

Comprehensive Progress Report

Mission: At Walter G. Byers School, students, parents, staff and community strive to create a safe environment in which stakeholders are challenged to believe that all things are possible. Our educational community is built upon meaningful relationships with engaging and relevant learning through effective communication. Committed to continuous learning and academic excellence, we prepare our students for success in a global society

Vision: We believe that all things are possible. We are committed to nurturing brave, brilliant, and resilient scholars who are prepared for success in high school, college, and life as a productive citizen.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 58.4% in SY2024-25 to 64% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 18.1% in SY2024-25 to 28.8% in SY2025-26.

The percent of students with disabilities scoring Grade level Proficient (GLP) on End of Grade assessments overall will increase from 9.1% in 2024-2025 to % in 29% 2025-26. We will increase our SWD subgroup letter grade from an F to a D or higher in 2025-2026. (Aligns to A2.04, A4.01, B3.03, D1.02, CMS Goal 2 and Guardrail 1)

The percent of Chronic Absenteeism will decrease from 44.6% in SY 2024-25 to 38% in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 3)

Increase the number of students eligible for Math 1 from 2 SY 2024-2025 to 15 students 2025-2026, based on the NC Math 1 enrollment criteria. (Aligns with CMS Goal 3, A2.04, B3.03)

The school will retain 100% of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

The number of lost instructional days due to OSS will decrease from 388 days in SY 2024-2025 to 200 days in SY 2025-2026. (Aligns to A1.07, A4.06 and CMS Guardrail 2)



! = Past Due Objectives

KEY = Key Indicator

Core Function:	Domain 1: Turnaround Leadership
Effective Practice:	Practice 1A: Prioritize improvement and communicate its urgency

	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
		<i>Initial Assessment:</i>	<p>Currently, the Instructional 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.</p> <p>Successes are that last year, this meeting was on the school calendar. Designated team members were selected that include the Principal, AP, Dean, MCLs, and strong veteran classroom teachers. All stakeholders would share what they saw from each perspective and collectively made recommendations and decisions on how to improve effective practices based on strengths and weaknesses.</p> <p>Challenges are ensuring that time is sacred to meet as a team and that meetings do not get postponed or forgotten about. With many vacancies and absences that developed over the course of the school year, MCLs were covering classes, the Dean was adhering to behaviors, and other situations were occurring to interfere with the time on the schedule for the group to meet.</p> <p>An opportunity for this school year is that the ILT is on the schedule to meet once per week. However, since the onset of the 2024-25 school year, the ILT has been meeting daily from 2:00 pm until 2:45 pm as it works to solidify instructional practices across grade levels throughout the building. The ILT will continue to convene daily until all instructional practices and procedures have "ironed out" and are evidenced in every classroom throughout the building.</p>	Limited Development 09/15/2022		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>Instructional teams meet weekly to review and assess current implementation efforts in regard to the Cycles of Continuous Improvement. This will look like the team meeting physically with an agenda and action items. This will sound like the team collaborating on essential tasks and items to be completed within the school, including walkthrough schedules, plans for co-teaching, coaching and feedback, PLC agenda creation, data disaggregation, as well as creating plans for acceleration, remediation and small group instruction, etc.</p> <p>(FAM-S 6 and 4)</p>			Ericka Lott	06/10/2026
Actions			0 of 2 (0%)		
	9/23/25	<p>The leadership team will meet weekly to ensure the instructional needs are met for both teachers and students. The meetings will be informed by data from the ILT walkthroughs and student assessments, as the ILT will complete 10 walkthroughs every 2 weeks.</p> <p>(FAM-S 6)</p>		Ericka Lott	10/31/2025
	<i>Notes:</i>				
	9/2/24	<p>Master Teachers in conjunction with the MTSS team will lead discussions within their PLCs about around data disaggregation and next steps for remediation, acceleration, and targeted intervention.</p> <p>(FAM-4)</p>		Master Teachers & MTSS Team	06/30/2026
	<i>Notes:</i>				
Implementation:			06/24/2025		
Evidence	6/24/2025	This objective has not been fully implemented due to lack of leadership			
Experience	6/24/2025	this objective was not fully met. Consistent PLCs were not in place to monitor data and progress			
Sustainability	6/24/2025	tight PLC and meeting structures			
Core Function:	Domain 1: Turnaround Leadership				
Effective Practice:	Practice 1B: Monitor short-and long-term goals				

