

Comprehensive Progress Report

Mission: Douglas Byrd Middle School provides a positive learning environment with the shared responsibility of high expectations for all stakeholders. As a team, we build socially responsible and resilient students with the academic capacity to succeed in tomorrow's global society.

Vision: Hawks SOAR to the future through safety, order, achievement, and respect.

Goals:

By 2023, DBMS will receive a SPG of C or higher (55% SPG).

By 2025, 65% of all students will achieve reading proficiency as measured by the North Carolina End of Grade test.

By 2025, 55% of all students will achieve math proficiency as measured by the North Carolina End of Grade test.

By 2025, DBMS will reduce teacher turnover rate to less than 10% annually.

By 2025, DBMS will reduce the number of disciplinary reassignments to alternative school by 50%.

By 2025, DBMS will have full and effective implementation of MTSS.

By 2025, DBMS will have fully implemented a grade-span to grade-span, and grade level to grade level school transition plan.

By 2023, ELA Proficiency will be 45%

By 2023, Math Proficiency will be 35%

By 2023, 8th Grade Science Proficiency will be 80%



! = 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>		<p>This objective is aligned to DBMS Strategic Plan [Exceptional Environment: By 2025, DBMS will reduce the number of disciplinary reassignments to alternative school by 50%] and to the PBIS Correlate.</p> <p>In 2021-2022 we had 619 days of RJC 725 days of OSS and 34 disciplinary reassignments.) We have just begun use of the PBIS Rewards App and hope this will help students become more motivated to follow our SOAR matrix. SOAR boards with expectations are currently placed in all classrooms, bathrooms, hallways, locker rooms, cafeterias, and the gym. Teachers are beginning to use ABE to document discipline and are required to make parent contact for each step in the discipline plan. Counselors are intervening at step 2 and safe schools coordinators are intervening at step 3 and holding 2 Strike Conferences with students. MCLS and BT Coach (funded through T1) are focusing on helping teachers create structured classrooms and coaching them on proper classroom management techniques. Data updates (discipline) are provided during monthly staff meetings.</p>	Limited Development 10/08/2022		
<i>How it will look when fully met:</i>		<p>When this objective is fully met, we will see a decrease in the number of students that are written up for discipline, a decrease in the number of ISS days and incidents, OSS days and incidents, and disciplinary reassignments. Students will be more engaged in learning, as classroom disruptions will be minimal. Students will have enough points to redeem at the PBIS store at least once a month. Information that will be used to track progress are discipline reports through ABE, PBIS Rewards reports (number of points being issued/redeemed), MCL/BT Coach documentation of classroom management coaching and improvements.</p>		Connie King	06/01/2023
<i>Actions</i>			1 of 6 (17%)		
	10/8/22	All personnel will be trained in the 4 step discipline plan and the use of ABE at the beginning of the school year. Evidence of completion will include training documentation and sign-in sheets.	Complete 08/29/2022	Connie King	08/29/2022

Notes: 8/15/22: Staff trained on ABE and discipline plan during the initial staff meeting. Resources are linked to the staff handbook for reference, including a video and step-by-step directions for inputting classroom actions. CAKD

10/8/22 The DBMS Beginning Teacher program will initially focus on classroom management techniques and procedures. Mentors will be trained in the Get Better Faster coaching technique and specifically target coaching BTs on the management trajectory. Evidence of completion will include documentation from classroom visits, coaching logs, meeting agendas/minutes, and teacher videos.

Connie King

06/01/2023

Notes: 9/6/22: MCLs and BT Coach had teachers practice classroom routines/procedures prior to start of school and have been working with teachers to adjust management strategies as needed.

10/7/22: Sub approved for new Reading Enrichment teacher who begins on 10/10. The sub will be in her room for one week to allow her time with her MCL to develop routines and procedures, practice them through role play, and set up her classroom accordingly. Her sub is being paid through T1 funding. CAKD

10/8/22 MCLs, Instructional Coach, and BT support network will work directly with classroom teachers to observe, diagnose, and address classroom management issues with individual teachers.

Connie King

06/01/2023

Notes: 9/6/22: MCLs/BT Coach have begun to provide oral and written feedback to teachers during walkthroughs. Issues have been discussed during individual coaching sessions. CAKD

10/8/22 Create and use Alternative Learning Center for recurring behavior issues as an alternative to placement at Howard Learning Academy.

