

## Comprehensive Progress Report

### Mission:

#### Mission Statement

Our understandings of humankind and our universe are expressed and communicated through all of our arts and sciences. Each method of expression- language, painting, music, mathematics, and science- has its rules and techniques for effectively communicating these ideas and understandings.

These rules and techniques are bridges over which ideas must be communicated from one generation to the next.

Thus, the mission of the school through The Roger Bacon Academy is, for the next generation:

- To teach the rules and techniques for effective expression and communication in the arts and sciences,
- To communicate, by these arts and sciences, our understandings of the universe and our role in it, and
- To instill a love of learning and discovery, justifying a life-long dedication to health, truth, and virtue.

#### Educational Focus

The School offers a disciplined, caring classroom environment that emphasizes traditional values and direct instructional methods for students who wish to fulfill high expectations for diligence, discipline, and devotion to seeking knowledge.

### Vision:

The School unites and balances all subjects—whether language, mathematics, art, music, history, or science—by teaching each as a method for expressing ideas with standard rules and classical examples for study in each area.

Every student who is willing to pledge self-discipline, honesty, and perseverance can excel to their fullest potential at The School. We expect every student to devote full attention to every subject—whether language, mathematics, art, music, history, or science—to achieve a balanced, comprehensive understanding of our civilization and the world in which we live.

### Goals:

Reading Goal: By June 2021, Douglass Academy will Meet or Exceed reading growth and will increase overall reading proficiency by 5% from 45.7% to 50.7%, as measured by NC End-of-Grade testing.

Math Goal: By June 2021, Douglass Academy will Meet or Exceed math growth and will increase overall math proficiency by 2% from 40.0% to 42.0%, as measured by NC End-of-Grade testing.

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 NC Teachers Leaving the Profession Data annual report.



! = Past Due Objectives

KEY = Key Indicator

**Core Function:** Dimension A - Instructional Excellence and Alignment

**Effective Practice:** High expectations for all staff and students

KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
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*Initial Assessment:*

**NOTE: Provide update since last date of full implementation of 11/22/2017.**

In the beginning of the school year we begin with Professional Development on classroom management as well as give teachers a small handout to ensure they understand how to set up their classroom for success! In our 3 laws of our school is reward good behavior. We have a 4 to 1 positive to negative reinforcement expectation to ensure that we are teachers and students are working in a positive and safe environment. This 4 to 1 is embedded in every observation form we use. We observe the teachers regularly and the expectation is reinforced during post observations. - As an organization we have a discipline plan that is used at Douglass Academy. This plan is shared with parents and teachers alike to make sure the understanding of expectations and rules in the school are consistent and being followed. The following documents are for reference in the folders for this standard. 1. Observations - these are the observations that we do for each teacher at least twice a quarter. 2. Classroom Management K-8- PPT the teachers are trained with at the beginning of the year. 3. New Teacher Classroom Management - handout given to the teachers when they are hired. 4. Professional Development Schedules 5. Reading

Full Implementation  
01/27/2020

Mastery I and II - Part 1 - references the classroom setup and expectations 6. School - Wide Discipline Plan - Parent 7. School- Wide Discipline Plan - Staff Version

Update:

Douglass Academy recognizes the need for teachers to demonstrate positive classroom management and reinforcement of classroom rules and procedures by positively teaching them. We have taken steps to aid teachers in following classroom management guidelines and being proactive in addressing student's needs.

The following documents are in folders to reference steps we have taken towards this goal.

1. Weekly teacher observations done by either administration or curriculum.
2. Communication with ABA specialist to assist in providing guidance and strategies to teachers.
3. Strategies-Observation Guide J. Tucker-A guide our school counselor has given teachers for specific students.

When fully implemented the teachers at Douglass Academy will be able to demonstrate a positive classroom environment in which students' needs are addressed proactively and classroom management guidelines are being followed.

The information we will provide are the following:

1. Teacher observations and feedback forms from administration, curriculum, and ABA specialist.
2. Visuals of classroom guidelines displayed as a reference in each classroom.
3. Training schedule for classroom management from administration, curriculum, school counselor, and ABA specialist.

