



DOUGLASS ACADEMY AT PEABODY

“Once you learn to read, you shall be forever free.”

Douglas Academy - 2016-17 Low Performing Status Preliminary Plan

Timeline:

10/10/17: Received written notification of low performing status as identified by G.S. 115C-105.37.

11/16/17: Present plan outline to the CDS, Inc. Board for approval.

12/8/2017: Submit Low Performing School plan to the state.

Student Focused Goals:

- **Reading Goal:** By June 2018, Douglass Academy will Meet or Exceed reading growth and will increase overall reading proficiency by 5% from 40.7% to 45.7%, as measured by NC End-of-Grade testing.¹
- **Math Goal:** By June 2018, Douglass Academy will Meet or Exceed math growth and will increase overall reading proficiency by 5% from 37.0% to 42.0%, as measured by NC End-of-Grade testing.¹
- **Teacher Retention Goal:** Douglass Academy will work to close the teacher retention gap to within 5% of the traditional LEA where it is located as indicated in the Teachers Leaving the Profession Data annual report.

2017-18 Twelve Key Indicators

A1.07: *ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.* Status: Full Implementation

A2.04: *Instructional Teams develop standards-aligned units of instruction for each subject and grade level.* Status: Full Implementation

A4.01: *The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.* Status: Full Implementation

A4.06: *ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.* Status: Limited Development or Implementation

A4.16: *The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.* Status: Limited Development or Implementation

B1.01: *The LEA has an LEA Support & Improvement Team.* Status: No Development or Implementation

B1.03: *A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.* Status: Limited Development or Implementation

B2.03: *The school has established a team structure among teachers with specific duties and time for instructional planning.* Status: Full Implementation

B3.03: *The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.* Status: Limited Development or Implementation

C2.01: *The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.* Status: Full Implementation

C3.04: *The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.* Status: Limited Development or Implementation

E1.06: *The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).* Status: Limited Development or Implementation

Figure 1:

EOG/EOC Results 2016-17 Grade Level Proficient (GLP)	Percent of Students Proficient				Percent Participation (AMO's no longer reported)	Growth Index	Growth Status	Performance Grade (SPG)
	All Subjects	Math	ELA/ Reading	Science				
New Hanover County	64.2	61.2	62.0	77.8	98.9	N/A	N/A	N/A
State	59.2	55.4	57.5	72.8	92.9	N/A	N/A	N/A
Douglass Academy	39.1	37.0	40.7	*	100	-1.65	Met	D
Average of Urban Schools	31.5	31.3	30.2	36.4	N/A	N/A	N/A	N/A
Gregory School of Math, Science, and Tech.	38.9	35.0	40.9	45.1	100	-5.75	Not Met	D
A. H. Snipes Academy	27.5	29.2	24.5	31.4	100	-3.28	Not Met	F
R. Freeman School of Eng.	23.5	22.4	23.1	28.3	100	1.31	Met	F