Connie King

06/01/2023

Notes: 10/1/22: ALC paperwork was submitted to Samantha Shepherd for approval. Ms. Thorne and Mr. Carter have been hired for the position (50% each) through ESSER funding. CAKD

10/8/22 Implement use of PBIS Rewards App for continual tracking of student PBIS Points and teacher point distribution. Individual and collective rewards will be issued based on this app. Evidence of completion will include documentation from PBIS Rewards program and reduction in ODRs, RJC and ISS days.

Connie King

06/01/2023

Notes: 9/12/22: Initial training on the PBIS Reward App was provided during the staff meeting by Ms. Espinoza. Students will redeem rewards through the app and rewards will be delivered to students each Friday. CAKD

10/8/22	PBIS Matrix and discipline expectations/consequences will be explicitly taught to all students during the first week of school. Routines and procedures will be taught and practiced during the first week of school, and reviewed after each break (winter break and spring break). Evidence of completion will include notes from classroom observations, student sign in sheets for the receipt of CCS and DBMS handbooks.		Connie King	06/01/2023
<i>Notes:</i> 9/6/22: Rules and Procedures were taught in each class last week - Sci went over DBMS handbook; ELA/Math the PBIS Matrix and Social Studies reviewed the CCS Handbook. CAKD				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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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>Collaborative planning is essential for an increase in student achievement. Our core teachers participate in collaborative planning once a week (Tuesday) as well as data analysis once a week (Thursdays). This has helped us develop standards-aligned plans. Although the structures exist, the number of new teachers requires this to remain a focus in order for us to hit our 2025 goal of getting a SPG Grade of C or higher.</p> <p>MCLs, BT Coach, and the District Instructional Coach are working within the OC framework to conduct whole-group and individual instruction for teachers to ensure that lesson plans are designed to meet the standards, while also working on helping teachers facilitate lessons. This year, MCLs are able to work with all EC teachers on the NCSCOS to provide coaching in ELA and math, as our Students with Disabilities are the school's lowest performing sub-group, according to the DBMS IRR.</p> <p>Teachers are beginning to get comfortable with breaking down the standards into Know and Do segments and creating learning goals based on the "Do" components. However, lesson activities and assessments are not aligned with fidelity, often lacking the rigor that is necessary to meet the standards. Writing as an assessment tool is not used often enough, with teachers relying on multiple choice questions to determine mastery.</p>	Limited Development 10/08/2022		

<p>How it will look when fully met:</p>	<p>This indicator is aligned to the DBMS Strategic Plan [Successful Students: By 2025, DBMS will earn a School Performance Grade of C or higher} and to the Effective Instruction Correlate.</p> <p>When this objective is fully met in our school, we will have a fully aligned curriculum across grade levels. Collaborative planning will lead to objectives being taught with similar methods and vocabulary across content areas. Assessments will include writing components and will address the highest level learning goal for the standard. Grade levels will see an improvement in student achievement scores and students will exceed growth on the NC EOG. During data days (Thursdays), teachers will meet with instructional coaches and discuss student achievement data and analyze student work samples. LEQs will be correctly and completely answered by students, and teachers will collaborate with each other and remain on the county-designed pacing scheme. EC and EL students (currently our two lowest-performing subgroups) will perform at the school average in bot reading and math as measured by the NC EOG.</p>		<p>Chistina DiGaudio</p>	<p>06/01/2023</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>10/8/22</p>	<p>Teachers will participate in collaborative planning weekly (on Tuesdays) and Data Analysis (on Thursdays). This planning will consist of unpacking the standard(s) to be taught and drafting of lesson plans for the following week. This planning will be facilitated by the Instructional Leadership Team. Evidence of completion will include meeting agendas/minutes, standards, lesson plans, and coaching logs.</p>		<p>Chistina DiGaudio</p>	<p>06/01/2023</p>
<p><i>Notes:</i></p>	<p>10/08/22: Weekly collaborative planning and data days are taking place. District Coach is also working with elective teachers 1:1 to help with lesson planning. Progress is slow, as some teachers are not coming to planning with parts 1&2 of their lesson plans completed. CAKD</p>			
<p>10/8/22</p>	<p>Teachers will utilize Learning-Focused lesson plan formatting. After collaborative planning (Wednesdays), Instructional Coaches, MCL's, and administration will review lesson plans on Thursday and make comments regarding necessary revisions. Revisions will be made by Friday at 3pm. Evidence of completion will include planning agendas/notes and lesson plans, as well as classroom observations.</p>		<p>Chistina DiGaudio</p>	<p>06/01/2023</p>

