

## **CMS SCHOOL IMPROVEMENT PLAN REPORT**

**School:** **Druid Hills Academy**

**Principal:** **Alison Hiltz**

**Title I Director:** **Kevin Paige**

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

**Courier Number:** **374**

**Phone:** **980-343-5515**

**Learning Community:** **Central Zone**

**Area Superintendent:** **Tyler Ream**

# **CMS School Improvement Plan 2010-12**

## **<Druid Hills Academy> 2011-12**

### **MISSION STATEMENT**

District: *Maximize academic achievement by every student in every school.*

School: *Every Student will Make Over a Year's Worth of Growth*

### **BELIEFS**

- It Takes a Whole Village to Raise a Child
- Students will achieve at high levels if we provide high-quality instruction and intervention matched to student needs
- Students will achieve if their progress is monitored frequently to make decisions about change in instruction
- Students will achieve if their progress is monitored frequently to make decisions about change in instruction
- School improvement is a living a breathing document that is a process not an event

### **VISION**

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

School: Provide rigorous instruction at grade level expectations during direct instruction and differentiate during flex time at their instructional level.

### **SMART GOALS**

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

- To increase Total Reading Achievement by 10% as measured on the state EOG reading test
- To increase Total Math Achievement by 10% as measured on the state EOG reading test
- To increase Science Achievement by 10% as measured on the state EOG reading test
- To increase our overall growth to .220 as measured on the state EOG tests

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Multi-Racial	50.0	0.423	Insuf Data	Insuf Data	22.2	-0.20	Insuf Data	Insuf Data	~	~	~	~
White	0.0	-0.30	Insuf Data	Insuf Data	~	~	~	~	~	~	~	~
LEP	36.8	0.418	Insuf Data	Insuf Data	42.1	-0.32	Insuf Data	Insuf Data	52.8	0.263	Insuf Data	Insuf Data
SWD	39.1	0.370	Insuf Data	Insuf Data	35.8	-0.20	Insuf Data	Insuf Data	22.2	-0.11	Insuf Data	Insuf Data
ED	<b>45.4</b>	0.244	Met	Met	<b>44.1</b>	-0.11	Met	Not Met	45.2	0.121	Not Met	Not Met
ECG Total	<b>45.3</b>	0.248	Met	Met	<b>44.1</b>	-0.12	Met	Not Met	45.6	0.122	Not Met	Not Met
ECG Total	~	~	~	~	~	~	~	~	~	~	~	~
School Composite	<b>45.3</b>	0.248	Met	Met	<b>44.1</b>	-0.12	Met	Not Met	45.6	0.122	Not Met	Not Met

**43.2 Target**

**77.2 Target**  
Safe Harbor  
No 3rd grade

**43.2 Target**

**77.2 Target**

**71.6 Target**

**88.6 Target**

School Name	School proficiency Math	Difference from District Average	KM	1M	2M
Druid Hills	70.11	-11.26	73.97	91.93	44.44

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School Name	School proficiency Composite	Difference from District Average	KR	1R	2R
Druid Hills	69.43	-9.86	87.67	93.65	26.98

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.

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

#### **Student Demographic Data**

Druid Hills serves approximately 170 students in our 6<sup>th</sup> -8<sup>th</sup> grades, 400 students in the K-5 program. We house approximately 30 students in our Pre-K program. Pre-K consists of 2 Bright Beginnings classes.

Of the K – 8 students, 86% are African-American, 4% Asian, 7% Latino & 3% other. 95+% of those students are economically disadvantaged. Our school qualifies as a Focus School and a School-wide Title I program. Students are served by 30 classroom teachers, 3 EC Resource teachers, 1 ESL teacher, Title I tutors. Approximately 10% of our population is certified as exceptional students.

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There are currently 80 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.

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

Druid Hills, a Title I and strategic staffing school, experienced success in academic growth during the 2010-2011 year. Our students made growth as measured by the NC End of Grade Test (EOG) in reading and high growth in math.. We did not meet AYP last year; We have redesigned our master schedule to focus on math flex time and reading flex instruction this school year. We are going to continue the use of data driven instruction this year as we continue to train and grow our staff with the data wise model.

