

# **DRUID HILLS IMPROVEMENT PLAN REPORT**

**School:** Druid Hills Elementary School

**Principal:** Beverly Newsome

**Title I Specialist:** Susan Patterson

**Address:** 2801 Lucena Avenue  
Charlotte, NC 28206

**Courier Number:** 374

**Phone:** 980-343-5515

**Learning Community:** Central

**Area Superintendent:** Joel Ritchie

# **CMS School Improvement Plan 2008-11**

## ***Druid Hills Elementary 2009-10***

### **MISSION STATEMENT**

Our mission is to maximize every student's academic potential and personal responsibility.

### **BELIEFS**

- Establish a safe, respectful, nurturing, and clean environment for all students and staff
- A highly qualified, collaborative staff that is supportive, positive, and flexible using a rigorous standard based curriculum
- All children can learn
- Have high expectations
- Challenging students is the key to higher learning
- Learning is enhanced when ethical and moral character is expected
- Establishing the desire that learning is a life-long journey
- Recognizing and nurturing the diversity of our school community

### **VISION**

Our vision is to ensure that every Druid Hills student leaves our school prepared for the transition into middle school, high school and beyond.

### **OUTCOMES OF FOCUS**

*Based upon analysis of data and needs assessment, our focus will be upon the following outcomes:*

- Increase the percentage of students who score at or above proficiency (Level III or IV) by 10% in reading, math and science as measured by the NC EOG Tests and the CMS K – 2 Assessments.
- Increase the number of EC students who score at or above proficiency (Level III or IV) by 5% in reading and math as measured by the NC EOG Tests and the CMS K – 2 Assessments.
- Increase the number of opportunities and time for teachers to plan as a team, share best practices, and collaborate on instructional strategies tied to student achievement to promote teacher retention by 120 minutes per week.
- Increase the percentage of students, teachers, and parents indicating that Druid Hills has a safe and orderly learning environment and provides numerous opportunities for involvement by 3% as measured by student, staff and parent surveys.
- Increase Parental Involvement to strengthen the home school connection by 50% as measured by parent surveys.

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### ASSESSMENT DATA SNAPSHOT

EOG	Reading										Math									
	07-08			08-09			09-10 (target)		10-11 (target)		07-08			08-09			09-10 (target)		10-11 (target)	
	Prof.	AYP	Growth	Prof.	AYP	Growth	Prof.	Growth	Prof.	Growth	Prof.	AYP	Growth	Prof.	AYP	Growth	Prof.	Growth	Prof.	Growth
All	23.5	N		38.9	Y	+15.4	60		85		39.8	N		62.8	Y	+23	75		85	
AA	67.1	N		41.4	Y	-25.7	65		85		36.4	N		68.7	Y	+32.3	75		85	
Asian	50.0	N		33.3	Y	-16.7	60		85		50.0	N		66.7	Y	+16.7	75		85	
H	66.7	N		50	Y	-16.7	70		85		50.0	N		100	Y	+50	75		85	
W	---			---		---					---			---		---				
AI	---			---		---					---			---		---				
MR	66.7	N		66.6	Y	0	75		85		66.7	N		66.6	Y	-0.1	75		85	
LEP	44.4	N		22.2	Y	-22.2	50		85		44.4	N		77.8	Y	+33.4	85		90	
SWD	30.4	N		20.0	Y	-10.4	50		85		4.3	N		46.7	Y	+42.4	65		85	
FRL																				

### SCHOOL PROFILE

Druid Hills is a Title I school that draws students from the immediate neighborhood. The school is located near downtown Charlotte. The surrounding community embraces the school and supports organizations and community events at our school. We have a state of the art facility that encourages character education as you walk through our hallways. Our safe and orderly environment creates an atmosphere that is conducive to students being successful academically and behaviorally. Visitors can “feel” learning and engagement consistently occurring with our students throughout the building.

To support the needs of our students and families, we house A Child’s Place and Communities in Schools to work with our homeless population and to identify their needs and support our students at school socially, emotionally and academically.

#### Strategic Staffing:

CMS Superintendent Dr. Peter Gorman selected Druid Hills as a site to be strategically staffed to improve academic achievement in March, 2009. The strategically staffed principal was given the flexibility to select a team of key individuals to become a part of the DHES faculty. The principal

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strategically staffed 5 highly qualified classroom teachers and two highly qualified non-classroom educators. With this initiative, the principal selected 4 classroom teachers in grades 3 – 5 to displace and 1 Kindergarten classroom teacher from the 2008-2009 DHES faculty. One DHES literacy facilitator retired from CMS in June, 2009 which allowed for the principal to strategically staff an intermediate (3-5) academic facilitator. In addition to these educators, the principal also brought to DHES one Intensive Reading Teacher. The intensive reading teacher was brought to address the high percentage of students in grades K – 3 that are not reading on grade level. These chosen individuals joined an outstanding team of dedicated educators at Druid Hills and collaboratively they will strive to raise student achievement to an even higher level.

#### **Strategies to Attract Highly Qualified Teachers to High Need Schools:**

A wealth of professional development opportunities are provided with the support of Title I funds. Teachers are included in decision-making regarding the use of assessment data that affects their grade level. The administration assures that certified staff members are offered professional development opportunities throughout the school year to earn continuing education credits for licensure renewal as well as current research based educational knowledge.

Professional Development opportunities are offered on campus and off campus. We enter our on campus activities in My PD in order for teachers to receive renewal credits for staff development activities and workshops. Attendance at trainings are recorded and retained by the data manager, as well as agenda, handouts and notes. Evaluations for trainings provided in our building are gathered and utilized to enhance future trainings.

#### **Student Demographic Data**

Druid Hills serves approximately 400 students in the K-5 program. We house approximately 60 students in our Pre-K program. Pre-K consists of 4 Bright Beginnings classes. The majority of these Pre-K students live outside our attendance area. A majority of our preschool students leave our school community after completion of this program.

