

Comprehensive Progress Report

Mission:

Douglas Byrd High School will promote a positive and safe environment where all students are empowered to collaborate, compete, and succeed in an interconnected world.

By June 2023 we will increase overall proficiency from 36% to 58% according to EOCs and meet/exceed growth in all subjects/subgroups according to EVAAS.

Vision:

Students will graduate within the four years based on their ninth grade entry date.

Goals:

Every student in will graduate from high school prepared for work and/or further their education.

Every student has a personalized education.

Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Every student is healthy, safe, and responsible.



! = 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

Initial Assessment:

Douglas Byrd just awarded over \$700 in gift cards to bolster its PBIS program. In an effort to improve classroom performance and to increase student and teacher interest in our PBIS program, Douglas Byrd is offering over \$1000 in gift cards each month to teachers and students. Each month, teachers select one student from their classes to receive a PBIS award in the form of a \$15 gift card. Parents are notified that their child received a \$15 gift card. Currently, this endeavor is financed by assistant principal, Mr. Jesse Howard, but teachers are encouraged to donate gift cards and to reward students in like manner in their own classes.

The principal is in the process of having a PBIS bulletin board installed that spotlights the monthly student and teacher awardees. The curriculum coaches and other assistant principals assist in selecting deserving teachers. Teachers will be awarded gift cards for guiding student thinking toward achieving the target behavior scenarios each month, and using high-yield engagement strategies, meaningful and challenging query and a robust, challenging "we do" phase of instruction. Students are selected based on a behavior target narrative that demonstrates the tenants of P.R.I.D.E. The behavior narrative is primarily centered around "Personal Responsibility", "Determination" and "Excellence". Ultimately, we would like to see students demonstrate mastery of learning and turn attention away from negative behavior. Teachers are

selected based on their ability to guide student thinking, progress monitor and to expand their instructional reach beyond the parameters of the student's laptop and the worksheet. This week we awarded around 40 students and 10 teachers with gift cards ranging from \$15-\$25.

Data is monitored by administrators, counselors and social workers in Hoonuit to track student behavior data to put interventions pertaining to anger manager and de-escalation techniques for students. The highest priority students meet in a group called SPARCS for an eight week duration to address their emotional, social and behavioral needs. Parent consent is required for this student focus group.

Limited Development
10/14/2022

<p>How it will look when fully met:</p>	<p>All procedures and norms are posted and visible in each classroom. Students will evidently show a decrease in referrals documented in ABE and Hoonuit related to undesired outcomes related to classroom management. Administration will use data collected from ABE, Hoonuit and conversations within regular PLT meetings to assess how much progress has been made since date of implementation through the end of the academic year, with the goal of decreasing referrals for African-American students 20%. This plan of action will include students, staff, administration and parents/guardians.</p> <p>22-24 Plan: By 2024, staff will utilize P.B.I.S. student recognitions to positively reinforce student behaviors in all school environments. Staff will utilize school-wide communications—ParentLink, school announcements, and departments. Staff will attend additional training for different levels of P.B.I.S infractions for teacher understanding of MTSS and its value to support academics and behavior. Various leadership teams will review quarterly referral data WITH time to process and draw conclusions/set goals for subsequent quarters. Staff will review and compile data at the end of the school year. Administration and the school support team will also compare and analyze data.</p>		<p>Jesse Howard</p>	<p>05/24/2024</p>
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Actions		0 of 2 (0%)		
10/14/22	Teachers will model relationship building with one another in the classroom, PLTs, meetings, and daily interactions.		Jennifer Hershberger	05/24/2024
<i>Notes:</i>				
10/14/22	Teachers will build relations with students by speaking to them in the hallways, greeting them at the door at the beginning of class, and interacting positively with them when the opportunity takes place.		Jennifer Davis	05/24/2024
<i>Notes:</i>				

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
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Initial Assessment:

Two multi class leaders (MCL II) for English and mathematics and an instructional coach for science are utilized at Douglas Byrd High School to provide support with lesson planning, ensuring teachers stay on pace with the academic content they are teaching, classroom management strategies, the use of Canvas, and PowerSchool in order to increase the academic achievement outcomes of students.

