

Comprehensive Progress Report

Mission: To prepare students to become life-long learners, critical thinkers, and productive citizens in today's global society.

Vision: James Benson Dudley High School will become a state-of-the-art learning institution working collaboratively with all stakeholders to promote excellence.

Goals:

By June 2026, James B. Dudley High School will achieve 100% postsecondary success, ensuring that every senior has a verified plan to be enlisted, employed, or enrolled.

By June 2026, Dudley will meet or exceed expected growth as measured by the North Carolina School Accountability Model, by increasing student academic performance across all content areas through data-driven instruction, targeted interventions, and evidence-based instructional practices within a Multi-Tiered System of Support (MTSS).

Dudley will increase its rating on FAM-S item 26 from Operationalizing (2) to Optimizing (3) by identifying and addressing system-level patterns and focusing both the Instructional Leadership and School Improvement Teams on facilitating decision-making around targeted School Improvement Plan indicators, as measured through monthly SIP meeting documentation by June 2026.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.</p> <p>For the 2025-2026 school year, the school has elected members of the School Improvement Team and signed up for at least one committee to serve on. They have LEA support to assist them with continuous school improvement planning.</p>	Limited Development 04/11/2016		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		<p>The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.</p> <p>For the 2025-2026 school year, evidence of implementation will be the establishment of the School Improvement Team. In addition, the school will have meeting agendas and minutes as supporting documentation for SBLT and committees.</p>		Erika Wilson	06/12/2026
<i>Actions</i>			1 of 2 (50%)		
	10/27/23	The School Improvement Team is comprised of stakeholder representatives that will meet twice a month, and will collaborate with LEA support on continuous school improvement planning to monitor progress towards increasing the overall school performance composite score.	Complete 06/13/2023	Dr. Erick Pryor	02/14/2023
<i>Notes:</i>					

10/4/22	The School Improvement Team is comprised of stakeholder representatives that will meet twice a month, and will collaborate with LEA support on continuous school improvement planning to monitor progress towards increasing the overall school performance composite score.		Dr. Erick Pryor	06/12/2026
<i>Notes:</i> SIP Goals and progress monitoring				
Implementation:		10/15/2021		
Evidence	7/16/2018 7/16/2018: Evidence of the completion of these activities have been included in the resource folder.			
Experience	7/16/2018 - New teachers received PBIS training on 7/16/18. All teachers received a review of the PBIS policies and expectations at the Welcome Back Staff Meeting.			
Sustainability	7/16/2018 - The action steps of this goal will need to be repeated annually to ensure all members of our staff are aware of the policy and expectation. Bi-Annual training will students will continue to take place each year to ensure students understand the policies and expectations.			

	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 DHS SBLT meets every 2nd Tuesday of the month. The SBLT chair and Process Manager members also meet to create the agenda and discuss what will be added to the SIP before the next meeting using the minutes from committees.</p> <p>For the 2025-2026 school year, the School Based Leadership Team will continue to meet once a month to review the implementation of effective practices.</p>	Limited Development 10/26/2020		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			<p>At full implementation the SBLT chair and Process Manager members also meet to create the agenda and discuss what will be added to the SIP prior to the next meeting using the minutes from committees. Committees will submit their minutes from their meetings by the 2nd Tuesday of each month.</p> <p>For the 2025-2026 school year, evidence of the monthly meetings will be visible through agendas and minutes.</p>		Erika Wilson	06/10/2026
Actions				0 of 1 (0%)		
	10/27/23	The School-Based Leadership Team will meet once a month. Once a month as a whole team and twice a month for the subcommittees (Academic, Safety, Climate & Culture). The minutes from Committee meetings will be used to generate the SBLT agenda.			Erika Wilson	06/10/2026
<i>Notes:</i>						
Implementation:				12/05/2020		
	Evidence	12/5/2020 SBLT documentation uploaded to Indistar website monthly. Indistar website is visited daily by either Sellars or Hussey to check on expectations and progress.				
	Experience	12/5/2020				

Sustainability

12/5/2020

Consistent vetting of relevant Leadership Team documents to be share with all stakeholders.

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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
<i>Initial Assessment:</i>			<p>Dudley High School’s team structure among teachers has been implemented and established; however, there are noted limitations to the team structure, specifically with regards to the family-school connection. Currently, Dudley has an active and functioning leadership team, as well as effective instructional teams. The school improvement plan is consistently reviewed and amended as needed by the leadership team. In addition, the instructional teams at Dudley are charged with implementing the school improvement plan into their respective content areas through their reflection on their current instructional practices and analysis of generated assessment data.</p> <p>For the 2025-2026 school year, in addition to the information listed above, the administrative team has developed a master schedule that provides each teacher with a planning period. EOC subject teachers have been assigned a common planning time to use, analyze, and interpret data to help improve teaching and learning, attendance, behavior, and overall school performance. They have also developed a schedule that governs which teachers are doing which duties such as morning, afternoon, bus, class transitions, etc.</p>	Limited Development 05/17/2016		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>			<p>The school will continue to maintain its team structure among the Leadership Team, Professional Learning Communities, and the PTSA. Currently the Leadership Team comprises of school administration, teachers, and community members. Professional Learning Communities are developed by content area and meet during designated times twice monthly. EOC PLCs have additional data meetings upon the release of new data. The PTSA and community members on the leadership team will continue to support our school and act as the liaison between the school and the community. Our Social Worker and Communities In Schools Liason will continue to provide support to our students and the community. In addition, an Equity Team will be created to assist and address equity needs in the school.</p>		Antonia Elam	06/12/2026
Actions				0 of 3 (0%)		
	8/30/17	Agenda and meeting minutes will be documented for Leadership Team, PLC and Departmental Meetings.			Erika Wilson	06/12/2026
<i>Notes:</i>						