Of the K – 5 students, 90% are African-American, 10% Asian, Latino & other. Approximately, 94% of those students receive free/reduced lunch. Our school qualifies as a Focus School and a School-wide Title I program. Students are served by 21 classroom teachers, 3 SBS (Specialized Behavior Support) classrooms, 2 EC Resource teachers, 1 ESL teacher, 2 instructional assistants, 3 Title I tutors. Approximately 15% of our population is certified as exceptional students. We house two programs at our school: 1) Pre-K - a Bright Beginnings preschool intervention program 2) SBS (Specialized Behavior Support) for Exceptional Children students.

There are currently 42 children who are identified as McKinney-Vento in our school. Those students are serviced through our community agencies, counselor, and social worker. They are involved with an intake meeting and receive transportation services to our school to maintain consistency and stabilization in their education.

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#### **Staff Demographic Data**

Currently Druid Hills employs 28 full-time certified classroom teachers, 5 certified specialists, 6 full-time assistants, 3 tutors and 3 administrators. The following statistics further describe the school faculty:

- 33% of our staff have 1-5 years of teaching experience
- 33% of our staff have 6-10 years of teaching experience
- 22% of our staff have 11-20 years of teaching experience
- 17% of our staff have 21-30 years of teaching experience
- 44% of our staff hold a Master's Degree
- 14% of our staff are in process of obtaining a Master's Degree
- 19% of our staff hold National Board Certification (This includes our Assistant Principal and Academic Facilitator)
- .05% of our staff are in process of obtaining National Board Certification

The two instructional assistants support the classroom teachers by working with small groups, pull-out, re-teach, and co-teaching with our Kindergarten teachers. We have a reading intensive teacher who works directly with our reading intensive students. Our Reading Intensive Teacher implements a variety of instructional activities in small group settings in order to raise the academic achievement level of our intensive and strategic children in literacy.

The full-time support staff includes: full-time art, music, PE, media specialist, technology specialist, two academic facilitators, two EC resource teachers, one EC assistant, one ESL teacher, one counselor, one Communities in Schools representative, one resident principal, one assistant principal and principal.

The part-time support staff includes: a speech pathologist, a psychologist, a TD teacher, and a social worker.

#### **Teacher Qualifications**

In compliance with NCLB legislation regarding all teachers meeting the highly qualified requirements by June 30, 2006, the school has not attained this goal. According to the most recent North Carolina Schools Report Card, Druid Hills has 97% of its classroom teachers fully licensed. The majority of our teachers has passed all of the requirements in accordance to PRAXIS or was already deemed highly qualified in another state before

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being hired by CMS. All of our instructional assistants are also highly qualified. By completing required hours in coursework, passing scores on work keys assessments or obtaining at least a two year college degree, the criteria has been met by all instructional assistants at the school. Our Media Specialist is not highly qualified. She is completing her last course towards her Master's Degree in Library Science and will become eligible in January, 2010 to take the PRAXIS exam. Her expected graduation date is May, 2010 and she should receive her PRAXIS exam results by March of 2010.

Attracting and retaining excellent teachers to CMS and Druid Hills is a priority at our school. We have put several strategies in place to reach this goal. We have or will:

- Assigned mentors to appropriate staff
- Updated school website information
- Host system wide professional development opportunities on campus
- Held monthly mentor/mentee meetings
- Create an inviting brochure to increase positive publicity

#### **School-wide Data**

Druid Hills, a Title I, FOCUS and strategic staffing school, experienced success in academic achievement during the 2008-2009 school year. Our students made significant growth as measured by the NC End of Grade Test (EOG) and Adequate Yearly Progress (AYP) goals. We met AYP last year for the first time in four years, which alluded to the fact that instruction was driven by data and decisions were made for students that effected their academic growth.

We are going to continue the use of data driven instruction this year. Our overall school data states that 61% of our students are below grade level in Reading based on our NC End of Grade Test (EOG). Our overall school data also indicates that 37% of our students are below grade level in math based on our NC End of Grade Test (EOG).

Our individual grade levels are deficient in reading as well: 61% of our 3<sup>rd</sup> graders are below grade level in reading. 44% of our 4<sup>th</sup> graders are below grade level in reading and 65% of our 5<sup>th</sup> graders are below grade level in reading.

Our students lack the fluency and comprehension skills necessary to be successful learning how to read and reading for meaning. We will use multiple forms of assessments (formatives, weekly ClassScape, A.R., DIBELS, fluency assessments) to measure the growth and proficiency with our students throughout this school year. We are incorporating researched based programs such as the Four Block Literacy Model, AIMSWeb for fluency, Word Builder to develop vocabulary and Kagen Cooperative Learning strategies to support student engagement.

Our individual grade levels are deficient in math as well: 33% of our 3<sup>rd</sup> graders are below grade level in math. 36% of our 4<sup>th</sup> graders are below grade level in math. 44% of our 5<sup>th</sup> graders are below grade level in math.

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As the grade levels rise, our math deficiency increases; therefore, we have a greater need to instill the skills and concepts with our students to maintain their success. Our students have a major weakness in number sense, place value and geometry. These are skills that we address through various forms (Investigations, small group re-teaching, tutorial groups) and with professional development for our staff.

Based on the NC End of Grade (EOG) Science results at the end of the year, 91% of our students are below grade level in science. We received the lowest scores in science across the school district. Because of this, we have established two highly functional science laboratories (PreK-2 & 3-5) for our teachers to conduct lessons, experiments and science activities in these classrooms. We have departmentalized our 5<sup>th</sup> grade team and have identified one science teacher to teach 70 minutes of science instruction on a daily basis to every 5<sup>th</sup> grade student. As a school, we have consulted with other schools, our district science curriculum specialist and our academic facilitators to take charge of our science program. Our K-4 teachers are required to teach the NC SCOS science curriculum in their classroom.

