

Comprehensive Progress Report

Mission: Our Mission at Bartlett Yancey High School is to work with students, parents and members of the community to make a difference in the lives of our students. Bartlett Yancey High School is committed to providing learning opportunities and challenging educational programs, enabling our students to achieve their maximum potential and be globally competitive.

Vision: To provide the most effective education possible where all stakeholders are responsible for a safe environment for all students.

Goals:

Instructional support for all students will be implemented by improving the quality of teaching and learning: Ensuring consistency in teachers' use of data to match instruction more closely to students' learning needs; making more consistent use of learning objectives by displaying them in all lessons, in student-friendly language, and by referring to them frequently to assess student learning; establishing clear expectations for the amount and quality of work required in each lesson and ensuring that lessons are conducted at a brisk pace to make the best use of time available.

Instructional support for teachers will be implemented by creating a rigorous and stringent monitoring system with through structured professional development; constructive, purposeful feedback to help teachers reflect on and improve their practice.

Leadership support for faculty and staff will be implemented by engaging all stakeholders to collaborate and use data to identify areas to address and areas to celebrate. As a result of this collaborative effort, systematic processes will yield positive outcomes for all stakeholders.

BYSHS will implement MTSS to provide supports for all students. As a result of these supports, we will close achievement gaps between subgroups.



! = Past Due Objectives

KEY = Key Indicator

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

	A1.01	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>The administrative team communicates high expectations collectively through formal and informal meetings with all stakeholders.</p> <p>Teachers are expected to meet in professional learning teams to discuss data analysis, planning, pacing, and student performance.</p> <p>Professional practice expected includes collection and dissemination of data, attendance, retention/promotion/graduation rates and student support services.</p> <p><i>*Local boards of education of low-performing schools shall include with their online plans a brief explanation that low-performing identification continues pending assessment data from the 20-21 school year.</i></p>	Limited Development 09/12/2018			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>	<p>Best practices will revolve around instructional methods, assessments and evaluations aligned with the vision, mission and values of the school community.</p> <p>Student performance will increase through monitored attendance, focus on sub-group achievement, graduation rates increased and student support services provided through internal and external agencies/resources.</p>	Objective Met 12/03/20	Lance Stokes	06/05/2022	
Actions					
9/12/18	Administrators will assist with the development of professional goals for instructional staff. Instructional staff will be provided with layers of support for instructional practice. The admin team will monitor instruction through informal walk-throughs, provide specific feedback, provide time for instructional staff to make the needed adjustments, and monitor improvement.	Complete 04/20/2021	Administrative Team	08/26/2019	

	<i>Notes:</i> The admin team will be monitoring instruction closely for Performance Based Objectives, Agenda, Lesson plans aligned to the curriculum, student engagement, time-management for brisk pacing and higher order assignments for a stringent and rigorous classroom environment.			
9/12/18	The administrative team will maintain high visibility throughout the school; manage instruction, student learning and behavior throughout the instructional day.	Complete 05/22/2020	Administrative Team	08/26/2019
	<i>Notes:</i> High visibility is an important role of the administrative team and the principal. This practice contributes to the effective management of student behavior and relationship building.			
8/23/19	The testing coordinator and ITF will work together and collaborate to provide data and feedback to teachers for individualized student instruction. They will provide individual student data, assist with disseminating data for teachers and creating assessments aligned to the standards.	Complete 03/02/2020	Accountability Personnel	08/26/2019
	<i>Notes:</i>			
11/6/18	The technology facilitator and instructional coach will provide specific professional development on technology integration and bell to bell instruction.	Complete 05/22/2020	Lance Stokes	08/26/2022
	<i>Notes:</i> There will be PD provided on TPACK, SAMR models from the technology facilitator. There will be PD provided on Marzano's instructional strategies, PBOs, and RBT which will ensure bell to bell instruction.			
9/20/19	The administrative team will share specific data with teachers during school-wide data dives, department data dives and subject area data dives. That will include school-wide data, benchmark data and common assessment data.	Complete 02/07/2020	Lance Stokes	08/26/2023
	<i>Notes:</i> Data will be shared with the BIG 4 teachers during PLC meetings. Scheduled school-wide data dives will be scheduled each month starting in October. Specific strategies will be developed and established to assist students.			
Implementation:		12/03/2020		
Evidence	4/29/2019 As of April 2019, all BYHS teachers and staff have completed beginning-of-the-year, mid-year, end-of-year professional development plans which can be accessed through NCESS. All summative evaluations on teachers have been completed.			

Experience	4/29/2019 The administrative team assists all teachers in creating and maintaining professional development plans throughout the school year. Our experience has been mainstreamed due to using the North Carolina Educator Effectiveness System provided by the North Carolina Department of Public Instruction. We have experienced using this as part of each teacher's formal annual evaluation.			
Sustainability	4/29/2019 The administrative team will continue meeting with teachers individually within the NCESS system to maintain progress and sustain efforts for this objective.			