5/1/18	A Duty Schedule will be completed for 1st & 2nd Semester.		Artouris Bryant	06/12/2026
<i>Notes:</i> A new schedule will be created before the 2nd Semester when students return to campus on January 5th, 2026				
10/18/22	All teachers will have an instructional planning period designed in the Master Schedule.		Stephanie Reid	06/12/2026
<i>Notes:</i>				
Implementation:		11/04/2021		
Evidence	11/4/2021 Continuing to work on this objective			
Experience	11/4/2021 Continuing to work on this objective			
Sustainability	11/4/2021 Continuing to work on this objective			

Core Function:	Domain 1: Turnaround Leadership
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Effective Practice:	Practice 1B: Monitor short-and long-term goals
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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
Initial Assessment:		<p>Dudley High School has mechanisms in place to consistently monitor classroom instruction and provide clear and consistent feedback. Such mechanisms include informal walk-throughs, observations, peer observations, and data analysis. Despite the variety of mechanisms available for effective instructional monitoring, missed opportunities for timely feedback have been noted.</p> <p>For the 2025-2026 school year, Dudley High School’s Instructional Leadership Team (ILT) will create a walkthrough tool used for classroom observations. ILT will then create a rotational schedule for observations that will be centered on particular focus areas and the opportunity to calibrate observations by having a rotation of observers. The ILT will discuss and analyze the data collected from the instructional walkthrough tool to determine areas of growth for specific teachers, content areas, and instructional strategies that will lead to improvements in teaching and learning. Formally and informally teachers will be provided with ongoing coaching support and feedback.</p>	Limited Development 05/18/2016		

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>For the 2025-2026 school year, Dudley High School’s Instructional Leadership Team (ILT) will create a walkthrough tool used for classroom observations. ILT will then create a rotational schedule for observations that will be centered on particular focus areas and the opportunity to calibrate observations by having a rotation of observers. The ILT will discuss and analyze the data collected from the instructional walkthrough tool to determine areas of growth for specific teachers, content areas, and instructional strategies that will lead to improvements in teaching and learning. Formally and informally teachers will be provided with ongoing coaching support and feedback. Administrators will be active participants in Professional Learning Communities (PLCs) to gain knowledge about planning, and assessments at all levels in the school. The ILT will monitor and provide positive, constructive feedback to teachers to create highly productive PLCs that impact all phases of teaching and learning. By June 2026, the full implementation of the indicator will be demonstrated by the successful completion of our school's performance composite goal.</p>			Brandon Wiggins	06/12/2026
Actions			0 of 5 (0%)		
10/10/22	<p>ILT will create a walkthrough calendar for teacher observations. The data collected from the walkthroughs will serve as evidence to support Professional Development, improving teaching and learning and support to increase student achievement.</p>			Brandon Wiggins	06/12/2026
	<i>Notes:</i>				
10/25/24	<p>Participate in District instructional walkthrough rounds for Math</p>			Brandon Wiggins	06/12/2026
	<i>Notes:</i>				
10/25/24	<p>Participate in District instructional walkthrough rounds for literacy.</p>			Antonia Elam	06/12/2026
	<i>Notes:</i>				
10/25/24	<p>Participate in district professional development to support instructional deployment and student engagement for Math.</p>			Brandon Wiggins	06/12/2026
	<i>Notes:</i>				
10/25/24	<p>Participate in district professional development to support instructional deployment and student engagement for literacy.</p>			Antonia Elam	06/12/2026
	<i>Notes:</i>				

Implementation:		10/15/2021		
<i>Evidence</i>	10/26/2020			
<i>Experience</i>	10/26/2020			
<i>Sustainability</i>	10/26/2020			

Core Function:	Domain 2: Talent Development
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Effective Practice:	Practice 2A: Recruit, develop, retain, and sustain talent
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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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<p>Initial Assessment:</p>	<p>Dudley High School staff members are selected and hired after being interviewed by a team comprised of administrators, teachers, and support staff. The team determines the interview questions to be answered by the candidates assesses the benefits and challenges of hiring each staff member. Newly hired Dudley staff members participate in a Dudley New Staff orientation, the ongoing New Teacher Support, and if identified as a beginning teacher or global teacher assigned a mentor to provide assistance and support. In addition, Dudley staff members are celebrated through weekly "Shout-Outs" for specific staff members in the Panther Times Newsletter order to boost morale and showcase the efforts of exceptional teachers/staff</p> <p>During the 2025-2026 school year, staff members will be nominated by their colleagues for quarterly SEL competencies. First quarter is Self-Awareness, Second quarter is Self-Management, Third quarter is Social Awareness, fourth quarter is Relationship Skills, and Responsible Decision Making will be utilized all year long.</p>	<p>Limited Development 04/26/2016</p>		
	<p>Priority Score: 2 Opportunity Score: 2</p>	<p>Index Score: 4</p>		
<p>How it will look when fully met:</p>	<p>Full implementation of recruitment and retention efforts at DHS will showcase a 100% fill rate in staff positions and 5% or less in the staff turnover rate. Members of the DHS staff will be regularly recognized, praised, and encouraged through weekly 'Shout-Outs' from school communication outlets such as, the DHS website, social media, and the GCS district news.</p> <p>Research from John Hattie, acknowledges that teachers are the single most important classroom factor in a child's academic success. This means we have to hire, train, and develop our teachers to increase students' capacity to learn. Like students, the staff does not care how much we know or have to offer through professional development until they know how much we care about them as individuals. Therefore, we must create opportunities to provide social emotional learning and offer acts of appreciation and incentives to demonstrate our support of our staff. In return, staff will remain committed to Dudley High School and our students. As a result will decrease the absenteeism rate of staff and students.</p>		<p>Dr. Marcus Gause</p>	<p>06/12/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>10/11/22</p>	<p>Quarterly SEL Competency Awards (Character Breakfast)</p>		<p>Dr. Marcus Gause</p>	<p>06/12/2026</p>