The instructional team meets every Tuesday at 9:00 am to discuss best practices, strategy implementation in the class, facilitation of instruction to include transition time, wait time, and student engagement in the lesson. Data cycles are discussed and the outcome. Questions are extensively analyzed to determine the root cause of selection of incorrect responses. A plan of action for spiraling back during the lesson to ensure students master the content in which they are deficient.

Limited Development
10/16/2022

<p>How it will look when fully met:</p>	<p>Instructional coaches, MCL II's for ELA and mathematics, the science instructional coach, and all PLT's will utilize data cycles and other quizzes and assessments to plan units of instruction that are aligned to content standards. Common rubrics and assessments will be used. With the implementation of these actions student will meet or exceed growth in all content areas and increase overall proficiency of Hispanic, Black, SWD, and LEP students by at least 10% as measured by high stakes testing and report card grades.</p> <p>By 2024 staff will engage in two components of PLC work. The focus will be on instructional rounds in cross-curricular teams during planning periods throughout the instructional day. The purpose of these instructional rounds will be to look at various courses taught at with a specific focus on student engagement. Staff will use the feedback from the instructional observations to reflect on their practice. The administration will be actively engaged in the PLC work including the instructional rounds, and be seen by staff as instructional leaders and support. In addition, model teachers and classrooms will be identified for best practices in which any teacher can self-select and observe and find support throughout the day.</p>		<p>Jennifer James</p>	<p>05/24/2024</p>
<p>Actions</p>		<p>0 of 1 (0%)</p>		
<p>10/16/22</p>	<p>There will be professional development around equitable grading practices in which teachers address whether they are equitably assessing and grading students based on their performance.</p>		<p>Tanya Goodson</p>	<p>05/24/2024</p>
<p>Notes:</p>				

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>		Our current root cause analysis indicates that our areas of growth are the understanding of the three tiered model of instruction, MTSS, and the mindset of the staff in our school. MTSS introduction professional development has been shared with teachers and staff. Teachers have collaborated with Student Support staff in order to create personalized education plans (PEP) to help students who are in jeopardy of failing. The school has started its efforts to Tier 2 to identify students' strategic academic and behavioral interventions.	Limited Development 10/14/2022			
<i>How it will look when fully met:</i>		<p>Increase in student success through growth indexes, proficiency rates, graduation rate, and college and career readiness. There also will be a decrease in special education referrals and retention rate.</p> <p>22-24 Plan: By 2024, teachers will understand the individual components of the Multi-Tiered System of Support (MTSS) and how they work together to support student achievement. Teachers identify students who are failing their classes on a quarterly basis. Teachers are both proactive and reactive when intervening with students. Students know what structures are in place to support them and how to access them when they are at risk of failure or becoming off cohort.</p>		Kirstyn Elam	05/26/2023	
<i>Actions</i>			0 of 2 (0%)			
	10/14/22	Douglas Byrd High School will provide a PLT facilitator training in order to increase the efficacy of PLT collaboration.		Jennifer Hershberger	05/26/2023	
<i>Notes:</i>						
	10/14/22	Student services team will provide MTSS professional development and support to teachers and staff.		Kirstyn Elam	05/26/2023	
<i>Notes:</i>						
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	