Notes: 10/7/22: Most lesson plans were completed this week. Coaches/admin continue to comment on plans to ensure they are in compliance with the L-F plan format. CAKD

10/8/22 All certified teachers will participate in an implement Learning-Focused Professional Development. Evidence of implementation will include learning goals derived from the standards embedded in lesson plans, evidence of writing as a form of assessment, and use of high-yield instructional strategies daily in the classroom.

Chistina DiGaudio

06/01/2023

Notes: 10/4/22: L-F Coach (Dan) came for walk-throughs. There has been improvement since last year in some areas (Classroom Learning Environment) but high-yield strategies were not pervasive. CAKD

10/7/22:: L-F MPDs 1 and 6 have been assigned. Not all teachers have submitted certificates and will be documented on Monday, 10/10.

10/8/22 Opportunity Culture will be expanded to include 2 partial release MCLs in 6th and 8th grade math and 3 MCL IIIs (7th Math, ELA, and science). MCLs will work with all EC teachers on the SCOS and with the two enrichment elective teachers, who are targeting students below proficiency as well as all EL students (reading elective). MCLs will be responsible for collaborative planning/data dives, individual teacher coaching, and small group/1:1 direct instruction. Evidence of implementation will include coaching logs, data tracking, meeting agendas/minutes.

Chistina DiGaudio

06/01/2023

Notes: 10/1/22: MCL pool has been expanded and funded through T1. MCLs are facilitating twice-weekly meetings and individual coaching sessions with teachers. They are keeping documentation through coaching logs, emails, and feedback on lesson plans. CAKD