Our students lack the fluency and comprehension skills necessary to be successful learning how to read and reading for meaning. We will increase exposure to non-fiction based texts to increase the global awareness of our students. We will use multiple forms of assessments (formatives, mClass 3D reading, A.R., DIBELS, fluency assessments) to measure the growth and proficiency with our students throughout this school year.

Our individual grade levels are deficient in math as well: 51% of our 3<sup>rd</sup> graders are below grade level in math. 39% of our 4<sup>th</sup> graders are below grade level in math. 37% of our 5<sup>th</sup> graders are below grade level in math.

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. Our math school improvement committee is focusing on finding a common assessment tool that will reliably measure student progress in these areas and allow us to progress monitor our students.

One of our focuses this year as we transition to the common core curriculum is to strategically increase writing across the curriculum levels and implement the writing rubrics from the common core appendix across all grade levels K-8.

Based on the NC End of Grade (EOG) Science results at the end of the year, 50% of our students are below grade level in science. Because of this, we have established 5<sup>th</sup> grade science daily in our new lab. The science school improvement committee has been formed to implement experiments and science activities in classrooms. Our K-4 teachers are required to teach the NC SCOS science curriculum in their classroom.

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Our K – 2 End of Year (EOY) DIBELS data indicated that 71% of our students are on grade level (Benchmark). The 29% 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 19% of our students are below grade level based on End of Year DIBELS data.

**Our individual grade level for Kindergarten states that 27% of our students are below grade level based on End of Year mClass Reading 3D data.**

Our individual grade level for First Grade states that 36% of our students are below grade level based on End of Year DIBELS data.

**Our individual grade level for First Grade states that 25% of our students are below grade level based on End of Year mClass Reading 3D data.**

Our individual grade level for Second Grade states that 59% of our students are below grade level based on End of Year DIBELS data.

**Our individual grade level for Second states that 50% of our students are below grade level based on End of Year mClass Reading 3D data.**

Our individual grade level for Third Grade states that 67% of our students are below grade level based on End of Year DIBELS data.

**Our individual grade level for 3<sup>rd</sup> grade states that 63% of our students are below grade level based on End of Year mClass Reading 3D data.**

Schools, parent, and the community should work together to promote the health, well-being and learning of all students. When schools actively involve parents and engage community resources they are able to respond more effectively to the health-related needs of students.

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Family and community involvement fosters partnerships among schools, families, community groups and individuals. These partnerships result in sharing and maximizing resources. And they help children and youth develop healthy behaviors and promote healthy families.

Our school focus this year is to increase the quality of team planning, text complexity, rigor, and data analysis. The data wise team will be guiding team planning meetings on best practices for analyzing and reflecting on student data. Druid Hills has also been selected to have a Title 1 LEA School Improvement Team to provide coaching support during the 2011-12 school year.

#### **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.

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

#### **Staff Demographic Data**

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Currently Druid Hills employs 30 full-time certified classroom teachers, 5 certified specialists, 3 academic facilitators, 1 reading intensive teacher, 7 full-time assistants, 2 tutors and 2 administrators. The following statistics further describe the school faculty:

- 25% of our staff have 1-5 years of teaching experience
- 42% of our staff have 6-10 years of teaching experience
- 33% of our staff have 11-20 years of teaching experience
- 100% of our certified staff are HQ.

#### **Transitions**

Our PK students transition to school through the Bright Beginnings transition plan. Every student and family has a home visit from our PK staff members to help put the family and student at ease. PK students start school on a staggered entry plan that allows teachers to do assessment baselines in small groups. Our rising Kindergarten students and parents have an orientation in the spring prior to arrival in August. Kindergarten students also have a staggered entry plan that allows to get to know the students and families prior to everyone starting back full time on the fourth day of school. On the other end of the spectrum is the transition from 8<sup>th</sup> grade to High School. Our counselors and Community In Schools staff work with our students through the year exposing them college visits, high school events and assisting with choosing classes. The administration from our feeder school, West Charlotte, is invited to come speak with our 8<sup>th</sup> graders and let them know about what to expect next year.