Our K – 2 End of Year (EOY) DIBELS data indicated that 56% of our students are on grade level (Benchmark). The 44% that are below grade level are receiving small group instruction, intensive reading instruction, and are being progress monitored closely by our classroom teachers and Academic Facilitators.

Our individual grade level for Kindergarten states that 11% of our students are below grade level based on End of Year DIBELS data.

Our individual grade level for First Grade states that 57% of our students are below grade level based on End of Year DIBELS data.

Our individual grade level for Second Grade states that 55% of our students are below grade level based on End of Year DIBELS data.

#### **Instructional Program**

Our instructional program continues to be decreasing the achievement gap between our lowest performing students (African-American and SWD). We are using differentiated instruction, a flexible teaching approach that adapts the curriculum to individual curriculum learning needs. We are analyzing data to help identify if, and how much, a student is learning with our data-wise team. During the 2009-2010 school year, we will implement a new math program called ‘Investigations’. This program will utilize strategies to teach students how to solve problems in math. We have also created two science classrooms to provide the opportunity for students to participate in science experiments that will enhance their content knowledge. We will implement the use of a Reading Intensive Teacher, modeled instructional lessons, and provide a wealth of professional development in order to facilitate our instructional program. Progress for this instruction is monitored through classroom assessments, both district and alternative assessments and WAPT testing, benchmark and quarterly assessments.

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Due to our low science scores in the district, our 5<sup>th</sup> grade team is departmentalized this year. We are offering a 70 minute block of science, math and literacy instruction on a daily basis. Our K – 4 teachers are utilizing the labs to implement innovative instructional lessons using the NC SCOS.

We have 2 science laboratories for our teachers to utilize this school year. We have a 3-5 science lab that our 5<sup>th</sup> grade science teacher uses once or twice weekly. The Pre-K-2 lab is set up for our primary teachers to utilize as a laboratory to explore and provide hands-on experiences for our students.

We will continue to provide small group instruction when necessary this year to meet the needs of our students who are performing below grade level. These small groups will be taught by our instructional assistants and Title I tutors.

#### **Assessment Program**

At Druid Hills, we are utilizing DIBELS progress monitoring, running records and benchmark assessments for our K-2 students. We will also use the Quarterly assessments provided by CMS to assess retell, comprehension and math. We are incorporating ClassScapes with our 3-5 students. We are also using the two local formative assessments which are given in October and February. For all of our students, we will assess them using STAR and AR will be assessed continuously throughout the year.

We will be using this data to make instructional decisions that serve the needs of our students. This will be done through grade level team planning.

#### **Data Wise**

We have developed a data wise team to look at the Druid Hills assessment data. The team consists of the Principal, Assistant Principal, Resident Principal, Academic Facilitators and a grade level representative from each grade. The team received week long training in July through the Charlotte-Mecklenburg Schools. The team has reviewed various types of data and has identified the needs that will be focused on during this school year.

#### **Master Schedule**

Druid Hills implements a A, B, C, D, E day schedule for our special area classes. Implementing this type of schedule, the alphabet letters are used on a rotating basis which ensures no class ever misses their special area class due to a workday, holiday, or no school for any reason. Using this schedule, we are also able to ensure grade level team meetings are held on every C day. Again, a grade level never misses their team planning day due to a workday, holiday or no school for any reason. This practice positively impacts instructional planning and the implementation of special area classes.



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#### **Parental Involvement**

Druid Hills is developing its PTA, but it has established several community partnerships. The PTA will provide programs to increase community involvement through school dances, bingo nights, volunteering in classrooms, the office and health room. According to district surveys 15.4% of our parents are actively involved in the school community.

Our focus this year is to increase the quantity and quality of involvement of our families. The following will be some of the strategies we will use to build capacity in this area:

- Encourage parents to provide feedback on the Druid Hills Parent Policy
- Provide parents with a copy of the School Progress Report (provides specific NCLB and subgroup AYP information)
- Develop a Parent Center where parents can access technology, education brochures and school-wide information
- Provide parental involvement opportunities on a monthly basis to foster relationships in various forms
- Provide monthly newsletters and calendars to maintain communication with our families
- Provide frequent and time communications to parents through: the school's website, ConnectEd messages, student agendas, and the use of our marquee.

Our school focus this year is to increase the quality of team planning through administrative input and support, support staff attendance, and data analysis. The data wise team will be training the faculty on best practices for analyzing and reflecting on student data.

Druid Hills made Adequate Yearly Progress (AYP) for the 2008-2009 school year in reading and math. AYP is the standard set for schools by the No Child Left Behind Act. The greatest accomplishment for Druid Hills is that we met each of the seven AYP target goals and made High Growth.

We are currently seeking additional sponsors and support from various partners to build our community and business partnerships. We are looking for ways to support our instructional program and technology for our staff.

Druid Hills has also established partnerships with the following community businesses

- *Walls Memorial Church* (after school tutoring will be provided in the spring, Back to School Carnival, Men's Empowerment Breakfast sponsorship, field trip donations)
- *St. Luke Missionary Baptist Church* (use of parking lot for emergency evacuation site, tutoring, field trip donations)
- *Junior League* (donations of school uniforms, coats, etc.)

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- *Assistance League* (donations of school uniforms, coats, apple and cheese snack provided weekly to homeless students)
- *Liberty Mutual* (faculty refreshments, refreshments for parent meetings)
- *University of North Carolina at Charlotte* (student teachers, interns)
- *Johnson C. Smith University* (student teachers, interns, use of their facility for our back to school staff meeting)
- *Mecklenburg County Park & Recreation* (Back to School Carnival, weekly volunteer/mentor, recycling guest speakers)

Druid Hills also offers the following resources:

- *A Child's Place*
- *Behavioral Mental Health Therapist*
- *Communities In Schools*

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**Outcome (1): Increase the percentage of students who score at or above proficiency (Level III or IV) by 10% in reading, math and science as measured by the NC EOG Tests and the CMS K – 2 Assessments.**

**Strategic Plan 2010 Goals:**

- ☒ High Academic Achievement
- ☒ Effective Educators
- ☐ Adequate Resources/Facilities
- ☐ Parent/Community Connections

- ☐ Safe and Orderly Schools
- ☒ Freedom and Flexibility
- ☐ World-Class Service

**School Quality Review Criteria:**

- ☒ Achievement
- ☒ Curriculum
- ☒ Learning/Teaching
- ☐ Leadership/Management
- ☐ Learning Environment
- ☐ Parent and Community

Strategies • Task • Task	Point Person (title/name)	Deliverables/Assessments (evidence-SQR rubric)		Leadership Standard* • Responsibilities	Prof. Dev. Focus • Participants • Funding	Parental Involvement • Funding	Timeline End Date • ck date • ck date
		Process	Outcome				
1. Provide instructional differentiation for specific student needs <ul style="list-style-type: none"> <li>Implement an intensive reading plan in K – 3</li> <li>Implement flexible, small group instruction for direct instruction</li> <li>Include differentiation strategies in lesson plans</li> <li>Utilize math manipulatives</li> <li>Provide tutorials for struggling students</li> <li>Utilize technology in the classroom</li> <li>Provide technology instruction weekly to all students</li> <li>Hold an EOG Pep Rally</li> <li>Continue the use of <i>Imagine It</i> reading adoption</li> <li>Continue to utilize Avenues in the ESL program</li> <li>Implement William and Mary program</li> <li>Implement Response to</li> </ul>	McCarthy, Intensive Reading Teacher  Rivens, Academic Facilitator  Newsome, Principal  Gathman, Technology  Harris, Academic Facilitator  Piland, ESL teacher	Intensive Reading Schedule  Lesson Plans  DIBELS  Progress Monitoring	Classroom Observations  DIBELS Reports  Fluency Assessments	Instructional (2) <ul style="list-style-type: none"> <li>Monitor</li> <li>Evaluate</li> <li>Affirmation</li> <li>Focus</li> <li>Input</li> </ul>	Differentiation <ul style="list-style-type: none"> <li>K-5 staff</li> <li>CMS</li> </ul> Four Block <ul style="list-style-type: none"> <li>K-3 staff</li> <li>Title 1</li> </ul> Word Builder <ul style="list-style-type: none"> <li>4-5 staff</li> <li>Title 1</li> </ul> Investigations <ul style="list-style-type: none"> <li>K-5 &amp; EC staff</li> <li>Title 1</li> </ul> Smart Boards <ul style="list-style-type: none"> <li>Selected staff</li> <li>CMS</li> </ul>	See Title 1 Action Plan Addendum	06-01-10 • 10-30-09 • 02-28-10

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<ul style="list-style-type: none"> <li>Intervention in K – 5</li> <li>Implement Four Block literacy instruction in conjunction with Imagine It!</li> <li>Implement Math Investigations</li> <li>Create a PreK – 2 and a 3 – 5 science lab</li> <li>Departmentalize instruction in 5<sup>th</sup> grade</li> <li>Utilize the Panther Playbook for Academic Excellence</li> <li>Utilize ClassScapes, Study Island and Discovery Education technologies</li> </ul>	<p>Reicher, TD teacher</p> <p>Swett, Assistant Principal</p> <p>Ray, Resident Principal</p>				<p>Kagan Cooperative Learning</p> <ul style="list-style-type: none"> <li>PreK – 5 staff</li> <li>Title 1</li> </ul>		
<p>2. Analyze assessment data to determine academic strengths and weaknesses</p> <ul style="list-style-type: none"> <li>Utilize data to form flexible, small groups for direct instruction</li> <li>Implement inclusion practices to support EC students</li> <li>Utilize SIOP strategies to meet the needs of ESL students</li> <li>Utilize data to form performance grouping in grades 2 – 4 for math instruction</li> <li>Implement a departmentalized teaching format in 5<sup>th</sup> grade</li> <li>Utilize Gap Analysis in K – 5</li> <li>Utilize a Data Wise notebook in PreK - 5</li> </ul>	<p>Rivens &amp; Harris, Facilitators</p> <p>Humphrey, Rivers,&amp; Brown, EC</p> <p>Piland, ESL</p> <p>Newsome, Swett, &amp; Ray, Admin</p>	<p>Grade Level Planning Agenda &amp; Minutes</p> <p>Inclusionary Progress Monitoring (CT)</p> <p>Common Assessment Development by Grade Levels</p> <p>Lesson Plans</p> <p>Gap Analysis forms</p>	<p>Admin. Meetings</p> <p>Feedback Form from CT</p> <p>Assessment Data</p> <p>Observations</p>	<p>Instructional (2)</p> <ul style="list-style-type: none"> <li>Input</li> <li>Involvement w/CIA</li> </ul>	<p>Data Analysis/ Data Wise</p> <ul style="list-style-type: none"> <li>All staff</li> <li>CMS</li> </ul> <p>SIOP</p> <ul style="list-style-type: none"> <li>Identified staff</li> <li>CMS</li> </ul>	<p>See Title 1 Action Plan Addendum</p>	<p>06-01-10</p> <ul style="list-style-type: none"> <li>10-27-09</li> <li>02-23-10</li> </ul>