<p>Initial Assessment:</p>	<p>A youth development coordinator is currently being utilized on campus to work closely with students at-risk of not graduating on time with their cohort due to excessive absences, low academic achievement, social or emotional concerns or disruptive behaviors.</p> <p>Counselors, social workers, safe school coordinator, custodians, administrators, teachers and the school resource officer is a part of the crisis team when a student suffers an emotional or physical crisis in order to provide immediate support.</p> <p>Purposefully selected students receive extensive support from licensed staff in pullout groups for eight weeks during the SPARCS student meeting to address issues ranging from uncontrolled anger to self harm prevention.</p> <p>Douglas Byrd High teachers and staff are in the process of receiving training regarding MTSS. SEL implementation will begin once training has been completed by administrators, counselors, teachers and staff.</p>	<p>Limited Development 10/16/2022</p>		
<p>How it will look when fully met:</p>	<p>Increase in student attendance and achievement, as well as a decrease in student referrals and suspensions. There will be published and established norms throughout the school.</p> <p>22-24 Plan: By 2024, through the utilization of SEL resources and techniques, staff and students will exemplify social, emotional, academic, and technological self-management skills. Staff will support this growth in themselves and students by engaging in required as well as supplemental training that provides knowledge, skills, and resources for crisis management, behavior intervention, and SEL inclusive lesson planning. The percentage—collected from district and state surveys—of staff and students that “feel comfortable raising issues and concerns that are important to them” should increase.</p>		<p>Thea Kraljevic</p>	<p>05/24/2024</p>
<p>Actions</p>		<p>0 of 1 (0%)</p>		
<p>10/16/22</p>	<p>Student services, crisis team, and administrative team will create an action plan in response to behavioral assessment data and monitor its progress twice monthly in Hoonuit.</p>		<p>Thea Kraljevic</p>	<p>05/24/2024</p>
<p>Notes:</p>				

	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
			<p><i>Initial Assessment:</i></p> <p>Eighth grade students will have the opportunity to visit and tour Douglas Byrd High School campus for a transition to high school orientation. Current high school students lead and orient the 8th grade students through the campus tour. Eighth grade students start the registration process during the second semester. Counselors visit the middle school along with some elective teachers to provide an in-person orientation about classes they are required to take and elective classes they can select along with parental guidance.</p>	<p>Limited Development 10/16/2022</p>		
			<p><i>How it will look when fully met:</i></p> <p>When this indicator is fully met the 9th grade transition will help students know the importance of passing all of their classes, the importance of being present for school each day, the importance of being on time to school and classes, and how to manage their behavior in order to not disrupt the learning environment.</p> <p>Students from the middle school transitioning to the high school will know the importance how their efforts affect their academic success and outcome.</p>		<p>Thea Kraljevic</p>	<p>05/24/2024</p>
Actions				0 of 1 (0%)		
		10/16/22	<p>Create a plan of action that addresses issues that 9th grade students experience which hinder their academic success and provide strategies and solutions for these issues while involving parents during this process.</p>		<p>Jeffrey Gotshall</p>	<p>05/24/2024</p>
<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 LEA has an LEA Support and Improvement Team. The team offers professional development, a folder that houses for the SIP, work sessions and one on one sessions as needed for school leaders and process managers to ensure current aligned and SMART plans.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		With a focus on student outcomes, the assigned Cumberland County School Area Superintendent, the School Principal and other identified team members will utilize the SIP to create SMART goals. Then, through the 12 Key Indicators, the team will identify 3-6 Indicators that are most in need of change to focus the work on this school year. These 3-6 indicators are a reflection of SMART goals and will have actions designed using Wise Ways to improve student learning.		Donell Underdue	06/01/2023
<i>Actions</i>			0 of 6 (0%)		
10/14/22		A dedicated support team including an Area Superintendent and Curriculum Specialists have been assigned to schools to ensure alignment of support and coaching for principals and teachers. Low performing schools will receive monthly visits from district curriculum specialists to observe teaching and learning, grade level/team planning, PLC meetings, etc. and provide feedback regarding areas of improvement and success.		Zoletta Taylor	06/01/2023
<i>Notes:</i>					
10/21/22		Area Superintendents will attend SIT meetings when requested or a minimum of once a semester to monitor decision making processes, to provide guidance, and to support effective practices.		Donell Underdue	06/01/2023
<i>Notes:</i>					