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**SMART GOAL (1):** To increase Total Reading Achievement by 10% for each cohort on End of Grade reading test Grades 3-8  
To increase Reading Achievement by 10% for each cohort on TRC Grades K-2

**Data Used: Dibels, TRC, Reading A-Z, EOG**

**SP 2014 Tactic: (# 4) – Teaching and Learning Through Technology (#1) – Effective teaching and Leadership**

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost and source)	Personnel Involved	Timeline Start–End
<ul style="list-style-type: none"> <li>Task</li> <li>Task</li> <li>Task (PD)</li> </ul>					<ul style="list-style-type: none"> <li>Interim Check Dates</li> </ul>
<p><b>1. Continue to expand and monitor an effective literacy program</b></p> <ul style="list-style-type: none"> <li>Create literacy curriculum maps for each quarter for each grade level</li> <li>Create a Master Schedule that has a flex grouping for each grade level with push in support for differentiation               <ul style="list-style-type: none"> <li>Continue instructional differentiation through flex grouping based on assessment data.</li> </ul> </li> <li>Certified Staff will be instructing Tier 1 students during flex grouping.</li> <li>NC Reading Conference</li> <li>In Middle School, all Level 1 students attend REACH Lab Daily. Level 2 students attend on alternating A day /B day schedule</li> <li>Students will take ownership of their academic progress.</li> </ul>	<p>Assistant Principal</p> <p>Academic Facilitators</p> <p>Teachers</p>	<p>100% of the students will show over a year's worth of growth from BOY to EOY as measured by Dibels and TRC.</p>	<p>~\$2500</p> <p>~\$3,000</p>	<p>K- 8 Teachers, Facilitators, LEA Coaches</p> <p>K-3<sup>rd</sup> Teachers, Assistant Principal, Facilitator</p>	<p>10/27/2011 1/20/2012 3/29/2012 6/1/2012</p> <p>3/18-20,2012</p>

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

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<ul style="list-style-type: none"> <li>• Avid methodologies will be integrated into core content areas to increase writing skills, inquiry skills and overall reading comprehension.</li> <li>• Create a K-2 Literacy Model, a 3-5 Literacy Model and 6-8 Literacy model</li> <li>• Create a master schedule that has one 90 minute planning blocks each week for each grade level</li> <li>• Create and monitor an effective AR program</li> <li>• Create and monitor daily fluency and comprehension practice using Dibels and TRC.</li> <li>• Provide after-school tutoring for students who are below grade level benchmark.</li> <li>• Provide summer school tutoring to students who were referred by the retention committee.</li> <li>• Provide a planning day for staff to plan quarterly.</li> </ul>				6 <sup>th</sup> – 8 <sup>th</sup> grade teachers	
<p><b>2. Use RTI model to monitor student progress through universal screenings, benchmark assessments, and on-going progress monitoring</b></p> <ul style="list-style-type: none"> <li>• Purchase universal screening programs to determine grade-level goals and individual student deficiencies</li> <li>• Implement effective intervention programs (RTI)</li> <li>• Purchase and provide training on research-based intervention programs to increase the development of students' vocabulary, strengthen test-taking skills in reading</li> </ul>	<p>Assistant Principal</p> <p>Academic Facilitators</p> <p>Teachers</p>	Voyager	~\$1,000	K -8 <sup>th</sup> grade students, Teachers, Facilitators, 6 <sup>th</sup> -8 <sup>th</sup> grade Reading Lab Staff	<p>10/27/2011</p> <p>1/20/2012</p> <p>3/29/2012</p> <p>6/1/2012</p>

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comprehension. In addition measure student performance relative to the "Big 5 of Reading Comprehension through the following: Achieve 3000, Voyager, iStation, Text Talk, and QAR.					
<ul style="list-style-type: none"> <li>• Provide after school tutoring and summer school for struggling students <ul style="list-style-type: none"> <li>• Meet bi-monthly with each grade level to monitor student academic progress using data to measure progress.</li> </ul> </li> </ul>					
<b>3.Analyze data to determine needs of students</b> <ul style="list-style-type: none"> <li>• Weekly meeting of teachers to analyze data</li> <li>• Provide staff development opportunities on data analysis</li> <li>• Use test-taking materials to prepare students for testing</li> </ul>	Assistant Principal  Academic Facilitators  Teachers	100% of the students will show over a year's worth of growth from BOY to EOY as measured by Dibels and TRC.	N/A	Assistant Principal  Academic Facilitators  Teachers	10/27/2011 1/20/2012 3/29/2012 6/1/2012

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## <Druid Hills Academy> 2011-12

**SMART GOAL (2):** 60% of student will score at proficient level on an End of Year writing sample based on the common core writing rubrics .