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>				
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<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>				
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p><b><u>NOTE: Provide update since last date of full implementation of 11/22/2017.</u></b></p> <p>At Douglass Academy we have support with a curriculum team. This curriculum team meets with teachers and creates plans that are aligned with grade level standards. We have an on-site coach to ensure that it is being followed through and taught with fidelity. The following documents are in the folders for this Objective to be referenced. 1. Math Benchmarks - forms with the aligned standards 2. Reading Benchmarks - tables with standards aligned with each question 3. Reading Mastery- our core curriculum in K-2 and how each lesson is aligned 4. Saxon Math - our core math curriculum correlation of standards with lesson 5. Science K-2 - the plan to hit each standard throughout the school year 6. Journeys Correlations - our core reading instruction for 3-5 and the alignment</p>	Full Implementation 01/27/2020		

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>				
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<b>Effective Practice:</b>	<b>Student support services</b>				
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date

**Initial Assessment:**

**NOTE: Provide update since last date of full implementation of 11/22/2017.**

Students are taught at their academic level. In the beginning of the year each child is assessed and properly placed in math and reading.

Students are given weekly assessments to ensure they are meeting their academic goals. If the plan in place is not working, then they receive interventions or alternate instruction. As well, we have a SAT team that meets to discuss students that are struggling to determine the best solutions. The following documents are placed in the folders in reference to this standard. 1. Beginning Teacher Newsletters and Professional Development opportunities 2. SAT referral documents 3. 2017 10 03 3rd Progress Meetings Q1 - an example of our notes from Student Progress Meetings that are done twice a quarter 4. 2017-18 Q1 Data Meetings - the meeting schedule 5. 2011107 DAC Weekly Data Entry Report - weekly reports of the review of data. Teachers receive this weekly. 6. Headmasters Summary Snap Shot 1 and 2 - these are pictures of where teachers input their data to keep track of student progress in math and reading. 7. Instructional Calendar 2017-18 Update- lists the meetings twice per quarter 8. Student progress meeting form- teachers fill this out before each meeting

Full Implementation  
01/27/2020

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
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**Initial Assessment:**

Douglass Academy's highest priority is to ensure the students feel they are in a safe environment. We want to ensure that we are doing everything to create a program to help students work through their emotions in a productive manner. We have started to make steps towards accomplishing this goal and want to make it our highest priority.

The following documents are in the folders to reference the steps we have taken towards this goal.

1. 5 pt scale - example of the sheet students will receive when to help identify how they are feeling.

2. Non - Physical Crisis Intervention - PPT that teachers are trained with at the beginning of the year about deescalation.

3. Strategies - Observation Guide J. Tucker - A guide our school counselor has given teachers for specific students.

Limited Development  
11/22/2017

	Priority Score: 3	Opportunity Score: 1	Index Score: 3		
<b>How it will look when fully met:</b>	<p>When this is full implemented the students will be able to state their emotional state in a more productive and safe way. At this time we are seeing students overreact to small situations and outbursts which result in loss of instruction before deescalation can occur. When students are able to understand how they are feeling and why they are feeling a certain way they will be able to make better decisions and teachers will be able to intervene with a higher success rate of deescalation. As well, we will see teachers utilizing the 5 pt scale to help students establish what they are feeling and talk them through situations instead of just reacting. They will be able to identify when the emotional states are starting instead of when they are full blown and therefore deescalate the situation faster and more effectively.</p> <p>The information we will provide are the following:</p> <ol style="list-style-type: none"> <li>1. Discipline database will be put in place at the start of the 2018-19 school year which will help track the area/time of occurrence, the severity of the discipline infraction, and track the number of violations for individual students.</li> <li>2. Visual models of the 5-pt. scales will be displayed in each classroom to aide in students ability to communicate their emotional state to their teacher.</li> <li>3. Enhance our current reward and incentive program for students to include praise for individual emotional victories and growth.</li> <li>4. Begin a recognition program where teachers can identify other staff members who are connecting and showing compassion to students in need.</li> </ol>		<b>Objective Met 10/27/20</b>	<b>Janet Tucker</b>	<b>06/12/2020</b>
<b>Actions</b>					
	5/2/18	Enhance the current reward and incentive program	Complete 12/15/2017	Janet Tucker	12/15/2017

	<i>Notes:</i> Current reward and incentive program will be enhanced to include praise for individual emotional victories and growth. Reward ceremonies will be held monthly. Individual attendance will be based upon growth in controlling their emotional states and behavior throughout the month.			
5/2/18	Staff recognition for compassion to students	Complete 02/19/2018	Janet Tucker	02/14/2018
	<i>Notes:</i> Begin a recognition program where teachers can identify other staff members who are connecting and showing compassion to students in need.			
5/2/18	Staff training on data collection for Functional Behavior Assessments to be used in conjunction with Behavior Intervention Plans	Complete 01/30/2018	Janet Tucker	02/19/2018
	<i>Notes:</i> Functional Behavior Assessments will be used on an as-needed basis to support behavior intervention plan creation for those students who are not showing success in reaching behavior goals with the 5pt scale.			
5/2/18	Visual models of 5pt scale will be displayed in each classroom	Complete 02/19/2018	Janet Tucker	04/02/2018
	<i>Notes:</i> Visual models of the 5pt scale will be displayed in each classroom to assist students in monitoring their own emotional states and communicating their needs to the teachers.			
5/2/18	Target students that will benefit from additional social/emotional instruction	Complete 08/01/2018	Janet Tucker	08/01/2018
	<i>Notes:</i> After the 5 pt scale is in place, a needs assessment will be done to target students that require additional social/emotional instruction and practice using the 5 pt. scale.  Update 8/1/2018: A Mindfulness Room has been added for students that are in need of additional social/emotional support.			
5/2/18	Discipline Database Implementation	Complete 01/11/2018	Janet Tucker	08/01/2018
	<i>Notes:</i> Will help track the area and time of daily occurrence on discipline infractions, the severity of the event, and the number of violations for each student. Once this electronic log is put into place, teachers will be able to use it at all times of the school day and year.			
11/7/18	Fully Implement Mindfulness Room	Complete 11/15/2019	Janet Tucker	06/01/2019



*Notes:* Prepare a binder for the Mindfulness teacher which includes Class 1 & 2 forms, Appendix B Behavior Improvement Plan, 5 pt. scale tools & printouts, Social Worker referral form, paper log of who is referred, copies of School Pledge, Instructions sheet of what to do when assigned.

1/27/20 Implementation of the MindUp curriculum program. Complete 07/18/2019 Amanda Sauls 07/18/2019

*Notes:* This program takes place within the first 20 minutes of school. The MindUp program is a social emotional curriculum.

**Implementation:**

10/27/2020

**Evidence**

10/27/2020  
The following documents have been placed in a folder for reference of this indicator. Discipline log, Incentive party attendees, and the MindUp curriculum.

**Experience**

10/27/2020  
Implementing this objective has been challenging. The use of new programs and trainings has been required to provide teachers with tools to address students needs. The school decided to use the SEL program MindUp. There was some concern amongst teacher staff about some of the concepts/beliefs this program was based on. Their concerns were acknowledged and arrangements were made for those who felt strongly against this program. The MindUp program has been successful at Douglass Academy. Behaviors have been minimized. This is evident through the higher participation rates of the incentive parties.

**Sustainability**

10/27/2020  
In order to sustain the success in this indicator we need to continue to utilize SEL programs and train our teachers on how to build relationships with students. Yearly de-escalation training is needed to refresh teachers knowledge of how to recognize and defuse students heightened emotional states.

**KEY A4.16**

**The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)**

**Implementation Status**

**Assigned To**

**Target Date**

**Initial Assessment:**

**NOTE: Provide update since last date of full implementation of 11/22/2017.**

Full Implementation  
01/27/2020

Douglass Academy has a plan to help students feel comfortable with transitioning grade to grade and level to level. Every student knows every teacher to ensure that all students know who they may be in contact with the following year. Students transition from grade to grade for our reading and math programs since they are taught in a homogeneous setting for both math and reading. Teachers fill out placement cards about each student discussing student strengths and typical behaviors so that the following year's teachers are familiar with them and how to best approach each individual student. Students are given placement tests at the beginning of the year to ensure they are getting their needs met and feel comfortable with the information they are taught. Lastly, students were given the opportunity to visit a middle school at a sister school since Douglass Academy does not have one to see what middle school is like to help them understand it is not so scary. The following documents are in the folders to reference for this objective: 1. 2017-18 Student placement cards 2. DAC 5th Visits CDS 1 3. DAC 5th Visits CDS 2 4. DAC 5th Visits CDS pic 1 5. DAC 5th Visits CDS pic 2 6. DAC MS visit schedule 7. Reading Series Guide - the placement tests we use in reading 8. Saxon Primary Placement - the placement tests we use in math