	<i>Notes:</i> Title I funding may be used to provide breakfast for students recognized.			
10/11/22	Staff recognition through Panthers Times newsletter, social media, and school website.		Antonia Elam	06/12/2026
	<i>Notes:</i>			
10/27/23	Use Title I funds to hire and retain staff members.		Dr. Marcus Gause	06/12/2026
	<i>Notes:</i> Title I funds are used for 0.5 Teacher position Title I funds are used for 1 Lead Teacher position Title I funds are used for 4 Teacher Assistant positions Title I funds are used for Staff Development / Workshop Expenses Title I funds are used for Supplies and Materials Title I funds are used for Field Trips Title I funds are used for Parent – Staff Development Instructor Stipend Title I funds are used for Parent Postage Title I funds are used for Parent Supplies and Materials Title I funds are used for Parent Food Purchases			
Implementation:		10/15/2021		
Evidence	10/15/2021			
Experience	10/15/2021			
Sustainability	10/15/2021			

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
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
Initial Assessment:		<p>Dudley High School has begun offering professional development on using, analyzing, and interpreting data to help improve teaching and learning, attendance, behavior, and overall school performance. The school has solicited the support of Ben Calley previously and will solicit support from Molly Stoltz this school year.</p> <p>For the 2025-2026 school year, the staff will continue to review, analyze, interpret, and use school data such as teacher observation, student interim reports and other assessments, attendance and dropout data, and other data to help inform teaching and learning throughout the school year. The school will review this data in Tableau as well as that has been compiled on other platforms or dashboards.</p>	Limited Development 04/25/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Dudley High School will increase its proficiency and growth in the following areas: 1. Overall school performance composite, growth, letter grade 2. English II 3. Math I 4. Math III 5. Biology. All staff will be trained on how to use, analyze, and interpret data. Discipline and chronic absenteeism data will improve.		Antonia Elam	06/12/2026
Actions			46 of 48 (96%)		
8/31/17	Achieve 3000: Selected teachers are trained on Achieve 3000		Complete 10/11/2016	Administrative Team	10/11/2016
	<i>Notes:</i> The teachers are selected from Earth and Environmental Science, World History, year long English II and Study Skills classes.				
8/31/17	Achieve 3000: A computer lab schedule is developed.		Complete 10/11/2016	Tracey Norton	10/11/2016
	<i>Notes:</i> A lab schedule will need to be completed for each semester. The first semester lab schedule has been completed.				
8/31/17	ACT Review: AP students are responsible for creating the word of the day.		Complete 10/11/2016	Select AP Students	10/11/2016
	<i>Notes:</i>				

8/31/17	PD Passport: A survey of staff need and interest is created and distributed to staff.	Complete 10/11/2016	Elanda Walton	10/11/2016
	<i>Notes:</i> PD Passport survey was distributed to teachers on October 7th.			
8/31/17	PD Passport: Compilation of survey results.	Complete 10/11/2016	Elanda Walton	10/11/2016
	<i>Notes:</i> Data was collected on the week of October 7th.			
8/31/17	Review the PLC Model	Complete 10/11/2016	Dr. Erik Pryor, Tracey Norton, Mieke Fluere-Ritort	10/11/2016
	<i>Notes:</i>			
8/31/17	ACT Review: ACT Test Prep	Complete 02/14/2017	Mieke Ritorto, Tanya Wingate	01/10/2017
	<i>Notes:</i> Additional information will be researched and shared with the Gold Team at the next Gold Team meeting. Information from the district will be shared at the next Leadership Team meeting. The ACT test prep will not be used in the 2017 school year due to the expense of the program.			
8/31/17	ACT Review: ACT Practice Test	Complete 01/10/2017	Mieke Fluere-Ritorto	02/24/2017
	<i>Notes:</i> The ACT Practice Test will be administered on 2/24/17			
8/31/17	PD Passport: Planning for half-day PD based on survey results.	Complete 03/15/2017	Mieke Fluere-Ritorto	06/09/2017
	<i>Notes:</i> PD Passport half-day PD was completed on March 15th, the last half-day scheduled on the 2016-2017 school year.			
8/31/17	PD Passport: PD Passport sessions are announced to the staff.	Complete 03/15/2017	Mieke Fluere-Ritorto	06/09/2017
	<i>Notes:</i>			
8/31/17	PD Passport: PD Passport sessions.	Complete 03/15/2017	Mieke Fluere-Ritorto	06/09/2017
	<i>Notes:</i>			
9/27/16	Balanced Literacy: Implementation of Framework for each unit.	Complete 06/09/2017	Tracey Norton	06/09/2017
	<i>Notes:</i>			
9/27/16	Balanced Literacy: Teachers receive ARC materials	Complete 01/31/2017	Tracey Norton	09/05/2017
	<i>Notes:</i> Teachers will receive materials throughout the year.			
9/27/16	Curriculum Matters: Create the Curriculum Matters Calendar and post the school's calendar.	Complete 10/11/2016	Mieke Fluere-Ritorto	09/05/2017
	<i>Notes:</i> Mr. Moore has posted the Curriculum Matters meetings to the website.			

9/27/16	Professional Development: PD sessions are announced to the staff.	Complete 09/05/2017	Mieke Fluere-Ritorto	09/05/2017
<i>Notes:</i>				
9/27/16	Curriculum Matters: Review the schools data (TWC Survey, ACT, EOC, AP, Discipline, Attendance, teacher survey) to create an agenda	Complete 10/11/2016	Mieke Fluere-Ritorto	09/11/2017
<i>Notes:</i> Teacher survey's, EVAAS data, TWC survey's were utilized to gather data for professional development needs.				
9/26/17	Students will perform at 34% proficiency in Biology, at 45.6% in English II and 32% in Math I as measured by the District Wide Interim Assessments	Complete 10/03/2017	Elanda Walton	09/29/2017
<i>Notes:</i> Students performed at 42.7% on the Biology Districtwide Assessment. Students performed at 55% on the English II Districtwide Assessment. Students performed at 31% on the Math I Districtwide Assessment.				
9/27/16	ACT Review: ACT word of the day selected for the school year	Complete 10/02/2017	Elanda Walton	10/02/2017
<i>Notes:</i>				
9/26/17	Students will perform at 37% proficiency in Biology, at 48.5% in English II and 35% in Math I as measured by the District Wide Interim Assessments.	Complete 12/18/2017	Curriculum Facilitators	12/15/2017
<i>Notes:</i> Students in Biology performed at 44.7% , English II performed at 55%, and Math I performed at 31% on the first District Wide Interim Assessments.				
9/27/16	ACT Review: Information concerning the ACT exam will be distributed to parents at the Sophomore and Junior class parent meeting.	Complete 10/11/2016	Elanda Walton	02/09/2018
<i>Notes:</i>				
5/3/18	Students will perform at 34% proficiency in Biology, at 45.6% in English II and 32% in Math I as measured by the District Wide Interim Assessments	Complete 02/13/2018	Norton, Wingate, Travers	02/13/2018
<i>Notes:</i> Students performed at 35.8% on the IA1 2nd Semester in Biology Students performed at 27.9% on the IA1 2nd Semester in Math I Students performed at 50.9% on the IA1 2nd Semester in Eng. II				
9/24/17	Select teachers, administrators, and/or curriculum facilitators will attend the annual ASCD conference.	Complete 03/26/2018	Rodney Wilds	03/26/2018
<i>Notes:</i> This year the team decided to use funding set aside for ASCD to provide additional days for Sat. Academy and additional hours for the Evening Academy. This decision is based on data supporting progress towards graduation and the Mid Year Exams.				

5/3/18	Students will perform at 37% proficiency in Biology, at 48.5% in English II and 35% in Math I as measured by the District Wide Interim Assessments.	Complete 04/09/2018	Norton, Wingate, Travers	04/09/2018
	<i>Notes:</i> Students scored 40.7% on the IA2 2nd Sem. in Biology Students scored 27.6% on the IA2 2nd Sem. in Math I Students scored 57.1% on the IA2 2nd Sem. in Eng. II			
9/27/16	Early Release Professional Development sessions	Complete 04/25/2018	Elanda Walton	04/25/2018
	<i>Notes:</i>			
9/27/16	Early Release: Planning for half-day PD based on survey results.	Complete 04/11/2018	Elanda Walton	04/25/2018
	<i>Notes:</i> The final half-day PD was cancelled due to inclement weather.			
9/27/16	ACT: Daily vocabulary announcements (verbal and televised)	Complete 06/08/2018	Tracey Norton	06/08/2018
	<i>Notes:</i> The word of the day is announced, defined and used in a sentence daily.			
9/27/16	ACT Review: ACT question of the day.	Complete 06/08/2018	Elanda Walton	06/08/2018
	<i>Notes:</i>			
9/27/16	PLC: Creation of PLC Agendas	Complete 06/08/2018	Gold Team	06/08/2018
	<i>Notes:</i>			
9/27/16	PLC: Bi-weekly PLC Meetings	Complete 06/08/2018	Gold Team	06/08/2018
	<i>Notes:</i>			
9/27/16	PLC: PLC Minutes are completed and sent to Ms. Wingate.	Complete 06/08/2018	Tracey Norton	06/08/2018
	<i>Notes:</i>			
9/27/16	PLC: Collaborative Lesson Planning and Planning of Common Assessments	Complete 06/08/2018	Tracey Norton	06/08/2018
	<i>Notes:</i>			
9/27/16	PLC: Data Analysis	Complete 06/08/2018	Tracey Norton	06/08/2018
	<i>Notes:</i>			
9/27/16	Curriculum Matters: Conduct bi-monthly Curriculum Matters Professional Development	Complete 05/03/2018	Elanda Walton	06/08/2018
	<i>Notes:</i> The final Curriculum Matters session was held on 4/27/17. A total of 13 PD sessions were conducted over the course of the year. Teachers received instruction on how to plan rigorous lesson plans, provide data rich instruction and how to provide a curriculum rich learning environment for students.			
9/27/16	Balanced Literacy: ARC Coaching Visits	Complete 06/08/2018	Elanda Walton	06/08/2018
	<i>Notes:</i>			

12/11/17	English II teachers will participate in yearlong Professional Development facilitated at the district level.	Complete 06/08/2018	Tracey Norton	06/08/2018
<i>Notes:</i>				
9/24/17	Monthly PLC planning with EC teachers to ensure that teachers receive effective strategies to help support the learning of EC students in all content areas.	Complete 05/24/2018	Tanya Wingate	06/08/2018
<i>Notes:</i>				
9/11/18	Students will perform at 39% proficiency in Biology, at 41.4% in English II and 31% in Math I as measured by the District Wide Interim Assessments	Complete 09/28/2018	Curriculum Facilitators	09/28/2018
<i>Notes:</i> Students performed at 48.0% proficiency in Biology, at 51.9% proficiency in English II and 32.5% proficiency in Math I on the districtwide interim assessment.				
9/11/18	Students will perform at 41% proficiency in Biology, at 43.4% in English II and 34% in Math I as measured by the District Wide Interim Assessments	Complete 11/06/2018	Curriculum Facilitators	12/17/2018
<i>Notes:</i> Students performed at 52.7% proficiency in Biology, at 53.4% in English II and at 39.3% proficiency in Math I as measured by the District Interim Assessment. The scores for all interim assessments are not cumulative.				
9/11/18	Professional Development: PD sessions are announced to the staff.	Complete 03/31/2019	Elanda Walton	03/31/2019
<i>Notes:</i>				
9/11/18	Curriculum Matters: Conduct bi-monthly Curriculum Matters Professional Development	Complete 06/07/2019	Elanda Walton	06/07/2019
<i>Notes:</i>				
12/2/18	NTN Coaching Visits for Math I	Complete 06/10/2019	Moore	06/18/2019
<i>Notes:</i>				
9/11/18	PLC: Data Analysis based on the DDI Calendar and DDI Cycle.	Complete 06/10/2021	PLC Teams/ ILT Teams	06/07/2021
<i>Notes:</i>				
9/11/18	ILT will utilize data points to guide monthly Learning-Walks.	Complete 06/10/2021	ILT Team	06/07/2021
<i>Notes:</i>				
10/19/22	Use Title I funds to pay for six Math 1, Math 2, and Math 3 teachers to attend a math conference.	Complete 12/01/2022	Tori Brasher	12/01/2022

Notes: Title I funding used to pay for five math teachers to attend a math conference.

12/14/22 update- The 2022 State Math Conference was held at the Convention Center in Winston Salem, NC, on November 10 - 11, 2022.

Seven teachers from Math 1, 2 & 3 attended the two-day conference. Teachers were able to pick from 12 different sessions per hour. Starting from 8:30 a.m. til 4:00 p.m.

Using Data to Promote Mathematics Understanding

Math 1 Tasks - Tried and True

Think Out: Increase student engagement with teacher-made puzzles and escape rooms!

Keynote Speaker James O'Neal, Mastery For All, LLC from Charlotte, NC

9/8/22	Train staff using a data protocol to be able disaggregate data.	Complete 06/02/2023	Jessica Oates	05/10/2023
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Notes: 09/21/22- During the Welcome Back to School Teacher Workday (08/23/22) staff was trained on data protocols focused on Data Analysis & MTSS + PLCs (08/24/22)

Departments used different protocols to disaggregate data

9/8/22	Staff will review various assessment data from 2022-2023 and identify root causes and actions to improve academic data.	Complete 06/02/2023	Jessica Oates	05/10/2023
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Notes: 09/21/22- During the Curriculum Matters and PLCs sessions teachers have been trained to use a new lesson plan template, Canvas, and NWEA.

It is recommended during a 2023-2024 school year that courses that use common assessments should input data into a sharable spreadsheet.

10/27/23	Students will have a 95% participation rate in testing for the WorkKeys, Interim Assessments, Pre-ACT, ACT, and EOCs. The leadership team will review testing attendance after each interim assessment throughout the academic year.		Daniel Miller	06/12/2026
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Notes: Title I Funds- attendance incentives.
 Title I funds are used for 0.5 Teacher position
 Title I funds are used for 1 Lead Teacher position
 Title I funds are used for 4 Teacher Assistant positions
 Title I funds are used for Staff Development / Workshop Expenses
 Title I funds are used for Supplies and Materials
 Title I funds are used for Field Trips
 Title I funds are used for Parent – Staff Development Instructor Stipend
 Title I funds are used for Parent Postage
 Title I funds are used for Parent Supplies and Materials
 Title I funds are used for Parent Food Purchases

10/15/21 EOC teachers will continue to review, analyze, interpret, and use school data such as teacher observations feedback, benchmark & common assessments, attendance and discipline data, and other data to help inform teaching and learning throughout the school year. The staff will review this data in Tableau as well as other platforms or dashboards.

Dr. Erick Pryor

06/12/2026

Notes:

Implementation:

10/15/2021

Evidence

10/15/2021

Experience

10/15/2021

Sustainability

10/15/2021

Core Function:

Domain 3: Instructional Transformation

Effective Practice:

Practice 3B: Provide rigorous evidence-based instruction

KEY

A1.07

ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

Implementation Status

Assigned To

Target Date

Initial Assessment:

Dudley High ensures that all teachers establish and positively teach and reinforce consistent rules and procedures in their classrooms by developing those skills through coaching, walk-throughs and timely feedback that focused on classroom management. Our teachers are required to display classroom rules and expectations in their classroom that is visible to entire class. We also instruct our teachers to include a time in their daily lesson plans, at the beginning of the year, to teach and reinforce their classroom expectations. Dudley High School is cohort SEL school. Teachers receive professional development on SEL and students participate in SEL activities focused on improving their attendance, behavior and academic goals. Students who consistently follow expectations are rewarded with special recognitions and other incentives.

For the 2025-2026 school year, Dudley High School has had each teacher during 1st block to review the classroom rules and expectations, school rules, the district's student code of conduct, as well as other policies and procedures. Dudley High School has integrated SEL into every staff meeting and subsequent meetings such as department chair meeting, SBLT team meeting, and committee meetings to model one method of how teachers should incorporate SEL into their class.

