

Comprehensive Progress Report

Mission: Holt Language Academy cultivates a love for learning through global exploration and integration.

Vision: Holt Language Academy assists young minds with inter-community skills and helps students gain intercultural skills for a global economy, while fostering increased student achievement through language study.

Goals:

By June 2023, Holt Elementary School will meet or exceed growth in math as measured by EVAAS data and achieve an overall proficiency rate of 54.3%.

By June 2023, Holt Elementary School will meet or exceed growth in reading as measured by EVAAS data and achieve an overall proficiency rate of 54.3%.

By June 2023, Holt Elementary School will meet or exceed growth in science as measured by EVAAS data and achieve an overall proficiency rate of 54.4%.

By June 2023 we plan to reduce the suspension percentage of students suspended of our school to three percent or lower.



! = 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
<i>Initial Assessment:</i>		Restorative Practice Training Social Emotional Training	Limited Development 08/28/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		All teachers will employ classroom rules and procedures by positively teaching them Restorative Circles are being done in classes. We are starting to get things for our school store.		Duane Roberts	06/01/2020
Actions			2 of 5 (40%)		
	9/6/17	Greeting students at the door	Complete 01/09/2020	Anita Jarrett	01/09/2020
		<i>Notes:</i>			
	9/3/19	Restorative Circles and Morning Meetings and Reviewing Social Contracts	Complete 02/26/2020	Duane Roberts	01/09/2020
		<i>Notes:</i>			
	9/3/19	Teach Social Emotional Lesson in Class using the established district curriculum "Move this World"		Tobi Radden and Maribeth Robinson	06/01/2020
		<i>Notes:</i> We are still waiting for this program from the district.			
	9/3/19	Character Ed. Lessons with the counselor and social worker		Katrina Lawson-Bates	06/01/2020
		<i>Notes:</i>			
	9/3/19	PD on Classroom Management		Regina Rouse	11/12/2020
		<i>Notes:</i> monthly check-ins to offer support			
Implementation:			09/03/2019		
<i>Evidence</i>		1/28/2019			
<i>Experience</i>		1/28/2019			

<i>Sustainability</i>		1/28/2019			
Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
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>		Teachers meet in PLC's weekly reviewing unit maps and pacing guides and unpack standards that are aligned with the grade levels and subject areas.	No Development 09/06/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		1. Each grade level PLC member will develop a standards-aligned unit of study using the DPS curriculum maps and pacing guides for each subject. 2. Lessons plans posted on Google Docs, curriculum maps and pacing guides	Objective Met 12/05/19	Anita Jarrett	09/18/2020
Actions					
	9/4/19	Post lesson plans to google docs	Complete 08/12/2019	PLC team members	08/12/2019
	<i>Notes:</i>				
	9/4/19	Check lesson plans bi-weekly	Complete 08/12/2019	Regina Rouse	08/12/2019
	<i>Notes:</i>				
	9/4/19	Request invitation to collaborate for each PLC lesson plans	Complete 08/26/2019	Anita Jarrett	08/26/2019
	<i>Notes:</i>				
Implementation:			12/05/2019		
Evidence		12/5/2019 PLC agendas are on a google drive.			
Experience		12/5/2019 An email was sent requesting access to PLC agendas.			
Sustainability		12/5/2019 Weekly PLC agenda			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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
<i>Initial Assessment:</i>		Differentiation with class assignments, task, and test Individualized Instruction as needed K-5 Interventionist Daily Intervention provided by specialist MTSS Tier Plans for all students (Tier I, II, III) with 4 to 6 weeks of evidenced based interventions and documentation EC Referral/Psychologist Co-Located Mental Health Referral	Limited Development 09/06/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		<ol style="list-style-type: none"> All students will be placed on a tier instructional system (MTSS) and teachers will deliver evidence-based instruction aligned with the individual needs. Binders which contain individual progress monitoring/intervention tracking sheets, MTSS plans for students in tier 2 and 3, documents of interventions, work samples and notes from the interventionist, ESL, EC, and AIG. Daily Intervention plan schoolwide. (Updated schedule) ESL and EC Kid Talks Bi-Weekly Afterschool Tutoring 		Shanon Kulinski	06/01/2020
<i>Actions</i>			3 of 6 (50%)		
	9/3/19	Teachers complete Tier 3 intervention plans for students who aren't making progress with Tier 2 interventions		Anita Jarrett	06/01/2020
<i>Notes:</i>					
	9/3/19	Bi-monthly MTSS Meetings are held in every grade level	Complete 08/12/2019	Tobi Radden and Maribeth Robinson	06/01/2020
<i>Notes:</i>					
	9/3/19	Resources and interventions shared with staff	Complete 08/12/2019	Anita Jarrett	06/01/2020
<i>Notes:</i>					
	9/3/19	4-8 weeks of documented interventions to move through the MTSS process	Complete 08/12/2019	Maribeth Robinson and Tobi Radden	06/01/2020
<i>Notes:</i>					

	9/6/17	Teachers complete Tier 2 intervention plans for students performing below grade level.		Anita Jarrett	06/01/2020
	<i>Notes:</i>				
	9/12/17	Teachers will record interventions on individual progress monitoring/intervention tracking sheet.		Anita Jarrett	08/16/2020
	<i>Notes:</i>				
Implementation:			09/27/2018		
	Evidence	9/27/2018			
	Experience	9/27/2018			
	Sustainability	9/27/2018			
	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
	Initial Assessment:	Currently we lean on and utilize the counselor and social worker to help us support students social and emotional needs.	Limited Development 09/06/2017		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
	How it will look when fully met:	<p>1. Teachers and staff will be attentive to all students emotional and social states and needs. Teachers will refer students when observing a need for emotional support. School counselors will conduct small group and whole group class guidance.</p> <p>2. Dates and times of small group/whole class instructions. Referral list from teachers.</p> <p>3. Staff was trained on Social Emotional Learning.</p>	Objective Met 12/02/17	Donya Jones	02/17/2020
Actions					
	9/6/17	Based on student grade level needs, the school counselor will implement whole class counseling. Social-emotional skills based on the needs of the class.	Complete 10/14/2019	Maribeth Robinson and Tobi Radden	09/20/2019
	<i>Notes:</i>				
	9/3/19	School counselors provide small group support for students in need. Teachers are referring students.	Complete 10/14/2019	Donya Jones	09/20/2019
	<i>Notes:</i>				

9/3/19	Teachers and staff implement the school-wide PBIS system. SOAR-Safe, Organized, Achieving Goals, Respectful	Complete 10/14/2019	Duane Roberts	10/14/2019
<i>Notes:</i>				
9/3/19	Professional Development provided to staff on relationship building and emotional states of students.	Complete 02/26/2020	Donya Jones	10/14/2019
<i>Notes:</i>				
12/5/19	Use the SEL program to help support student's social-emotional needs.	Complete 03/20/2020	Donya Jones	01/13/2020
<i>Notes:</i>				
Implementation:		12/02/2017		
Evidence	12/2/2017 Holt participated in a mental health training provided by Carolina Outreach on November 8, 2017.			
Experience	12/2/2017 Holt administration partnered with Carolina Outreach, a mental health agency and requested sharing of information regarding identifying signs of mental illness along with strategies that could be used within the classroom .			
Sustainability	12/2/2017 We must continue to learn more and more about mental illnesses so that we can try to support students in the classroom.			

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:		<p>End of year joint planning and student visits to next grade.</p> <p>Fifth grade field trip to middle school and neighboring Pre-K to Kindergarten.</p> <p>In house Pre-K transition in May of each year</p> <p>Kindergarten - 5th Grade Visit</p> <p>Fifth Grade Transition to 6 Grade- Middle Schools Leaders Visit Holt</p>	Limited Development 09/06/2017		
How it will look when fully met:		<p>1. Procedures will be developed school-wide to facilitate smooth transitions between grade levels.</p> <p>2. Written reflections/notes from vertical discussions, photos from field trips/classroom visits, student reflections after field trips/visits.</p>		Erin Alexander	06/01/2020
Actions			3 of 5 (60%)		
	9/3/19	Grade levels participate in vertical discussions to identify ways to make transitions between grade levels smoother.	Complete 10/16/2019	Erin Alexander	10/14/2019
<i>Notes:</i>					
	6/14/19	Reach out to preschools in our school zone and invite those students to a transition to kindergarten night.		Myra Scott	04/10/2020
<i>Notes:</i>					
	9/6/17	Fifth grade students will visit Carrington (feeder middle school).	Complete 03/03/2020	Maribeth Robinson	04/17/2020
<i>Notes:</i>					
	9/3/19	Middle School/counselors visit Holt to help students understand processes for registering for elective classes and share information about their schools.	Complete 02/27/2020	Maribeth Robinson	04/20/2020
<i>Notes:</i>					
	9/3/19	Grade level chairs coordinate visits with grades above and below to have students share information about that level to rising classes.		Erin Alexander	06/02/2020
<i>Notes:</i>					