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>		Currently, teachers are using small group instruction to target individual needs of students based on summative and formative assessment data. However, small group instruction is not being done with fidelity across subject areas. "Purple" ("Bubble") students based on the previous year's EOG have been placed in Reading and Math Enrichment Electives, which use iReady MyPath to address individual learning needs. Students also use SuccessMaker daily in class; however, it is not done with fidelity and many students remain in IP for several months.	Limited Development 10/08/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, all core teachers will use small group instruction at least three days a week and will utilize assessment data in real time (aggressive monitoring) as well as formal formative assessment data to create groups and deliver appropriate instruction. Anchor charts will be appropriately utilized in the small group space. Teachers will track student data during small group instruction and work with interventionists to move students through tiers with fluidity. Data that will be needed to track progress are formative assessments through MasteryConnect, Case 21 assessments, iReady data, SuccessMaker data, and classroom observation data. Lesson plans will show when and how small group instruction will be facilitated. Teacher data trackers (aggressive monitoring) will document real-time data collection for grouping. Funds needed to realize this goal are T1 funds for the purchase of iReady and other supplemental supplies for small group and elective instruction. Funds also will be needed to continue to pay for math interventionist position.		Chistina DiGaudio	06/01/2024
<i>Actions</i>			0 of 1 (0%)		
	10/11/22	All teachers, regardless of subject area, will use small group instruction 3-5 times/week, using relevant and timely data to determine groups and focus area.		Taylor Price	06/01/2024
<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
Initial Assessment:			<p>Most teachers are adept at determining student emotional states and most know when/how to refer students to the proper support personnel (behavior coach, counselor, social worker) to address their individual needs. However, some staff remain rigid in regards to student behaviors and do not help students work through their behaviors appropriately. Currently, our EC teachers are strongest in helping students properly manage their emotions. Guidance/SEL lessons using Second Step are facilitated twice monthly through social studies classes and have helped students build positive relationships with the school counseling staff.</p>	<p>Limited Development 10/08/2022</p>		
How it will look when fully met:			<p>When this objective is fully met, all staff (to include classified staff) will be trained in and regularly use techniques to help students manage their emotions. This will lead to a decrease in classroom disruptions, fights, and charges of aggressive behavior and ultimately reduce the number of student suspensions and referrals to HLA. Students will begin to utilize coping strategies independently and by name. Resources needed for this goal to be fully realized are SEL curriculum, teacher/staff training, and time for training. Data to show progress will include lesson plans from SEL lessons, guidance/social worker referral logs, and discipline data.</p>		<p>Chistina DiGaudio</p>	<p>06/01/2024</p>
Actions				<p>0 of 1 (0%)</p>		
	10/11/22	<p>All staff (certified and classified) will participate in professional development implementation of appropriate coping strategies. This PD will be facilitated by the guidance department and take place at the beginning of the year. This will provide common language and actions across the school</p>			<p>Stephen Hall</p>	<p>06/01/2025</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
<i>Initial Assessment:</i>			Currently, we have a fairly strong transition program. This year we implemented our first-ever 6th Grade Orientation that was separate from Open House. This allowed 6th grade families the opportunity to ask questions and receive information about middle school without the upperclassman and their families present. We conduct a 5th grade orientation in March each year and provide incoming 6th graders with a campus tour and information about clubs and activities. Our 8th graders received a tour of DBHS in the spring and also received a tailored presentation about the high school choice program.	Limited Development 10/08/2022		
<i>How it will look when fully met:</i>			When this objective is fully met, we will continue our current practices for transition activities but will increase our family engagement in the process by inviting families to join the Choice High School program. We will also facilitate working sessions for students who wish to apply to the choice high schools. Sign in forms will serve as documentation that this goal has been fully met. Resources needed are access to Academic Services' Choice Program Presentation, as well as access to and communication with feeder schools at the elementary and high school level.		Taylor Price	06/01/2024
Actions				0 of 1 (0%)		
	10/11/22		Create student/parent workshops for families considering application for high school choice programs.		Taylor Price	06/01/2025
<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 10/11/2022		
<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
Actions			0 of 6 (0%)		
10/11/22	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.			District Curriculum Specialists, Area Supt.	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.		Chistina DiGaudio	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:	Currently, the Instructional Leadership Team (ILT) meets weekly at 11:30 every Thursday. At these meetings, we review current issues, discuss implementation of our Learning-Focused professional development strategies, review data from EOG, common assessments, EVAAS, SuccessMaker, iReady, attendance, and discipline in order to determine how we are progressing toward our goals and what changes need to be made. During these meetings we also conduct norming walkthroughs based on our current Learning-Focused look fors and provide feedback to teachers. As a team, we discuss any changes that need to be made to current practices, as well as any resources needed to accomplish goals	Full Implementation 10/08/2022		
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Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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	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
Initial Assessment:			<p>Currently, our core teachers are divided into 7 four man teams and a 3 man team (6th grade). All teachers are assigned to a correlate, each of which are aligned to one of the DBMS 5 Year Strategic Plan Priority Areas and chaired by an elected SIT Representative. Weekly planning periods are designated to provide both team and department planning, as well as PLC time for professional development. The first Wednesday of each month is designated as a Grade-Level Meeting. The current structure is as follows:</p> <p>Monday/Wednesday: team planning (1st planning)</p> <p>Friday: Learning-Focused PLC (1st planning)</p> <p>Tuesday: Collaborative Planning (both planning periods)</p> <p>Thursdays: Data Meetings (both planning periods if needed - if not, then just first)</p> <p>2nd planning periods each day except Tuesday and Thursday are for personal planning.</p>	Full Implementation 10/08/2022		

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>		Administration regularly visits classrooms and provides timely and relevant feedback to teachers. All formal observations include a post-conference, even if all areas are marked proficient. At each post-conference, teachers are provided one or two focus areas for improvement along with strategies on how to meet those goals. Feedback from walkthroughs and observations are also discussed with the Instructional Leadership Team at weekly meetings as trends are discovered. Additionally, concerns with individual teachers are discussed during the weekly Admin Huddle on Mondays. The team collectively compiles data based on observations and documented performance measures to determine when and if a teacher must be moved to a monitored PDP. If/when that occurs, the principal and assistant principals meet with those teachers on a weekly basis to determine progress. Progress is documented through the NCEES performance journal.	Full Implementation 10/08/2022		