Limited Development
08/23/2017

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>When this objective has been fully met, our students will demonstrate a clear understanding of classroom and school rules and procedures. Students and teachers will manage emotions and take responsibility for their actions. In addition, our students will refuse provocations and will have the skills to negotiate fairly. There will be an environment governed by respect of others and ethical actions. The family and staff of Dudley High School, will receive training on SEL indicators.</p> <p>For 2025-2026 school year, we will know that this objective has been fully met based on the review of rules in teachers' classrooms, student feedback, and the culture and climate of the school. As a result, there will be a reduction in the number of days lost due to in-school and out-of-school suspensions.</p>			Shonda Foster	06/12/2026
Actions			20 of 24 (83%)		
8/28/17	Teachers new to Dudley High School will receive professional development on the PBIS policy and the expectation that their classroom polices are aligned to the PBIS polices.		Complete 06/08/2018	Elanda Walton	08/21/2017
	<i>Notes:</i> Teachers will meet with the Induction Coach as needed to reinforce this task.				
8/23/17	PBIS Training		Complete 02/05/2018	Angela Morris	01/24/2018
	<i>Notes:</i> Teachers will use the PBIS lesson plan to teach the PBIS policy to the student body. This will help to ensure the common policies and procedures at Dudley are explicitly taught and reinforced. The first Training was held on 8/22/17.				
8/29/17	The Gold Team will review discipline data monthly, new action steps may be implemented based on analysis results.		Complete 06/08/2018	Gold Team	06/08/2018
	<i>Notes:</i>				
8/30/17	Quarterly student recognitions for attendance, behavior and grades.		Complete 06/08/2018	Angela Morris	06/08/2018
	<i>Notes:</i>				
8/23/17	Grade Level Meetings		Complete 06/08/2018	Angela Morris	06/08/2018
	<i>Notes:</i> Each grade level will meet with their grade-level administrator.				
8/24/18	Teachers new to Dudley High School will receive professional development on the PBIS policy and the expectation that their classroom polices are aligned to the PBIS polices.		Complete 02/28/2019	Elanda Walton/ Angela Morris	02/28/2019

	<i>Notes:</i>			
8/24/18	Students will receive PBIS Training	Complete 02/28/2019	Angela Morris	02/28/2019
	<i>Notes:</i> Teachers will use the PBIS lesson plan to teach the PBIS policy to the student body. This will help to ensure the common policies and procedures at Dudley are explicitly taught and reinforced. The first Training was held on 8/27/18.			
9/4/18	Quarterly student recognitions for attendance, behavior and grades.	Complete 06/04/2019	Angela Morris	06/07/2019
	<i>Notes:</i>			
9/11/18	The Equity team will attend scheduled district wide Equity Team Training.	Complete 06/04/2019	Angela Morris	06/07/2019
	<i>Notes:</i>			
9/11/18	The Equity Team will facilitate PD with a focus on promoting equity at Dudley High School.	Complete 06/04/2019	Angela Morris	06/07/2019
	<i>Notes:</i>			
8/24/18	The Gold Team will review discipline data monthly, new action steps may be implemented based on analysis results.	Complete 06/11/2019	Angela Morris	06/14/2019
	<i>Notes:</i>			
5/11/20	Complete MTSS survey.	Complete 03/13/2020	Tanya Wingate	03/30/2020
	<i>Notes:</i>			
5/11/20	Implement MTSS Opportunity areas into the 2020-2021 School Improvement Plan.	Complete 06/30/2021	Angela Morris	06/30/2021
	<i>Notes:</i>			
10/15/21	During the opening staff meeting, the administration will review PBIS strategies and implementation.	Complete 08/10/2021	Lise Timmons-McLaughlin	08/10/2021
	<i>Notes:</i>			
10/15/21	During 1st block, teachers will review their classroom rules and expectations, school rules and handbook, and district's code of conduct.	Complete 08/27/2021	Teachers	08/27/2021
	<i>Notes:</i>			
5/11/22	The second semester schedule will be adapted to add a 5th lunch period and start the instructional day earlier.	Complete 03/09/2022	Artimuss Wade	02/09/2022
	<i>Notes:</i> 03/09/22- The bell schedule has built in the times sort after but with buses students are still lagging in their arrival time.			
10/15/21	The staff will participate in SEL (Social-Emotional Learning)Training throughout the school year.	Complete 06/15/2022	Lise Timmons-McLaughlin	06/16/2022

	<i>Notes:</i> Title I funds will be used to provide materials for SEL Training.			
10/15/21	The staff will continue to implement MTSS.	Complete 06/15/2022	Tori Brasher	06/16/2022
	<i>Notes:</i>			
9/30/22	Establish clear guidelines for entrance and behavior at the athletic games.	Complete 11/09/2022	Artimuss Wade	11/10/2022
	<i>Notes:</i> 09/21/22 Update- An athletic policy for Tarpley Stadium (football). We will monitor the crowd response and report feedback at the next meeting. 10/12/2022- We will continue using the body scanners, One Cards and middle schoolers and younger must be with an adult 21 or older. 11/10/2022- There has been a significant decrease in behavior and safety concerns since the established policies of 1. Clear bags, 2. One Card check for all HS students and middle schoolers and younger must be with an adult 21 or older, 3. No re-entry into the games			
10/4/22	Require teachers to teach classroom and school-wide expectations during the first week of school.	Complete 02/06/2023	Lise Timmons-McLaughlin	02/03/2023
	<i>Notes:</i> March Update: Teachers were required to provide a syllabus for each class to each student outlining their classroom expectations including classroom procedures, grading weights and explanations, cell phone policy, and how to communicate with the teacher. Teachers were to email their syllabi to their department administrator.			
9/8/22	Host grade-level meetings to review school-wide expectations and academic tracks.		Shonda Foster	06/12/2026
	<i>Notes:</i>			
10/4/22	Teachers will participate in SEL professional development and activities.		Shonda Foster	06/12/2026
	<i>Notes:</i>			
10/4/22	Students will participate in SEL activities during the school day		Shonda Foster	06/12/2026
	<i>Notes:</i> Title I funds will be used to provide materials, resources, and incentives.			
10/27/23	Students, staff, and families will adhere to the school compact and the family engagement plan.		Stephanie Reid	06/12/2026
	<i>Notes:</i> Title I- Parent and Staff professional development, instructional materials, and funding parent engagement events			
Implementation:		10/25/2024		

Evidence	7/16/2018 7/16/2018: Evidence of the completion of these activities have been included in the resource folder.			
Experience	7/16/2018 - New teachers received PBIS training on 7/16/18. All teachers received a review of the PBIS policies and expectations at the Welcome Back Staff Meeting.			
Sustainability	7/16/2018 - The action steps of this goal will need to be repeated annually to ensure all members of our staff are aware of the policy and expectation. Bi-Annual training will students will continue to take place each year to ensure students understand the policies and expectations.			

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Dudley High School content area teachers meet bi-monthly in PLCs to discuss units of instruction with the standards and target objectives outlined. The LEA determines the standards, target objectives and the pacing of units and the teachers share best practices and resources to create rigorous lesson plans and common assessments.</p> <p>For the 2025-2026 school year, the school will continue to implement the Open Up (formerly MVP) curriculum for Math I, II, and III. They will work with the National Training Network to implement this researched-based curriculum. The school will also continue to implement myPerspectives for English II and will work with coaches to support the teachers in implementing the curriculum with fidelity. They will use the STEMscopes materials to help support science (Biology) instruction. They will continue to require lesson plans, teachers to meet during PLCs, and teachers to give assessments.</p>	Limited Development 04/18/2016		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>			<p>Teachers in EOC subject areas will meet weekly, and teachers in other content areas will meet at least twice each month to plan, share, and structure common assessment items and activities based upon unit standards. Each subject area will identify standards and benchmarks that apply to its related curriculum. Subject area PLCs will ensure that all objectives are aligned with concepts, principles, and skills so that mastery criteria can be developed and implemented. By June 2026, the full implementation of the indicator will be demonstrated by active participation in Professional Learning Communities to determine concepts, principles, and skills covered in a unit regularly, and clearly defined objectives that are aligned to standards and benchmarks within units. An Instructional Leadership Team exists in which instructional leadership is provided by multiple instructional leadership team members using consistent protocols and processes and a relentless focus on data. Instructional leadership team members lead autonomous projects with a focus on teaching and learning.</p>		Brandon Wiggins	06/12/2026
Actions				0 of 4 (0%)		
		10/3/22	English II teachers will participate in training and coaching with MyPerspectives.		Daniel Miller	06/12/2026

<i>Notes:</i>				
10/3/22	Biology and Science teachers will use STEMscopes materials for instructional planning, teaching, and learning.		Daniel Miller	06/12/2026
<i>Notes:</i>				
10/27/23	Teachers will meet in PLCs weekly or bi-weekly depending upon the subject area to design standards-based aligned lesson plans.		Daniel Miller	06/12/2026
<i>Notes:</i> Title I funding- instructional materials				
PLCs in EOC content areas met consistently 1x/week with facilitation with instructional coaches and department administrator.				
10/25/24	The English II teachers will use the MyPerspectives Curriculum to plan and teach their lessons weekly.		Daniel Miller	06/12/2026
<i>Notes:</i>				
Implementation:		10/15/2021		
Evidence	10/15/2021 4/18/2017 ARC lesson plans PLC minutes			
Experience	10/15/2021 4/18/2017 In May of 2016 our teachers participated in initial ARC training. In this training they were introduced to the ARC program, received initial materials. In June our teachers began to receive initial resources vital to the success of the ARC program and additional training on how to utilize those resources. At the beginning of the school 2016-2017 school year, all of teachers received additional resources and training. Our English I teachers began implementation of the ARC program into daily classroom lesson plans. Throughout the first semester, teachers received additional training and the program was monitored with weekly walk-throughs and instructional rounds facilitated by district representative.			

Sustainability	10/15/2021			
	4/18/2017 Our teachers will continue to participate in weekly PLC's and scheduled ARC training.			

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3C: Remove barriers and provide opportunities
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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
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Initial Assessment:	<p>At Dudley High School we offer programs to support or incoming ninth grade students and our students transitioning from high school to college and careers. Most of our ninth grade students are enrolled into our Freshmen Academy. Through this program most of our ninth grade students are physically separated from the rest of the student body for most of the day and provided with intensive and engaging transition supports. A second counselor has been added to the Freshman Academy to help reduce the percentage of students with early warning indicators. Dudley also provides services to ensure that our students can transition smoothly after high school. Our senior students have access to a fulltime college advisor and school counselors. Grade level meetings are held quarterly. Senior meetings are held to ensure that our parents receive the supports needed to prepare for their students transition. We also offer an Early College Academy that allows our students to take college level courses on a college campus in their Junior and Senior year. Our school also partners with a magnet program that allows students to explore technical and performing arts pathways. In addition to a variety of programs, our school seeks to build the capacity of our faculty to address diverse student needs by facilitating professional development opportunities.</p> <p>For the 2025-2026 school year, in addition to what is listed above, the school will continue to implement Learning Hubs and increase the support of student services (counselors, CDC, SPC, Community in Schools Coordinator).</p>	Limited Development 08/29/2017		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>When this program is fully met, there will be a significant decrease in the number of freshmen students who do not meet the academic requirements needed to become tenth graders. The promotion rate for students will increase from grade-to-grade level. More students will be academically successful and pass their exams. There will be an increase in the number of students enrolling in a two/four year college. There will be an increase in the graduation rate.</p> <p>For the 2025-2026 school year, evidence of implementation will be student participation in Learning Hubs, and meetings with teachers, counselors , Career Development Coordinator, and Special Populations Coordinator and administrators for developing their goal setting plans to increase the overall school performance composite score</p>			Dr. Erick Pryor	06/12/2026
Actions			0 of 4 (0%)		
10/25/24	Title I funds will be used to host a multi-state College Tour to provide educational opportunities and access for first-generation college students and students of special populations.			Erika Wilson	11/30/2025
<i>Notes:</i>					
10/30/23	The school will implement the Learning Hub program to offer high dosage tutoring in order to support students in their academic success and transitions.			Antonia Elam	05/31/2026
<i>Notes:</i>					
10/4/22	The ILT will analyze academic, attendance, and behavior data.			Brandon Wiggins	06/12/2026
<i>Notes:</i>					
10/27/23	The student services committee will analyze academic, attendance, and behavior data.			Erika Wilson	06/12/2026
<i>Notes:</i>	Attendance Committee met and planned quarterly celebrations.				
Implementation:			10/15/2021		
Evidence	10/15/2021				
Experience	10/15/2021				
Sustainability	10/15/2021				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
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
<i>Initial Assessment:</i>		<p>Dudley High School provides resources for our students' emotional development, so students are more successful in school and less likely to be chronically absent or suspended. The staff participates in social-emotional learning professional development. Our students participate in SEL through planned instruction and events. Our students have access to guidance counselors who can meet with the student one on one to discuss personal issues or to help them transition back to the classroom after suspensions. Sometimes anger management strategies are offered. Our students are provided with assistance through Communities In Schools, Social workers and a Student Support Team which supports the student with clothing, food, mentors and tutors to meet their needs and ensure success at school and beyond. Service Learning projects also provide an opportunity for our students to express leadership, learn social skills and empathy for others. Our recycling club, Reading Café book club, Dudley Fellows and Dudley Ladies organization has been very popular and effective in meeting the needs of students.</p> <p>For the 2025-2026 school year, the school will continue to implement the strategies listed above as well as to continue implement SEL and MTSS strategies to support students. We will train staff on implementing restorative practices.</p>	Limited Development 04/26/2016		

How it will look when fully met:	<p>This objective is being fully met when students demonstrate an understanding that everyone has feelings and they know that different emotions are prompted by different situations. Teachers model and guide student to express themselves in socially acceptable ways. Students demonstrate a tolerance for people who are different and who may think differently than they do. Students will understand that they can do things to affect how they and others feel. Students will receive recognition for exhibiting high levels of character and for participation in Service Learning opportunities.</p> <p>For the 2025-2026 school year, teachers and staff will have engaged in SEL, restorative practices, MTSS professional development and will have implemented these strategies within the classroom. Counselors and members of the Student Services Team will have met with students as needed regarding their social-emotional well being. A cohort of staff will participate in Elevate SEL training.</p>		Dr. Erick Pryor	06/12/2026
Actions		0 of 2 (0%)		
10/3/22	The staff will participate in SEL, restorative practices, Elevate, and MTSS training.		Shonda Foster	06/12/2026
<i>Notes:</i> Title I funding will be used to support some of the SEL events and activities.				
10/27/23	The Attendance/Drop-out committee and the Student Services Meeting will analyze academic, attendance and behavior data to identify targeted supports needed.		Stephanie Reid	06/12/2026
<i>Notes:</i> Title I funding- incentives EOY attendance and honor roll celebration				
Core Function:	Domain 4: Culture Shift			
Effective Practice:	Practice 4C: Engage students and families in pursuing education goals			

	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
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Initial Assessment:	<p>Dudley High School strives for consistent communication with our families. Our parents receive weekly Connect Ed messages from administration about upcoming events, important dates, reminders, etc. In addition, information for parents and students is posted on our school's website. Grade-level meetings for parents and students are also regularly scheduled throughout the school year to provide further information specifically pertaining to that grade level. Efforts are being made in planning for 100% of our teaching staff utilizing individual teacher webpages to provide content-specific information to parents and students.</p> <p>For the 2025-2026 school year, in addition to what has been listed above, the school will host a Title I Parent Family Curriculum Night, Open Houses, as well as other family engagement events once per quarter such as Report Card pick up events and walk the schedule nights.</p>	Limited Development 04/26/2016		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>Dudley High teachers and staff will have the ability to reach a greater community of parents. Dudley High will continue to routinely reach parents through weekly updates, informational meetings, and the use of electronic media. A concerted effort to monitor student attendance will identify at-risk students for lost instructional time and potential no-credit status. The school will focus on smaller groups, such as high-risk students with attendance and disciplinary issues. This will allow the school to develop processes for ensuring parents/guardians are aware of academic consequences and strategies for improvement.</p> <p>For the 2025-2026 school year, evidence of implementation will be sign-in sheets, flyers, emails, agendas, pictures, staff members' materials and resources, etc.</p>		Erika Wilson	06/12/2026
Actions		1 of 3 (33%)		
9/8/22	Use Title I funds to host a Curriculum Night with Parent Professional Development sessions and pay for food for the event.		Erika Wilson	04/24/2026
Notes:				

10/25/24	Use Title I funds to host parent engagement events targeted to support first-generation college students, college preparation information sessions, and college tours.		Erika Wilson	06/12/2026
<i>Notes:</i>				
9/27/16	Grade Level Meetings: Grade level agenda and Sign-In sheet created.	Complete 10/07/2025	Shonda Foster	06/12/2026
<i>Notes:</i> Each agenda and sign-in sheet should be sent to Mrs. Foster.				
Implementation:		10/15/2021		
Evidence	6/13/2017 Increased use of our Principals Corner website Increase numbers of contacts through Connect Ed messages Positive response from parental surveys Increased numbers of participants at Grade Level meetings and student events.			
Experience	6/13/2017 The team worked with parents and staff to develop strategies such as bookmarks and programs such as Grade Level Meetings to ensure that families were informed and supported to ensure student success. Social media accounts were established which will make it more convenient for home-school access.			
Sustainability	6/13/2017 It will be necessary for the team to continue to monitor the use of the tools created for support. Periodic updates on the effectiveness of established strategies will be shared within the Leadership Team. Suggestions for improvements on current systems will be addressed with individuals of this team.			