

## 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 2025, 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 2024, ELA Proficiency will be 50%
  - By 2024, Math Proficiency will be 40%
  - By 2024, 8th Grade Science Proficiency will be 80%



! = Past Due Objectives      KEY = Key Indicator

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
<b>Effective Practice:</b>	<b>High expectations for all staff and students</b>

	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		
			<p>Priority Score: 3</p> <p>Opportunity Score: 3</p>	Index Score: 9		
<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>	<b>Objective Met</b> <b>06/05/23</b>	<b>Rebecca Martin</b>	<b>06/01/2023</b>
<b>Actions</b>						
		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.

Complete 06/01/2023

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

1/23/2023: A1.07: During the classroom walkthroughs there was only one classroom where several students appeared to be off-task. In the other rooms, students were generally attending to the task and evidence of classroom rules/procedures exists (i.e.: "Who needs a pencil?" - teacher passes them out; students remained in seats with hands raised to contribute to conversations; volume levels were appropriate in all classrooms, etc.). CAKD

2/2/2023: During admin huddle, team reviewed the slide deck from February's Principal Leadership Academy. Slides 8-16 (student discipline rates): As a team we reviewed the county's discipline numbers and trends that we are seeing at DBMS. Similarly to CCS, our highest discipline rate is for African American males. We discussed the importance of ensuring we are choosing charges judiciously, not just using the charge provided by the teacher in the ABE write up. CAKD

3/30/23: New social studies teacher (7th grade) will begin as soon as staff action is processed and will receive an extended in-processing session involving many staff observations to help identify key components of classroom management. 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.	Complete 06/01/2023	Connie King	06/01/2023
<p><i>Notes:</i> 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</p> <p>12/12/22: Three teachers with classroom management issues have been placed on Monitored PDPs and have begun meeting with administration weekly. The initial meetings have taken place and teachers are aware of the requirements and timeline for fulfilling their MPDP requirements. CAKD</p>				
10/8/22	Create and use Alternative Learning Center for recurring behavior issues as an alternative to placement at Howard Learning Academy.	Complete 06/01/2023	Connie King	06/01/2023
<p><i>Notes:</i> 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</p> <p>11/10/22: First student referral to ALC was submitted to CCS. Waiting for a response. CAKD.</p>				
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.	Complete 06/01/2023	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

10/27/22: PBIS Rewards App will be used to track points component for the Dececmber SuccessFest. CAKD

11/9/22: Update from PBIS Correlate: 77 ODR's as of September 2022. There were 2 in August and 75 in September. 6th grade had 10, 7 th grade had 29 and 8 th grade had 38. The top 3 offenses were fighting at 38. bus misbehavior at 11, and disruptive behavior at 9. PBIS Store Assistance and Delivery of Items- Espinoza has spoken with Maerten and she will allow her journalism staff to come to room 101 and assist Jenkins and Espinoza with packing and delivering the PBIS store items each Thursday. This is granted we are not covering classes or anything else that arises for us to do. Orders-anime stickers, fidget toys, lanyards, cute pens, bracelets, earbuds, pop sockets, key chains. CAKD

3/30/23: New items have arrived for PBIS store. Ms. Espinoza will get items inventoried and in the PBIS store., 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.

Complete 06/01/2023

Connie King

06/01/2023

*Notes:* 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

**Implementation:**

06/05/2023

**Evidence**

6/5/2023  
Evidence includes ABE documentation, PBIS rewards data (available on the app) and BT meeting minutes/agendas, coaching logs.

**Experience**

6/5/2023  
We successfully implemented each of the activities outlined in this indicator. ILT focused on classroom management issues and it was reinforced through coaching and admin.

<b>Sustainability</b>	6/5/2023 ILT/BT Coaches will need to continue to coach teachers, particularly new teachers, on classroom management techniques. We will need to continue ABE and PBIS implementation and training each year.			
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<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>			
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<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>			
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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
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<b>Initial Assessment:</b>			<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 and the BT 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>Most teachers are 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. Questioning is low-level and not often standards-aligned. Writing as an assessment tool is not used often enough, with teachers relying on multiple choice questions to determine mastery.</p> <p>English Language Learners are being pulled out of social studies classes for EL instruction and are scheduled for the Reading Fundamentals class as an additional intervention. However, classroom teachers are not adept at scaffolding instruction for EL learners in their rooms.</p>	Limited Development 10/08/2022		
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<p><b>How it will look when fully met:</b></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>Kelli Guyot</p>	<p>06/01/2024</p>
<p><b>Actions</b></p>		<p><b>2 of 5 (40%)</b></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>Complete 06/01/2023</p>	<p>Kelli Guyot</p>	<p>06/01/2023</p>
<p><i>Notes:</i> 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&amp;2 of their lesson plans completed. CAKD</p> <p>11/9/22: ILT will revisit plan for extended homeroom during meeting on 11/17 since iReady MyPath was declined by CCS. CAKD</p> <p>2/2/2023: Admin reviewed slide deck from February Principal Leadership Academy. Slides 35-51 (standards-aligned instruction): As a team we reviewed the materials provided and took time to dig into slide 38, as this provides us with good resources for teachers struggling</p>				

to implement the HYIS and SAI in the classroom. We discussed using these as resources during post-conferences and/or coaching meetings. We also explored the new layout of the Year at a Glance document embedded within the Canvas course (6th ELA). DiGaudio showed the team how to find slide decks of plans that have the HYIS already embedded in them. After exploring several text plans, it appears that only some text plans have the newly formatted slides; therefore, we can encourage teachers to access what is present and use that as a template for creating text-specific presentations. CAKD

2/28/23: Saturday Academy had 78 students respond and 23 show for February 25th and it was a success. Staff need to advertise and promote for the upcoming SA , March 25th from 9-12pm. Also, 18 teachers are participating with MCLs on a remediation planning Saturday on March 4th. CAKD

3/30/23: CCS Instructional Coaches will conduct walkthroughs on April 6th looking for standards-aligned instruction. Staff members will turn in hard copies of lesson plans by Friday 3/31/23 so they can be copied and distributed to the visitors prior to walkthroughs. Individual teacher feedback will be shared with teachers who are visited and whole-school trend data will be shared with the staff. Drill-down data from benchmark 3 should be available early next week. Our school's data dive will be led by Ms. Janson during collaborative planning on Tuesday, April 4th. CAKD

20230424: Admin team continues to complete classroom observations; as of today, we have 24 more to complete. During observations, lesson plans and activities are assessed for alignment and rigor. During post-conferences, teachers are being provided feedback as well as resources/information to assist them in their professional development. CAKD

6/6/23: This schedule was in place for the 22-23 year and will continue next year. SIT decided this goal has been completed. CAKD

9/7/23: MCLs discussed teacher progress with lesson plans, to include difficulties with Canvas access, printing, and equipment (ELMOs). Lesson plan tracker will be utilized beginning this week in order to track completion and will be a component of the evaluation process.



10/8/22	<p>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.</p>	Complete 06/01/2023	Kelli Guyot	06/01/2023
<p><i>Notes:</i> 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</p> <p>12/19/22: A2.04: Benchmark tests are coming up quickly (the first full week after Winter Break). The testing window is January 12-19. Price will provide information to the staff during the Welcome Back staff meeting on 1/4/23. Data dives will be facilitated by MCLs/admin upon completion of the testing cycle. CAKD</p> <p>1/30/2023: A2.04: Preliminary data analysis has occurred with Benchmark 2. MCLs/Janson are working with teachers to identify focuses for reteaching. Lowest standards by subject/grade level will become the instructional focus for small group and for Saturday Academies,. CAKD</p> <p>20230424: A2.04: Ms. Perkins is co-teaching 6th grade math to ensure sound instruction is taking place prior to EOGs. She has identified students on Team Rams to get instruction from Ms. King and is working to identify students to receive instruction from Ms. Florentine. This will help Team Rams by reducing class size to provide more individualize remediation activities. CAKD</p> <p>6/6/23: OC is implemented as designed. SIT decided this is complete. CAKD</p> <p>10/6/23: MCLs were directed to go to the recently released playbooks for ELA, Math, and Science. DiGaudio showed the team how to access them and how to find the student names embedded into each of the projection categories. The team discussed priorities for tutoring and which students would be a part of which tutoring program. The following items were agreed upon:</p>				