Update: 2018-2019

1. 2018-19 Student placement cards 2. DAC 5th Visits CDS 1 3. DAC 5th Visits CDS 2 4. DAC 5th Visits CDS pic 1 5. DAC 5th Visits CDS pic 2 6. DAC MS visit schedule 7. Reading Series Guide - the placement tests we use in reading 8. Saxon Primary Placement - the placement

tests we use in math.

Update: 2019-2020

2019-20 Student placement cards. 2. DAC 5th Visits CDS 1. 3.DAC MS visit schedule. 4. Reading Series Guide-the placement tests we use in reading. 5. Saxon Primary Placement-the placement tests we use in math.

\*Due to COVID-19 we were unable to make a second visit to the CDS middle school.

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Douglass Academy recognizes the success impact a LEA Support and Improvement Team has on a school and therefore has determined it to be of the highest priority.	No Development 11/22/2017		
		Priority Score: 3	Opportunity Score: 1	Index Score: 3	
<i>How it will look when fully met:</i>		<p>The School Improvement Team will be in place beginning January 2018 and will meet bimonthly. When this is fully implemented we will have goals that the SIT team has identified to work on. The goals will have the best interest of the students and the school in mind on how to improve the overall mission and objectives of the school. Goals will be based on concrete data through pulling Parent Satisfaction Survey, Teacher Satisfaction Survey, EVAAS, School Report Card, standardized test results, disaggregated data, comparison to local districts and state data.</p> <p>The evidence that we will provide is the following.</p> <ol style="list-style-type: none"> <li>1. Each of these meetings will be reflected in the "Manage Meetings" section of Indistar.</li> <li>2. Goals and objectives with a timeline.</li> </ol>	<b>Objective Met 10/27/20</b>	<b>Nikki Chaney</b>	<b>12/04/2020</b>
<b>Actions</b>					
	5/2/18	Create School Improvement Team	Complete 01/11/2018	Carla Fisher	01/11/2018
		<i>Notes:</i> School Improvement Team will be created with the goal of meeting biweekly.			
	5/2/18	School Improvement Team will be accompanied by District Support Leaders	Complete 01/11/2018	Carla Fisher	01/11/2018
		<i>Notes:</i> District Support Leaders, Deans, coaches, and management corporation staff will be attending the school improvement team meetings to provide support as the LEA for the comprehensive needs assessment.			
	5/2/18	School Improvement Team minute notes will be put into Indistar	Complete 01/11/2018	Carla Fisher	02/13/2018

Notes: SIT meeting notes will be put into Indistar under "manage meetings"

5/2/18 Establish goals based on concrete data collected through various means in conjunction with stakeholder groups

Complete 06/01/2018

Carla Fisher

06/01/2018

Notes: The SIT team will work to establish goals based on data collected through parent surveys and data done by parents, students, and teachers.

Update with 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.

**Implementation:**

10/27/2020

**Evidence**

10/27/2020

The evidence that we will provide is the following.

1. Each of these meetings will be reflected in the "Manage Meetings" section of Indistar.
2. Goals and objectives with a timeline.

**Experience**

10/27/2020

This indicator has been fully met. The SIT team meets bimonthly to discuss goals and determine ways to achieve success for the students and school. The meetings are separated into two focuses. The primary focus of one meeting is to look at student data to determine struggling students or successful students and how we can better meet their needs. The other meeting focuses more on the indicators and how we can improve the school and work on goals. Goals will be based on concrete data through pulling Parent Satisfaction Survey, Teacher Satisfaction Survey, EVAAS, School Report Card, standardized test results, disaggregated data, comparison to local districts and state data.