**Data Used:** Moodles Rubric, Common Core Rubrics

**SP 2014 Tactic:** (# 4) – Teaching and Learning Through Technology (#1) – Effective teaching and Leadership

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost and source)	Personnel Involved	Timeline Start–End  • Interim Check Dates
<ul style="list-style-type: none"> <li>Implement common school wide writing rubrics measuring three times a year.</li> <li>Grammar skills</li> <li>Content skills</li> </ul>	Writing School Improvement Committee	- students will show growth in targeted area on the writing rubric throughout the year		Faculty	10/27 – 6/1 <ul style="list-style-type: none"> <li>10/27 baseline</li> <li>1/20</li> <li>3/29</li> <li>6/1</li> </ul>
1. Differentiate instruction for students experiencing target writing skills as determined by the baseline writing assessment using at least one of the following: <ul style="list-style-type: none"> <li>Use Lucy Calkins</li> <li>Use Being a Writer</li> <li>Use flexible, small group instruction based upon teacher observations and student work products</li> <li>Use conferencing about work products</li> <li>Training teachers on writing</li> </ul>	Craddock – middle  Smouse – upper grades  Kobel – lower grades	-students will show growth in targeted area on the writing rubric throughout the year	Training in writing by in house personnel \$1000 for 9 manuals k- 8 for Being a Writer \$1,900	faculty	10/27-6/1 <ul style="list-style-type: none"> <li>10/1</li> <li>1/20</li> <li>3/29</li> <li>6/1</li> </ul>
2. Integrate technology to enhance writing skills and publishing using at least one of the following: <ul style="list-style-type: none"> <li>Create PowerPoints</li> </ul>	lonel	-students published work	Training in technology by in house training	faculty	10/27-6/1 <ul style="list-style-type: none"> <li>10/27</li> <li>1/20</li> <li>3/29</li> <li>6/1</li> </ul>

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<ul style="list-style-type: none"> <li>• Use moviemaker</li> <li>• Use cameras and pictures</li> <li>• Type final copies</li> <li>• Use Voicethread</li> <li>• Use Prezis</li> <li>• Use Glogsters</li> <li>• Use Edublogs</li> <li>• Use Discovery Education</li> </ul>					
3. Integrate writing skills throughout content using one of the following: <ul style="list-style-type: none"> <li>• Use reading response journals</li> <li>• Facilitate Paidea seminar</li> <li>• Facilitate Philosophical Chairs</li> <li>• Facilitate Socratic Seminar</li> <li>• Use Reader's Theater</li> <li>• Use Discovery Education</li> <li>• AVID methodology (6- 8)</li> </ul>	Webster  Nuss   Craddock	-writing products from content areas	Training in integrating writing by in house training	faculty	10/27 – 6/1 <ul style="list-style-type: none"> <li>• 10/27</li> <li>• 1/20</li> <li>• 3/29</li> <li>• 6/1</li> </ul>
4. Utilize rubrics from the Common Core Standards appendix across all grade levels <ul style="list-style-type: none"> <li>• Implement writing prompts 4 times a year.</li> </ul>	Writing Committee	Grade level rubrics	0	faculty	10/27 -6/1 <ul style="list-style-type: none"> <li>• 10/27</li> <li>• 1/20</li> <li>• 3/29</li> <li>• 6/1</li> </ul>

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**SMART GOAL (3):** To increase overall proficiency school-wide by 10% as measured by CMS summative assessments and End of Grade state assessments.