Core Function:	Dimension C - Professional Capacity
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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>		Currently, we are using Learning-Focused as our school-based professional development. This is a three year training which focus on literacy across the curriculum, the use of high-yield instructional strategies, lesson planning, increasing rigor in lessons, and differentiation. This was chosen because it provides a clear pathway for teachers when lesson planning and is based on 25 years of research and data. As a school, we look at data in ELA, math, and science on a weekly basis. However, we use this data with the primary goal of influencing instruction. As the ILT discovers issues presented through the data, we react through coaching individual teachers or grade-level departments.	Limited Development 10/08/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, the ILT will hand schedule students based on their individual learning needs. All teachers, to include elective teachers, will utilize data to impact instruction on a weekly basis. SIT will utilize additional forms of data, to include surveys from parents, teachers, and students to influence school improvement planning. Teacher surveys about their own professional development preferences will be balanced with school-wide needs to create a comprehensive professional development program and school-wide data will be collected and analyzed to be used in addition to survey data. Ideally, teachers will have the ability to choose the professional development pathway that best meets their needs. Resources needed will be funds for professional development (Title I), time, and data. Data that will be used to determine that the goal has been met will be PDP data, school improvement tracking data, and teacher retention and perception data.		Stephen Hall	06/01/2024
<i>Actions</i>			0 of 1 (0%)		
	10/11/22	MCLs will train and monitor teachers in the use of Get Better Faster's "Aggressive Monitoring", using classroom data to influence students' seating arrangement, instructional monitoring, and small-group instruction.		Chistina DiGaudio	06/01/2025

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>This indicator is aligned to the DBMS Strategic Plan [Premier Professionals: By 2025, DBMS will reduce the teacher turnover rate to less than 10% annually] and to the Effective Instruction and School Climate Correlates.</p> <p>The School Improvement Team (SIT) developed a list of interview questions to be used for each interview. The SIT team was also utilized as the interview panel for each interview since the 20-21 school year. Weekly Instructional Leadership Team meetings (each Thursday at 11:30am) are scheduled and include walkthroughs of classrooms with norming sessions that include feedback to teachers. Staff meetings are scheduled for each month with the agenda sent out before the meeting for review. The staff meetings also include recognition from peers, recognition from the ILT for Learning-Focused implementation, and the voted in Staff Member of the Month. Additionally, a monthly data review has been included to ensure all staff members are aware of current trends at the school and to maintain transparency. The School Climate Correlate has developed a series of staff engagement activities to improve morale and help facilitate cohesion among the staff. Although we have these efforts in place, staffing and retention remain an issue.</p>	Limited Development 10/08/2022		

<p>How it will look when fully met:</p>	<p>When this objective is fully met, the SIT team will have a standardized list of interview questions as well as a rubric for scoring potential hires. The ILT will conduct 3 classroom walkthrough observations daily, covering the majority of the faculty each week and provide quality feedback on instructional practices. Staff culture and climate will improve due to staff recognition during staff meetings once a month. New teachers to DBMS will participate in a new teacher orientation, which will include a review of policies/procedures, Learning-Focused training, and practice in their classroom before teaching students. This overall improvement in staff climate will lead to an increase in teacher retention. Resources needed to reach this goal include time and funding (Title I) for new teacher orientation. Data used to determine success are TWC and internal survey results, teacher turnover rate data, documentation of activities that have been conducted and an overall sense of staff morale and wellness.</p>		<p>Taylor Price</p>	<p>06/01/2023</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>10/8/22</p>	<p>Monthly staff meetings will include 3 reward categories: peer to peer recognition, ILT recognition (for an outstanding implementation of Learning-Focused strategies during the previous month), and the Staff Member of the Month award (voted on by the staff). Evidence of completion will include photos/social media posts and EOM surveys.</p>		<p>Taylor Price</p>	<p>06/01/2023</p>
<p><i>Notes:</i> 9/12/22: First reward categories were a success - MCLs took over L-F reward. CAKD</p> <p>10/10/22: First mid-year staff member arrived and began a one-week transition program. CAKD</p>				
<p>10/8/22</p>	<p>ILT will be responsible for conducting classroom walkthroughs daily. Data from iRounds/Learning-Focused Rubrics will be used to support teacher development needs and evaluations. Administration will conduct formal observations and specifically target classroom expectations for Learning-Focused implementation. Evidence of completion includes iRounds/Learning-Focused Rubric feedback as well as NCEES observation documentation.</p>		<p>Taylor Price</p>	<p>06/01/2023</p>
<p><i>Notes:</i> 10/7/22: Round one of observations is taking place currently. ILT has conducted three separate walkthrough norming sessions and will continue this trend during Thursday meetings. CAKD</p>				

10/8/22	SIT will serve as the DBMS interview team. By the end of the first quarter, SIT will have developed a set of standard interview questions (for teaching positions) and a rubric/scoring mechanism to be used during teacher interviews. Evidence of completion will include SIT minutes and interview questions/rubric.		Taylor Price	06/01/2023
<i>Notes:</i> 10/7/22: Due to teachers needing to cover classes during planning periods, it has been difficult to utilize a full SIT interview team and admin has been conducting the bulk of the observations for current vacancies. CAKD				
10/8/22	The School Climate Correlate will engage the staff through monthly activities. The purpose of these activities is to increase morale and school spirit. Evidence of completion include photographs, social media posts, invitations/correspondence about events.		Taylor Price	06/01/2023
<i>Notes:</i> 8/26/22: Staff were invited to Woodpeckers Game (free admission) for first staff outing. It was attended by six staff members and friends/families. CAKD				

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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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>		<p>We have a difficult time recruiting parents to be active members in our school community. Currently, we do not have an established PTO. Our Family/School/Community Engagement Correlate is tasked with finding ways to increase family participation in the school community.</p> <p>SIT created a school-wide calendar during our retreat in May. This calendar has been published so families know the school-wide events for the year. Teams are meeting twice a week to discuss student progress and contact families as needed. Teams are also using communication methods such as the Remind App, Class Tag, and Dial My Calls to relay important messages and updates to families.</p> <p>Update 6/30/22: Due to the IDMS/DBMS school merger, SIT has adopted this indicator as a priority for the 22-23 school year.</p>	Limited Development 10/08/2022		

<p>How it will look when fully met:</p>	<p>This indicator is aligned to the DBMS Strategic Plan [Committed Community: By 2025, DBMS will have fully implemented an effective school-home communication plan and by 2025, 60% of DBMS stakeholders will engage in family/school engagement activities annually] and aligned to the Family Engagement and Student Engagement Correlates.</p> <p>When this objective has been fully met, the community will have an opportunity to interact with the school at a minimum of once a month. Attendance to these events will be at a goal of 50 - 100 people. Parents will have access to the events through social media as well as the website. Students will plan and engage in a school-wide spirit week. Guidance counselors will plan a career day for students. A rising 6th grade parent night will be held with all necessary information, especially that of elective choices. A choice high school program parent night will be held to explain the various choices for students in eighth grade. Relationships with various local businesses and organizations will be formed to assist our school in monetary means, voluntary means, and item needs.</p>		<p>Stephen Hall</p>	<p>06/01/2023</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>10/8/22</p>	<p>Teams will devise communication methods to push information to parents on a weekly basis. Format (website, Class Tag, Remind app, email distribution list, etc.) will be decided upon by the team. Updates will be discussed during weekly team meetings and one member per team will be responsible for sending out the information.</p>		<p>Stephen Hall</p>	<p>06/01/2023</p>
<p><i>Notes:</i> 10/7/22: Teams have begun team-wide communications with families. Family Engagement Correlate will push out an email to team leaders to find out who is the POC for their platform and which platform each team is using. CAKD</p>				
<p>10/8/22</p>	<p>SIT will develop and publish a year-long calendar outlining all family engagement activities for the school year. This calendar will be provided to all families on the first day of school and will also be accessible through the school website. Upcoming events will be published in the school through announcements, through the DBMS Website, the DBMS Twitter Handle, and through school- and team-wide communication platforms.</p>		<p>Stephen Hall</p>	<p>06/01/2023</p>

Notes: 8/29/22: School-wide calendar was sent home to families in their BOY packets. CAKD

10/8/22 PTO: Establish core group of parents to create PTO Board in preparation for full implementation next year.

Stephen Hall

06/01/2023

Notes: