

Comprehensive Progress Report

Mission: Our mission is to make sure every student learns in a safe, caring, and challenging environment. We want students to feel supported, take pride in their learning, and be ready for the future. We're all in this together teachers, students, families, and the community helping each other grow every day.

At Bartlett Yancey Senior High School, we
believe every student can achieve
greatness. We work together to help
students grow, succeed, and prepare for

Vision: whatever path they choose after
graduation whether it's college
enrollment, military enlistment, or
employment.

Goals:

Eliminate opportunity gaps by 2027
Improve school and district performance by 2027
Increase Educator preparedness to meet the needs of every student by 2027
BYHS will decrease our chronic absenteeism rate by 5% by 2027.
Provide supports (personnel, programmatic, financial, etc.) for instructional priorities by 2027.



Activity in the last 12 months

! = Past Due Objectives

KEY = Key Indicator

Core Function:			NC SBE Goal 1:			
Effective Practice:			Eliminate opportunity gaps by 2027			
		G1.01	School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(7390)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Bartlett Yancey is due for a PBIS reset where all students and staff are fully aware with common area expectations. All staff must positively reinforce all behavioral expectations and follow through according to school-wide policies when expectations are not met.	Limited Development 10/14/2024		
			Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:			School staff will model, uphold, and implement PBIS strategies effectively. The school environment and culture will be one that prioritizes mutual respect and high expectations in all areas for the duration of the school day. Educator Handbook data will show a significant overall decrease in the number of office referrals. Staff will use minor infractions as teaching and modeling opportunities. Our school will be intentional to provide positive reinforcement to students who meet behavioral expectations. We will have tier 2 and 3 systems in place to support students who don't respond successfully to tier 1 systems.		Anna Foster	05/30/2026
Actions				0 of 5 (0%)		
	11/1/24	Create School Wide procedures and practices to ensure all stakeholders are aware of expectations. Conduct Grade level Assemblies to review expectations.			Dee Carter	05/31/2026
Notes:						
	11/1/24	Staff will review discipline trends and patterns to identify opportunities to improve school culture and climate.			Megan Ray	05/31/2026
Notes:						
	9/16/25	Teachers will use Talking Points to communicate behavior concerns and celebrations to parents.			Dee Carter	05/31/2026
Notes:						
	10/6/25	All instructional staff will receive professional development training focused on implementing PBIS systems in the classroom and common areas.			Ron Dixon	05/31/2026

Notes:						
10/6/25	Develop systems of support for students not meeting tier 1 expectations. These students will receive strategic (Tier 2) and intensive support (Tier 3) in order to decrease their number of office referrals and increase their instructional time.				Ron Dixon	01/01/2027
Notes:						
Implementation:				05/21/2025		
Evidence		5/21/2025 -Saved connect Ed messages in Google drive.				
Experience		5/21/2025 -Educator Handbook 5/21/2025-Weekly Connect Ed messages sent to parents, staff, and students				
Sustainability		5/21/2025 -School Media page/School social media page				
		G1.02	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

Initial Assessment:	November 12, 2025 At Bartlett Yancey High School, Tier I instruction rarely occurs in all classrooms through standards-aligned, differentiated teaching using co-teaching and scaffolded supports. Tier II students need to receive targeted small-group remediation during small group settings or tutoring, while Tier III students should participate in intensive interventions monitored by admin. Student data from check-ins, EOCs, and progress monitoring tools should guide placement and track growth. Teachers use evidence-based strategies such as explicit instruction, modeling, and feedback. Interventions are adjusted through SBLT and department data meetings where shared responsibility is emphasized. Equity and access for all learners, including SWD, guide decisions. This year, our greatest needs are improving consistency in progress monitoring and deepening Tier I intervention fidelity. Instructional teams at BYSHS have limited development of unit plans that ensure that students master standards-based objectives and also provide opportunities for enhanced learning. All students need a supportive academic experience that meets them where they are and challenges them to grow.	Limited Development 11/05/2024		
How it will look when fully met:	November 12, 2025 At Bartlett Yancey High School, every classroom should provide rigorous, engaging Tier I instruction aligned with standards and supported by evidence-based practices. Students who require additional support should receive timely, consistent Tier II and Tier III interventions tailored to their progress and guided by clearly defined data-driven decision rules. Teachers, specialists, and leaders need to collaborate regularly to analyze data, adjust instruction, and share ownership for every student’s success. Equity should drive all decisions as barriers to access are removed, ensuring every learner receives the support needed to thrive within a fully aligned MTSS framework.		N. Joubert	05/30/2027

When this objective is fully met, all teachers will provide intentional academic support for all students in response to their daily core instructional needs.

Beyond core instruction (that all students receive) supplemental support will serve approximately 10-15 percent of the student population. These are students who were not able to show mastery of learning objectives at the core instructional level. Lastly, intensive interventions will be provided for approximately 3-5 percent of the students who were not able to master learning objectives after receiving supplemental interventions. Our multi-tiered instructional system will focus primarily on the effectiveness of instructional practices as opposed to student deficits.

Actions		0 of 2 (0%)		
10/9/25	Implement the FADA (Formative Assessment Data Analysis) protocol. The FADA tool will be used by instructional teams in response to formative assessment feedback. This tool and process will inform teachers as to how to best plan instruction at the various tiers for each of their students on an ongoing basis.		Ron Dixon	05/30/2026
Notes:				
11/5/24	Reorganize the MTSS team. Ensure that there is a data-driven focus on tiered instructional support and academic and behavioral problem solving.		Dee Carter	05/31/2026
Notes:				

Core Function:			NC SBE Goal 2:			
Effective Practice:			Improve school and district performance by 2027			
		G2.01	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Bartlett Yancey High School communicates with stakeholders via email, Alert now messages, Social Media, and by distribution of student parent handbook.	Limited Development 11/05/2024		
How it will look when fully met:			Bartlett Yancey Sr. High School teachers and staff will utilize Talking Points, as a universal tool to communicate with stakeholders. Bartlett Yancey High School will hold Family Curriculum nights, Academic award recognition, and Informational nights to review and communicate ways parents can help and assist students.		Kimberly Dail	12/06/2027
Actions				0 of 2 (0%)		
	11/5/24	BYSHS will Train Staff on Talking Points to ensure better communication regarding academics. Bartlett Yancey will host transition activities and information sessions to assist students and parents.			Dee Carter	06/01/2027
Notes:						
	11/5/24	Bartlett Yancey will provide information to assist with helping parents understand their academic status.			Dee Carter	12/31/2027
Notes:						

		G2.02	Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Instructional teams at BYSHS have limited development of unit plans that ensure that students master standards-based objectives and have extended opportunities when they have mastered those objectives. The instructional team must first review the standards to which they will align objectives, assessment items, and curriculum.	Limited Development 11/05/2024		
How it will look when fully met:			Once instructional teams have worked through the standards and defined performances and skills that correspond with the standards, they can define instructional objectives for each instructional unit. This process consists of 1. Writing end-of-year learning targets (or objectives) that describe the performances students should be able to demonstrate by the end of the year; these are the performances that every teacher will focus on for the year. 2. Vertically articulating learning targets with the grade and course level both above and below to ensure alignment, while sufficiently including domains. 3. Finalize the end-of-year learning targets and make any necessary adjustments based on the vertical articulation. 4. Attach a mastery criterion to each learning objective that describes the level of performance a student must achieve in order to meet the objective. 5. Divide the end-of-year targets into quarterly learning expectations and scaffold them so that they are sequenced appropriately. The sequencing should reflect skill hierarchies from simplest to most complex, in a manner that ensures learners will meet the end-of-year learning objectives.		Anna Foster	05/30/2027
Actions				0 of 4 (0%)		
	10/9/25	Train core instructional staff on the use of the diagnostic, value-added, and predictive tools available through the EVAAS platform.			Ronald Dixon	05/30/2026
Notes:						
	11/5/24	Administrators will assist with the development of professional goals for instructional staff. The professional development provided for teachers will focus on the implementation of instructional best practices and high yield strategies that promote student engagement.			Ronald Dixon	05/30/2026
Notes:						

11/5/24	BYSHS teachers will plan and post instructional standards and problem-based objectives for each lesson.		Paula Bennett	05/31/2026
<i>Notes:</i>				
10/9/25	Teachers will receive ongoing instructional walkthrough feedback and support in order to strengthen their practice and the collective efficacy of the building.		Paula Bennett	12/24/2027
<i>Notes:</i>				

Notes:						
11/5/24		The instructional team at BYSHS will monitor instruction closely for performance based objectives, agenda, lesson plans aligned to the curriculum to increase student engagement and appropriate time-management for pacing.			Admin Team	05/05/2027
Notes:						
10/9/25		The SBLT will disaggregate and analyze student formative and summative assessment data in order to adjust professional learning offerings and requirements for instructional staff.			Ronald Dixon	05/30/2027
Notes:						
		G3.02	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Bartlett Yancey Senior High has a large number of non-career teachers in various content areas. They are utilizing the district curriculum to unpack, pace, and plan aligned content for the teachers.		Limited Development 11/05/2024		
How it will look when fully met:		Bartlett Yancey and the district will collect completed walkthrough documents from the leadership team each week, review the data, identify patterns, and compile this information into a report for the leadership and school improvement team to review. Teachers will have options for Professional Development to strengthen their specific needs.			N. Joubert	05/30/2027
Actions				0 of 2 (0%)		
11/5/24		BYSHS will administer the surveys to new staff to create baseline data to support to provide data-driven support as appropriate.			Brian Stevens	02/25/2027
Notes:						
11/5/24		Science, History, EC and English Teachers will participate in the Reading Apprenticeship Professional Development to improve learning outcomes by assisting them with Literacy Strategies.			Admin Team	06/01/2027

Core Function:			CSI and/or ATSI School Indicators			
Effective Practice:			Provide supports (personnel, programmatic, financial, etc.) for instructional priorities			
		CSI-LG.01	The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.(5128)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Bartlett Yancey Sr. High School provides multiple opportunities for students to be engaged with co curricular activities. Tutoring is available for all students. There is a check and balance in place to monitor our dropout and graduation rate.	Limited Development 11/05/2024		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
<i>How it will look when fully met:</i>			When the objective of having 60% or more of Bartlett Yancey High School students connected to a co-curricular or extracurricular activity is fully met, the school environment will reflect a vibrant and engaged student body. Students will be actively participating in a wide range of school-sponsored activities such as athletics, clubs, performing arts, student government, academic teams, and career and technical student organizations (CTSOs). The school culture will exhibit high levels of student morale, inclusion, and positive peer relationships, as well as stronger connections between students and staff. Faculty and staff will report increased student engagement both inside and outside the classroom, and students will demonstrate improved attendance, behavior, and academic performance as a result of being more involved. Activity sponsors and coaches will have established systems to track participation and support student involvement. The school will also have effective outreach strategies to encourage participation among underrepresented student groups.		Christie Patton	05/30/2027
<i>Actions</i>				1 of 4 (25%)		
	11/5/24	School staff will review and audit the clubs and organizations that are active and seek ways to ensure students are aware of the opportunities.		Complete 05/01/2025	Kimberly Dail	12/15/2024

	<i>Notes:</i> Development of a centralized platform (e.g., school website, student portal, bulletin board) where students are able to view all club and organization opportunities. Regular promotion was done by: School morning and afternoon announcements Social media Facebook page Club fair(s) at the start of the school year Flyers and posters around the school Evidence That This Is Happening: A regularly updated list of clubs/organizations.			
10/9/25	Create an after-school Learning Hub at BYHS. The primary goal of this Learning Hub is to strengthen student performance in EOC-tested subjects by providing structured, focused academic support beyond the school day.		Dee Carter	05/30/2026
	<i>Notes:</i>			
10/9/25	The Student Services Team will closely monitor student attendance and follow up with interventions accordingly, in order to continue the upward trend in the attendance rate.		Student Services Team	05/31/2026
	<i>Notes:</i>			
11/5/24	Student Services Team will partner to review all student transcript and plans of study to monitor progress.		Student Services Team	05/31/2026
	<i>Notes:</i>			
Implementation:		05/21/2025		
Evidence	5/21/2025 5/21/2025-A completed and up-to-date inventory of all active clubs and organizations, including: Purpose/description Faculty sponsor(s) Membership rosters Meeting schedules			
Experience	5/21/2025 5/21/2025-student participation in co-curricular and extracurricular activities			

<i>Sustainability</i>	5/21/2025 5/21/2025- Evaluate participation numbers and use data to make decisions about which clubs need additional support or restructuring. Regularly seek student feedback to identify new interests and create clubs that reflect evolving student needs. Continue promoting clubs through: Club fairs at the beginning of each semester Weekly announcements, newsletters, and social media posts			
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