**Data Used:** Math EOG Scores and CMS summative scores

**SP 2014 Tactic:** (#1) High Academic Achievement & Effective Educators

Strategies (determined by what data) <ul style="list-style-type: none"> <li>Task</li> <li>Task</li> <li>Task (PD)</li> </ul>	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost and source)	Personnel involved	Timeline Start–End  <ul style="list-style-type: none"> <li>Interim Check Dates</li> </ul>
1. Implement a school wide common assessment platform (IXL) that will measure student growth throughout the year. <ul style="list-style-type: none"> <li>Focus in the area of numbers and operations</li> </ul>	Math Sip committee	100% of the students will show over a year's worth of growth from BOY to EOY as measured by summative state and local testing. *Student data reflecting quarterly objectives will be discussed during village meetings to adjust pacing. * Teachers will use data points to provide differentiated instructions in math flex groups.	~\$4000/yr for K-8 grades	Classroom Teachers	10/27 11/20 3/29 6/8
2. Create math curriculum maps quarterly for each grade level to guide instruction <ul style="list-style-type: none"> <li>Create a Master Schedule that has a math flex grouping for each grade level.</li> </ul> Continue instructional differentiation through flex grouping based on assessment data. <ul style="list-style-type: none"> <li>Certified Staff will be instructing Tier 1 students during math flex grouping</li> </ul>	Admin	100% of the students will show over a year's worth of growth from BOY to EOY as measured as measured by summative state and local testing as measured by summative state and local testing. *Master schedule *Student data reflecting quarterly objectives will be discussed during village meetings to adjust pacing.	~\$7000 k-8	Classroom teachers / academic facilitators/ LEA Team	10/27 11/20 3/29 6/8

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<ul style="list-style-type: none"> <li>Provide quarterly professional development on CCSS for staff.</li> </ul>		* Teachers will use data points to provide differentiated instructions in math flex groups			
3. Weekly use of manipulatives during classroom instruction to provide hands on learning experiences for students.	Langenfeld / Tucker	<p>Highlighted in weekly math lesson plans and monitored by academic facilitators.</p> <p>Students will be able to transfer the ability to use manipulatives into pictorial and symbolic forms on assessments.</p>	~\$50	Classroom Teachers/ Academic Facilitators	10/27 11/20 3/29 6/8

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## <Druid Hills Academy> 2011-12

**SMART GOAL (4): STEM GOAL: Each Student will make over a year's worth of growth as shown by assessment formatives and EOGs**

**Data Used: Science and Social Studies Formatives and EOGs**

**SP 2014 Tactic: (# 1) – Effective Teaching and Leadership, (# 4) – Teaching and Learning Through Technology**

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost and source)	Personnel Involved	Timeline Start-End  • Interim Check Dates
1. • One science lesson per week that integrates math, technology and literacy	Science/SS committee	At least 75% of students will score 65% or greater on teacher selected assessments, Science Olympiad.	0	Classroom Teachers	8/1 – 6/10 10/27/11 1/20/12 3/29/12 6/1/12
2. • Students will create at least one multimedia project i.e using SmartBoards, laptops, cameras, PowerPoint.	Science/SS Committee	Druid Hills Science Fair, finished product, rubrics, informal assessments.  At least 75% of students will demonstrate mastery according to teacher created rubric.	0	Certified Staff	8/1 – 6/10 10/27/11 1/20/12 3/29/12 6/1/12
3. • Students will use Discovery Education Simulations. • A teacher from every grade level will attend CMS STEM workshops.	Science/SS Committee and facilitators.	Lesson plans, PD, Environmental Education Workshop Series, Project Wild, Engineering is Elementary, K'NEX, Elementary Science Alliance	0	Certified Staff	8/1 – 6/10 10/27/11 1/20/12 3/29/12 6/1/12

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**SMART GOAL (5): VOCABULARY GOAL: Each Student will make over a year's worth of growth as shown by assessment formatives and EOGs**