<b>Sustainability</b>		10/27/2020 At Douglass Academy we will continue to look at concrete data to determine the success of established goals and the creation of new goals that will assist in school improvement.			
<b>KEY</b>	<b>B1.03</b>	<b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p><b><u>NOTE: Provide updates since last date of full implementation of 11/22/2017.</u></b></p> <p>Every week the curriculum team and administration meet to discuss what is going on in the school and reflect on the effective practices and things that need to be revamped. We also have strategy meetings to discuss upcoming major events like hiring of new teachers to ensure everyone is on the same page and we work together for the good of the school. The following documents are placed in the folder to reference to for this objective. 1. CDR 0000000 Template - this is the form we use to fill out weekly to keep an open dialogue on the practices of our school. 2. Job - Academic Coach 0150814 - job description of the academic coach who attends this meeting 3. JobAcademic Dean 015814 - job description of the Academic Dean who attends this meeting 4. Job- Department Head of Quality Control- job description of the Department Head of Quality Control who attends this meeting 5. Job- Headmaster 0150814 - job description of the Headmaster who attends this meeting 6. Job Operations Coordinator 0171102 - job description of the Operations coordinator 7. Job- Social Worker - job description of the social worker who meets with the Headmasters regularly.</p>	Full Implementation 01/27/2020		

Update: 2018-19 School Year

The leadership team continues to meet weekly to discuss what is going on in the school and reflect on the effective practices and things that need to be revamped. We also have strategy meetings to discuss upcoming major events like hiring of new teachers to ensure everyone is on the same page and we work together for the good of the school. The following documents are placed in the folder to reference to for this objective. 1. CDR 0000000 Template - this is the form we use to fill out weekly to keep an open dialogue on the practices of our school. 2. Job - Academic Coach 0150814 - job description of the academic coach who attends this meeting 3. JobAcademic Dean 015814 - job description of the Academic Dean who attends this meeting 4. Job- Department Head of Quality Control- job description of the Department Head of Quality Control who attends this meeting 5. Job- Headmaster 0150814 - job description of the Headmaster who attends this meeting 6. Job Operations Coordinator 0171102 - job description of the Operations coordinator 7. Job- Social Worker - job description of the social worker who meets with the Headmasters regularly.

Update: 2019-20 School Year

The leadership team continues to meet weekly to discuss what is going on in the school and reflect on the effective practices and things that need to be revamped. We also have strategy meetings to discuss upcoming major events like hiring of new teachers to ensure everyone is on the same page and we work together for the good of

the school. The following documents are placed in the folder to reference to for this objective. 1. CDR 0000000 Template - this is the form we use to fill out weekly to keep an open dialogue on the practices of our school. 2. Job - Academic Coach 0150814 - job description of the academic coach who attends this meeting 3. JobAcademic Dean 015814 - job description of the Academic Dean who attends this meeting 4. Job- Department Head of Quality Control- job description of the Department Head of Quality Control who attends this meeting 5. Job- Headmaster 0150814 - job description of the Headmaster who attends this meeting 6. Job- Social Worker - job description of the social worker who meets with the Headmasters regularly.

\*This year we added the position of a second Academic Coach for grade levels 3-5.

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>



*Initial Assessment:*

**NOTE: Provide update since last date of full implementation of 11/22/2017.**

Teachers and Teacher Assistants are given their duties and times for instructional planning at the beginning of the school year. This helps to make a smooth transition between their instructional duties and other duties. The following are documents placed in the folder to reference to for this objective. 1. Strategy Meetings 2. DAC ES Daily Schedule - to show our teachers planning time 3. DAC Resource Schedule - to show which TA teaches each resource class 4. Food Program Duty- to show the duties and staff members assigned for the breakfast and lunch 5. Procedures sy17-18- procedures for breakfast, lunch and dismissal.

Update:

The following are documents placed in the folder to reference to for this objective. 1. Strategy Meetings (weekly) 2. DAC ES Daily Schedule 2018-2019- to show our teachers planning time. 3. DAC Resource Schedule 2018-2019-to show which TA teaches each resource class. 4. Food Program Duty 2018-2019-to show the duties and staff members assigned for breakfast and lunch. 5. Procedures sy 18-19-procedures for arrival, breakfast, lunch, and dismissal.

Update:

The following are documents placed in the folder to reference to for this objective. 1. Strategy Meetings (weekly) 2. DAC ES Daily Schedule 2019-2020- to show our teachers planning time. 3. DAC Resource Schedule 2019-2020-to show which TA teaches each resource class. 4. Food Program Duty 2019-2020-to show the duties and staff members assigned for breakfast and lunch. 5. Procedures sy 19-20-procedures for arrival, breakfast, lunch, and dismissal.

Full Implementation  
01/27/2020

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The Principal will make it her highest priority to monitor the instruction of the classroom regularly. Right now we have a curriculum team that has been doing that but she wants to be able to free up some of her very busy schedule to accomplish this task.</p> <p>The following are documents placed in the folders to reference to for this objective. These are items we already have in place.</p> <ol style="list-style-type: none"> <li>1. 2017 1003 3rd Progress Meetings Q1- These are meetings that the Principal already attends twice a quarter.</li> <li>2. CDR snapshot - these are meetings she attends to gain a better understanding of the curriculum expectations in the classroom.</li> <li>3. CDR- another picture</li> <li>4. RBA CS Memo 0151013 - Weekly Observation: These are where we have set up a schedule for the observations.</li> <li>5. Walkthrough rubric - this is a rubric to be utilized during daily walkthroughs</li> </ol>	Limited Development 11/22/2017		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	<p>One of the main issues the Principal is having is allotting enough uninterrupted time for the more in-depth observations. The organization is attempting to intervene through adding a new position of Operations Coordinator. The goal of this position will be to help relieve the Headmaster of operations duties that have impeded her ability to do in depth and full length teacher observations and necessary post-conference feedback. This new position will be in transition for the remainder of the 2017-18 school year will provide full implementation beginning at the latest in the 2018-19 school year. Lastly, in order to better understand the curriculum and all that it entails the Headmaster will continue and expand on the variety of professional development attended.</p> <p>The success of this objective will be monitored through the following evidence:</p> <ol style="list-style-type: none"> <li>1. The observation schedule spreadsheet,</li> <li>2. Completed observations with evidence of feedback to teachers.</li> </ol>		<b>Objective Met 01/27/20</b>	<b>Nikki Chaney</b>	<b>12/14/2018</b>
<b>Actions</b>					
5/2/18	Monthly meetings with Operation Coordinators and Headmasters		Complete 02/15/2018	Nikki Chaney	03/30/2018
	<i>Notes:</i> This is a district level support system to train the new position of Operations Coordinator in an effort to alleviate operational duties placed upon the Headmaster. These training will help Headmasters to get into the classrooms and be an active leader with weekly observations of curriculum.				
5/2/18	The position of Operations Coordinator will be created to assist with the operations of the school.		Complete 02/05/2018	Carla Fisher	06/01/2018
	<i>Notes:</i> A creation of Operations Coordinator will be created and implemented at Douglass Academy to provide the Principal with additional support with getting in the classroom.				
5/2/18	Principal will attend professional development sessions		Complete 04/03/2018	Nikki Chaney	07/30/2018
	<i>Notes:</i> Principal will attend professional developments sessions that allow for expansion of the knowledge base of the leadership.				

5/2/18	The Principal will be entering the observations in the observation scheduler	Complete 10/01/2018	Nikki Chaney	12/14/2018
<i>Notes:</i> The Principal will be responsible for scheduling observations into the observation scheduler to allot time dedicated to observing instruction in the classroom.				
5/2/18	The principal will complete observations with evidence of feedback and post conferences to teachers	Complete 10/01/2018	Nikki Chaney	12/14/2018
<i>Notes:</i> The goal of the principal getting into the classroom to be able to complete the observations and conducting timely post conferences to the teachers.				
<b>Implementation:</b>		01/27/2020		
<b>Evidence</b>	11/7/2018 Instructional feedback has become a regular part of the principal's scheduled routine. The principal has set a goal of four formalized observations per week amongst all staff including teachers and teacher assistants in collaboration with the campus Instructional Coach and feels comfortable in meeting this goal after two months of success.			
<b>Experience</b>	11/7/2018 This objective has been a challenge for our principal but she understands the necessity of observing and providing timely, clear, and constructive feedback to the teachers. The principal has been able to acquire a better understanding of the current strengths and challenges of the team in order to better support the needs of students.			
<b>Sustainability</b>	11/7/2018 Maintaining the observations of teachers as a main priority in the weekly schedule. Collaborating with District Instructional Deans to maintain awareness of specific needs of teachers to provide a clear focus on where to prioritize the principal's time.			