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<p>3. Foster a climate of rigor and relevance</p> <ul style="list-style-type: none"> <li>▪ Implement higher level questioning strategies</li> <li>▪ Implement Math Olympiad strategies</li> <li>▪ Implement William &amp; Mary Curriculum</li> <li>▪ Implement Investigation series strategies</li> <li>▪ Implement Paideia seminars in 3-5</li> <li>▪ Implement Math Superstars</li> <li>▪ Implement research activities in 3 – 5</li> <li>▪ Science Instruction daily for 5<sup>th</sup> grade students</li> </ul>	<p>Reicher, TD</p> <p>Rivens &amp; Harris, Facilitators</p> <p>Driggers, Media Specialist</p> <p>Gathman, Technology</p>	<p>Lesson Plans</p> <p>Research Plans</p> <p>Bulletin Boards</p>	<p>Classroom Observations</p> <p>Student Work Products</p>	<p>Instructional (2)</p> <ul style="list-style-type: none"> <li>• Affirmation</li> <li>• Communication</li> <li>• Optimize</li> <li>• Culture</li> </ul>	<p>Paideia Seminar</p> <ul style="list-style-type: none"> <li>• 3-5 staff</li> <li>• N/A</li> </ul>	<p>See Title 1 Action Plan Addendum</p>	<p>06-01-10</p> <ul style="list-style-type: none"> <li>• 10-27-09</li> <li>• 02-23-10</li> </ul>
<p>4. Provide staff development on:</p> <ul style="list-style-type: none"> <li>▪ Word Builder</li> <li>▪ Four Block Literacy instruction</li> <li>▪ Data Wise</li> <li>▪ Math Investigations</li> <li>▪ Science instructional strategies</li> <li>▪ Rigor &amp; Relevance</li> <li>▪ <u>The Eight Habits of the Heart for Educators</u></li> <li>▪ Poverty</li> <li>▪ Fluency</li> <li>▪ Parent/Teacher Conferences</li> </ul>	<p>Rivens &amp; Harris, Facilitators</p> <p>Newsome, Swett &amp; Ray, Admin.</p> <p>PIRC</p>	<p>Staff Meeting Agendas/ Sign in sheets</p> <p>Grade Level Planning Agenda</p> <p>Lesson Plans</p>	<p>Classroom Observations</p> <p>Grade Level Minutes</p> <p>Student Work Products</p>	<p>Instructional (2)</p> <ul style="list-style-type: none"> <li>• Affirmation</li> <li>• Communication</li> <li>• Culture</li> <li>• Optimize</li> <li>• Resources</li> </ul>	<p>Word Builder</p> <ul style="list-style-type: none"> <li>• 4-5 staff</li> <li>• Title 1</li> </ul> <p>Four Block</p> <ul style="list-style-type: none"> <li>• K-3 staff</li> <li>• Title 1</li> </ul> <p>Data Wise</p> <ul style="list-style-type: none"> <li>• Faculty</li> <li>• CMS</li> </ul> <p>Investigations</p> <ul style="list-style-type: none"> <li>• K-5 teachers</li> </ul>	<p>See Title 1 Action Plan Addendum</p>	<p>06-01-10</p> <ul style="list-style-type: none"> <li>• 10-27-09</li> <li>• 02-23-10</li> </ul>

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					<ul style="list-style-type: none"> <li>Title 1</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Faculty</li> <li>N/A</li> </ul> <p>Rigor &amp; Relevance</p> <ul style="list-style-type: none"> <li>Faculty</li> <li>N/A</li> </ul> <p><u>The 8 Habits of the Heart for Educators</u></p> <ul style="list-style-type: none"> <li>Faculty</li> <li>Title 1</li> </ul>		
5. Foster a love of reading for students <ul style="list-style-type: none"> <li>Assess students on AR &amp; STAR reader</li> <li>Implement a school wide reading incentive program</li> <li>Establish book buddy partnerships between primary and intermediate classes</li> <li>Implement literature circles</li> <li>Create a central storage of trade books</li> <li>Increase the number of trade and leveled books available in central storage</li> </ul>	<p>Newsome, Swett, &amp; Ray, Admin.</p> <p>Driggers, Media Specialist</p> <p>Rivens &amp; Harris, Facilitators</p> <p>AR Committee</p>	<p>Assessment Results</p> <p>School Wide Reading Incentive Program</p> <p>Lesson Plans</p> <p>Central Storage Master Lists</p>	<p>Bulletin Boards</p> <p>Student Surveys</p> <p>AR Folders</p>	<p>Instructional (2)</p> <ul style="list-style-type: none"> <li>Affirmation</li> <li>Communication</li> <li>Culture</li> <li>Optimize Resources</li> </ul>		<p>See Title 1 Action Plan Addendum</p>	<p>06-01-09</p> <ul style="list-style-type: none"> <li>10-27-09</li> <li>02-23-10</li> </ul>
6. Utilize transition strategies for PreK – K and 5 <sup>th</sup> grade to Middle School	<p>Newsome, Swett &amp; Ray,</p>	<p>Parent Meeting Agendas &amp;</p>	<p>Transition Forms</p>	<p>Instructional (2)</p> <ul style="list-style-type: none"> <li>Affirmation</li> </ul>		<p>See Title 1 Action Plan Addendum</p>	<p>06-01-09</p> <ul style="list-style-type: none"> <li>10-27-09</li> <li>02-23-10</li> </ul>

## CMS School Improvement Plan 2008-11

### *Druid Hills Elementary 2009-10*

<ul style="list-style-type: none"> <li>Assign a part-time instructional assistant (PreK – K)</li> <li>Implement staggered entry (PreK – K)</li> <li>Hold parent conferences (Both)</li> <li>Provide parent training (Both)</li> <li>Review transition forms from Bright Beginnings (PreK – K)</li> <li>5<sup>th</sup> grade students visit JT Williams Middle School (5)</li> <li>Middle school counselors visit DHES</li> <li>Parents and students visit middle school at night (5)</li> <li>5<sup>th</sup> grade teachers complete transition forms for every student</li> <li>5<sup>th</sup> Grade teacher planning with 6<sup>th</sup> grade teachers in a Vertical Alignment Feeder School Group</li> </ul>	Admin.  PreK Teachers  K Teachers  5 <sup>th</sup> Grade Teachers  Stanley, Counselor  Academic Facilitator Harris	Sign-in Sheet  Transition Forms  Site Visit Schedule	Student Surveys	<ul style="list-style-type: none"> <li>Communication</li> <li>Culture</li> <li>Optimize Resources</li> </ul>			
7. Provide extended day opportunities to increase student achievement in all subgroups. <ul style="list-style-type: none"> <li>Provide SES free tutoring on Mondays and Tuesdays from November – March after school</li> <li>Provide additional tutoring (through Extended Day funding) to identified students during the instructional day</li> </ul>	Academic Facilitators, Rivens & Harris  Newsome, Swett & Ray, Admin.  SES Providers  Tutors	Lesson Plans  SES Provider information  SES Tutorial Roster	Parent Feedback Forms on SES Providers  Student work samples	Instructional (2) <ul style="list-style-type: none"> <li>Affirmation</li> <li>Communication</li> <li>Optimize</li> <li>Culture</li> </ul>		See Title 1 Action Plan Addendum	06-01-09 <ul style="list-style-type: none"> <li>11-27-09</li> <li>02-23-10</li> </ul>

# CMS School Improvement Plan 2008-11

## Druid Hills Elementary 2009-10

**Outcome (2): Increase the number of EC students who score at or above proficiency (Level III or IV) by 5% in reading and math as measured by the NC EOG Tests and the CMS K – 2 Assessments.**

**Strategic Plan 2010 Goals:**

- ☒ High Academic Achievement
- ☒ Effective Educators
- ☐ Adequate Resources/Facilities
- ☐ Parent/Community Connections

- ☐ Safe and Orderly Schools
- ☒ Freedom and Flexibility
- ☐ World-Class Service

**School Quality Review Criteria:**

- ☒ Achievement
- ☒ Curriculum
- ☒ Learning/Teaching
- ☐ Leadership/Management
- ☒ Learning Environment
- ☐ Parent and Community

Strategies • Task • Task	Point Person (title/name)	Deliverables/Assessments (evidence-SQR rubric)		Leadership Standard* • Responsibilities	Prof. Dev. Focus • Participant s • Funding	Parental Involvement • Funding	Timeline End Date • ck date • ck date
		Process	Outcome				
1. Provide instructional practices that meet the needs of students with various exceptionalities. <ul style="list-style-type: none"> <li>Implement an intensive reading plan in K – 3 as deemed appropriate</li> <li>Continue to implement inclusive practices</li> <li>Use data to form student groups for teacher directed instruction for EC, ESL, below-grade level, on-grade level and above grade level students</li> <li>Increase the number of EC students attending extended school tutoring as determined by IEP team.</li> </ul>	Young, Humphrey, Rivers & Brown, EC Teachers  Young, EC Assistant  Rivers & Harris, Facilitators	IEPs PEPs Co-teaching plans  SES Tutorial Roster  Inclusionary Progress monitoring (CT)	Formative Assessments  Achievement of IEP goals  Student engagement in both co-taught and pull-out EC classes  Observation Feedback	Instructional (2): <ul style="list-style-type: none"> <li>Resource</li> <li>Monitor/Evaluate</li> </ul>	Inclusive Practices <ul style="list-style-type: none"> <li>Faculty In house</li> </ul>	See Title 1 Action Plan Addendum	06-01-10 • 10-27-09 • 02-23-10



# CMS School Improvement Plan 2008-11

## Druid Hills Elementary 2009-10

**Outcome (3): Increase the number of opportunities and time for teachers to plan as a team, share best practices, and collaborate on instructional strategies tied to student achievement to promote teacher retention by 120 minutes per week.**

**Strategic Plan 2010 Goals:**

- ☒ High Academic Achievement
- ☒ Effective Educators
- ☐ Adequate Resources/Facilities
- ☐ Parent/Community Connections

- ☐ Safe and Orderly Schools
- ☐ Freedom and Flexibility
- ☐ World-Class Service

**School Quality Review Criteria:**

- ☐ Achievement
- ☐ Curriculum
- ☒ Learning/Teaching
- ☐ Leadership/Management
- ☐ Learning Environment
- ☐ Parent and Community

Strategies • Task • Task	Point Person (title/name)	Deliverables/Assessments (evidence-SQR rubric)		Leadership Standard* • Responsibilities	Prof. Dev. Focus • Participants • Funding	Parental Involvement • Funding	Timeline End Date • ck date • ck date
		Process	Outcome				
1. Develop a master schedule in order to increase the number of opportunities for team planning <ul style="list-style-type: none"> <li>Implement an A,B,C,D,E master schedule</li> <li>Implement a 90 minute planning session every C day for grade levels</li> <li>Implement 3 – 40 minute planning sessions on A,B,D, or E days for grade levels</li> <li>Implement a 40 minute planning session daily for special area teachers</li> </ul>	Newsome, Principal	Master Schedule  Parent Newsletters	Classroom Observations  Team Minutes	<ul style="list-style-type: none"> <li>Change Agent</li> <li>Communication</li> <li>Monitor</li> <li>Evaluate</li> <li>Order</li> </ul>	Professional Learning Communities <ul style="list-style-type: none"> <li>Faculty</li> <li>N/A</li> </ul>	See Title 1 Action Plan Addendum	06-11-10 <ul style="list-style-type: none"> <li>10-27-09</li> <li>02-23-10</li> </ul>
2. Continue to develop Professional Learning Communities on each team <ul style="list-style-type: none"> <li>Provide staff development on PLCs</li> <li>Develop team norms</li> <li>Establish and maintain team minutes reflecting the focus on PLCs</li> <li>Administrative team attends team</li> </ul>	Newsome, Swett & Ray, Admin.	Team Norms  Team Agendas & Meetings,	Admin. Meetings  Observation Data	Instructional (2) <ul style="list-style-type: none"> <li>Culture</li> <li>Knowledge of CIA</li> <li>Involvement w/CIA</li> </ul>	PLC <ul style="list-style-type: none"> <li>Faculty</li> <li>N/A</li> </ul>	See Title 1 Action Plan Addendum	06-11-10 <ul style="list-style-type: none"> <li>10-27-09</li> <li>02-23-10</li> </ul>