**Data Used: Science and Social Studies Formatives and EOGs**

**SP 2014 Tactic: (# 1) – Effective Teaching and Leadership, (# 4) – Teaching and Learning Through Technology**

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost and source)	Personnel involved	Timeline Start–End  • Interim Check Dates
1. • Increase K-8 Science/Social Studies vocabulary through a variety of strategies (i.e word wall, graphic organizers, latin/greek roots, Science A-Z, Science Olimpiad)	Science/SS committee	75% of students will show mastery of vocabulary on formal assessments.	0	Certified Staff	8/1 – 6/10 10/27/11 1/20/12 3/29/12 6/1/12
2. • Build background to make connections using pictures, videos, stories	Science/SS committee	75% of students will show mastery of vocabulary on formal assessments.	0	Certified Staff	8/1 – 6/10 10/27/11 1/20/12 3/29/12 6/1/12
3. • SIOP: Have a vocabulary lesson objective within writing lessons.	Science/SS committee	75% of students will show mastery of vocabulary on formal assessments.	0	Certified Staff	8/1 – 6/10 10/27/11 1/20/12 3/29/12 6/1/12

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## <Druid Hills Academy> 2011-12

**SMART GOAL (6): GLOBAL AWARENESS GOAL: 75% of students will be proficient shown by CMS summative assessments.**

**Data Used: Science and Social Studies CMS Summatives**

**SP 2014 Tactic: (# 1) – Effective Teaching and Leadership, (# 4) – Teaching and Learning Through Technology**

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost and source)	Personnel involved	Timeline Start–End  • Interim Check Dates
1. • Use of Time For Kids, Scholastic and newspaper subscriptions.	Science/SS committee, certified staff and facilitators	Use of magazines in classroom and in home environment.	~\$1000	Certified Staff	8/1 – 6/10 10/27/11 1/20/12 3/29/12 6/1/12
2. • Teachers use technology to show science/ss around the world (i.e. weather, habitats, cultures)	Science/SS committee, certified staff and facilitators	Research projects, student presentations, inquiry journals	0	Certified Staff	8/1 – 6/10 10/27/11 1/20/12 3/29/12 6/1/12
3. • Use of current events, kid-friendly stories within classrooms and school. • Develop hallway displays/bulletin boards that celebrate all seven continents	Science/SS committee, certified staff and facilitators	Student work samples	0	Certified Staff	8/1 – 6/10 10/27/11 1/20/12 3/29/12 6/1/12

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## <Druid Hills Academy> 2011-12

**SMART GOAL (7):** To increase student learning by minimizing inappropriate behaviors and student referrals by 30%.

**Data Used:** Swiss documentation and any parent communications

**SP 2014 Tactic:** (# 3) – Increasing Graduation Rate

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost and source)	Personnel Involved	Timeline Start–End
					• Interim Check Dates
1. Implement SWIS for tracking discipline. We will use data to see where and when the majority of behavior issues occur.	Coffee/ Fludd	In SWIS there will be a decrease in negative behavior by 30% by June 2012.	~CMS \$250 for purchase of SWIS program.	Faculty	October 31-June 10 10/27 1/20 3/29 6/8
2. Create structured recess by having teacher directed activities and /PE equipment available to checkout for games.	Coach Smith Faculty	Use Swiss data to see if there is a decrease in referrals by 50% during recess.	Title 1 funds	Faculty	October 31-June 10 10/27 1/20 3/29 6/8
3. Emphasize and implement The Panther Way Program. <ul style="list-style-type: none"> <li>Positive behavior modification reward system within school setting.</li> <li>Fieldtrips</li> <li>Coupons</li> <li>Books</li> </ul>	McManus	<p>Committee will provide training during staff meeting by reviewing school-wide procedures.</p> <p>Grade level review of Panther Way Program.</p> <p>Successful implementation of program will result in a 20% decrease in teacher referrals.</p>	Teacher funded	Faculty	<p>October 31-June 10 10/27 1/20 3/29</p> <p>6/8</p>

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

**CMS School Improvement Plan 2010-12**  
**<Druid Hills Academy> 2011-12**

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# CMS School Improvement Plan 2010-12

## <Druid Hills Academy> 2011-12

**SMART GOAL (8):** Increase parent involvement through-out the school environment

**Data Used:** Registration sheets, sign-in sheets, surveys, and newsletters

**SP 2014 Tactic:** (# 6) Parent and Family Community Connections

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost and source)	<b>Personnel Involved</b>	<b>Timeline Start-End</b> • Interim Check Dates
1 • Utilize PTA as a vehicle for parent volunteer recruitment.	PTA President Ms. Head – PTA Advisor	Increased parental involvement in school activities through-out the school year.	No cost	Principal/PTA/ Family Advocate/CIS	08/2011 06/2012
2. • Recruit & Train Parents • Parent Volunteer Workshop 9/29/11 “How to Volunteer at Your School”	Ms. Hunt – CIS/Ms. Head Family Advocate	Obtain knowledge, skills, and abilities in volunteering in child/children’s class.	Corporate Sponsors/ Contributions	Parent Volunteers	08/2011 06/2012
3. Holiday Contract Families can qualify for possible holiday assistance by attending Parent University, Parent/Teacher Conf, Parent Compacts and school events.	Family Advocate	Number of parents, completed contracts and the number of parents who receive holiday assistance.	No cost	Family Advocate and Support Staff	Sep – Dec, 2011

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

# CMS School Improvement Plan 2010-12

## <Druid Hills Academy> 2011-12

**SMART GOAL (9): Increase modes of communication between home and school**

**Data Used:** Registration sheets, sign-in sheets, surveys, and newsletters

**SP 2014 Tactic:** (# 6) Parent and Family Community Connections

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost and source)	<b>Personnel involved</b>	<b>Timeline</b> Start–End • Interim Check Dates
1. Teachers utilizing their website • Professional Development on “How to create Wiki/Teacher Website”	Ms. Gathman	Helping parents in assisting their children academically at home. Increased utilization of the teacher websites from parents and emails from parents to teachers regarding academic work.	No cost	(CMS Facilitator)  Faculty	09/2011 06/2012  (Monthly Updates)
2. Getting feedback from parents • Implement parent surveys	Support Staff	Improved parent participation. Increased knowledge of what parent’s concerns/suggestions and comments. Keep data and count of parents who are providing feedback on surveys.	Cost of paper	Faculty and Parents	08/2011 06/2012
3. Keeping student/parent information updated. • Track accurate information by parents; i.e., information sheets (offer incentives to students for bringing in information)	Family Advocate and Faculty	Ability to access key information for each student. Accurate telephone/contact numbers, names, and important information.	No cost	Faculty and Parents	08/2011 06/2012  *Twice quarterly *Sent home with report cards.

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

# CMS School Improvement Plan 2010-12

## <Druid Hills Academy> 2011-12

**SMART GOAL (10): Increase the diversity of community involvement for school-based activities through more diverse activities**

**Data Used:** Registration sheets, sign-in sheets, surveys, and newsletters

**SP 2014 Tactic:** (# 6) - Parent and Family Community Connections

<b>Strategies</b> (determined by what data) <ul style="list-style-type: none"> <li>• <b>Task</b></li> <li>• <b>Task</b></li> <li>• <b>Task</b> (PD)</li> </ul>	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost and source)	<b>Personnel involved</b>	<b>Timeline</b> Start–End <ul style="list-style-type: none"> <li>• Interim Check Dates</li> </ul>
1. <ul style="list-style-type: none"> <li>• International Night (Introduce diversity of cultures to students)</li> </ul>	Parent & Family Connections Committee Members	Student & Parent increased knowledge of various cultures and customs by getting a stamp in their school passport from each country.	Partnerships	Parent & Family Connections Committee Members Faculty and PTA	5/20/2012
2.. <ul style="list-style-type: none"> <li>• Parent Life Skills Workshop (Enhance parents life skills; i.e., “Dress for Success, effective communication skills, and how to draft resumes)</li> </ul>	Parent & Family Connections Committee Members	Number of parents that participate in workshop.	Title 1 ~\$288.00	Parent & Family Connections Committee Members and Community Partners	2/10/2012
3. <ul style="list-style-type: none"> <li>• Panther Prowl/Spring Fest (Showcase a talent show)</li> </ul>	Parent & Family Connections Committee Members	Number of parental involvement & attendance of event.	Community In Schools	Parent & Family Connections Committee Members	4/24/2012

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.