- Purple/Bubble students at north campus would be targeted through in-school tutoring with Ms. - Sampson (math). These are students who fall into the 30-60 percent probability range in EVAAS.
- MCLs will pull high-level Not Proficient students on Mondays, Wednesdays, and Fridays as part of their MCL duties.
- University Instructor Tutors (UITs) will focus on mid-low level Not Proficient students to help close the achievement gap. These sessions will focus on basic skills, reading comprehension, and prerequisite skills.
- FEV (online) tutors will focus on students currently in RJC/CTE.
- Ms. Reese will continue to pull Spanish speaking students for additional math support in the mornings (7th grade).
- Tutoring groups will be drafted by Thursday 10/12/23 for submission on 10/13/23. Start date for tutoring is 10/30/23.
- After school tutoring will begin on 11/1/23. Plan will be finalized in ILT next week - this will give MCLs time to verify times/types of tutoring offered by teachers so the letter can be finalized and sent home. CAKD

10/8/22

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.

Kelli Guyot

06/01/2024

*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

6/6/23: Due to the number of vacancies, admin and MCLs were unable to complete this task with fidelity. SIT decided to keep this action in place for the 23-24 school year. CAKD

9/7/23: MCLs discussed teacher progress with lesson plans, to include difficulties with Canvas access, printing, and equipment (ELMOs). Lesson plan tracker will be utilized beginning this week in order to track completion and will be a component of the evaluation process.

10/8/22	All certified teachers will participate in an implement Learning-Focused Professional Development [Year 3: Scaffolding]. Teachers new to DBMS will attend an additional Learning-Focused session after school once per month to learn the strategies from Years 1 and 2. Evidence of implementation will include learning goals derived from the standards embedded in lesson plans, evidence of writing as a form of assessment, use of high-yield instructional strategies daily in the classroom, aligned text to graphic organizer, and appropriate scaffolding strategies.		Kelli Guyot	06/01/2024
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*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.

10/24/22: L-F walkthroughs conducted during ILT meeting with ILT members paired up to conduct norming session. L-F rubrics were utilized to gauge implementation of strategies. CAKD

9/7/23: A2.04: Learning-Focused half-day PD took place on 8/21/23. Books/materials have arrived and scaffolding training will take place on the second Friday of each month (dates on master calendar). ILT also decided it would be beneficial to conduct a monthly (after school) PD for those new to DBMS or those in need of a refresher of the first two years of the Learning-Focused training.

11/9/22: ILT conducted L-F walkthroughs with coach (Don). Prior to walkthroughs we discussed upcoming MicroPD#3 and how to help teachers create rubrics for their writing assessments. Walkthroughs were focused on the two 6th grade teams on south campus. Individual feedback was provided to teachers by DiGaudio and/or MCLs.

Generalized feedback as follows:

GLOWS:

- Clear intentionality in some of the classrooms (activities connected to EQ, anchor charts, LEQ Elaboration has become more intentional, etc.)
- Some evidence of writing (Campbell's room)
- Assignment in Blackshear's room - guiding questions ensured students remained on topic and helped guide their written work.

GROWS:

- Formative assessments - consider what formative assessments are being completed prior to the final assignment - are they aligned to the standard and the big assignment?
- Consider the writing strategy - Do teachers feel like they can teach

students how to construct an argument? (Suggestion: conduct mini PD on what it means to construct an argument.)

- Constructing a rubric (also MicroPD#3) \*If every rubric has to have a thinking line it may help to launch text structures.

11/28/22: Data reviewed from recent benchmarks. Our school is in the bottom tier of middle schools across subject areas; however, compared to EVAAS projections, we are not far off. Lowest areas were 6th math, 8th math, and 7th reading. MCLs will continue to support teachers in the planning process to ensure the appropriate level of rigor is planned for and executed during lessons. CAKD

12/13/22: MCLs are discussing how to include HYIS (numbered heads, distributed summarizing) during collaborative planning sessions. Some teachers are incorporating these into their lesson planning process and into their classes. Evidence shows that progress is being made but HYIS inclusion is not being done with fidelity in all classes. CAKD

1/23/2023 A2.04: As stated in the "Celebrate Recent Success" section, Don noted improvement in alignment between LEQs/activities and the standards. We also noted a strong activating strategy in Ms. Brooks' room (video clip from Rain Man as a "hook" to the new story). During the classroom observations, the following things were noted by the team (followed by recommendations for improvement):

- Questioning: many of the questions provided were lower level (i.e.: 5 Ws) and not DOK 2 or 3. Questions should be developed during the planning process and incorporated into the lesson plan with appropriate scaffolds and time for students to write/process and/or turn and talk with a peer prior to whole-group sharing.