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Quality of professional development</b>			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		<p><b><u>NOTE: Provide update since last date of full implementation of 11/22/2017.</u></b></p> <p>We have a team of people who review the parent survey data, student performance data and classroom observation data. From those pieces</p>	Full Implementation 01/27/2020		

of information we come up with the best PD opportunities and also create policies to improve the school. The people on that team are Deans, Head of Quality Control, Headmasters, and Coaches. The following documents are placed in the folder to reference to for this objective. Most of them are the examples of all the different types of data we collect. From there we create school improvement plans and PD needs. 1. Observations - examples of our observation rubrics we use daily 2. SAT referral DOCS - these documents are used and met on for specific students who have been identified. 3. 2017 10 03 3rd Progress Meeting Q1- a meeting we have to discuss student progress 4. 2017-18 Q1 Data Meeting- the schedule 5. 2011107 DAC Weekly Data Entry Report - what teachers are given weekly 6. BOG3 Data Screen Shot 7. EOG Year to Year COmparison Screenshot 8. EOG3 to EOG4 Math Screen Shot 9. HMS Data 10. Observation data teacher specific - how we track what we may want to do a PD on 11. Observation data 12. SAT10 Reading 4th grade screen shot 13. SAT 10 Reading Year to Year Comparison Screen shot

Update:

This process is fully implemented at Douglass Academy and we are constantly modifying or adjusting based on the information found from the items above.

Weekly

- HMS data
- Observation data

- Weekly Data Reports
- Quarterly
- Student progress meetings
  - Data meetings
  - MTSS referrals
- Yearly
- BOG3 Data Screen Shot
  - EOG Year to Year Comparison Screen Shot
  - SAT 10 Reading 4th Grade Screen Shot
  - SAT 10 Reading Year to Year Comparison Screen Shot

**Core Function:** Dimension C - Professional Capacity

**Effective Practice:** Talent recruitment and retention

KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p><b><u>NOTE: Provide update since last date of full implementation of 11/22/2017.</u></b></p> <p>We have made tremendous strides in teacher recruitment and retention. DAC utilizes Hap Rogers who is our HR manager. She goes to career fairs, meets regularly and pops in to check on teacher morale.</p> <p>We have created a recruitment program to help teachers from the start gain the understanding of the expectations in the classroom. Our Beginning Teacher coordinator is outstanding at meeting with the teachers and informing them of state expectations, PD opportunities and general support. We also give bonuses out for outstanding work.</p>	Full Implementation 01/27/2020		

Lastly we have a Bacon buck system for thanking one another for going the extra mile. These are then placed in a monthly drawing for a cash prize. The following are documents that were placed in the folder in reference to this objective. 1. BT newsletter - what all BT's receive monthly 2. Employee Benefits - HR reviews these with each new employee 3. ICE - our new program designed to help new and upcoming teachers in the classroom. 4. 2016 invitation- the banquet we host every other year. 5. Bacon Buck Explanation - 6. BOnus Check 7. DAC mentor social 2017-18 8. Job - BT coordinator - job description of our BT coordinator 9. Professional Development Schedule- all of the PD we offer to help teachers in the classroom 10. RBA Bonus Memo Sept 2017 for CDS inc. 11. Recruitment Videos - for job fairs and online 12. Recruitment Video - links 13. Simplified Recruitment Brochure 2018 - handed out 14. Teacher Appreciation Lunch DAC pic - we have lunches to say thank you 15. Teacher Appreciation lunch DAC pic.

Update:

When fully implemented teacher retention would be at or above 50%. For the 2019-20 school year we have added the following in our effort to recruit and retain quality teachers at Douglass Academy:

1. New Hire Training Explanation- 4-day training that all new employees receive to learn more about our mission, policies, classroom observations, and curriculum training.
2. DAC Teacher of the Year-received a plaque to recognize excellence in teaching.
3. DAC Beginning Teacher of the Year-received a plaque to recognize excellence in teaching.
4. DAC Instructional Teacher of the Year-received a plaque to recognize excellence in teaching

