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 2027, in alignment with the Guilford Guarantee, James B. Dudley High School will increase the percentage of students in grades 9–12 who are on track for graduation and postsecondary success by ensuring that at least 90% of students meet established grade-level academic, attendance, engagement, and postsecondary-readiness milestones, with 100% of seniors completing at least one verified postsecondary outcome prior to graduation.

By June 2027, James B. Dudley High School will increase student proficiency on the Math I EOC assessment, as measured by the North Carolina School Accountability Model. The school will prioritize improvement in this lowest-performing content area through data-driven instruction, targeted interventions, and evidence-based instructional practices, while strengthening academic achievement across all content areas.

By June 2027, James B. Dudley High School will achieve at least 95% student participation in each required state assessment through coordinated implementation of multiple testing sessions, including initial administrations and scheduled make-up sessions.



! = Past Due Objectives KEY = Key Indicator

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

Initial Assessment:	During the 2026–2027 school year, James B. Dudley High School will strengthen its process for monitoring classroom instruction and providing teachers with timely, actionable feedback. The Instructional Leadership Team (ILT) will develop a common walkthrough tool with clearly defined instructional focus areas and establish a rotating observation schedule. ILT members will use shared criteria and calibration discussions to promote consistency among observers. The ILT will review walkthrough findings alongside formal and informal observation data, peer observation insights, and student performance data. This analysis will help identify strengths and growth areas for individual teachers, content areas, and instructional strategies. Teachers will receive ongoing coaching and specific feedback that supports adjustments to instruction. The ILT will monitor whether feedback is provided promptly and follow up to assess its impact on teaching and learning. Evidence of implementation will include the walkthrough tool, observation schedule, ILT meeting agendas and minutes, summaries of instructional trends, and records of coaching and feedback.	Limited Development 05/18/2016		

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	By June 2027, James B. Dudley High School will fully implement a coordinated process for monitoring instruction, strengthening Professional Learning Communities (PLCs), and providing teachers with ongoing coaching and feedback. The Instructional Leadership Team (ILT) will develop a common classroom walkthrough tool and a rotating observation schedule organized around specific instructional focus areas. ILT members will calibrate their observations to ensure the tool is applied consistently, then analyze walkthrough findings to identify strengths and growth areas for individual teachers, content areas, and instructional practices. Administrators will participate actively in PLCs to understand how teams plan instruction, align learning objectives, and develop and use assessments. The ILT will provide timely, specific, and constructive feedback through formal and informal observations and coaching. It will also monitor PLC practices and support teams in using assessment and observation data to improve instruction. Evidence of implementation will include the walkthrough tool, observation schedule, calibration records, ILT and PLC meeting documentation, and records of feedback and coaching. The school will evaluate the impact of this work through progress toward its 2026–2027 performance composite goal.		**Antonia Elam**	**06/10/2027**
Actions		**1 of 3 (33%)**		
10/10/22	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.	Complete 09/08/2026	Latasha Moseley-Edwards	10/15/2026
Notes:	The tool will be updated during the 2nd semester.			

10/25/24	Participate in district instructional walkthrough rounds for mathematics to monitor curriculum implementation, instructional rigor, and student engagement. Following each district walkthrough, the math specialist will analyze the collected evidence to identify instructional strengths, areas for growth, and trends across mathematics classrooms. Within five instructional days, the math specialist will meet with each participating teacher to review feedback, establish a targeted instructional goal, and develop a support plan with specific strategies and evidence of progress. Between district walkthroughs, the math specialist will provide ongoing support that include coaching, collaborative lesson planning, modeling or co-teaching lessons, focused classroom observations, and timely, actionable feedback. During mathematics PLC meetings, the specialist will help teachers examine student work and formative assessment results to determine the impact of instructional adjustments and refine support as needed. The math specialist will document coaching activities, teacher implementation, and evidence of student learning in a progress-monitoring log. Formal progress updates will be provided to the Instructional Leadership Team on November 13, 2026; January 15, 2027; March 19, 2027; and May 21, 2027. Each update will summarize walkthrough findings, support provided, progress toward teacher goals, changes in instructional practice, and next steps.		Tara Bracy	06/10/2027
Notes:				
10/25/24	Participate in district professional development to support instructional deployment and student engagement for Math.		Brandon Wiggins	06/10/2027
Notes:				
Implementation:		10/15/2021		
Evidence	10/26/2020			
Experience	10/26/2020			
Sustainability	10/26/2020			

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:	By June 2027, James B. Dudley will increase Math I and Math 3 EOC scores as measured by the North Carolina Accountability Model. The math specialist conducts PLC's in math weekly. Informal observations are conducted with teachers, receiving immediate feedback. District walkthroughs occur quarterly. Teachers participate in PD completed at the school and district level.	Limited Development 04/25/2016		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Topics of PLCs are determined by the results of informal and formal observations. Teachers will use data to inform instruction.		**Brandon Wiggins**	**06/10/2027**
Actions		**0 of 2 (0%)**		
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.		Jeffrey Jalovec	06/10/2027
Notes:				
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	06/10/2027

Notes:	Title I funds are utilized for 0.5 Teacher position Title I funds are utilized for 1 Lead Teacher position Title I funds are utilized for 3 Teacher Assistant positions Title I funds are utilized for After Hour Tutors Title I funds are utilized for EEA – PLC Work Title I funds are utilized for Instructional Supplies and Materials Title I funds are utilized for Field Trips Title I funds are utilized for Furniture and Equipment Title I funds are utilized for Parent PD Instructor Stipend			
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 3C: Remove barriers and provide opportunities**			
	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**

Initial Assessment:	During the 2026–2027 school year, James B. Dudley High School, aligned with the Guilford Guarantee, will strengthen coordinated supports to help students transition successfully into ninth grade, progress through high school, and prepare for college and careers. Freshmen will continue to receive a dedicated learning environment and engaging transition supports for much of the school day. Counselors will help identify and respond to early warning indicators so that students receive timely academic, attendance, and social-emotional support. To prepare students for life after graduation, seniors will continue to have access to a full-time college advisor and school counselors. The school will hold quarterly grade-level meetings and senior family meetings to share information and help families navigate postsecondary planning. Students will also have opportunities to explore college coursework through the Early College Academy during their junior and senior years and to pursue technical and performing arts pathways through the school's magnet partnership. Dudley will continue to strengthen coordinated support from counselors, the Career Development Coordinator (CDC), the Student Participation Coordinator (SPC), and the Communities In Schools coordinator. Professional development will help faculty recognize and respond to diverse student needs. The school will monitor participation in these supports, early warning indicators, student progress, and postsecondary planning activities to guide improvements throughout the year.		Limited Development 08/29/2017		
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		

How it will look when fully met:	By June 2027, James B. Dudley High School will increase the percentage of ninth-grade students who meet the academic requirements for promotion to tenth grade and improve promotion rates across all grade levels. The school will also work to increase course and exam success, the graduation rate, and the number of graduates enrolling in two-year or four-year colleges. These outcomes will contribute to progress toward the school's overall performance composite goal. To strengthen the transition from middle school to high school, Dudley will partner with its feeder middle schools to identify incoming students' academic, attendance, behavioral, and engagement needs. Collected student data will be reviewed to coordinate course placement, identify students needing early intervention, and establish supports before students enter ninth grade. To support students in reaching these outcomes, Dudley will provide access to Learning Hub and coordinate academic and postsecondary planning with teachers, counselors, the Career Development Coordinator, the Special Populations Coordinator, and administrators. Students will meet with the appropriate staff members to develop and review individual goal-setting plans, identify barriers to progress, and connect with needed supports. Evidence of implementation will include Learning Hub participation records, documented student support meetings and goal-setting plans, and reviews of course performance, exam results, promotion, graduation, and postsecondary enrollment data. The school will use these measures to monitor progress and adjust supports throughout the year.		**William Moore**	**06/10/2027**

Actions		**0 of 3 (0%)**		
10/25/24	Title I funds will be used to host a multi-state college tour to expand postsecondary awareness and access for first-generation college students and students from special populations. By January November 2026, counselors, the College Advisor, the Career Development Coordinator, and the Special Populations Coordinator will review course grades, credits earned, attendance, graduation progress, and college-planning participation to identify students at risk of not graduating or pursuing postsecondary education. Staff will also use student interest surveys and family-reported information to identify first-generation college students and barriers to college access. Identified students will receive personalized invitations through individual school meetings and school email. Families will receive tour information, participation requirements, permission forms, and an invitation to an informational meeting. Staff will document outreach and follow up with students and families who do not respond within five school days.		Frank McNeil	11/30/2026
Notes:				
10/4/22	The Instructional Leadership Team (ILT) will meet monthly to analyze course failure rates, common assessment results, attendance patterns, and discipline referrals by grade level, content area, and student subgroup. The team will prioritize Biology and Math I to identify skill gaps and patterns of missed instruction that contribute to low achievement. Using these findings, the ILT will identify specific instructional priorities, coordinate targeted reteaching and intervention through content-area PLCs, and assign staff members to implement and monitor each action. At the following monthly meeting, the team will review updated assessment results, student work, and intervention participation to determine effectiveness and adjust strategies. Decisions, timelines, and evidence of progress will be documented in ILT meeting minutes.		Shonda Foster	05/05/2027
Notes:				

10/27/23	The Student Services Committee will meet monthly from September through June to analyze course grades, missing assignments, credits earned, attendance patterns, and discipline referrals. The focus will be on identifying students at risk of course failure, chronic absenteeism, repeated behavioral concerns, or not meeting promotion and graduation requirements, with particular attention to ninth-grade students and students from special populations. At the beginning of the school year, the committee will review prior-year data and middle school transition information to establish an initial list of students needing support. Following each interim report and quarterly grading period, the committee will update the list, identify overlapping concerns, and assign a staff member to coordinate interventions and contact students and families. Coordinated support events will include fall student and family conferences to establish academic and attendance goals; academic recovery and Learning Hub outreach following each grading period; winter progress-review meetings to adjust interventions; and spring promotion, graduation, and transition-planning conferences. The committee will document referrals, family contacts, interventions, and student outcomes in a shared progress-monitoring log and review students' responses to support at each monthly meeting.		Tiffany Dumas	05/05/2027
Notes:				
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 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**

Initial Assessment:	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. 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.	Limited Development 04/26/2016		

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	During the 2026–2027 school year, James B. Dudley High School will strengthen communication with families through weekly updates, informational meetings, and electronic media. Teachers and staff will use these channels to share timely information about student progress, school events, and available supports. The school will routinely monitor attendance to identify students at risk of losing instructional time or receiving no credit because of excessive absences. Staff will provide focused outreach to families of students with significant attendance or disciplinary concerns. These conversations will explain the potential academic consequences, identify barriers to success, and develop practical steps families and the school can take together to improve attendance, behavior, and academic progress. Evidence of implementation will include attendance reviews, documented family outreach, meeting sign-in sheets and agendas, flyers, emails, photographs, and materials and resources shared with families.		**Erika Wilson**	**06/10/2027**
Actions		**0 of 3 (0%)**		
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	04/24/2027
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.		Amia Weeks	04/24/2027
Notes:				
9/27/16	Grade Level Meetings: Grade level agenda and Sign-In sheet created.		Shonda Foster	06/10/2027
Notes:	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.			