- Specificity in Directions: When students are asked to highlight, teachers should be intentional about the directions (i.e.: "highlight two or three impactful words that show..."). This will help students focus in on main concepts and/or vocabulary.

- Annotation of LEQs: Be intentional about how LEQs are annotated. If introducing a new standard that has 5 or 6 big parts, be sure to begin by annotating the one thing they will work on in class during the lesson activity. As lesson activities progress, return to the LEQ and annotate then as an activating strategy. CAKD

20230406: Last L-F MicroPD was completed today. The last two support PLCs will be held this month. CAKD

20230424: Last Learning-Focused Module (online and PLC) was completed for the 2022-2023 school year. Ms. Blue will consolidate the documentation and send it to PD office for CEUs. CAKD

6/6/23: We will continue with Learning-Focused PD Year 3 (scaffolding and differentiation) for the 23-24 school year. CAKD

6/6/23 MCLs/coaches will model lessons in classrooms using the gradual release of responsibility model to model Learning-Focused strategies from the 22-23 school year (increase rigor) and the current year (scaffolding strategies). In doing so, teachers can see Higher Order Thinking Strategies in action and implemented, so they can, in turn, implement them independently.

Kelli Guyot

06/01/2024

*Notes:* 9/7/23: Ms. Reese and Ms. Smith are already modeling lessons in classrooms for new international teachers. Since it is the beginning of the year, the modeling is intended to help teachers establish a Learning-Focused classroom environment. As management issues decrease, the focus will become modeling use of scaffolding and rigor strategies.

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 on North Campus, and those within 5-8 DSS points of passing the EOG are placed into reading/math enrichment electives. EL students are also placed into reading enrichment. 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 instructional supplies for small group and elective instruction. Funds also will be needed to continue to pay for math interventionist position.		Talicia Smith	06/01/2025
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	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.		Talicia Smith	06/01/2025
<i>Notes:</i>					

	7/11/23	Small group instruction PD will be facilitated through collaborative planning sessions by MCLs. PD will include how to conduct data analysis to determine student needs and how to track student progress. Evidence of completion will include agenda/minutes, data trackers, and small groups formed through data analysis.		Talicia Smith	06/01/2025	
<i>Notes:</i>						
	<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			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 supposed to be facilitated twice monthly through social studies classes; however, this was not completed with fidelity.	Limited Development 10/08/2022		
<b>How it will look when fully met:</b>			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.		<b>Stephen Hall</b>	<b>06/01/2024</b>
<b>Actions</b>				<b>0 of 5 (0%)</b>		
	6/5/23	Students and teachers will be provide a form to use for student referrals to guidance and/or social worker. Teachers will refer students based on student concerns and step 2 of the discipline process. Students can self-refer. Counselors will utilize a return form to teachers that explains when the student was seen and next steps. Counselors/social workers will have 72 hours to see the referred student and respond back to the teacher. Evidence of completion include referral forms.		Stephen Hall	06/01/2024	

