NDE Priority School Annual Update
Druid Hill Elementary School

Update to the Nebraska Board of Education
June 1, 2017
Focus Areas of The Progress Plan

Clear Compelling Direction
Student and Staff Culture
Instructional Leadership
Druid Hill Elementary School

Leadership Team

Mrs. Cherice Williams, PreK-6 Principal
Ms. Ericka Payton, Student Support Liaison
Mrs. Mandy Moraine, Instructional Facilitator
Mrs. Meredith Whiley, Math Coach
Dr. Kathleen Hinman, Literacy Coach
Mr. Brad LaChapelle, Instructional Technology
Mrs. Miki Holbeck, School Support Supervisor
Mrs. Melissa Comine, Executive Director
Mr. Mark Evans, Superintendent
Dr. Cory Epler, NDE
Dr. Kathy Kennedy, KLK Consulting
Engage Druid Hill’s Instructional Leadership Team (ILT) so that staff are empowered through teacher leadership by:

a. Planning purposeful activities to support Druid Hill’s core values and beliefs to meet instructional goals.

✓ Principal’s Weekly Announcement focus on vision, mission, core values, core beliefs, theme
✓ Gracious Space activities during staff meetings support Druid Hill’s core values and beliefs to meet instructional goals.
✓ School Leadership Team consists of teacher leaders, counselor and administrators
✓ Students serve as School Ambassadors, Safety Patrols, Energy Patrols, School Improvement Planning Executives, etc.
Create, post and communicate school-wide behavior expectations:

- Behavior expectations, rewards and consequences are posted in each classroom.
- Behavior expectations with pictures depicting expectations are posted in high traffic areas within the school.
- Quarterly code of conduct assemblies for students by grade span are facilitated by Mrs. Williams.
- Office referrals reduced from 770 referrals to 253 referrals.
- 217.5 instructional hours or 29 days saved during the 2016-2017 school year due to students remaining in class!
## Druid Hill Elementary School
### Clear, Compelling Direction

<table>
<thead>
<tr>
<th></th>
<th>15-16 School Year</th>
<th>16-17 School Year</th>
<th>Difference</th>
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</thead>
<tbody>
<tr>
<td>Office/ PAC Referrals</td>
<td>770</td>
<td>253</td>
<td>517 referrals</td>
</tr>
<tr>
<td>Number of students that received PAC/ Office</td>
<td>131</td>
<td>73</td>
<td>58 students</td>
</tr>
<tr>
<td>Referrals that resulted in suspension</td>
<td>108 suspensions (46 students) -2 were long term suspensions</td>
<td>49 suspensions (29 students) - 0 long term suspensions</td>
<td>59 suspensions</td>
</tr>
<tr>
<td>Number of days students were out on suspension</td>
<td>236.5 days</td>
<td>108 days</td>
<td>128.5 days</td>
</tr>
<tr>
<td>Referrals that resulted in redirection from admin/ PAC Facilitator</td>
<td>662</td>
<td>204</td>
<td>458 admin. redirections</td>
</tr>
<tr>
<td>Number of minutes in PAC Room/ Office (avg. 20 min a visit)</td>
<td>13,240 min.</td>
<td>4,080 min.</td>
<td>9,160 minutes</td>
</tr>
<tr>
<td>Number of hours in PAC Room/ Office (avg. 20 min a visit)</td>
<td>220.6 hrs</td>
<td>68 hrs</td>
<td>152.6 hours</td>
</tr>
<tr>
<td>Number of school days in PAC Room/ Office (avg. 20 min a visit, 7.25 hrs in a school day)</td>
<td>30.4 days</td>
<td>9.4 days</td>
<td>21 days</td>
</tr>
</tbody>
</table>

**Fewer office referrals resulted in increased instructional time for our students!**
Utilize Teaching Studies to highlight student and staff culture so that teachers engage in conversations to improve teaching and learning.

Teachers were given the opportunity to participate in Teaching Studies to visit other classrooms and discuss what was observed. By utilizing the teaching study protocols and the OPS Best Instructional Practices Handbook, participants focused on high-leverage instructional techniques to implement in their classrooms with coaching support. Teaching studies also create a climate of collective efficacy amongst staff and demonstrate to students an authentic example of life-long learning.
Druid Hill Elementary School
Student and Staff Culture

❖ Conduct weekly collaborative planning during grade level teams so that curriculum and high probability instructional practices are consistent in all classrooms and build a culture of high expectations for learning.

✓ The instructional coaches meet with grade level teams each day in grades 3-5 and weekly in grades K-2 to analyze data, review pacing guide/long range plans, plan lessons, discuss student needs, read and discuss articles, evaluate student work, discuss pedagogy, etc.
Druid Hill Elementary School
Instructional Leadership

❖ Align Math curriculum, instruction, and assessment to Nebraska Standards
  ✓ Completed first, second, third and fourth quarter Long Plans for Mathematics
  ✓ Post and reference math learning goals daily
  ✓ Plan and execute lessons using the Gradual Release model

❖ Expect high quality math instruction
  ✓ Math Coach supports embedded professional development
  ✓ Participate in a book study of *Mathematical Mindsets* by Jo Boaler published by the National Council of Teachers of Mathematics (NCTM)
  ✓ Conduct weekly progress monitoring using anecdotal notes for every student in order to differentiate math instruction.
Align ELA curriculum, instruction, and assessment to Nebraska Standards
- Completed first, second, third and fourth quarter Long Range Plans for Reading
- Post and reference learning goals daily in all 5 pillars
- Plan and execute lessons using the Gradual Release model
- MAP assessment administered in September/December/May

Expect high quality reading instruction
- Teaching Study group created best instructional practices for Guided Reading
- Balanced Literacy (whole group, small group, rotations)
- 5 Pillars of Literacy Instruction
- Differentiated Instruction (guided reading, book bags, running records, etc.)
Druid Hill Elementary School
Instructional Leadership

❖ Use high probability instructional strategies so that daily instruction is enhanced to support the reading needs of each student

✓ The leadership team coaches the teachers weekly on high probability strategies for reading instruction
✓ Instructional focus of the school for first semester:
   • Gradual Release of Responsibility
   • Clear learning goals/objectives
   • Alignment of instruction, questions, responses, and activities to learning goals
   • Descriptive Feedback
   • Engagement
   • Procedures and Routines
   • Questioning – Text Dependent Analysis
   • Text tagging
   • Anchor Charts
✓ 804 coaching episodes logged this year
Druid Hill Elementary School

Progress Plan Self Evaluation
Progress Plan Artifacts
Druid Hill Elementary School
Progress Plan Self-Assessment Rubric

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>Not Evident Yet</td>
<td>(Demonstrates limited implementation within the school)</td>
</tr>
<tr>
<td>Emerging</td>
<td>(Demonstrates supportive practices and partial implementation within the school)</td>
</tr>
<tr>
<td>Operational</td>
<td>(Demonstrates systematic implementation at an operational level throughout the school)</td>
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<tr>
<td>Highly Functional</td>
<td>(Demonstrates consistent and purposeful implementation at an sustainable level throughout the school)</td>
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Thank you.