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>		The mission and vision of the school has been established. We are a language magnet language academy school with a global focus. We also are focused on improving our ELA, Math, and Science proficiency levels along with family engagement.	Full Implementation 12/05/2019		
KEY	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. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The School Improvement Team meets monthly and the leadership team meets monthly.	Full Implementation 12/05/2019		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Holt Leadership team Grade Level PLC's School Committees (Literacy, Math, Science, PBIS, Hugs, Global, and Yearbook) PTA	No Development 09/06/2017		
<i>How it will look when fully met:</i>		<p>1. All grade levels and teams will have common planning. All teachers will have a specific duty during the day or week.</p> <p>2. Master schedule showing common planning. There will also be a duty schedule.</p>		Duane Roberts	06/01/2020
Actions			2 of 4 (50%)		
	9/4/19	Recruit a team to look at schedule and duty assignments	Complete 02/05/2020	Duane Roberts	01/10/2020
<i>Notes:</i>					
	9/4/19	Analyze current schedule and duty assignments	Complete 02/05/2020	Duane Roberts	02/10/2020

Notes:

9/4/19 Create a schedule for the upcoming school year

Duane Roberts

05/01/2020

Notes:

9/4/19 Allow HLT decision of which schedule could be adopted

Duane Roberts

05/13/2020

Notes:

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
Initial Assessment:		Classrooms are visited each day by Admin team. Teachers are tiered based on the needs using a walkthrough tool.	Limited Development 09/06/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		1. Develop a walk through the schedule for staff 2. Meet in weekly PLC 3. Review student data weekly 4. Meet with district Literacy, Math, and Science contacts	Objective Met 09/03/19	Donya Jones	09/03/2018
Actions					
	6/14/19	conducting regular walk throughs providing the appropriate feedback to teachers	Complete 08/12/2019	Donya Jones	08/12/2019
Notes:					
Implementation:			09/03/2019		
Evidence		8/12/2019 walk through evidences			
Experience		8/12/2019 created a schedule			
Sustainability		10/14/2019 continue to monitor instruction			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
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
<i>Initial Assessment:</i>		Data sharing document Durham Public Schools is a data-driven school district. The LEA facilitates network data-driven meetings with groups of schools in a specific area. Network meetings are led by an Area Superintendent assigned to the network team. The principal at the host school reviews school-specific data and receives feedback from the team on instructional practices. The LEA monitors school data to support the school in making informed instructional decisions.	Limited Development 09/06/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		1. The leadership team will use classroom observation data to determine the professional development needs of the staff and individuals and the team will analyze data and use the data to plan effective instructional strategies to promote student mastery. 2. Walkthrough observation data forms		Judith Battle	06/01/2020
<i>Actions</i>			1 of 2 (50%)		
	9/6/17	Discuss data results during PLC's and record notes/comments	Complete 06/01/2018	Duane Roberts	07/31/2019
		<i>Notes:</i>			
	9/3/19	Plan needed professional development based on data and teacher/students needs		Regina Rouse	06/01/2020
		<i>Notes:</i>			
<i>Implementation:</i>			09/03/2019		
	<i>Evidence</i>	9/3/2019 PLC agendas			

<i>Experience</i>	9/3/2019 Data is discussed in PLC meeting weekly			
<i>Sustainability</i>	9/3/2019 PLC's will continue to meet until the end of the school year in June 2020			

Core Function:	Dimension C - Professional Capacity			
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Effective Practice:	Talent recruitment and retention			
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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
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Initial Assessment:

The NC Educator Evaluation System (NCEES) is utilized to monitor and support teacher performance. Standards of Excellence have been identified and outlined by the district to further support performance expectations to assist in assessing the knowledge and skills of certified staff. By the spring of each year staff will provide evidence of meeting the professional standards. The district has outlined plans to continue to implement a teacher evaluation for all licensed staff that includes at least 3 observations per year by at least 2 different reviewers. Plans are in place to contract with outside evaluators to assist in this area. To further support teacher development, an aligned performance management system has been implemented to monitor performance expectations and offer ample support through the evaluation process. Through Graduate Durham, the teacher evaluation process has been enhanced to incorporate ongoing walk-throughs and strategic support plans.