10/21/22	In accordance with State Board Education Policies, the principal will complete an additional formal observation for all licensed employees in low performing schools regardless of evaluation type. This formal observation will be the first observation of the school year and overall standard rating will be assigned for each standard. (Super Observation) The prior years' summative evaluation and all available student growth data (EVAAS or ASW) will be utilized as data points and documented on the Fillable Summary Rating Form. The form will then be uploaded into TNL as an attachment in the Mid-Year PDP comment section.		Zoletta Taylor	06/01/2023
<i>Notes:</i>				
10/21/22	The Area Superintendent assigned to the school will work with the principal to ensure understanding of how the SIP is the foundation for continuous school improvement. The Area Superintendent will review the initial SIP and meet with the school principal or team to provide feedback and suggestions on their SIP.		Donell Underdue	06/01/2023
<i>Notes:</i>				
10/21/22	Area Superintendents will provide coaching feedback in NCStar once a month for designated low performing schools. They will monitor actions and indicators being assessed, review the notes and monthly minutes to ensure schools are making progress towards achieving their SIP goals		Donell Underdue	06/01/2023
<i>Notes:</i>				
10/21/22	Area Superintendents of low performing schools will visit assigned schools no less than twice a month. During each coaching visit the Area Superintendent and the principal will discuss appropriate data (MClass, Mastery Connect, Benchmark results, EVAAS,Subgroup,discipline, attendance, etc.), and track and support progress towards SIP goals.		Donell Underdue	06/01/2023
<i>Notes:</i>				

	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
Initial Assessment:			<p>The administrative team and peer observers have been assigned to specific personnel they are assigned to throughout the year to complete weekly walk thru observations, observations based on the abbreviated or comprehensive assignment, and super observations which is due to the school being a low performing school. At times administrators are contacted to address non-instructional concerns which do not pertain to instruction in the classroom.</p> <p>The administrators and the instructional team meet weekly on Tuesdays to discuss, PLC progress and success, lesson planning, implementation or non-implementation of instructional strategies used during lessons and their effectiveness, and data cycles outcomes.</p>	Limited Development 10/14/2022		
How it will look when fully met:			Administrators will be required to do a minimum of five weekly walk through observations ranging from five to ten minutes. Administrators will also be required to complete all NCEES observations before the mandatory due dates which range from twenty to forty-five minutes depending on the requirement. *This task was re-visited with the emphasis being placed on ensuring all assigned observations are done in a timely manner in NCEES prior to the due date.		Zoletta Taylor	05/24/2024
Actions				0 of 1 (0%)		
	10/14/22	Bi-weekly NCEES observation completion reports will be printed to check the observation and professional development plan complete.			Zoletta Taylor	05/24/2024
<i>Notes:</i>						

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>		There is implementation of a collaborative planning schedule and other duties as it pertains to instruction. There is an instructional coach for science along with two MCL II's to provide instructional support for math and English language arts teachers. Teachers currently meet with the PLT after school collaboratively and one-on-one during the day to address their professional personalized needs. Some teachers, veteran and novice, have struggled with lesson planning based on content planning or not at the level of expectation to include lesson reflection.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		Once this indicator is fully met teachers and staff will meet regularly to have data meetings and create weekly lesson plans based on the pacing guides and data cycle results. There will dialogue and discussions about best practices and self reflection to improve facilitation of instruction. Outcomes of student achievement will be improved based on monitoring and adjusting of the lessons in order to increase students' conceptual understanding.		Jennifer James	05/24/2024
<i>Actions</i>			0 of 1 (0%)		
	10/14/22	Continue to meet with teachers and instructional coaches on a weekly basis to share best practices regarding individual teacher needs, data cycle review, pacing progress, classroom implementation of strategies success or need for improvement.		Jennifer Hershberger	05/24/2024
<i>Notes:</i>					

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>		Administrators meet regularly with instructional coaches to discuss classroom observations, areas of concerns, student progress, review of Hoonuit dashboard, and discussions regarding what additional professional development and or other support they may need. A plan of action is prepared for any need which arises and the monitored for the successful outcome or adjustments if the outcome is not favorable.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		Once this indicator is fully met, classroom management of students will create a climate conducive to learning with minimal disruptions, rigorous lessons with high order thinking questions, student collaboration, student-centered lessons, and academic outcomes in academic content proficiency will be increased. Instructional coaching will be provided on a regular basis for teachers who need improvement in various areas of planning, facilitation of the lesson, or behavior management.		Zoletta Taylor	05/24/2024
Actions			0 of 2 (0%)		
	10/14/22	Administrators will meet each Tuesday morning at 9:00 am to discuss teacher concerns regarding planning, instruction and management. There will also be data discussions regarding assessment outcomes.		Zoletta Taylor	05/24/2024
<i>Notes:</i>					
	10/14/22	Principal and admin team and coaches will utilize the iRounds system for walk throughs and virtual walk throughs to provide immediate feedback to teachers.		Tanya Goodson	05/24/2024
<i>Notes:</i>					

