School Improvement Plan Report**

### **Druid Hills Academy Profile**

Druid Hills Academy is a PreK-8 grade school situated in the urban West Charlotte Corridor of Charlotte-Mecklenburg Schools. The students enrolled at the school reside in 10 neighborhoods. There are 645 students enrolled at Druid Hills Academy. Over eighty-seven percent (87.4%) of the students are African American, 2.8% are Asian, 5.8% are Hispanic, 1.7% are Multi-Racial, and 2.2% of students are White. The school enrollment is further defined by 10.9% students designated as McKinney Vento eligible; 4.9% of students are registered as English Language Learners; and 12.2% of students qualify for Exceptional Children's services. The mobility rate of students is 27%. Economic disadvantage is a common characteristic among students - 100% lunch at no cost.

Ninety five percent of the staff members are highly qualified under the guidelines set forth by No Child Left Behind. Forty five percent of the staff hold advanced degrees. Ninety one percent of the staff members have been teaching for more than three years.

On the 2013-2014 administration of the North Carolina End-of-Grade assessment, Druid Hills Academy's overall proficiency was 26.7% with a 18.4% College and Career Ready proficiency rate. There was a significant reduction in students receiving office referrals for disciplinary actions, which allowed more students to have continuous access to quality instruction.

Because of the acute and pervasive academic, social, emotional and economic needs of students at Druid Hills Academy, the school is included in Project Leadership and Investment For Transformation (L.I.F.T.). Project L.I.F.T. is a \$55 million dollar philanthropic initiative catalyzed by Charlotte's largest community and family foundations. This initiative recognizes that the achievement gap that separates thousands of minority and low-income students from their peers in Charlotte-Mecklenburg Schools is unacceptable. To ensure all children receive the promise of a high quality education, Project L.I.F.T. aspires to lift up and accelerate the school district's efforts to improve academic outcomes for all students.



# 2015-2016 Druid Hills Academy School Improvement Plan Report

## Strategic Plan 2018: For a Better Tomorrow

<p><b>Goal 1:</b> Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p><b>Four focus areas:</b></p> <ul style="list-style-type: none"> <li>I. College- and career-readiness</li> <li>II. Academic growth/high academic achievement</li> <li>III. Access to rigor</li> <li>IV. Closing achievement gaps</li> </ul>	<p><b>Goal 2:</b> Recruit, develop, retain and reward a premier workforce</p> <p><b>Five focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Proactive recruitment</li> <li>II. Individualized professional development</li> <li>III. Retention/quality appraisals</li> <li>IV. Multiple career pathways</li> <li>V. Leadership development</li> </ul>
<p><b>Goal 3:</b> Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p><b>Three focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Family engagement</li> <li>II. Communication and outreach</li> <li>III. Partnership development</li> </ul>	<p><b>Goal 4:</b> Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p><b>Five focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Physical safety</li> <li>II. Social and emotional health</li> <li>III. High engagement</li> <li>IV. Cultural competency</li> <li>V. Customer service</li> </ul>
<p><b>Goal 5:</b> Optimize district performance and accountability by strengthening data use, processes and systems</p> <p><b>Four focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Effective and efficient processes and systems</li> <li>II. Strategic use of district resources</li> <li>III. Data integrity and use</li> <li>IV. School performance improvement</li> </ul>	<p><b>Goal 6:</b> Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p><b>Four focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Learning everywhere, all the time</li> <li>II. Innovation and entrepreneurship</li> <li>III. Strategic school redesign</li> <li>IV. Innovative new schools</li> </ul>

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## 2015-2016 Druid Hills Academy School Improvement Plan Report

<b>SMART Goal (1):</b> <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.			
<b>Strategic Plan Goal:</b>	Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service			
<b>Strategic Plan Focus Area:</b>	Physical safety			
<b>Data Used:</b>	Teacher Survey			

<b>Strategies</b>	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End)
1. Create a rotating duty schedule for non-certified staff, support staff and administrators to provide coverage during lunch.	Kimarcus Lockhart, AP	Reduced incidents and suspensions resulting from lunchtime	0.00	Teacher Assistants, Support Staff, Administrators	October 2015
2. Investigate to determine if funding will be available to hire lunch monitors.	Raymond Barnes, Principal	Reduced incidents and suspensions resulting from lunchtime	From CMS HR	Druid Hills' hiring team	October 2015
3. Work with Project L.I.F.T. school-based resource team to solicit volunteers to enhance supervision and coverage of students during lunch.	Kimarcus Lockhart, AP	Reduced suspension rates and incidents at lunchtime	NA	<ul style="list-style-type: none"> <li>DHA admin</li> <li>L.I.F.T. Community Engagement team</li> </ul>	October 2015



## 2015-2016 Druid Hills Academy School Improvement Plan Report

<b>SMART Goal (2):</b> <i>Duty Free Instructional Planning Time</i>	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving 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.
<b>Strategic Plan Goal:</b>	Recruit, develop, retain and reward a premier workforce
<b>Strategic Plan Focus Area:</b>	Individualized professional development

<b>Strategies</b> (determined by what data)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End)
1. Teachers will engage in PLC sessions to analyze student data for instructional plans and to engage in aligned professional development to the needs of students.	Principal/Raymond Barnes, AP-Kimarcus Lockhart, Dean-Alisha Carr, Facilitators: V. Howard, S. Craddock, C. Fuller, L. Stafford-Baldwin	>80% students will demonstrate mastery of the daily objective. 90% of students will have more than 1.5 years of growth in reading and math on the end-of-grade assessment		Teachers, administrators and facilitators	Quarterly
2. Develop a rotation schedule for teacher coverage of absent teacher when substitute is not available.	Alisha Carr	Increased EOG proficiency due to increased learning time and increased planning time for teachers. This will also be evidenced in TNTP survey data	\$0.00	Admin and Facilitators	October 2015

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## 2015-2016 Druid Hills Academy School Improvement Plan Report

3. Clearly articulate what “duty free” means ensuring that everyone understands that professional development, PLC time and other collaboration time with colleagues meets the expectation of this mandate.	Raymond Barnes, Principal	Increased EOG proficiency due to increased learning time and increased planning time for teachers. This will also be evidenced in TNTP survey data	\$0.00	Admin and Facilitators	October 2015
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## 2015-2016 Druid Hills Academy School Improvement Plan Report

<b>SMART Goal (3):</b> <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
<b>Strategic Plan Goal:</b>	Promote a system-wide culture of safety, high engagement, cultural competency and customer service
<b>Strategic Plan Focus Area:</b>	Physical safety Social and emotional health

<b>Strategies</b> (determined by what data)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End)
1. Bully Liaison / Bully-prevention <ul style="list-style-type: none"> <li>Provide Bullying Protocol training for staff and students.</li> </ul>	T. Gladdney, M. Steadman, School Counselors	<ul style="list-style-type: none"> <li>100% of students will indicate that they feel safe at school on school safety survey.</li> <li>100% of teachers will indicate that they feel safe at school on school safety survey.</li> </ul>	\$1,000.00	School Counselors, Administrators	October 2015-June 2016
2. Character Education <ul style="list-style-type: none"> <li>Character Word and Trait of the Week.</li> <li>Teach character education lessons in the class.</li> <li>Advisee/Advisory sessions</li> </ul>	T. Gladdney, M. Steadman, School Counselors	<ul style="list-style-type: none"> <li>15% reduction in out of school suspensions.</li> <li>50% reduction of disciplinary referrals.</li> <li>50% reduction of Bullying Incident Reports.</li> </ul>	\$1,000.00	School Counselors, teachers, teacher assistants, administrators	October 2015-June 2016

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## 2015-2016 Druid Hills Academy School Improvement Plan Report

3. Healthy Active Child 30 min. <ul style="list-style-type: none"> <li>Structured HAC times after lunch</li> <li>Implement classroom energizers</li> </ul>	Anitra Butler, Teacher Representative	<ul style="list-style-type: none"> <li>Reduction in student obesity</li> <li>Improved student culture</li> </ul>	0.00	Teachers and administrators	October 2015-June 2016
4. School Health Team <ul style="list-style-type: none"> <li>Conduct Health Fair</li> <li>100% of staff encouraging students to eat healthy</li> <li>Allow students to drink water during class.</li> </ul>	Robin Webster, Teacher Representative	<ul style="list-style-type: none"> <li>Increased awareness about healthful living and healthy living.</li> </ul>	0.00	Teachers and administrators	October 2015-June 2016



## 2015-2016 Druid Hills Academy School Improvement Plan Report

Druid Hills Academy's 90 Day Plan: <https://goo.gl/mtypLN>

<b>SMART Goal (4):</b>	Druid Hills Academy will increase overall reading, math and science achievement 10 percent in ELA (25.5 to 28.1) Math (23.5 to 25.9) and Science (40.8 to 44.9) areas by creating and sustaining a data driven instructional culture.
<b>Strategic Plan Goal:</b>	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready
<b>Strategic Plan Focus Area:</b>	ii. Academic growth/high academic achievement iii. Closing achievement gaps

<b>Strategies</b> (determined by what data)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End)
<div>See this school's <a href="#">90 Day Plan</a> &amp; Comprehensive Plan Report</div>					

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<b>SMART Goal (5):</b>	There will be a 50% reduction of disciplinary infractions (office referrals) by the end of the 2015-16 school year.
<b>Strategic Plan Goal:</b>	<b>Goal 4:</b> Promote a system-wide culture of safety, high engagement, cultural competency and customer service
<b>Strategic Plan Focus Area:</b>	I. Physical safety II. Social and emotional health III. High engagement

<b>Strategies</b> (determined by what data)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End)
<div>See this school's <a href="#">90 Day Plan</a> &amp; Comprehensive Plan Report</div>					

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<b>SMART Goal (6):</b>	The end of year EOG composite of College and Career Ready students will increase by 10% (from 18.4 to 20.2).
<b>Strategic Plan Goal:</b>	<b>Goal 2:</b> Recruit, develop, retain and reward a premier workforce
<b>Strategic Plan Focus Area:</b>	I. Individualized professional development iv. Leadership development

<b>Strategies</b> (determined by what data)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End)
<div style="border: 2px solid blue; padding: 10px; text-align: center;"> <p><b>See this school's <a href="#">90 Day Plan</a> &amp; Comprehensive Plan Report</b></p> </div>					



## 2015-2016 Druid Hills Academy School Improvement Plan Report

<b>SMART Goal (7):</b>	At the end of the 2015-16 school year, staff absences will average 7.5 or fewer days (down from 10.7) and student attendance will average 93% (up from 88%).
<b>Strategic Plan Goal:</b>	<b>Goal 4:</b> Promote a system-wide culture of safety, high engagement, cultural competency and customer service
<b>Strategic Plan Focus Area:</b>	iii. High engagement iv. Cultural competency

<b>Strategies</b> (determined by what data)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End)
<div style="border: 2px solid blue; padding: 10px; text-align: center;"> <p><b>See this school's <a href="#">90 Day Plan</a> &amp; Comprehensive Plan Report</b></p> </div>					



## 2015-2016 Druid Hills Academy School Improvement Plan Report

Mastery Grading Procedures Plan					
<b>Strategic Plan Goal:</b>	<b>Goal 1:</b> Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.				
<b>Strategic Plan Focus Area:</b>	Academic growth/high academic achievement				
<b>Data Used:</b>					
<b>Strategies</b> (determined by what data)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End)
1. Common assessments <ul style="list-style-type: none"> <li>At minimum, 4 common formal assessments are given and are aligned to content standards</li> <li>3 Discovery Education interim assessments, analyzed by PLC</li> </ul>	Principal	Improved student performance of all final exams through effective PLC planning and collaboration		Principal, Asst. Principal, Dean, Facilitators, Teachers and Coaches	August 2015-June 2016
2. Data disaggregation <ul style="list-style-type: none"> <li>PD provided to aid PLC in analyzing data</li> <li>Teachers will disaggregate multiple data sources included by not limited to Discovery Education Assessments, Common Assessments, Anecdotal notes,</li> <li>Skills, Concepts and Exit tickets to inform instructional delivery and student mastery.</li> </ul>	Principal	Improved student performance of all final exams through effective PLC data analysis, planning and collaboration		Principal, Asst. Principal, Dean, Facilitators, Teachers and Coaches	August 2015-June 2016

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<p>3. Flexible grouping</p> <ul style="list-style-type: none"> <li>K-2 uses Kathy Richardson and Dibels to inform flexible groups for a minimum of 30 minutes at least 4 out of 5 instructional days weekly.</li> <li>3-8 master schedules have been adjusted to include a minimum of 30 minutes of flexible grouping at least 4 out of 5 instructional days weekly.</li> <li>3-8 uses common assessment data, DE data, and exit slip data to inform these groups.</li> </ul>	Principal	Increased student mastery and retention due to tailored instruction		Principal, Asst. Principal, Dean, Facilitators, Teachers and Coaches	August 2015-June 2016
<p>4. Additional Learning Opportunities</p> <ul style="list-style-type: none"> <li>Provide opportunities for retesting after review of material covered in class</li> <li>Students will review their errors on tests and will retest on the material</li> <li>Students who miss homework or due dates because of absences whether excused or unexcused, must be allowed to makeup the work (arrangements for completing the work should be made within five school days of the students' return to school. For elementary students, the teacher must initiate the</li> </ul>	Facilitators	<p>All students will achieve growth from original test to retest</p> <p>Students will achieve grades of 85 or above on math assessments</p>	Title 1	<p>Admin. Facilitators</p> <p>Classroom Teachers</p> <p>Instructional Assistants</p>	August 2015-June 2016

## 2015-2016 Druid Hills Academy School Improvement Plan Report

contact with students regarding such work.) <ul style="list-style-type: none"> <li>Homework and other assignments should be accepted, even when turned in after the designated due date.</li> </ul>					
5. Late and make-up work <ul style="list-style-type: none"> <li>All students have the opportunity to turn in late and make up work, in accordance with CMS guidelines</li> </ul>	Facilitators	Students will be held accountable for their learning Increase in completion rate of assignments	N/A	Teachers EC Teachers Facilitators	August 2015-June 2016
6. Grade Reporting: <ul style="list-style-type: none"> <li>Teachers input 1 grade per content area per week</li> <li>Due dates for final grades follow the CMS timetable</li> <li>Pk-8 will accept late and make-up work with a subtraction of 5 points per day for 5 school days and no more than a 70 given thereafter if turned in before the end of the quarter.</li> </ul>	Admin and Facilitators	Increase of parental involvement	N/A	Teachers EC Teachers Admin and Facilitators	August 2015-June 2016
7. Grade reporting <ul style="list-style-type: none"> <li>Grading will be on a 10pt Scale</li> <li>Teachers must maintain a minimum of 10 class work/informal assessment grades per quarter for classes that meet daily and 4 for classes that meet on an A/B</li> </ul>	Principal, Administrators, Power-school Administrator	Assessment Reports, Agendas, Progress Monitoring tools, Progress Reports, Benchmark/CIA Data	N/A	Principal, Administrator s, Power-school Administrator	August 24th 2015 – June 10th 2016



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<p>day schedule</p> <ul style="list-style-type: none"> <li>Teachers will maintain a minimum of 10 homework grades per quarter for classes that meet daily.</li> <li>Teachers will maintain a minimum of 4 formal assessment grades per quarter for classes that meet daily and 2 for classes that meet on alternating days.</li> </ul>					
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## 2015-2016 Druid Hills Academy School Improvement Plan Report

### DRUID HILLS ACADEMY - 600 Waiver Requests

Request for Waiver	
1. Insert the waivers you are requesting	<ul style="list-style-type: none"><li>Maximum Teaching Load and Maximum Class Size (grades 4-12) <b>[required for all schools with grades 4-12]</b></li></ul>
2. Please identify the law, regulation or policy from which you are seeking an exemption.	<ul style="list-style-type: none"><li>115C-301 (c and d) Maximum Teaching Load and Maximum Class Size <b>[required for all schools with grades 4-12]</b></li></ul>
3. Please state how the waiver will be used.	<ul style="list-style-type: none"><li>Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.</li></ul>
4. Please state how the waiver will promote achievement of performance goals.	<ul style="list-style-type: none"><li>This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.</li></ul>



## 2015-2016 Druid Hills Academy School Improvement Plan Report

Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Raymond Barnes		10/23/15
Assistant Principal Representative	Kymarcus Lockhart		10/23/15
Teacher Representative	Safonia Caldwell		10/23/15
Teacher Representative	Mechelle Vaughn		10/23/15
Teacher Representative	Anitra L. Butler		10/23/15
Teacher Representative	Jeppu Moore		10/23/15
Teacher Representative	Patricia A. Miller		10-23-15
Teacher Representative	Tiffany Leonard		10/23/15
Teacher Representative	JoAnn Kaul		10/23/15
Teacher Representative	LADonna Ardrey		10/23/15
Teacher Representative	Erika Raynor		10/23/15
Teacher Representative	Vanetta Howard		10/23/15
Teacher Representative	Awake Brown		10/23/15
Teacher Representative	Tonnecia Alford		10/23/15
Teacher Representative	Anne Brooks		10/23/15

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Teacher Representative			
Inst. Support Representative	Margelene Steadman	Margelene Steadman	10/23/15
Teacher Assistant Representative	Stephanie Davis	Stephanie Davis	10/23/15
Parent Representative	Carmela Head	Carmela Head	10/23/15
Parent Representative	Tyronella Alford	Tyronella Alford	10/23/15
Parent Representative			

**Druid Hills Academy**  
**2015-16**  
**Principal: Raymond Barnes**

**PURPOSE OF THE TURNAROUND INITIATIVE:** Articulate in a few sentences what you hope to achieve by participating in the turnaround initiative.

*Our participation in the turnaround initiative will lead us to developing staff members that change the educational outcomes for all of the scholars at Druid Hills Academy whereby all scholars will learn in an unified PreK-8 school. Additionally, our participation in the turnaround initiative will lead us to having scholars at Druid Hills Academy that are equipped with the academic, social and intellectual skills to be successful in elementary, middle, high school, college and beyond.*

**GOAL SETTING:** Along with Language Arts and Math proficiency rates, identify up to three additional goals for the school year (i.e. graduation rate, promotion rate, attendance, discipline, growth/value-added, targeted sub-group, college readiness, etc.)

	Goals	2014-15 RESULTS	2015-16 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Druid Hills Academy staff members will create a school and classroom climate that supports every scholar in becoming a contributing member of their class and larger community. This will be reflected in reduced disciplinary infractions and an increase in TNTP insight survey results.	<b>Office Referrals = 1,242</b> PK-2: 81 3-5: 712 6-8: 449 <b>ISS = 1,150</b> PK-2: 3-5: 6-8: <b>OSS = 126 scholars</b> PK-2: 3-5: 6-8:	Office Referrals decreased by: 50% PK-2: 40 3-5: 356 6-8: 224 ISS decreased by: 50% PK-2: 3-5: 6-8: OSS decreased by: 50% PK-2: 3-5: 6-8:	100% Teacher demonstrate No Nonsense Nurturing Proficiency  Scholar Survey = No Nonsense Nurturing Survey  80% of School Leader Coaching Logs are up to date (monthly checks)  80% of Action Steps are highest leverage and are bite-sized

		<b>OSS= 260 incidents</b> PK-2: 44 3-5: 116 6-8: 100 Long Term Suspensions = 12 Scholar OTB (Year 1 as baseline) Teacher No Nonsense Nurturing (Year 1 as baseline)  Scholar survey data =(Year 1 as baseline)	OSS= decreased by 50% PK-2: 22 3-5: 58 6-8: 50 Long Term Suspensions = TBD based on disaggregation Scholar OTB increase to 85%	(using Rookie Teacher Guide, etc) (quarterly checks)  90% of data up to date & accurately entered into Educator's Handbook system (monthly checks)  less than 75% of 2014-15 discipline totals each quarter of 2015-16 (ISS, OSS, referrals, etc)
2	Druid Hills Academy challenges each scholar to become an active and contributing member of the community by increasing the number of scholars that are present and on-time to school and class; always ensuring that they are taught by their assigned teachers. This will be evident in student and teacher absentee rates.	ADA: 700 (88%) Chronic Absences: 6 (defined by missing 10 or more days) Tardies to school: Staff Attendance: ~10.7 absences per teacher  Staff Tardies - baseline (not tracked previous year).	ADA: 700 Chronic Absences: <3 Tardies to school: Staff Attendance: ~7.5 absences per teacher Staff Tardies  Increase scholar attendance to meet daily goal of 93%  Decrease the number of scholars that are chronically absent to meet the goal of <3 scholars per year	less than 75% of 2014-15 absence and tardy totals each quarter of 2015-16 (teachers and students) in PowerSchool  100% of teacher attendance in on time, in the mornings--including support for substitutes  Publish incentives for scholar and teacher attendance.  100% implementation of truancy court for scholars that are chronically absent (10 days or more).

3	Druid Hills Academy will increase overall reading, math and science achievement 10% percentage points in each area by creating and sustaining a data driven instructional culture.		<p>Project LIFT Common Assessments yield &gt;50% proficiency in each of the tested areas.</p> <p>Discovery Education yield &gt;50% proficiency in each tested area.</p> <p>TNTP Insight Survey - Student Growth Measure domain yield &gt;7.8</p> <p>TNTP Insight Survey - Observation and Feedback domain yield &gt;7.0</p> <p>TNTP Insight Survey - Instructional Planning domain yield &gt;7.0</p>	<p>100% of coaches are following content planning structure and script with teams weekly.</p> <p>Formative composite will reach 60% by formative 2.</p> <p>All ELA, Math, and Science PLCs reach 80% on the Data Driven Instruction rubric--all 4 components, By January 2016</p>
4	Druid Hills Academy will increase the College and Career Readiness of scholars in literacy and mathematics.	Baseline will be established at the beginning of the year	<ul style="list-style-type: none"> <li>100% of grade levels will be proficient in the area of Leading Planning Meetings and Assessments in tested areas as noted on the Instructional Leadership Rubric under the <b>Instructional Planning Lever</b>.</li> <li>100% of teachers will follow the <b>L.I.F.T. Scope and Sequence</b> work in math, literacy, and science (5/8) based on site visits</li> <li>100% of teachers in grades K-2 will fully implement the <b>Core Knowledge and Expeditionary Learning</b> curriculum as evidenced by TNTP coach site visits and LC visits</li> <li>Druid Hills Academy will show an increase on the number of teachers who</li> </ul>	<p>80% of staff will agree with TNTP item "My school implements a rigorous academic curriculum."</p> <p>Increases from the baseline in quarterly walkthroughs using the Instructional Planning Lever (baseline to 50% then 75% then 100% by June 2016)</p> <p>100% of teachers aligned to Literacy curriculum (CK or EL) and to the LIFT Scope and Sequences (for Math and Science)</p>

			“Agree” or “Strongly Agree” with statements in the <b>Instructional Planning</b> domain on the <b>TNTP Insight Survey</b>	
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### 90-Day Action Plan – Priority #1

<b>Turnaround Initiative Focus Area (Big Rock):</b> Druid Hills Academy staff members will create a school and classroom climate that supports every scholar in becoming a contributing member of their class and larger community.	
<b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Standardizing culture expectations through the No Nonsense Nurturer program for scholars and how the school responds when scholars do not meet the established expectations.	<b>School Leader Responsible:</b> Principal, assistant principal and dean of students.
<b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i> At the end of the 2015-2016 school year, there will be a 50% reduction in office referrals, 50% reduction in in-school suspension assignments, 75% reduction of scholars receiving at least one out-of-school suspension and at least an 85% On-Task Behavior rating.	
<b>Root Cause(s) to Address Hypothesis of Priority:</b> <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i>	



- Limited defined expectations for scholars across grade levels and major areas of the school. This is evidenced by the lack of fully implemented minute-by-minute plans for major areas of the school.
- Limited development of standardized language, procedures and routines to engage scholars. This is evident by the lack of the consistent use of the No Nonsense Nurturing framework in general areas, transitions, and in classrooms.
- Limited development in a standardized response system for when scholars do and do not meet the established expectations. This is evident by to lack of an established culture plan that defines step-by-step consequences and defined incentives for the school and classroom.

### ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Train all teachers, staff, and coaches in No Nonsense Nurturing or online.	Dean Principal	July 20, 2015	SIG Funds-Service Contract
Train coaches in Real Time Teacher Coaching	Assistant Principal Principal	August 3, 2015	SIG Funds-Service Contract
Standardize behavior hierarchy across classrooms; Customization by whole-school and grade-level teams	Culture Team Dean	July 20, 2015	None
Train deans on how to support teachers and execute effective referrals	Principal Assistant Principal	July 20, 2015	None
Standardize and communicate to the whole school re: administrative response to office referrals.	Dean Culture Team	July 20, 2015	None

Identify and communicate behavioral expectations for all common areas, including transitions (e.g. hallways, bathroom, stairwell, play yard, entrance, dismissal, breakfast, lunch, specials)	Instructional Leadership Team Assistant Principal	July 16, 2015	None
Identify and communicate behavior hierarchy for times when scholars are not under the direct supervision of their teacher	Culture Team	July 20, 2015	None
Create and rehearse the Roll-Out Plans by which teachers identify and teach scholars the procedures both in and outside of the classroom with clear weekly indicators.	Instructional Leadership Team Assistant Principal	July 17, 2015	None
Allocate time daily during the first 8-weeks to teach and assess scholar mastery of routines and procedures in keeping with published plan.	Teachers Instructional Leadership Team	First 8 weeks	None
Train deans on how to monitor and provide feedback to teachers on the implementation of the Roll-Out Plans.	Principal Assistant Principal	July 20, 2015	None
During the first 8 weeks of school, Real Time Teacher Coaches coach teachers using Center for Transformative Teacher Training protocols no less than 40 cycles per week (eg, ~20 teachers coached 2x per week)	Deans Principal & Assistant Principal	First 8 weeks	None
Ongoing, Real Time Teacher Coaches coach teachers using Center for Transformative Teacher Training protocols no less than 10 cycles per week (eg, ~5 teachers coached 2x per week)	RTTC Coaches Principal	Begin Aug 3, 2015	None

Identify and communicate plan for supporting teachers to address the needs of scholars exhibiting Tier 2 behavior challenges (KWLMs)	RTTC Coaches Principal	Begin Sept 14, 2015	None
Identify and communicate plan for supporting teachers to address the needs of scholars exhibiting Tier 3 behavior challenges (Outliers)	Principal Dean/AP	August 1, 2015	None
Publicly post identified school culture data in visible areas	Principal Dean/AP	August 1, 2015	None
<b>PROGRESS INDICATORS</b>			
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Potential Adjustments</b>	
9/1/15	Classrooms / Hallway observations for evidence of consistent No Nonsense Nurturing use. 100% Teacher demonstrate No Nonsense Nurturing Proficiency; Scholar Survey = No Nonsense Nurturing Survey	All teachers provide a reset opportunity for students upon their return from intercession.	
Mid-quarter-- Oct 2015	80% of School Leader Coaching Logs are up to date (monthly checks)  80% of Action Steps are highest leverage and are bite-sized (using Rookie Teacher Guide, etc) (quarterly checks)  90% of data up to date & accurately entered into Educator's Handbook system (monthly checks)	Instructional Leadership Team re-training and 1:1 coaching with Principal	

Mid-quarter-- Oct 2015	less than 75% of 2014-15 discipline totals each quarter of 2015-16 (ISS, OSS, referrals, etc)	Staff refresher trainings on culture needs and schoolwide culture resets after each major school break: intercessions, Winter Break, Spring Break--based on school culture data

### 90-Day Action Plan – Priority #2

**Turnaround Initiative Focus Area (Big Rock):** Druid Hills Academy Challenges each scholar to become an active and contributing member of the community by increasing the number of scholars that are present and on-time to school and class always ensuring that they are taught by their assigned teachers.

**School's Priority:** *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*

- Implement a truancy intervention system for scholars that are frequently absent from school.
- Fully define and implement a distributive leadership system that supports staff inputs and builds teacher leaders in the school.

**School Leader Responsible:**  
Principal and assistant principal

**Desired Outcome:** *(What will be different if you are successful in addressing this priority?)*

At the end of the 2015-2016 school year, Druid Hills Academy will:

- Increase scholar attendance to meet daily goal of
- Decrease scholar tardies to school to meet daily goal of
- Decrease scholar tardies to class to meet daily goal of
- Decrease staff daily attendance to meet daily goal of 7.5 absences per teacher
- Increase staff timeliness to school to meet daily goal of ?? on-time.
- Decrease the number of scholars that are chronically absent by

Decrease the number of chronic absences per scholar by			
<b>Root Cause(s) to Address Hypothesis of Priority:</b> <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i>			
School has limited development in creating a system with clear roles and expectations for how to address truancy and staff attendance. This has been evident by the inconsistent truancy documentation and follow-up interventions.			
School culture has limited development in the area of empowering teachers and actively engaging teachers in the distributive leadership model to analyze various data points and make significant decisions.			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Convene a school-based Attendance Team (Student Services, Attendance Clerk, Culture Team Sub-committee)	Principal	August 1, 2015	None
Regularly convene the Attendance Team meetings; input findings into the Culture Plan.	Principal Attendance Secretary	Semi-monthly	None
Identify and communicate intervention strategies for 3, 6, and 10 day chronically absent scholars.	Attendance Team Principal	August 1, 2015	None
Develop a tiered schedule of interventions for scholar absences and tardies.	Attendance Team	August 1, 2015	None

Communicate attendance plan to staff, scholars, and families	Principal Attendance Clerk Teachers	Staff PD Days (staff) First day of school Back to School Night	None
Clarify and communicate general attendance taking procedures and expectations across campus.	Attendance Clerk Registrar	First Day of School	None
Publish daily attendance/absent bulletin.	Attendance Secretary Registrar	Daily	None
Train staff to ensure proper execution of attendance procedures.	Attendance Secretary Registrar	Ongoing, by July 27, 2015	None
Monitor staff execution of attendance procedures; supports struggling staff.	Attendance Secretary Principal	Ongoing, by July 27, 2015	None
Develop and communicate incentive systems for scholars with regard to absences and tardies.	Principal Attendance Secretary Teachers	August 1, 2015	None
Calendar and execute incentive systems for scholars and staff.	Culture Team	Monthly	None