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***Druid Hills Elementary 2009-10***

meetings <ul style="list-style-type: none"><li>Administrative team dialogues with the team through the team minutes notebook</li></ul>							
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# CMS School Improvement Plan 2008-11

## Druid Hills Elementary 2009-10

**Outcome (4): Increase the percentage of students, teachers, and parents indicating that Druid Hills has a safe and orderly learning environment and provides numerous opportunities for involvement by 3% as measured by student, staff and parent surveys.**

**Strategic Plan 2010 Goals:**

- ☐ High Academic Achievement
- ☐ Effective Educators
- ☐ Adequate Resources/Facilities
- ☒ Parent/Community Connections

- ☒ Safe and Orderly Schools
- ☐ Freedom and Flexibility
- ☐ World-Class Service

**School Quality Review Criteria:**

- ☐ Achievement
- ☐ Curriculum
- ☐ Learning/Teaching
- ☐ Leadership/Management
- ☒ Learning Environment
- ☒ Parent and Community

Strategies • Task • Task	Point Person (title/name)	Deliverables/Assessments (evidence-SQR rubric)		Leadership Standard* • Responsibilities	Prof. Dev. Focus • Participants • Funding	Parental Involvement • Funding	Timeline End Date • ck date • ck date
		Process	Outcome				
1. Initiate quarterly discipline monitoring system with administration, SLT and grade level/support teams to review data and develop a plan to address issues. ▪ Develop and implement Panther Way behavior management strategies (Panther Bucks, Principal's Awards, Cafeteria Paw Award, Cub Corner) ▪ Expand the BMT position to 2 BMT positions. ▪ Develop and implement the following clubs to increase student leadership: Boys Running Club, Girls on the Run, Art Club, Panther Chorus, Recycling Club, Student Council and Safety Patrols ▪ Implement the Panther Way Week	Newsome, Swett & Ray, Admin.  Rivens & Harris, Facilitators  Fludd & Kirkpatrick, BMT  Nicholson, Parent University Rep.  Club Facilitators	Bulletin Boards  Newsletters  Staff Bulletins	Club Membership Rosters  Team Meetings  Observations  Safe Schools Audit results	Cultural (3) & External Development (6): ▪ Communication ▪ Input ▪ Monitor/Evaluate ▪ Relationships ▪ Order	The Panther Way ▪ Faculty ▪ N/A	See Title 1 Action Plan Addendum	06-11-10 ▪ 10-27-09 ▪ 02-23-10
2. Expand programs, opportunities and venues that enrich parents' ability to	Newsome, Swett &	Bulletin Boards	Parent Meeting	Cultural (3) & External		See Title 1 Action Plan	06-11-10 ▪ 10-27-09

## CMS School Improvement Plan 2008-11

### *Druid Hills Elementary 2009-10*

<p>support children's academic success and well-being.</p> <ul style="list-style-type: none"> <li>▪ Implement a literacy workshop that focuses on effective tips for parents (vocabulary, fluency development, read – aloud)</li> <li>▪ Implement a math workshop that focuses on effective tips for parents</li> <li>▪ Implement EOG and EOY Preparedness workshops that focuses on effective test taking tips for parents to share with their children</li> </ul>	<p>Ray, Admin.</p> <p>Rivens &amp; Harris, Facilitators</p> <p>Teachers</p>	<p>Newsletters</p> <p>Staff Bulletins</p>	<p>Agendas &amp; Sign-in Sheets</p>	<p>Development (6):</p> <ul style="list-style-type: none"> <li>▪ Communi- cation</li> <li>▪ Input</li> <li>▪ Monitor/ Evaluate</li> <li>▪ Relation- ships</li> <li>▪ Order</li> </ul>		<p>Addendum</p>	<ul style="list-style-type: none"> <li>▪ 02-23-10</li> </ul>
<p>3. Engage volunteers and partners to help the school reach its academic goals</p> <ul style="list-style-type: none"> <li>▪ Establish a SchoolMates partnership with Myers Park High School</li> <li>▪ Implement a Communities in Schools program to increase family and community involvement</li> <li>▪ Implement a community "Back to School" carnival in conjunction with Walls Memorial AME Zion Church and the Mecklenburg County Park &amp; Recreation</li> <li>▪ Establish and/or maintain partnerships with Junior League, Assistance League, Operation School Bell, UNCC, JCSU, Mecklenburg County Parl &amp; Recreation and other businesses in our community</li> </ul>	<p>Newsome, Swett &amp; Ray, Admin.</p> <p>CIS Rep.</p> <p>Fludd &amp; Kirkpatrick, BMT</p> <p>Stanley, Counselor</p> <p>Jurecka, PE Teacher</p>	<p>Newsletters</p> <p>Staff Bulletins</p> <p>Attendance Logs</p>	<p>Parent Meeting Agendas &amp; Sign-in Sheets</p>	<p>Cultural (3) &amp; External Development (6):</p> <ul style="list-style-type: none"> <li>▪ Communi- cation</li> <li>▪ Input</li> <li>▪ Monitor/ Evaluate</li> <li>▪ Relation- ships</li> <li>▪ Order</li> </ul>		<p>See Title 1 Action Plan Addendum</p>	<p>06-11-10</p> <ul style="list-style-type: none"> <li>▪ 10-27-09</li> <li>▪ 02-23-10</li> </ul>