<i>Notes:</i>				
6/5/23	Three days per week during social studies, teachers will engage students in the Positivity Project (videos, discussion, and/or activities). Positive Peer Pressure award will be given monthly to one team from each grade level that demonstrates has the fewest ISS days, OSS days and bus suspension days. Award banner will be presented to the winning homerooms each month. Evidence of completion will include P2 observations, student work, discipline data, and photos.		Terry Shiver	06/01/2024
<i>Notes:</i> 8/24/2023: This was a topic of discussion for PBIS correlate. Banner was created by Ms. Maerten and is ready to be hung at the end of September. Ms. Gray will be responsible for running reports by team.				
6/5/23	As a Tier 2 behavior intervention, counselors will implement a Check In/Check Out (CICO) process to track student behavior and implant a reward system for those who participate successfully. To begin the 2023-2024 school year, any student assigned to HLA will automatically be assigned to CICO and receive a school-based mentor for the first quarter. Evidence of completion includes CICO forms, HLA referral assignments, observations, and photos.		Stephen Hall	06/01/2024
<i>Notes:</i> 9/5/23: SST met to review HLA referrals from last year and finalized the list of mentors. Mr. Simon will meet with elective teachers on Friday, September 8th to review expectations for daily CICO.				
9/7/23	Safe Schools Coordinators for each campus will conduct informal check ins with students daily, in addition to the CICO assigned to them (HLA returns). Safe Schools Coordinators will continue to conduct two strike conferences with students who have accumulated two Class II and/or Class II violations. Evidence of completion will include observation, anecdotal notes/emails, and Two Strike Conference documents (signed).		Reginald Simon	06/01/2024
<i>Notes:</i> 9/6/23: Student who returned from Juvenile Detention met with Mr. Brown to outline expectations for returning to school and appropriate behaviors. He will continue to check in with her daily as a school-based intervention to help keep her out of JDC.				
10/11/22	All staff (certified and classified) will participate in professional development implementation of appropriate coping strategies and PBIS 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. Evidence of completion will include agenda/training materials and sign in sheet.		Stephen Hall	06/01/2025
<i>Notes:</i>				



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
<b>Initial Assessment:</b>		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. We also hold a 6th Grade Orientation separate from our 7th and 8th grade open house. Our 8th graders received a tour of DBHS in the spring and DBHS counselors assisted them in class registration.	Limited Development 10/08/2022		
<b>How it will look when fully met:</b>		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 high school registration/tour process. 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.		Stephen Hall	06/01/2025
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	10/11/22	Create student/parent workshops for families considering application for high school choice programs.		Stephen Hall	06/01/2025
<i>Notes:</i>					

**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
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<b>Initial Assessment:</b>	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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<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Distributed leadership and collaboration</b>			
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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
<b>Initial Assessment:</b>			<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		

<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
<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		

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
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<b>Effective Practice:</b>	<b>Quality of professional development</b>
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	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
<b>Actions</b>				<b>0 of 5 (0%)</b>		
		6/5/23	In order to increase the overall school attendance rate for students, social workers will meet with administration weekly to review student attendance data, discuss student attendance issues, and conduct 10 day conferences with parents. Evidence of completion will include attendance notes, meeting minutes, and attendance data.		Reginald Simon	06/01/2024

*Notes:* 10/11/23: To date, 18 letters have ben sent to 6th graders, 32 to 7th graders, and 38 to 8th graders. 10/17/23 is designated to meet with parents for 10 day conferences - there are 12 scheduled. CAKD

6/5/23 Thursday PLCs will remain 90 minutes focused on data analysis with MCL/Coach in order to build teacher capacity and identify students in need of supplemental instruction, small group instruction, or in-school tutoring. Teachers will review current data to include assessments and work samples to impact planning for the upcoming week. Evidence of completion will include observation data, agendas/minutes, work samples, student formative assessment data.

Reginald Simon

06/01/2024

*Notes:*

6/5/23 At the beginning of the 2023-2024 school year all teachers will participate in PD on using data to facilitate small group instruction in order to increase student proficiency. Monthly thereafter, teachers will receive support during Thursday data meetings with MCLS/Coaches and will conduct peer observations to identify best practices that can be easily implemented in their own classroom. Evidence of completion will include training documentation, agendas/minutes, observation data, and lesson plans.

Rebecca Martin

06/01/2024

*Notes:*

6/5/23 Instructional Leadership Team will meet each Thursday to review whole-school (aggregate) data, conduct norming iRounds and/or Learning-Focused walkthroughs, and determine next steps for teacher support and improvement. Evidence of completion includes agendas/minutes, coaching tracker notes, MCL/admin notes.

Rebecca Martin

06/01/2024

*Notes:* 9//23: : ILT conducted our second meeting of the year. We reviewed requirements for the CCS coaching tracker, identified progress of each teacher on the MCL teams and discussed next steps for each teacher.