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>		<p>Professional development has been done to share best instructional practices with teachers. PBIS has been implemented to help address behavioral disruptions in the classroom. Professional development needs have been identified which should assist all teachers and teacher assistants based on their individual needs. Teachers were given options of professional development sessions they could attend.</p> <p>Previous year data has been reviewed and analyzed and discussed with teachers, coaches, and administrators. A plan of action has been put in place for areas of deficiencies which include small group professional development. Continued monitoring and immediate feedback for teachers and students.</p> <p>Data cycles are reviewed along with student grades to check students' progress and success. Teachers' student failure rate data is reviewed in Hoonuit to address student outcomes to determine if the failure is due to lack of turning in assignments or the lack of comprehension of the content.</p>	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		Teachers and teacher assistant will be able to apply teaching strategies they have learned during professional development. Teachers will know how to effectively plan for a 90-minute block of instruction. Data cycles will be reviewed and questions will be dissected to determine the main cause of student failure. A plan of action will be implemented to correct the deficiency in student comprehension and the teacher's delivery of instruction.		Jesse Howard	05/24/2024
Actions			0 of 1 (0%)		
	10/14/22	Determine staff needs, prepare the proposal for the professional development, purchase necessary materials for the professional development and monitor teacher implementation of the professional development strategies and progress in the classroom.		Jennifer Hershberger	05/24/2024
<i>Notes:</i>					

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>		The main objective is to find highly qualified staff and retain them. Once hired teachers and staff are provided extra support. There is a beginning teacher induction process which provides monthly professional development to new teachers. Each teacher is assigned a mentor and an administrator to address their individual needs. There is also a teacher mentor from the central office level which provides additional support to teachers. Teacher assistants have been encouraged and provided supplemental resources to obtain their teacher credentials. Two teacher assistants have become teachers, one assistant principal has become a principal, one teacher has become a CTE coordinator, one teacher has become a director, and three teachers have become assistant principals. All staff are encourage to increase their professional educational careers.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		Teacher and staff retention will be increased. Resignations will be primarily due to promotion or re-location. Teacher and staff retention will lead to a better culture. The retention will better support our students due to stability through their 4-year cohort. This also will give students support by providing mentoring opportunities which allows for consistent support for our students to grow socially, emotionally, and academically.		Tanya Goodson	05/24/2024
<i>Actions</i>			0 of 1 (0%)		
	10/14/22	Beginning teachers will be a part of the BT program. They will meet on a monthly basis to discuss their progress, collect any needed paperwork and discuss any concerns they may have. New staff will meet with their assigned administrator, mentor, or lead support personnel in order to assist with any questions or to provide additional support.		Jennifer Davis	05/24/2024
<i>Notes:</i>					

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>		Teachers communicate with parents and students via e-mail, phone calls, remind, open houses, parent conferences and Canvas. An interpreter communicates with Spanish speaking families and information is disseminated in Spanish. We will need to develop a school wide parent contact log to better monitor implementation and update phone numbers on a more frequent basis since numbers are changed often by some parents. Several parental engagement opportunities have been provided to parents but the attendance outcome has yield a low number of parents/guardians in in attendance to school events.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		<p>Increase in student attendance and academic success and a decrease in referrals and suspensions. Parents and community members will have a larger presence at the school. Communication logs will be evidence of the school's efforts in communication. Sign-in logs will be evidence of parental attendance.</p> <p>When fully met, parents will be able to find information both online and through direct communication, including in-person events. Additionally, there will be systems and processes to ensure all families have access to communication platforms. Teachers will regularly provide feedback on student performance via PowerSchool, Remind, or Canvas. If a student is struggling, the staff will have two-way contact with the family and document it.</p>		Elijah Davis	05/26/2023
Actions			0 of 1 (0%)		
	10/14/22	The school will create a family and community engagement committee that will create a needs assessment for parents so that they can work with the school to offer resources to better support their student's academic and behavioral needs.		Elijah Davis	05/26/2023
<i>Notes:</i>					