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Curriculum and instructional alignment			
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	A2.24	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes objectives for student management of their learning.(5330)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	All teachers will use the prescribed curriculum provided by the district to align their pacing, lesson plans, and instructional strategies. Math and ELA teachers will use Engage NY and Eureka Math to plan their lessons and direct their instructional delivery. Teachers will use the standard course of study to plan their lessons and pace their lessons to effectively serve students and meet the needs of all students.	Limited Development 05/28/2019		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
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How it will look when fully met:	When this objective is fully met, all Math and ELA teachers will be using the prescribed curriculum provided by the district. They will be using the resources, toolbox, assessments, and all materials aligned to the curriculum. There will be evidence in lesson plans and assessments that will determine student success and growth.	Objective Met 12/04/20	Karen Worlds	06/05/2021
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	5/28/19	Teachers will create problem based objectives aligned to their standards each day.	Complete 12/02/2020	All Teachers	08/26/2019
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	7/10/19	All core classroom teachers will focus on bell to bell instruction for 90 minutes.	Complete 12/02/2020	Stokes, Lance	08/26/2019
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Notes: This will include instructional information provided from the CNA visit in 2017. The admin team will focus on specific instructional practices each week to build an instructional focus campus-wide. This will include brisk internal classroom pacing, effective lesson-planning, instructional delivery that is purposeful and intentional.

Implementation:		12/04/2020		
Evidence	12/4/2020			
Experience	12/4/2020 ELA and Math teachers are following Pacing guide. Staff development along with pacing guide check points indicate objective is met.			
Sustainability	12/4/2020 Leadership and Academic coaches will continue to monitor academic progress.			

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>		<p>Bartlett Yancey High School is in full implementation of the Multi-Tiered Systems of Support framework. Limited training at the district level has been provided to leadership teams for a basic understanding of the process. However, the BYHS staff will have specific action steps and guidelines for identifying students who are at risk of failure due to attendance or academics.</p> <p>Due to a lack of assessment data during the 19-20 academic year, the state lists of Low-Performing schools and State Low-Performing districts stayed the same for 20-21. However, the new legislation states the following: “local boards of education of low-performing schools shall include with their online plans a brief explanation that low-performing identification continues pending assessment data from the 20-21 school year” Please remember to add this statement either on the first page of the plan or on the website near where the plan is posted.</p>	Limited Development 07/18/2016		
		Priority Score: 3	Opportunity Score: 1	Index Score: 3	
<i>How it will look when fully met:</i>		<p>When this objective is fully met, there will be an understanding that tier 1 interventions are provided to 100 percent of the student population, supplemental interventions will serve 10-15 percent of the students and intensive interventions will be provided for approximately 3-5 percent of the students. There will be a focus on student response to instructional practices as opposed to student deficits or failures.</p> <p>All data points will be addressed, discussed, and plans implemented to ensure student performance and achievement.</p>		Lance Stokes	06/05/2024
<i>Actions</i>			2 of 9 (22%)		
	5/28/19	Administrators will be notified of any circumstances that require students to be absent several consecutive days. (trips, surgeries, etc)	Complete 09/18/2020	Teachers	08/26/2019
<i>Notes:</i>					

5/28/19	Teachers will update grades weekly in Power School or as needed for students and parents.		Teachers	08/26/2021
<i>Notes:</i> This is a district non-negotiable for staff.				
5/28/19	School Counselors will make contact with parents regarding at risk academic performance, attendance and behavior.		Counselors	08/26/2021
<i>Notes:</i> School Counselors will make contact with students after 3 consecutive absences and report to administration.				
5/28/19	Students who are at risk of failing or not graduating with their cohort will be considered for the Career Academy under the guidelines provided in the document.		School Counselors	08/26/2021
<i>Notes:</i> The drop-out prevention committee will determine if candidates qualify for the career academy. The team will develop a plan for the students selected and monitor their progress providing reports to the principal.				
6/20/19	Standards based tutoring will be provided to students who are failing or at risk of failing core classes. Tutoring will take place on Tuesdays and Thursdays.		Teachers	08/26/2021
<i>Notes:</i> Tutoring will be available in Math, Science, ELA and Social Studies. Tutoring logs will be provided and reviewed by the Instructional Coach and admin team.				
10/25/16	The Bartlett Yancey High School multi-tiered system of support team will meet on the second Wednesday of each month to discuss specific student data pertaining to academics, attendance and discipline.		Principal	08/20/2022
<i>Notes:</i> The MTSS team will be provided with training on the MTSS framework and components involved for BYHS. We are currently going through the FAM to align our practice and resources with student needs.				
7/10/19	Students who fail a course will be considered for the Grad-Point Credit Recovery Program.		Counselors	08/26/2022
<i>Notes:</i> Grad-point will be tailored based on student need.				
8/23/19	The scheduling team will ensure that schedules are submitted by the due date. School counselors will meet each deadline and timeline that schedules are due for completion. The principal will ensure that schedules are ready by the due date and completed.	Complete 09/10/2021	Data manager/School counselors	08/26/2022
<i>Notes:</i>				

5/28/19	Students who have 10 absences (excused or unexcused) will conference with the administrator over their grade-level. Students who have more than 10 absences will be provided with the following interventions: Student conference, parent contact, attendance contract, explanation of the appeals process.		Greg Randall	08/26/2022
<i>Notes:</i> There will be small group interventions that include an explanation of the appeals process, attendance contracts and monitoring of the student attendance.				
Implementation:		03/01/2018		
Evidence	3/1/2018			
Experience	3/1/2018			
Sustainability	3/1/2018			