9/27: ILT will meet each Thursday to analyze and plan instruction around data. During the SIT meeting, Dr. DiGuadio presented EVAAS growth level data for previous school year by subject and grade level. The weakest area was 6th grade (do not meet growth, -3.73). The two strongest areas are 7th ELA and 8th grade science, both exceeding growth (7th ELA- 3.59/ 8th Science 2.22). Within each grade level and subject area, SIT discussed growth data for the five state achievement groups. We will use the EVAAS data to create tutoring groups and formulate differentiated instruction. Prioritize resources based upon both EOG and growth data; current 7th grade and 6th grade Math students and 6th ELA. (RS)

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. This will help teachers identify those in need of in-the-moment remediation and/or scaffolding. This will occur during individual coaching as teachers are ready for this. Evidence of completion will include agenda/minutes, coaching logs, and data collection tools.		Rebecca Martin	06/01/2025
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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
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<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		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<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>		<b>Objective Met 07/11/23</b>	<b>Shaniqua Hightower</b>	<b>06/01/2023</b>
<b>Actions</b>					
10/8/22	<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>		Complete 06/05/2023	Taylor Price	06/01/2023
<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>3/30/23: Team discussed the announcement of TOY, BTOY, and EOY at the end of year awards assembly. Decision was made to limit attendance to awards recipients, parents, and one teacher per team; the ceremony will be live streamed to the school due to gym capacity restraints. CAKD</p> <p>6/5/2023: SIT reviewed this activity and determined it is complete.</p>					

10/8/22	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.	Complete 06/05/2023	Taylor Price	06/01/2023
<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> <p>6/5/23: SIT determined this action is completed.</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.	Complete 06/05/2023	Taylor Price	06/01/2023



*Notes:* 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

11/9/22: AP position posted and will close on 11/14/22. Members of ILT/SIT will serve on interview team. CAKD

11/28/22: ILT and SIT Chair served as AP interview committee on Friday, November 18th. 7 candidates were interviewed and the team determined that while there were decent candidates, none appeared to be the right fit for our school. The decision was made to repost the position in the spring. This was approved by HR and School Support. CAKD

12/19/22: C3.04: The interview team met with an applicant for the vacant SED position. References were checked and the job was offered; however, administration did not hear back from the applicant. CAKD

2/28/23: Transfer/Hiring window is approaching. SIT members please be prepared to sit in on interviews as needed. We will attempt to schedule interviews at times that are convenient (during planning times) to hopefully get at least one SIT member on each interview. We understand this is difficult with the amount of people who have to cover classes on a daily basis. CAKD

3/30/23: AP interviews will be conducted on Monday by members of the ILT. We have hired a 7th grade social studies teacher and bookkeeper. CAKD

4/24/23: C3.04: Hiring for the 2023-2024 continues. Admin will attend the CCS Job Fair on 20230429 at GCHS. Anticipated vacancies for next year include ELA, EC (2), Social Studies, Band, STEM, ISS, and TAs. Interviews are scheduled for Tuesday with EPI. Additionally, the team created a schedule of events for the upcoming Staff Appreciation Week (May 8-12). Ms. Blue volunteered to create a flier for the event to distribute to teachers/staff. CAKD

6/5/23: SIT determined this has been successfully implemented.

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.	Complete 06/05/2023	Taylor Price	06/01/2023
<p><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</p> <p>11/9/22: School Climate Correlate: Jean week for November will be 28th-2nd. Passes will be sold next week through the week of Thanksgiving. A holiday spirit week is in the process of being planned as well as a staff social. More information to come. CAKD</p> <p>3/30/23: DBMS vs SVMS Bowl off possibly on 5/12/23 at 5pm during teacher appreciation week! We need to take this WIN for bragging rights!! April and May jean week passes will be placed on the website in coming days be on the lookout from an email from Ms. King for the green light to purchase those. Our Q4 staff outing is being planned and more information will be sent out soon. CAKD</p>				
<b>Implementation:</b>		07/11/2023		
<b>Evidence</b>	7/11/2023 Evidence of completion include team interview rubric forms, Tweets showing staff recognition and activities, and agendas/minutes from staff meetings.			
<b>Experience</b>	7/11/2023 SIT focused heavily on building school climate/morale and making SIT and staff members part of the recognition and onboarding process.			
<b>Sustainability</b>	7/11/2023 We will continue to recognize staff members at least monthly. We will also continue to build school culture through team interviews, daily walkthroughs, and staff engagement activities.			