# CMS School Improvement Plan 2008-11

## Druid Hills Elementary 2009-10

**Outcome (5): *Increase the percentage of parental involvement to strengthen the home/school connection by 50% as measured by parent surveys.***

**Strategic Plan 2010 Goals:**

- ☐ High Academic Achievement
- ☐ Effective Educators
- ☐ Adequate Resources/Facilities
- ☒ Parent/Community Connections

- ☒ Safe and Orderly Schools
- ☐ Freedom and Flexibility
- ☐ World-Class Service

**School Quality Review Criteria:**

- ☐ Achievement
- ☐ Curriculum
- ☐ Learning/Teaching
- ☐ Leadership/Management
- ☒ Learning Environment
- ☒ Parent and Community

Strategies • Task • Task	Point Person (title/name)	Deliverables/Assessments (evidence-SQR rubric)		Leadership Standard* • Responsibilities	Prof. Dev. Focus • Participants • Funding	Parental Involvement • Funding	Timeline End Date • ck date • ck date
		Process	Outcome				
1. Identify an administrator to oversee the PTA activities: <ul style="list-style-type: none"> <li>Recruitment of members</li> <li>Selection of Board members</li> <li>Fund raising</li> <li>Attendance at CMS trainings</li> <li>Communication to parents</li> </ul>	Ray, Resident Principal	Bulletin Boards  Newsletters  Staff Bulletins  Flyers  ConnectEd Messages	Membership Roster  PTA Meeting Agendas  Sign-in Sheets	Cultural (3) & External Development (6): <ul style="list-style-type: none"> <li>Communi- cation</li> <li>Input</li> <li>Monitor/ Evaluate</li> <li>Relation- ships</li> <li>Order</li> </ul>		See Title 1 Action Plan Addendum	06-11-10 <ul style="list-style-type: none"> <li>10-27-09</li> <li>02-23-10</li> </ul>
2. Provide a variety of parent workshops on academic and curriculum areas: <ul style="list-style-type: none"> <li>Math</li> <li>Literacy</li> <li>EOG &amp; EOY Preparedness</li> <li>ELL</li> <li>Career Day</li> <li>Curriculum Night</li> </ul>	Newsome, Ray, Swett Admin.  Rivens & Harris, AF  Piland, ELL	Bulletin Boards  Newsletters  Staff Bulletins  Flyers	Meeting Agendas  Sign-in Sheets	Cultural (3) & External Development (6): <ul style="list-style-type: none"> <li>Communi- cation</li> <li>Input</li> <li>Monitor/</li> </ul>		See Title 1 Action Plan Addendum	06-11-10 <ul style="list-style-type: none"> <li>10-27-09</li> <li>02-23-10</li> </ul>

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	Brooks, Admin. Intern	ConnectEd Messages		<ul style="list-style-type: none"> <li>Evaluate</li> <li>Relationships</li> <li>Order</li> </ul>			
3. Target male (dads, uncles, significant males in our students' lives) involvement in our school: <ul style="list-style-type: none"> <li>Doughnuts for Dads</li> <li>Men's Empowering Breakfast</li> <li>Male Mentoring Program</li> </ul>	Newsome, Ray, Swett Admin.  Rivens & Harris, Facilitators  Fludd & Kirkpatrick, BMT	Bulletin Boards  Newsletters  Staff Bulletins  Flyers  ConnectEd Messages	Parent Meeting Agendas & Sign-in Sheets	Cultural (3) & External Development (6): <ul style="list-style-type: none"> <li>Communication</li> <li>Input</li> <li>Monitor/Evaluate</li> <li>Relationships</li> <li>Order</li> </ul>		See Title 1 Action Plan Addendum	06-11-10 <ul style="list-style-type: none"> <li>10-27-09</li> <li>02-23-10</li> </ul>
4. Host a variety of Parent University workshops for our parents: <ul style="list-style-type: none"> <li>Effective School Partnerships</li> <li>Gang Awareness</li> <li>Guardians, Grandparents &amp; Role Models</li> <li>Make It Count</li> </ul>	Newsome, Ray, Swett Admin  Nicholson, Parent University Rep.	Newsletters  Staff Bulletins  Attendance Logs	Parent Meeting Agendas & Sign-in Sheets	Cultural (3) & External Development (6): <ul style="list-style-type: none"> <li>Communication</li> <li>Input</li> <li>Monitor/Evaluate</li> <li>Relationships</li> <li>Order</li> </ul>		See Title 1 Action Plan Addendum	06-11-10 <ul style="list-style-type: none"> <li>10-27-09</li> <li>02-23-10</li> </ul>
5. Develop two-way communication by sharing school wide information with parents: <ul style="list-style-type: none"> <li>Monthly newsletters</li> <li>Monthly calendars</li> </ul>	Newsome, Swett & Ray Admin	Newsletters  Calendars  Office	Parent Feedback Forms  Survey	Cultural (3) & External Development (6): <ul style="list-style-type: none"> <li>Communi-</li> </ul>		See Title 1 Action Plan Addendum	06-11-10 <ul style="list-style-type: none"> <li>10-27-09</li> <li>02-23-10</li> </ul>

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<ul style="list-style-type: none"> <li>○ Updated website</li> <li>○ Main office communication notebook</li> <li>○ Parent bulletin board</li> <li>○ ConnectEd messages</li> </ul>	<p>Rivens, Harris Facilitators</p> <p>Gathman, Technology</p>	<p>Communica- tion Notebook</p> <p>Bulletin Board</p> <p>ConnectEd Messages</p>	<p>Results</p> <p>ConnectEd Messages Print Outs</p>	<p>cation</p> <ul style="list-style-type: none"> <li>▪ Input</li> <li>▪ Monitor/ Evaluate</li> <li>▪ Relation- ships</li> <li>▪ Order</li> </ul>			
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