Monitor staff execution of attendance policies, procedures, and accuracy.	Attendance Secretary	Daily	None
Supervise staff attendance taking processes.	Principal	Daily	None
Develop or clarify tracking systems for staff attendance and tardies.	Principal Attendance Secretary	First Day of School	None
Develop and communicate a tiered schedule of interventions for staff absences and tardies.	Principal Assistant Principal	August 1, 2015	None
Develop and communicate an incentive system for exceptional staff attendance and timeliness	Principal Assistant Principal	August 1, 2015	None
Analysis of scholar and staff attendance data in keeping with Culture Plan goals.	Culture Plan Team	Monthly	None
<b>PROGRESS INDICATORS</b>			
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Potential Adjustments</b>	
9/1/15	100% implementation of truancy court for scholars that are chronically absent (10 days or more).  100% of teacher attendance in on time, in the mornings--including support for substitutes	Update parent contacts. Assess student support service case loads.  train new teachers in PowerSchool attendance  Assign MCLs to support temporary and long-term subs to gradually release attendance to subs	

10/12/15	Provide quarterly report on scholar and teacher attendance.  less than 75% of 2014-15 absence and tardy totals each quarter of 2015-16 (teachers and students) in PowerSchool	Update parent contacts.
10/12/15	Publish incentives for scholar and teacher attendance.	Develop student survey/input to guide incentive plan

### 90-Day Action Plan – Priority #3

**Turnaround Initiative Focus Area (Big Rock)** - Druid Hills Academy will increase overall reading, math and science achievement 10% percentage points in each area by creating and sustaining a data driven instructional culture.

**School's Priority:** *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*

Develop a highly active leadership team.

- Ongoing professional development on the Data Driven for Instruction/Instructional Planning Approach.
- Target the “Analysis and Action” phase of the Data Driven for Instruction protocol.
  - Engage students in student level deep data processes.

**Desired Outcome:** *(What will be different if you are successful in addressing this priority?)*

- At the end of the 2015-2016 school year, Druid Hills Academy will have a total of 70 points on the Data Driven Instruction Implementation rubric with no tested PLC area scoring lower than 55 points.

**School Leader Responsible:**

Principal



At the end of the 2015-2016 school year, Druid Hills Academy will score “Proficient” in the area of “Analysis and Action” in tested areas as noted on the Instructional Leadership rubric under the Data Driven Instruction lever.			
<b>Root Cause(s) to Address Hypothesis of Priority:</b> <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i>			
School leadership team demonstrates limited development with implementing and leading the 100% of the drivers of the Data Driven for Instruction protocol.			
Limited knowledge of the Data Driven for Instruction protocol by all tested area teachers in the school.			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
<ul style="list-style-type: none"><li>Principal will tier Instructional Leadership Team and provide individual professional development.<ul style="list-style-type: none"><li>Tier I (Instructional Leadership Team member that has 90% or better working knowledge of the Data Driven Instruction process and has been formally trained by Paul Bambrick)<ul style="list-style-type: none"><li>Support with data analysis meeting in</li></ul></li></ul></li></ul>	Principal	July and monthly	None

<p>small group and individually</p> <ul style="list-style-type: none"> <li>■ Provide video and real time coaching on data analysis meetings</li> <li>■ Leverage skill set for Tier II Instructional Leadership Team members</li> <li>■ Debrief tri-weekly to determine progress and next action steps</li> </ul>			
<ul style="list-style-type: none"> <li>● Principal will tier Instructional Leadership Team and provide individual professional development. <ul style="list-style-type: none"> <li>■ Tier II (Instructional Leadership Team member that has 50% to 89% working knowledge and has been formally trained by Paul Bambrick in the Data Driven Instruction process) <ul style="list-style-type: none"> <li>■ Co-plan and co-analyze data for data analysis meeting with principal and Tier I Instructional Leadership Team member.</li> </ul> </li> </ul> </li> </ul>	Principal and assistant principal	July and monthly	None

<ul style="list-style-type: none"> <li>■ Provide video and real time coaching on data analysis meetings</li> <li>■ Debrief bi-weekly to determine progress and next action steps</li> </ul>			
<ul style="list-style-type: none"> <li>● Principal will tier Instructional Leadership Team and provide individual professional development. <ul style="list-style-type: none"> <li>■ Tier III (Instructional Leadership Team member that is aware of the Data Driven Instruction process and has not been formally trained by Paul Bambrick) <ul style="list-style-type: none"> <li>■ Co-plan and co-analyze data for data analysis meeting with principal and Tier I Instructional Leadership Team member.</li> <li>■ Principal prepares for and co-leads the data analysis meeting</li> <li>■ Principal provides video and real time coaching during data meetings</li> </ul> </li> </ul> </li> </ul>	Principal and assistant principal	July and then monthly	None

<ul style="list-style-type: none"> <li>■ Provide video and real time coaching on data analysis meetings</li> <li>■ Debrief weekly to determine progress and next action steps</li> </ul>			
<ul style="list-style-type: none"> <li>● Principal provides teachers with introduction to Data Driven Instruction Process <ul style="list-style-type: none"> <li>■ Tier I (Teachers that have been trained and effectively implement Data Driven Instruction) <ul style="list-style-type: none"> <li>■ Refresh data analysis process</li> <li>■ Refresh action planning process</li> <li>■ Leverage skill set for Tier II teachers</li> </ul> </li> </ul> </li> </ul>	Principal	August	None
<ul style="list-style-type: none"> <li>● Principal provides teachers with introduction to Data Driven Instruction Process <ul style="list-style-type: none"> <li>■ Tier II (Teachers that have been trained and have a working knowledge of Data Driven Instruction) <ul style="list-style-type: none"> <li>■ Provide direct coaching on the data analysis process</li> <li>■ Provide direct coaching on the action planning process</li> </ul> </li> </ul> </li> </ul>	Principal and assistant principal	August	Support from LIFT office

<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>■ Provide monthly in-service on the Data Driven Instruction process</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>● Principal provides teachers with introduction to Data Driven Instruction Process           <ul style="list-style-type: none"> <li>■ Tier III (Teachers that have not been trained in Data Driven Instruction)               <ul style="list-style-type: none"> <li>■ Provide Data Driven Instruction training at the beginning of the year</li> <li>■ Provide monthly in-service on the Data Driven Instruction process</li> </ul> </li> </ul> </li> </ul>	Assistant Principal	August	Support from LIFT office
<b>Assessments</b> <ul style="list-style-type: none"> <li>● <b>Transparent Starting Point</b> <ul style="list-style-type: none"> <li>○ Create a pre-assessment that aligns with the learning community common assessment               <ul style="list-style-type: none"> <li>■ Teachers take the common assessment</li> <li>■ Teachers predict student performance</li> </ul> </li> </ul> </li> <li>● <b>Re-assess</b> <ul style="list-style-type: none"> <li>○ Build re-assessments in the Data Driven Instruction calendar</li> </ul> </li> </ul>	Instructional Leadership Team	August 1, 2015 Sept 15, 2015	Support from LIFT office

<ul style="list-style-type: none"> <li>■ Ensure that priority standards are included in all re-assessments</li> <li>■ Ensure that re-assessments are cumulative</li> </ul>			
<b>Analysis</b> <ul style="list-style-type: none"> <li>● <b>Teacher-owned</b> <ul style="list-style-type: none"> <li>○ Instructional Leadership Team member facilitates data analysis meeting               <ul style="list-style-type: none"> <li>■ Instructional Leadership Team member coaches teacher to understand student work and data reports                   <ul style="list-style-type: none"> <li>■ Teachers actively engage in data meetings and demonstrate a proficient knowledge level of student data.</li> </ul> </li> </ul> </li> </ul> </li> <li>● Tier I teacher prepares and leads data meetings with PLC group               <ul style="list-style-type: none"> <li>■ Tier I Instructional Leadership Team member supports Tier I teacher in data analysis                   <ul style="list-style-type: none"> <li>■ Tier I Instructional Leadership Team member co-plans data meetings</li> </ul> </li> </ul> </li> </ul>	Instructional Leadership Team	Weekly	None
<ul style="list-style-type: none"> <li>● Principal coaches Instructional Leadership Team on item and standard analysis</li> </ul>	Principal	Monthly	None

<ul style="list-style-type: none"> <li>■ Close look at disaggregated student responses</li> </ul>			
<ul style="list-style-type: none"> <li>● Principal coaches Instructional Leadership Team on analyzing in the performance gap on assessments <ul style="list-style-type: none"> <li>■ Instructional Leadership Team members lead data analysis meetings and predetermine performance gaps</li> </ul> </li> </ul>	Principal	Monthly	None
<ul style="list-style-type: none"> <li>● Instructional Leadership Team predetermine performance questions <ul style="list-style-type: none"> <li>■ What will students need to be able to do in order to demonstrate mastery?</li> <li>■ What are the gaps between how students answered questions and the correct answer?</li> <li>■ How will critical foundational skills be taught to support student mastery of the standards?</li> </ul> </li> </ul>	Assistant principal and Instructional Leadership Team	August 1, 2015 Sept 15, 2015	None
<b>Action</b> <ul style="list-style-type: none"> <li>● <b>Design new lessons</b> <ul style="list-style-type: none"> <li>○ During common assessment data analysis meetings standards to be retaught are identified. <ul style="list-style-type: none"> <li>■ Students in grades 6 through 8 are regrouped based on mastery (low, medium, high)</li> </ul> </li> </ul> </li> </ul>	Assistant principal and Instructional Leadership Team	October 5, 2015	None

<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>■ Instructional Leadership Team coach provides exemplar of lesson plan for re-taught standards</li> <li>■ Instructional Leadership Team coach co-plans with teacher to plan new lesson for re-teaching</li> </ul> </li> <li>● Instructional Leadership Team coach provides exemplar of lesson plan for retaught standards (K-5). <ul style="list-style-type: none"> <li>○ Instructional Leadership Team coach co-plans with teacher to plan new lesson for re-teaching</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>● <b>Teacher Action Plans</b> <ul style="list-style-type: none"> <li>○ Principal ensures that actions plans are developed and implemented across the school <ul style="list-style-type: none"> <li>■ Instructional Leadership Team leads action planning sessions at the end of each assessment cycle</li> <li>■ Action plans have flexible groups built in</li> </ul> </li> </ul> </li> </ul>	Principal, assistant principal and Instructional Leadership Team	Ongoing	None



<p>for re-teaching of standards</p> <ul style="list-style-type: none"> <li>■ Research based strategies for whole and small groups are evident in the action plans.</li> <li>■ Action plans provides supports for struggling students during enrichment time.</li> <li>■ Action plans provide intentional use of computer-based interventions for struggling students.</li> </ul> <p>Ongoing Assessments</p> <ul style="list-style-type: none"> <li>● Teachers will plan tiered assessments according to the performance levels of students (flexible groups). <ul style="list-style-type: none"> <li>○ Teachers will reassess students on all re-taught standards.</li> </ul> </li> <li>● Teachers will plan exit tickets with instructional lessons and record data on tracker.</li> </ul>			
<p><b>Accountability</b></p> <ul style="list-style-type: none"> <li>● Principal will create observation and feedback schedule for Instructional Leadership Team members <ul style="list-style-type: none"> <li>○ Observations and feedback will be based on the teachers' action plan</li> </ul> </li> </ul>	Principal and assistant principal	Monthly	None

<ul style="list-style-type: none"> <li>■ Instructional Leadership Team members will schedule observations and feedback meetings on calendar</li> </ul> <p>Observation feedback will be linked to student outcomes</p>			
<p><b>Accountability</b></p> <ul style="list-style-type: none"> <li>● Principal will adjust professional development plan for teachers based on observation and feedback. <ul style="list-style-type: none"> <li>○ Instructional Leadership Team members and mentor teachers will provide coaching on specific professional development needs</li> </ul> </li> </ul>	Principal and assistant principal	Monthly	Assistance from LIFT office
<p><b>Engaged Students</b></p> <ul style="list-style-type: none"> <li>● Instructional Leadership Team members will coach teachers on conducting student level deep data dives <ul style="list-style-type: none"> <li>○ Teachers will confer with students on their performance data and goal setting data.</li> <li>○ Teachers will create student data folders with goal setting data sheets (consider electronic trackers) <ul style="list-style-type: none"> <li>■ Students will track their own data</li> <li>■ Students will conduct student led conferences with parents.</li> </ul> </li> </ul> </li> </ul>	Instructional Leadership Team and Teachers	September 7, 2015	None

<ul style="list-style-type: none"> <li>Teachers will create and publish exemplars for what mastery looks like for each task.</li> </ul>	Instructional Leadership Team and Teachers	Weekly	None
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	
10/12/15	100% completed action plans based on common assessment #1 (All ELA, Math, and Science PLCs reach 80% on the Data Driven Instruction rubric--all 4 components, By January 2016)	Adjust scholar groups based on mastered standards. Build leader and teacher PD based on Action Plan gaps, after a review of the plans (and using Data Driven Instruction rubric)	
mid-quarter: Oct 2015	100% of coaches are following content planning structure and script with teams weekly.	co-observation, co-planning or modeling by TNTP coach or LIFT staff	
mid-Nov 2015	Weekly Data Meetings help in ELA, Math & Science PLCs (Formative composite will reach 60% by formative 2.)	co-observation, co-planning or modeling by TNTP coach or LIFT staff	

#### 90-Day Action Plan – Priority #4

**Turnaround Initiative Focus Area (Big Rock)** - Druid Hills Academy will increase the College and Career Readiness of scholars in literacy and mathematics.

<p><b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i></p> <ul style="list-style-type: none"> <li>• Druid Hills Academy has limited development and evidences of following a systematic scope and sequence across all grades levels and classrooms.</li> <li>• Druid Hills Academy has limited development and evidences of mastery planning.</li> <li>• Leaders at Druid Hills Academy have limited evidences of leading planning meetings at a proficient level across grades levels and subject areas.</li> <li>• Assigned activities and assessments have limited alignment to the rigor of the state assessment for the specific grade of the scholar.</li> </ul>	<p><b>School Leader Responsible:</b> Principal, assistant principal, deans, facilitators.</p>
<p><b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i></p> <ul style="list-style-type: none"> <li>• At the end of the 2015-2016 school year, 100% of grade levels will be proficient in the area of Leading Planning Meetings and Assessments in tested areas as noted on the Instructional Leadership Rubric under the <b>Instructional Planning Lever</b>.</li> <li>• At the end of the 2015-2016 school year, 100% of teachers will follow the <b>L.I.F.T. Scope and Sequence</b> work in math, literacy, and science (5/8) based on site visits</li> <li>• At the end of the 2015-2016 school year, 100% of teachers in grades K-2 will fully implement the <b>Core Knowledge and Expeditionary Learning</b> curriculum as evidenced by TNTP coach site visits and Learning Community visits</li> <li>• At the end of the 2015-2016 school year, Druid Hills Academy will show an increase on the number of teachers who "Agree" or "Strongly Agree" with statements in the <b>Instructional Planning</b> domain on the <b>TNTP Insight Survey</b></li> </ul>	
<p><b>Root Cause(s) to Address Hypothesis of Priority:</b> <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i></p> <ul style="list-style-type: none"> <li>• Varied expectations for planning sessions.</li> <li>• Gaps in Instructional Leadership Team presence during planning sessions.</li> </ul>	

- Intangible outcomes from planning sessions
- Need for common language and protocols in planning sessions.

### ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
<ul style="list-style-type: none"> <li>Assigned Instructional Leadership Team member will attend and lead all planning sessions.</li> </ul>	Instructional Leadership Team	Weekly	None
<ul style="list-style-type: none"> <li>Create Sci/SS/Math planning protocol.</li> </ul>	Math, Literacy and Academic facilitators.	August 24, 2015	None
<ul style="list-style-type: none"> <li>Map out daily objectives for Math/SS/Sci</li> </ul>	Math, Literacy and Academic facilitators	August 31, 2015	Scope and Sequence
<ul style="list-style-type: none"> <li>Instructional Leadership Team will lead deep data analysis on 1 to 2 major objectives to direct planning.</li> </ul>	Instructional Leadership Team	Weekly	Scope and Sequence, Student data
<ul style="list-style-type: none"> <li>Instructional Leadership Team member will be coached on leading planning sessions.</li> </ul>	Assistant Principal	Bi-weekly	

### PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
mid-Sept 2015	100% of teachers aligned to Literacy curriculum (CK or EL) and to the LIFT Scope and Sequences (for Math and Science)	co-observation, co-planning or modeling by TNTP coach or LIFT staff
Nov 2015	Increases from the baseline in quarterly walkthroughs using the Instructional Planning Lever (baseline to 50% then 75% then 100% by June 2016)	Staff PD on identified gaps, supported by school, TNTP, and LIFT leaders

### Quick Win Plan

Identify up to 4 specific actions that will make the quick win plan happen.			
	Action	Person Responsible	Timeline
1		Principal, assistant principal, deans	September 7, 2015

	<ul style="list-style-type: none"> <li>100% of staff will accurately use MVP protocols in halls, cafeteria, morning arrival and dismissal</li> </ul>		
2	<ul style="list-style-type: none"> <li>100% of literacy teacher will use Core Knowledge and Expeditionary Learning to deliver literacy instruction.</li> </ul>	Principal, assistant principal, literacy and academic facilitators.	September 7, 2015
3	<ul style="list-style-type: none"> <li>100% of teacher will follow established scope and sequence for instructional lessons.</li> </ul>	Instructional Leadership Team	September 7, 2015
4	<ul style="list-style-type: none"> <li>There will be 100% consistency in following the established PLC structures in the school</li> </ul>	Principal and assistant principal	September 7, 2015