The teacher evaluation process begins for all teachers with 30 days of intensive walk-throughs and feedback focused during the initial 30 days of school. The walk-throughs are focused and provide guidance to teachers on classroom environment, instructional focus-alignment to standards, instructional methods, student engagement, and classroom/behavior management. If concerns are discovered from the initial walk-throughs, teachers are placed on a Support Plan to offer clear coaching and improve teacher effectiveness based upon the areas identified in the walk-through process. Teachers receive concentrated coaching and assistance for 45 days with constant review through this process. At the end of the 45 days, the plan is evaluated to measure increases in evaluation. At this time teachers can remain on the plan of support for 45 more days, exit the plan or move to an Action Plan. Procedures and protocols for rewarding staff are still in the development process.

DPS Career Fair Relationship with Participate

Limited Development
09/06/2017

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	We will have a school-wide recruitment plan and invite team members to be apart of the interview process. Team members will include grade level presentation, ESL, EC, AIG, and a specialist representative. We will need interview agendas and interview questions and answers.		Objective Met 09/27/18	Jeanna Joint	06/01/2018
Actions					
9/6/17	Attend yearly job fair and invite HLT members to help select appropriate candidates		Complete 06/01/2018	Jeanna Joint	06/01/2018
<i>Notes:</i>					
12/2/17	The school implements a process for hiring qualified teachers to lead in the classroom. Through a formal interview process, the team reviews a candidate's qualifications to determine whether the individual best meets the needs of the school, professional learning community, and students.		Complete 06/01/2018	Jeanna Joint	06/01/2018
<i>Notes:</i>					
Implementation:			09/27/2018		
Evidence	9/27/2018 June 2018 we developed a system to review qualified applicants who has the same core values that are matched with our schools global focus. We also have created a team to support recruitment. We have developed agendas and question rubrics.				
Experience	9/27/2018 Using the needs assessment it was determined that we needed to develop a recruitment system that include more staff input.				
Sustainability	9/27/2018 Interview team will continue to help with recruitment.				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	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).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		School compact Curriculum Night Classroom and teacher Newsletters Title I Event Nights	Limited Development 09/06/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Holt will plan and implement school-wide programs and provide expectations to families in regards to curriculum which describe reading, math, and science to families and provide take-a-ways so that parents will have resources for the home.	Objective Met 09/27/18	Amber Tovar	06/03/2019
Actions					
	9/28/18	Curriculum nights are happening with low turn out. A parent survey will be develop to assess the needs and pd wants of parents after intercession.	Complete 06/03/2019	Donya Jones	10/26/2018
<i>Notes:</i>					
	9/6/17	Committees will plan curriculum nights and the Title I Facilitator will plan Title I events which encompasses curriculum and cultural programs	Complete 06/03/2018	Donya Jones	06/03/2019
<i>Notes:</i>					
Implementation:			09/27/2018		
	Evidence	9/27/2018 We have Title I night event flyers and sign in sheets.			
	Experience	9/27/2018 Using data from our needs assessment data we determined this goal as a need.			
	Sustainability	9/27/2018 We will continue to plan academic family nights for family to support literacy, math, and science quarterly.			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
E2.04		The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently have a relationship with Participate, City of Durham, Durham County Library, Durham Department of Public Health, Carolina Out Reach Mental Health Agency, and faith based organizations.	Limited Development 09/06/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Holt will build relations and make connections with neighboring businesses and community agencies with like goals yearly. Information needed includes: email, or mail correspondences, event flyers, flyers, and agendas.	Objective Met 06/14/19	Duane Roberts	12/03/2018
Actions					
	9/6/17	Build a plan for community engagement	Complete 04/22/2019	Tawanda Willis	12/03/2018
<i>Notes:</i>					
<i>Implementation:</i>			06/14/2019		
<i>Evidence</i>	6/14/2019	view uploaded evidence and emails for this program			
<i>Experience</i>	6/14/2019	We worked with Durham Technical Community College offering English to Spanish speaking families.			
<i>Sustainability</i>	6/14/2019	We plan to offer more classes for next school year.			