

Comprehensive Progress Report

**Mission:** The mission of Douglas Byrd High School is to cultivate a learning community that promotes overall student success.

**Vision:** The vision of Douglas Byrd High School is to facilitate an environment of growth by establishing collaborative and engaging relationships that empower all stakeholders to promote academic excellence, social and emotional well-being and prepare to students to compete and succeed in a global community.

- Goals:**
- We will improve our graduation rate by 5% or higher and improve our school letter grade to a "C" by the end of 23-24 school Year
  - We will improve our success on the ACT and ACT WorkKeys Assessments by 10%
  - We will improve our overall achievement level by 5% or greater including targeted subgroup of students with disabilities .
  - We decrease discipline referrals and major suspensions by 20%



! = 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

<b>Initial Assessment:</b>	<p>In an effort to improve classroom performance and to increase student and teacher interest in our PBIS program, Douglas Byrd is placing a significant amount of effort into teaching the PBIS matrix to students and teachers.</p> <p>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 students and teachers. Students are selected based on a behavior target narrative that demonstrates the tenets 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 expand their instructional reach beyond the parameters of the student's laptop and the worksheet.</p> <p>Data is monitored by administrators, counselors, and social workers in Hoonuit to track student behavior data to put interventions pertaining to anger management 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.</p>	Limited Development 10/23/2023		
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<b>How it will look when fully met:</b>		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. The administration will use data collected from ABE, Hoonuit, and conversations within regular PLT meetings to assess how much progress has been made since implementation through the end of the academic year, with the goal of decreasing referrals for African-American students by 20%. This action plan will include students, staff, administration, and parents/guardians.  22-24 Plan: By 2024, staff will utilize P.B.I.S. student recognitions to reinforce student behaviors in all school environments positively. 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. The administration and the school support team will also compare and analyze data.		Jesse Howard	05/16/2025
<b>Actions</b>			<b>0 of 3 (0%)</b>		
10/23/23	Teachers will support students with skills such as being responsible, ensuring each student understands one’s obligation to engage in ethical, safe, and legal behaviors.		Jesse Howard	05/16/2025	
Notes:					
10/23/23	Teachers will support students by encouraging respect for others, believing that others deserve to be treated with kindness and compassion as part of our shared humanity.		Jennifer Davis	05/16/2025	
Notes:					

10/23/23	A behavior management matrix will be created to handle discipline issues systematically. The effectiveness of this action will be measured by the ABE student disciplinary software, based on the number of discipline referrals entered each week.		Jennifer Davis	05/16/2025
Notes:				

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
Initial Assessment:			<p>Douglas Byrd High School has a team of experts who work together to support the academic achievement of their students. The team comprises two multi-class leaders (MCL II) for English and Mathematics and an instructional coach for Science. They help teachers with various aspects of teaching including lesson planning, staying on pace with academic content, classroom management, and using technology tools such as Canvas and PowerSchool.</p> <p>The team meets every Tuesday at 9:00 a.m. to discuss best practices and strategies for facilitating instruction, including transition time, wait time, and student engagement in the lesson. They analyze data cycles and use the outcomes to determine the root cause of incorrect responses. Based on this analysis, they develop a plan of action to ensure that students master the content they are deficient in.</p>	Limited Development 10/16/2022		

<b>How it will look when fully met:</b>			Jennifer James	05/24/2024
<p>In order to ensure that students achieve academic success, instructional coaches, MCL II's for ELA and mathematics, the science instructional coach, and all PLTs will collaborate and use data cycles, quizzes, and assessments to plan units of instruction. These units will be aligned with the content standards and will include the use of common rubrics and assessments. Through these efforts, students, including Hispanic, Black, Students with Disabilities (SWD), and LEP students, will show growth in all content areas and increase their overall proficiency by at least 10%, as measured by high-stakes testing and report card grades.</p> <p>By 2024, all staff members will participate in two components of Professional Learning Communities (PLC) work. The main 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 observe various courses taught with a specific focus on student engagement. Staff members will use the feedback from these observations to reflect on their practices and improve their teaching skills. The administration will actively participate in the PLC work, including the instructional rounds, and be seen by staff members as instructional leaders who provide support. Moreover, model teachers and classrooms will be identified, where any teacher can self-select and observe best practices, as well as receive support throughout the day.</p>				
<b>Actions</b>		<b>0 of 2 (0%)</b>		
10/16/22	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. This will be monitored weekly through disaggregated gradebook data.		Tanya Goodson	05/24/2024

*Notes:* 8-30-22 The instructional team and administrators met to discuss new teacher strategies for Math I, English II, and biology. Data cycles were discussed to include the preparation for the pre-, mid-, and post Mastery Connect assessments.

9-6-22 The instructional team met with the administrators to view data on the CCS data dashboard. Math rigor is low and students need to take Math 1 through 4 to ensure the rigor in math is met. The pre-assessment data cycle started on September 2nd and its results will be discussed once all of the data is received. National math coach Mr. Harbison met with the team to share that he will be working collaboratively with the team to feedback and support for teachers to increase academic outcomes.

10-31-22 Ms. Davis, assistant principal, met with beginning teachers to conduct the monthly Lead Success professional development with teachers. During the meeting grading practices, grades, progress reports, and parent phone calls were discussed. Teachers had the opportunity to reflect on their practice thus far and also were able to discuss how mentors can assist with their individual needs.

10-31-22 Ms. Hershberger and Ms. Blue collaborated to create the Academy of Educational Excellence for teachers at Douglas Byrd High School. The academy focus is in six areas of instructional support. Each fourth Monday, teachers, take two different classes that are no more than 45 minutes in length. Class opportunities include common grading, lesson planning, managing classroom behaviors, unpacking standards with rigor, MTSS, and high yield teaching strategies.

11-1-22 Beginning teachers had an opportunity to speak with their mentors or administrator regarding the preparation for parent teacher conferences, lesson planning, and classroom management concerns. Beginning teachers were also encouraged to ask two veteran teachers to model what a possible parent conference would look like.

10/16/23 iRounds will be conducted up to five times a week from administration.

Jennifer Davis

06/01/2024

*Notes:* iRounds will be conducted weekly with feedback given to teachers to help improve instructional practices. This will also help in determining what professional development and support teachers will need to meet the academic needs for each student.

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 rates.</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 academically intervening for students. Students know what structures are in place to support them and how to access them when they are at risk of failure or dropping out of their four-year graduation cohort.</p>		Kirstyn Elam	05/17/2024
<i>Actions</i>				0 of 3 (0%)		
	10/14/22	Student services team will provide MTSS professional development and support to teachers and staff. Success of the professional development will be based on student grade, discipline referrals and student academic conferences.			Kirstyn Elam	05/26/2024

*Notes:* 10-14-22 Ms. Elam sent an email to staff and attached a tracking sheet for any classroom interventions that will be conducted for the 22-23 school year. The document is call the Classroom Interventions Tracking Sheet. The form can be found at Douglas Byrd High School Student Services -> Working Files -> ASCA Implementation -> 22-23 SY Classroom Interventions Tracking Sheet.

10-25-22 Ms. Elam, counselor, placed the Student Services annual calendar in all staff's mailboxes. The calendar shows what is planned for the counselor curriculum, responsive services, direct/indirect services, and school support. On this day counselors went to homerooms to present Tier I (MTSS) support. The topics of selection were learning strategies, career exploration, graduation requirements and grade point average, growth mindset, social skills, and self-management skills.

10-31-22 Ms. Elam reached out to teachers via email to coordinate small group sessions for MTSS during departmental meetings. The sessions provide an opportunity for more subject-related questions about MTSS and create time to work on an intervention matrix best suited for each course.

10/16/23 Douglas Byrd will create an afterschool tutoring program geared towards making sure that beginning 9th-grade year students pass their classes so they are on the correct path to graduation. We will also monitor upperclassmen and create individualized success plans that will support students graduating in four years.

*Notes:* We will be monitoring the CGR for each grade level and each student that is of track will receive an individualized success plan to help each student catch up to their correct cohort.

10/14/22 Douglas Byrd High School will provide a PLT facilitator training in order to increase the efficacy of PLT collaboration. Data will be collected through weekly PLC meeting minutes and iRound data.

*Notes:* 10-31-22 Ms. Hershberger and Ms. Blue collaborated to create the Academy of Educational Excellence for teachers at Douglas Byrd High School. The academy focus is in six areas of instructional support. Each fourth Monday, teachers, take two different classes that are no more than 45 minutes in length. Class opportunities include common grading, lesson planning, managing classroom behaviors, unpacking standards with rigor, MTSS, and high yield teaching strategies.

Thea Kraljevic

06/01/2024

Thea Kraljevic

06/01/2024



	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>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 coordinators, custodians, administrators, teachers, and the school resource officer are 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>	Limited Development 10/16/2022		
How it will look when fully met:			<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>		Thea Kraljevic	05/16/2025
Actions				0 of 2 (0%)		
	10/16/22	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.			Thea Kraljevic	05/24/2025
Notes:						

10/16/23			Professional development and resources will be provided to teachers on SEL activities and strategies and will be monitored through iRounds and classroom observations.		Kirstyn Elam	06/01/2025
Notes:						
	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:			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.	Limited Development 10/16/2022		
How it will look when fully met:			<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>		Thea Kraljevic	05/16/2025
Actions				0 of 2 (0%)		
10/16/22			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.		Jeffrey Gotshall	05/24/2025
Notes:						
10/16/23			Academic conferences will be conducted by student services and administration twice a semester to help student with academic and SEL needs.		Thea Kraljevic	06/01/2025
Notes:						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	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 throughout the year to complete weekly walk-through observations, observations based on the abbreviated or comprehensive assignment, and super observations which are due to the school being a low-performing school. At times administrators are contacted to address non-instructional concerns that 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 cycle outcomes.</p>	Limited Development 10/14/2022		
			Priority Score: 2                      Opportunity Score: 2                      Index Score: 4			
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.		Kenneth Williams	05/16/2025
Actions				0 of 2 (0%)		
	10/20/23	The Instructional Leadership Team, which consists of the principal, assistant principals, MCLs, and district coaches will meet once per week to disaggregate data and discuss classroom academic structures, and standards-aligned curriculum. Discussion will also include measures that need to be implemented to improve teacher effectiveness and improve student achievement.			Tanya Goodson	05/17/2025
Notes:						
	10/14/22	Bi-weekly NCEES observation completion reports will be printed to check the observation and professional development plan complete.			Tanya Goodson	05/24/2025

Notes:

**Implementation:**

07/11/2023

*Evidence*

7/11/2023

*Experience*

7/11/2023

*Sustainability*

7/11/2023

**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****Initial Assessment:**

The school has implemented a collaborative planning schedule to support instruction. There is an instructional coach for science, along with two MCL IIs, to provide instructional support for Math and English Language Arts teachers. Teachers meet with the PLT after school and one-on-one during the day to address their personalized professional needs. However, some veteran and novice teachers have faced difficulties in lesson planning, either due to content planning or not meeting the level of expectation, which includes lesson reflection.

Limited Development  
10/14/2022

**How it will look  
when fully met:**

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 be dialogue and discussions about best practices and self-reflection to improve the facilitation of instruction. Outcomes of student achievement will be improved based on monitoring and adjusting the lessons in order to increase students' conceptual understanding.

Jennifer James

05/24/2024

**Actions****0 of 2 (0%)**

10/14/22

MCLs will 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

Notes:

10/16/23	Lesson plans will be monitored weekly by administration and MCLS to assure standards alignment as well as grade level activities. Core teachers with common planning will meet weekly to collaborate on lesson plans, ensure standards-aligned instruction, and facilitate vertical alignment with next-level courses and standards.		Jennifer James	06/01/2024
Notes:				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>
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	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
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<i>Initial Assessment:</i>			Regular meetings are held between administrators and instructional coaches to discuss classroom observations, identify areas of concern, review student progress and the Hoonuit dashboard. Additionally, they discuss what professional development and support may be necessary. A plan of action is prepared for any identified need, which is then monitored for successful outcomes. Adjustments are made if the outcome is not favorable.	Limited Development 10/14/2022		
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<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.		Kenneth Williams	05/16/2025
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<b>Actions</b>				<b>0 of 2 (0%)</b>		
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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.			Jemn Hershberger	05/24/2025
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Notes:					
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10/14/22	The principal, administrative team, and instructional coaches will use the iRounds system for immediate teacher feedback during walk-throughs.			Tanya Goodson	05/24/2025
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<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
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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>			<p>As part of the efforts to improve the quality of education, professional development programs have been introduced to share best instructional practices with teachers. Additionally, the Positive Behavioral Interventions and Supports (PBIS) program has been implemented to help address behavioral disruptions in the classroom. To ensure every teacher and teacher assistant receives targeted professional development, their individual needs have been identified. Finally, teachers were given options to choose from a range of professional development sessions that best fit their requirements.</p> <p>Previous year data has been reviewed, 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. There will be 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 a 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 assistants will be able to apply the 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
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	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

*Notes:* 10-3-22 The Academy of Educational Excellence was developed by Ms. Hershberger and Ms. Blue to provide teacher support in various aspects of educational excellence. The professional development is an educational opportunity for all teachers at the school to participate, present, implement, and reflect (evidence). The time is from 3:50 pm - 5:30 pm. Teachers will take two different classes that are 45 minutes long with a ten minute break with snacks. The class offerings are as follows: Common Grading, Lesson Planning, Managing Classroom Behaviors, Unpacking the Standards With Rigor, Multi-Tiered System of Support (MTSS), and High Yield Teaching Strategies.

10/16/23 To ensure that teachers are effectively implementing the Standards Aligned Instruction Roadmap, the administration and MCLs will conduct daily walkthroughs to assess their capacity and effectiveness. Additionally, they will provide weekly coaching sessions to teachers, offering feedback and instructional strategies to enhance their performance as well as that of the students. The sessions will be documented, and the minutes will be reviewed to determine progress and identify areas where more help is required.

Sylvia Beckham

06/01/2024

*Notes:*

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
Initial Assessment:			Finding and retaining highly qualified staff is the primary objective. Once hired, teachers and staff receive additional support. A beginning teacher induction process offers monthly professional development to new teachers, and each teacher is assigned an administrator and a mentor who address their individual needs. Furthermore, a teacher mentor from the central office level provides supplementary support to teachers. Teacher assistants are encouraged and provided with extra resources to obtain their teacher credentials. Thanks to this initiative, 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 encouraged to advance their professional education.	Limited Development 10/14/2022		
How it will look when fully met:			Increasing teacher and staff retention is a top priority for us. We aim to reduce resignations, which will primarily be due to promotions or relocations. By retaining our teachers and staff, we can foster a better staff culture, which will ultimately lead to better support for our students. Stable staffing across the four-year cohort will provide students with consistent mentoring opportunities and support, enabling them to grow academically, emotionally, and socially.		Tanya Goodson	05/16/2025
Actions				0 of 2 (0%)		
	10/20/23	Establish support protocols and interventions for Educational Partners International (EPI) teachers to assist with transitioning to the culture at Douglas Byrd High. Supports include assigned mentors, weekly observations, and targeted professional development as measured by iRounds, NCEES, and teacher data.			Tanya Goodson	05/17/2025
Notes:						
	10/14/22	The BT program will include new teachers who will attend monthly meetings to review their progress, gather any necessary documentation, and discuss any concerns they may have. Newly hired staff members will have the opportunity to meet with their assigned administrator, mentor, or lead support personnel for guidance and additional support.			Tanya Goodson	05/24/2025



Notes:

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Resource Allocation			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Douglas Byrd High School currently works to maximize resources (time, staffing, and funding) to the best of our ability to ensure the focus is on school improvement and student success.	Limited Development 10/08/2023		
How it will look when fully met:			After reviewing the Resource Allocation Review and discussing this with the School improvement Team, the school will put strategies in place to ensure that all resources are equitable and aligned with main school improvement indicators.		Tonjai Robertson	05/16/2024
Actions				0 of 1 (0%)		
	10/8/23	The principal will share their current plan of resource expenditures during the BOY and MOY Data Meetings. All resources should be directly tied to their School Improvement Plan Indicators and student achievement.			Tonjai Robertson	05/17/2024
Notes:						

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
Initial Assessment:			Teachers use various communication methods to keep in touch with parents and students, including e-mail, phone calls, Remind, open houses, parent conferences, and Canvas. An interpreter is available to communicate with Spanish-speaking families and information is disseminated in Spanish as well. It is important to develop a school-wide parent contact log for better monitoring of implementation and to update phone numbers more frequently, as some parents often change their numbers. Despite providing several parental engagement opportunities, the attendance outcome has yielded a low number of parents/guardians attending school events.	Limited Development 10/14/2022		
How it will look when fully met:			<p>The school aims to achieve higher student attendance and academic success rates while reducing referrals and suspensions. Additionally, efforts will be made to increase parental and community involvement in school activities. The school will maintain communication logs to track its efforts in communication. Sign-in logs will be used to monitor parental attendance at school events.</p> <p>Once fully implemented, parents will have access to information both online and through direct communication, which includes in-person events. Additionally, there will be systems and processes in place to ensure that all families have access to communication platforms. Teachers will provide regular feedback on student performance through PowerSchool, Remind, or Canvas. If a student is experiencing difficulties, the staff will contact the family two ways and document the communication.</p>		LaRhonda Smith	05/16/2025
Actions				0 of 2 (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.			LaRhonda Smith	06/01/2025
Notes:						

6/15/23	The school will continue to update correct parental information weekly. School will use the school website, social media and other platforms to keep parents and stakeholders informed of upcoming events, student progress and school wide goals on a weekly basis.		LaRhonda Smith	06/01/2025
Notes:				