

Comprehensive Progress Report

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

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

- Goals:**
- In the 2022-2023 school year, BYSHS will increase its overall student proficiency on the Biology EOC by 10%.
 - In the 2022-2023 school year, BYSHS will increase its overall student proficiency on the Math 1 EOC by 10%.
 - In the 2022-2023 school year, BYSHS will increase its overall student proficiency on the Math 3 EOC by 10%.
 - In the 2022-2023 school year, BYSHS will increase its overall student proficiency on the English 2 EOC by 10%.
 - In the 2022-2023 school year, BYSHS will achieve a School Performance Grade of C.



! = Past Due Objectives		KEY = Key Indicator			
Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.01	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)	Implementation Status	Assigned To	Target Date

Initial Assessment:

The administrative team communicates high expectations collectively through formal and informal meetings with all stakeholders.

Teachers are expected to meet in professional learning teams to discuss data analysis, planning, pacing, and student performance.

Professional practice expected outcomes includes collection and dissemination of data, attendance, retention/promotion/graduation rates and student support services.

Limited Development
09/12/2018

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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>Best practices will revolve around instructional methods, assessments and evaluations aligned with the vision, mission and values of the school community.</p> <p>Student performance will increase through monitored attendance, focus on sub-group achievement, graduation rates, and student support services provided through internal and external agencies/resources.</p> <p>BYSHS will continue monitoring its monthly interventions through PLT meetings and School Based Leadership Team (SBLT) meetings.</p> <p>BYSHS will provide professional development in the areas of unified best practices via a Teacher Like a Champion & Getting Better Faster book study.</p>			Lance Stokes	06/05/2024
Actions			3 of 4 (75%)		
9/12/18	The administrative team will increase high visibility throughout the school. The admin team continue to manage instruction, student learning, and behavior expectations throughout the instructional day.		Complete 05/22/2024	Lance Stokes	08/26/2019
	<i>Notes:</i> The increased high visibility is an important role of the administrative team and the principal. This practice contributes to the effective management of student behavior and relationship building.				
11/6/18	The technology facilitator and instructional coach will provide specific professional development on technology integration and bell to bell instruction.			Lance Stokes	08/26/2023
	<i>Notes:</i>				
9/20/19	The administrative team will share specific data with teachers during school-wide data dives, department data dives and subject area data dives. That will include school-wide data, benchmark data and common assessment data.		Complete 02/07/2020	Karen Worlds	08/26/2023
	<i>Notes:</i> Data will be shared with the all teachers during PLT meetings.				

9/12/18	Administrators will assist with the development of professional goals for instructional staff. Instructional staff will be provided with layers of support for instructional practice. The admin team will monitor instruction through informal walk-throughs, provide specific feedback, provide time for instructional staff to make the needed adjustments, and monitor improvement.	Complete 04/20/2021	Karen Worlds	08/26/2024	
<i>Notes:</i> The admin team will be monitoring instruction closely for Performance Based Objectives, Agenda, Lesson plans aligned to the curriculum, student engagement, time-management for pacing.					
Implementation:		10/19/2022			
Evidence	4/29/2019 As of April 2019, all BYHS teachers and staff have completed beginning-of-the-year, mid-year, end-of-year professional development plans which can be accessed through NCESS. All summative evaluations on teachers have been completed.				
Experience	4/29/2019 The administrative team assists all teachers in creating and maintaining professional development plans throughout the school year. Our experience has been mainstreamed due to using the North Carolina Educator Effectiveness System provided by the North Carolina Department of Public Instruction. We have experienced using this as part of each teacher's formal annual evaluation.				
Sustainability	4/29/2019 The administrative team will continue meeting with teachers individually within the NCESS system to maintain progress and sustain efforts for this objective.				
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:		Bartlett Yancey High School will utilize effective management practices. As a PBIS school we will work with staff to understand the expectations and the various management strategies and matrix.	Limited Development 10/19/2022		
How it will look when fully met:		All teachers and students will demonstrate the appropriate expectations and management complying with school wide procedures and expectations.		Richard Franklin	06/05/2024
Actions			0 of 1 (0%)		
10/19/22	Classroom teachers will establish clear and consistent procedures for management.		School Based Leadership Team	06/24/2024	

Notes:

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
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>		Instructional teams at BYSHS have limited development of unit plans that assure that students master standards-based objectives and also provide opportunities for enhanced learning. The instructional team must first review the standards to which they will align objectives, assessment items, and curriculum.	Limited Development 10/19/2022		
<i>How it will look when fully met:</i>		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 the learning targets with the grade level and course level above and below the assigned grade level to ensure continuity between the grades and courses and sufficient coverage of the 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.		Lance Stokes	11/30/2022
Actions			0 of 1 (0%)		
	10/19/22	BYSHS teachers will post instructional standards and problem based objectives for each lesson.		Karen Worlds	11/30/2022
Notes:					

	A2.26	All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn. (5342)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Bartlett Yancey Senior High has a large number of new teachers in various content areas and the utilizing district pacing the curriculum to unpack, plan align content for the teachers.	Limited Development 10/19/2022		
<i>How it will look when fully met:</i>		BYSHS teachers will implement Getting Back Faster, Teach Like a Champion and Mastery Learning Cycle into their classrooms. BYSHS teachers will utilize various platforms to provide access to the curriculum for students at all levels of mastery. BYSHS teachers will participate in peer and department walkthroughs per a cycle created by the administrative team. BYSHS teachers will post instructional standards and problem-based objectives for each lesson.		Austin Morris	06/05/2024
Actions			0 of 3 (0%)		
10/19/22		BYSHS teachers will post instructional standards and problem-based objectives for each lesson.		Karen Worlds	11/30/2022
<i>Notes:</i>					
10/19/22		BYSHS teachers will participate in peer and department walkthroughs.		Karen Worlds	06/10/2023
<i>Notes:</i>					
10/19/22		Design PLT/PLC professional development for staff utilizing Teach Like a Champion for teachers		Karen Worlds	04/25/2024
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Bartlett Yancey Senior High School is in limited implementation of the Multi-Tiered Systems of Support framework. However, the BYHS staff will have specific action steps and guidelines for identifying students who are at risk of failure due to attendance or academics.	Limited Development 07/18/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		<p>When this objective is fully met, there will be an understanding that tier 1 interventions are provided to 100 percent of the student population, supplemental interventions will serve 10-15 percent of the students and intensive interventions will be provided for approximately 3-5 percent of the students. There will be a focus on student response to instructional practices as opposed to student deficits or failures.</p> <p>All data points will be address</p> <p>BYSHS will utilize Formative Assessment Data Analysis (FADA)for diagnostic purposes which affords SBLT the opportunity to identify various student mastery levels.</p> <p>BYSHS will provide professional development in the areas of unified best practices via a Teach Like a Champion book study.</p>		Lance Stokes	06/05/2024
<i>Actions</i>			2 of 9 (22%)		
	5/28/19	Teachers will update grades weekly in Power School or as needed for students and parents.		Teachers	11/30/2022
<i>Notes:</i>		This is a district non-negotiable for staff.			

5/28/19	Students who are at risk of failing or not graduating with their cohort will be considered for the Career Academy under the guidelines provided in the document.		JoAnn Bunting	12/15/2022
<i>Notes:</i> The drop-out prevention committee will determine if candidates qualify for the career academy. The team will develop a plan for the students selected and monitor their progress providing reports to the principal.				
5/28/19	Students who have 10 absences (excused or unexcused) will conference with the administrator over their grade-level. Students who have more than 10 absences will be provided with the following interventions: Student conference, parent contact, attendance contract, explanation of the appeals process.		JoAnn Bunting	02/25/2023
<i>Notes:</i> There will be small group interventions that include an explanation of the appeals process, attendance contracts and monitoring of the student attendance.				
5/28/19	Administrators will be notified of any circumstances that require students to be absent several consecutive days. (trips, surgeries, etc)	Complete 09/18/2020	Teachers	02/28/2023
<i>Notes:</i>				
10/25/16	BYSHS will restructure its MTSS protocols and procedures according to NCDPI guidance and professional development.		Kim Roberson	08/20/2023
<i>Notes:</i> SBLT will have a structure to review the MTSS protocols and procedures according to NCDPI guidance.				
6/20/19	Standards based tutoring will be provided to students who are failing or at risk of failing core classes. Tutoring will take place on Mondays - Thursdays.		JoAnn Bunting	08/26/2023
<i>Notes:</i> Tutoring will be available in Math, Science, ELA and Social Studies. Tutoring logs will be provided and reviewed by the Instructional Coach and admin team.				
7/10/19	Students who fail a course will be placed in Credit Recovery platform or repeat the course.		JoAnn Bunting	08/26/2023
<i>Notes:</i> Edgenuity and Canvas will be tailored based on student need.				
8/23/19	The scheduling team will ensure that schedules are submitted by the due date. School counselors will meet each deadline and timeline that schedules are due for completion. The principal will ensure that schedules are ready by the due date and completed.	Complete 09/10/2021	Annette Candy	08/25/2024
<i>Notes:</i>				
5/28/19	School Counselors will make contact with parents regarding at risk academic performance, attendance and behavior.		Counselors	08/26/2024

Notes: School Counselors will make contact with students after 3 consecutive absences and report to administration.

Implementation:			03/01/2018		
Evidence		3/1/2018			
Experience		3/1/2018			
Sustainability		3/1/2018			
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
Initial Assessment:		Teachers are aware of the social and emotional needs of our students. However there is a deficit in how to address the multiple needs in the classroom and school setting.	Limited Development 10/19/2022		
How it will look when fully met:		Provide instruction, modeling, classroom norms, and demonstrating caring attention that promotes students social and academic growth.		Jeanette Long	06/05/2024
Actions			0 of 1 (0%)		
	10/19/22	BYSHS will administer the Panorama survey to create baseline data to support our students needs.		JoAnn Bunting	06/24/2023
Notes:					

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
<i>Initial Assessment:</i>	Bartlett Yancey High School has a freshman transition program in place to address the growing social, emotional and academic needs of our freshman population. Teachers have been trained to use specific strategies to assist freshman students with the high school transition experience. Teachers were provided with expert professional development to successfully work with freshman students.	Limited Development 10/19/2022			
<i>How it will look when fully met:</i>	A program will be established to provide students with remedial or preparation course work, experience navigating the school, and a chance at social success. There will be a research-based model developed that focuses on freshman transition. Teachers who are trained will understand the framework for personalized learning and other supports for freshman students. Capacity will be built in the faculty working with freshman students to ensure their success.		Kelly McVay	05/12/2023	
Actions			0 of 1 (0%)		
10/19/22	A bridge program will be established to provide students with remedial or preparation course work, experience navigating the school, and a chance at social success. There will be a research-based model developed that focuses on freshman transition.		Austin Morris	05/15/2023	
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
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>		The feedback system to teacher from the administrative team focuses on what was observed and witnessed in the classroom. The type of feedback as needed should build capacity with staff.	Limited Development 10/19/2022		
<i>How it will look when fully met:</i>		<p>Conducting truthful and purposeful evaluations with appropriate feedback is necessary for teacher growth. The administrative team will concentrate on making sure that evaluations are conducted on teachers in a timely manner.</p> <p>BYSHS will implement Getting Better Faster concepts to the classroom feedback to the teachers as instructional coaches.</p>		Syeda Smith-Williams	05/12/2023
Actions			0 of 1 (0%)		
	10/19/22	BYSHS will implement Getting Better Faster concepts to the classroom feedback to the teachers as instructional coaches via NC RELAY and NCDPI partnership.		Brittany Moore	06/01/2024
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
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
<i>Initial Assessment:</i>		The leadership team reviews school performance data, common assessments, benchmark assessments, and North Carolina standardized assessments	Limited Development 10/19/2022		
<i>How it will look when fully met:</i>		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.		Lance Stokes	03/24/2023
Actions			0 of 1 (0%)		
	10/19/22	The administrative team will share the instructional practices from walkthrough data twice each month; patterns will be identified to focus on areas of improvement. These patterns will help the administrative team with a focus on instructional delivery, pacing, and differentiation of instruction.		Lance Stokes	03/24/2023
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
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
<i>Initial Assessment:</i>		The school turnover rate is higher than the state average. We must retain and grow the capacity of the teachers	Limited Development 10/19/2022		
<i>How it will look when fully met:</i>		BYSHS will establish a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. It is important that retain highly effective staff.		Lance Stokes	06/05/2024
Actions			0 of 1 (0%)		
	10/19/22	Deploy a team of teachers to recruit and retain highly effective candidates.		Lance Stokes	05/28/2023

Notes:

Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
	E2.04	The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Bartlett Yancey Senior High school has had a large number of turnover as well and changes to the leadership of various clubs and organizations. As a result of these changes and the impacts of COVID our partnerships in the community restructuring.	Limited Development 10/19/2022		
How it will look when fully met:		Trusting school-community partnerships have been shown to contribute to improved student learning, achievement, behavior, and attendance. As a result our community partnerships will increase as the school is seen in the community as a business partner and entity in the community.		Steven Hancock	04/24/2023
Actions			0 of 1 (0%)		
	10/19/22	Each organization, club and sports team will participate in a service project within the community.		Jared Terrell	05/15/2023
<i>Notes:</i>					