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
<i>Initial Assessment:</i>		School currently works to maximize resources (time, staffing, and funding) to our best ability to ensure the focus is on school improvement and student success.	Limited Development 10/08/2023		
<i>How it will look when fully met:</i>		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.		Donell Underdue	05/31/2024
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	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.		Donell Underdue	03/29/2024
<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

<p><b>Initial Assessment:</b></p>	<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>	<p>Limited Development 10/08/2022</p>		
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<p><b>How it will look when fully met:</b></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>06/01/2024</p>
<p><b>Actions</b></p>		<p><b>2 of 6 (33%)</b></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>Complete 06/01/2023</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>6/5/23: This was not done with fidelity across all teams. SIT has decided to purchase the Remind App for the entire school - this will be a new activity for the 23-24 school year.</p>			
<p>7/11/23</p>	<p>PTO: Establish full PTO with executive board and parent/teachers in attendance at monthly meetings.</p>		<p>Senita Stigger</p>	<p>06/01/2024</p>
<p><i>Notes:</i></p>				

10/8/22	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. Evidence of completion will include Twitter feed, website, Remind App logs, school calendar, and flyers/notes home.		Stephen Hall	06/01/2024
<p><i>Notes:</i> 8/29/22: School-wide calendar was sent home to families in their BOY packets. CAKD</p> <p>6/5/23: SIT Decided to keep this activity as we did not have consistent follow through with parent engagement activities. CAKD</p>				
10/8/22	PTO: Establish core group of parents to create PTO Board and get parents/teachers to sign up for and participate in the PTO. Evidence of completion will include the PTO registration forms and meeting agendas/minutes.	Complete 06/01/2023	Stephen Hall	06/01/2024

*Notes:* 11/28/22: A Family Ambassador was selected by the Family Engagement Correlate and the name has been submitted to CCS. A PTO interest survey was sent today as well. CAKD

12/19/22: E1.06: PTO meeting is scheduled for 1/24/23. Also, First Church has adopted our school, provided Christmas gifts for students/families, and is recruiting volunteers to help with boys and girls mentoring groups and career day. CAKD

1/30/2023: E1.06: PTO informaon will be resent to parents (paper copy). Meeng scheduled for 2/23 @ 5pm. DiGaudio will resend parent interest form via ParentLink on Wednesday. CAKD

2/28/23: We had our first PTO night on 2/23. Three parents showed up and they're taking over. They have some great fundraiser ideas and are still seeking out other parents to get involved. Also, Career Day is 3/17. Ms. Brooks is in charge of that and it seems to be going well. First Church has partnered with our school and we have 6 cleared volunteers. They plan to assist with Career Day and also work with the SST on student mentoring. CAKD

3/30/23: 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): PTO board members are actively beginning to fundraise.

First Church will begin their mentoring program the week of April 3rd. CAKD

20230424: Next PTO meeting is scheduled for 4/27/23 directly before the Orchestra Concert. CAKD

6/5/23: PTO has been established; however the SIT decided to keep this activity as we need to build participation with our staff and families. CAKD

8/24/23: PTO had a table at 6th grade orientation and open house to sign up parents/teachers. 16 people joined PTO. CAKD

6/5/23	School will purchase the Remind App to be used by all personnel. Weekly newsletters will be created and sent by the journalism class and teams will send a monthly newsletter to parents via Remind. Evidence of completion includes Remind App usage logs and monthly newsletters.		Shaniqua Hightower	06/01/2024
<i>Notes:</i>				
6/5/23	SIT will facilitate quarterly Parent Academies to address needs. Social workers, counselors, teachers, and admin will be included in the planning process. Parent survey will be sent through Remind to provide parents a voice on the topics to be addressed. Evidence of completion include sign in logs/agenda/presentation, parent survey, photos.		Senita Stigger	06/05/2024
<i>Notes:</i> 9/27:: Parent Academy #2 is not on the school calendar, in lieu of a parent academy, Ms. Reese and Ms. Deas are coordinating a Hispanic Heritage Celebration on October 13, 2023. Band and orchestra will perform. A Columbian group will attend. (RS)				