	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>			<p>2024-2025</p> <p>The Instructional Leadership Team did not meet weekly. The Interim Principal began instructional leadership team meetings beginning on April 02nd after her March 26th arrival. With the lack of previous leadership, teachers were not receiving timely instructional feedback, data was not analyzed, and instructional coaches were not provided with coaching on their practice. The Interim Principal engaged in weekly ILT meetings beginning in April and engaged in the benchmark #3 data analysis with the team of specialists.</p> <p>For the upcoming school year, the team needs to engage in weekly ILT meetings, develop a culture of practice with observation and feedback rounds, and analyze data biweekly/quarterly.</p> <p>The instructional leadership team meets weekly to make instructional decisions and disaggregate walkthrough data. This is done in order to provide teachers with timely information and provide informed individualized instructional support for teachers.</p> <p>Challenges rested in the ability to complete walkthroughs to fidelity due to shortages within the administrative team. The assistant principal went on leave in early April 2024 and has not returned. The dean of students left in early May 2024. Thus, the principal arrived in January 2024 to 14 vacancies and many novice and guest teachers. Thus, there has been a great deal of time and effort directed towards staffing and student misconduct resulting from the staffing challenges.</p> <p>Success rests in the number of vacancies that were filled for the 2023-24 school year. At one time all 14 vacancies were filled. As of June 2024, another success is the school is almost fully staffed in preparation of the upcoming school year. Three vacancies remain (3rd/4th ELA, Math 7th/ 8th and art), and the principal is working diligently to fill them. She is sure she will prior to the start of the school year. She has also partnered with Solution Tree to first provide her leadership team with PD on June 13, 2024, and will afford the staff training on</p>	<p>Limited Development 09/02/2024</p>		

implementing Cycles of Continuous Improvement at the onset of the 2024-25 school year.

Title I funds will be used in alignment with this indicator to provide professional development by CT3 for teachers in the areas of instruction, leadership, and culture. CT3's approach builds upon the research validated No-Nonsense Nurturer (NNN) method designed specifically to develop classroom cultures and instructional experiences with increasing levels of complexity and rigor.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

<p>How it will look when fully met:</p>	<p>The principal leads Instructional Leadership Team meetings centered around instructional walkthroughs, feedback and conversations with the instructional leadership team on Fridays weekly, to ensure the fidelity of instructional implementation and inform its coaching practices for targeted support. The data from those instructional walks inform the coaching that the ILT will provide during content specific PLC meetings. The principal ensures teachers receive timely feedback based upon the instructional walks. The principal is also highly visible and present within the classrooms to ensure that coaching is being internalized and teachers are supported in the implementation of feedback centered upon their respective areas of growth.</p> <p>The principal will provide also participate in the PLCs, which are conducted by the ILT. This will facilitate the principal's understanding of lesson plan implementation, alignment to Get Better Faster, efforts to accelerate or remediate students, etc. In addition to the aforementioned walkthroughs, the principal will also complete teacher observations in accordance with the teacher evaluation process.</p> <p>(CMS Goal2, CMS Guardrail 1, and FAM-S 2,10, and 39)</p>		<p>Ericka Lott</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>0 of 1 (0%)</p>		
	<p>9/17/25 Provide professional development around facilitating small groups, instructional planning and delivery of research based instructional strategies. This will happen in PLCs, coaching sessions and during Wednesday staff meeting days. (EVAAS)</p>		<p>Ericka Lott</p>	<p>09/30/2025</p>
<p>Notes:</p>				
<p>Implementation:</p>		<p>06/26/2025</p>		

Evidence	6/26/2025 ILT meetings began April 02nd, MVPA 3 benchmark data was analyzed with the MCLs and K-8 performance area instructional specialists, 3rd-8th grade ELA walks began in late April with observations of small group instruction			
Experience	6/26/2025 This objective was partially met once the Interim Principal arrived on March 26th. ILTs began to occur weekly, observations of teacher practice occurred informally twice a week, and benchmark data and EOY K-2 literacy data was analyzed			
Sustainability	6/26/2025 Consistent ILT meetings need to occur weekly from the beginning of the year. Benchmarked goals with DIBELS and MVPAs need to be outlined and progress charted. Additionally, a culture of observation and feedback needs to be implemented			

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
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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
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Initial Assessment:	<p>An EC PLC has been put in place where the EC team will meet weekly to discuss student supports and interventions for students with disabilities. MTSS will be incorporated under the ILT PLC and the Student Support Services PLC, to support with identifying tiers for students and creating plans around support for identified students.</p> <p>2024-2025</p> <p>While funding was utilized to secure an MTSS facilitator, there was no MTSS process/framework/PLC in place. Students were not receiving tiered interventions. The EC PLC was not in place. The Interim Principal re-established EC PLC meetings with the support of the district EC coordinating teacher.</p> <p>In 2023-24, we will use Restart funds to hire an additional kindergarten teacher for the remainder of the 2023-24 school year.</p> <p>In 2024-25, we will also use Restart funds to hire a MTSS coordinator</p>	No Development 08/07/2024		
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who will support Tier III students in kindergarten through grade 8. The MTSS coordinator will analyze data related to individual students, groups of students and classrooms to positively impact achievement and behavior.

The MTSS coordinator will review student achievement data and information including (universal screener, progress monitoring, system data tools) to interpret data and determine the appropriate interventions and plan next steps of support. She will also meet with the student support services team and EC teacher to facilitate eligibility for special education as needed. The MTSS coordinator will also lead the monthly MTSS committee meetings, in which students are referred and determinations for the varying tiers of the MTSS process.

Teachers will use research-based strategies and interventions within the district-approved curriculum across all subject areas. They will attend grade level team meetings to problem solve, collaborate on, and monitor students who are struggling, making note of ongoing progress monitoring efforts. In 2023-24, we successfully implemented small groups on a regular basis for students in K-2. Mrs. Raynor, the K-2 literacy facilitator, input all plans in the platforms, and scheduled the meetings. She also spearheaded implementation of the QC Readers Tutoring Program, which took place during the instructional day.

What we found through the FAM-S process is that we are actually doing more of the work associated with the MTSS process than we realized. We also found our DIBELS proficiency overall increased between Q1 and Q3 as well as in first grade and third grade based on the following:

Overall: 43% MOY vs. 40% BOY

1st: 45.5% MOY vs. 37.5% BOY

3rd: 50% MOY vs. 37.5% BOY

A challenge rests in the negative growth experienced in kindergarten and 2nd grades as evidenced by the following:

K1: 20.8% MOY vs. 29.4% BOY

2nd: 50% MOY vs. 33.3% BOY

These growth opportunities were not surprising as kindergarten

exceeded the state cap for the number of students allotted to a class for much of the year as there were 27 students in one class. The state cap is 21 students. Thus, we used Restart funds to hire an additional kindergarten teacher for the remainder of the 2023-24 school year. Second grade was understaffed as well. Second grade was split into two classes with the new hire who was a non-certified novice teacher.

For 2024-25, an opportunity lies in the scheduling of teachers and certification of teachers. All of the teachers in K-3 with the exception of two will be fully certified. Staff positions will be restructured so that there are 2 teachers per grade level in grades K-2 from the onset of the school year. We have also used Restart funds to hire a MTSS coordinator who will support Tier III students in kindergarten through grade 8.

The Financial Secretary will use Title I funds to order supplies for instructional use according to content curriculum specifications and per teacher needs to facilitate differentiated instruction. Student grade levels will be taken into account when purchasing supplies at Walter G Byers.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

<p>How it will look when fully met:</p>	<p>When fully met, we will ensure that each teacher is implementing effective teaching practices and implementation with fidelity to the same standards and skills as their peers teaching other tiers of intervention. We will collect data focused on student response to instructional practices. This will help us improve the rate of success for subgroups of students such as struggling students, and the accuracy of identifying students who have disabilities.</p> <p>We will also use the MTSS framework to establish a system intentionally focusing on leadership, professional development, and empowering culture within the context of assessment, curriculum, and instruction.</p> <p>When this indicator is fully implemented, core instruction will be delivered using small groups, frequent assessments and timely specific feedback. All instruction will be differentiated and data driven. Students will show growth on all school, district, and state assessments. Students in the EC program will receive support during co-taught content blocks and small groups.</p> <p>(FAM-S 3, 17, 26, and CMS Goal 1)</p>		<p>Ericka Lott</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>9/17/25</p>	<p>Instructional Leadership Team will meet weekly on Friday to discuss coaching caseloads, student data, student engagement, Get Better Faster techniques and PLCs.</p>		<p>Ericka Lott</p>	<p>09/30/2025</p>
<p><i>Notes:</i></p>				
<p>9/17/25</p>	<p>The EC PLC will meet weekly on Tuesdays to discuss student data, co-teaching strategies and student supports.</p>		<p>Ayanna Perry</p>	<p>10/31/2025</p>
<p><i>Notes:</i></p>				
<p>Implementation:</p>		<p>09/02/2024</p>		
<p>Evidence</p>	<p>9/2/2024 Heather McGrew started in her new role as MTSS coordinator on 8/16/2024.</p>			
<p>Experience</p>	<p>9/2/2024 Requested Restart flexibility to use Restart funds to create a MTSS coordinator position and hire someone for that role. After garnering approval, the position was posted. After interviewing several people, a candidate was selected.</p>			

Sustainability

9/2/2024

Continued professional development on the MTSS Process for the MTSS coordinator and staff. Development of an MTSS Committee that meets monthly to review student data in order to target students for Tier 2 and 3 of the MTSS Process.

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Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
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>		The ILT has been identified and has been trained around the structure of PLCs, coaching and providing teacher feedback. The school as a whole will utilize the 4DX model to create Wildly Important Goals for each PLC, which will be placed outside of each classroom. The ILT will complete 9 walkthroughs every 2 weeks individually and teachers will receive feedback immediately to support instructional practices.	Limited Development 08/07/2024		
<i>How it will look when fully met:</i>		<p>The instructional Leadership team will identify gaps and misconceptions for student learning and achievement during PLC meetings weekly and will utilize Get Better Faster protocols to support teachers with tracking in the moment data for students. PLC meetings will revolve around Data Driven Instruction, feedback from walkthroughs, unpacking standards and backwards planning.</p> <p>By implementing the above PLC structure and having consistent use of the DataDriven Instruction (DDI) process to progress monitor student learning and implementation of the curriculum, should produced the following for Walter G. Byers:</p> <ol style="list-style-type: none"> 1. At least a 5 point growth on the district and state assessments for ELA/Reading, Math and Science. 2. 100% of Teachers at Walter G. Byers will exceed EVAAS Growth for the 2025-2026 school year. 		Ericka Lott	06/30/2026
<i>Actions</i>			0 of 3 (0%)		
	9/17/25	All PLC's will create their Wildly Important Goals based on student achievement data and will implement their lead measures with a member of the ILT. All WIGs will be posted outside of each teacher's classroom.		Ericka Lott	09/30/2025
<i>Notes:</i>					
	9/17/25	ILT will complete 9 walkthroughs every 2 weeks and provide teachers with immediate feedback.		Ericka Lott	10/31/2025

Notes:

9/29/25 Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.

Ericka Lott

06/30/2026

Notes:

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
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<p>Initial Assessment:</p>	<p>The student support services team will collaborate to identify Tier 1 Tier 2 and Tier 3 students to provide supports to such as establishing small groups and counseling groups. The Out of school suspension rate will decrease from 19.3% to 10% and the In school Suspension Rate will decrease from 22.3% to 15%.</p> <p>2024-2025: An MTSS facilitator position was in place for the entire school year. The MTSS plans were not monitored nor were interventions implemented with fidelity across the K-8 continuum. This was due to the lack of leadership, lack of support for the team, and lack of progress monitoring. The House system and Capturing Kids Hearts was not implemented either due to lack of leadership and lack of trained staff to launch the program. The MCV school social worker was highly visible and supportive of his caseload. He negotiated key partnerships to provide clothing, shoes, and food for his families. The chronic absenteeism rate, from BOY to EOY, decreased from 50% to 42%,</p> <p>(FAM-S 30)</p>	<p>No Development 08/07/2024</p>		
<p>How it will look when fully met:</p>	<p>When fully met, the training in Capturing Kids Heart Curriculum. The Capturing Kids Heart Curriculum is a comprehensive, research-based social and emotional learning program that builds school-wide community, develops students' social skills, and enables a transformative stance on discipline. The student support services team will create a referral form for teachers to submit for students who may need additional supports or concerns. There will be an increase parent/guardian attendance and participation at school events and parent conferences as the Principal, Assistant Principal will communicate with families weekly through the Bulldog Bark message on Wednesdays and will collaborate with the student support services team to create and host events for family engagement.</p> <p>(FAM-S 30)</p>		<p>Ayanna Perry</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>9/13/24</p>	<p>The Student Support Services Team will support implementation of Capturing Kids Hearts and the Ms. McGrew, the Dean of Students will ensure all staff are trained and will monitor implementation to strengthens student to student and student to teacher relationships.</p> <p>(Guardrail 3, FAM-S 30)</p>		<p>Heather McGrew</p>	<p>06/10/2026</p>

Notes:

9/25/25 Additionally, school counselors will address bullying behaviors through a school-wide comprehensive counseling program. This includes WHY TRY, anger management group counseling, individual counseling, and peer mediation.

Brittany Arnold and
Brianna Farr

06/10/2026

Notes:

9/29/25 Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.

Ericka Lott

06/30/2026

Notes:

9/29/25 Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.

Ayanna Perry

06/30/2026

Notes: