

Comprehensive Progress Report

Mission:

Discovering purpose through memorable experiences. We also want to ensure that our work is parallel to the strategic plan established by our district:
<https://drive.google.com/file/d/0B6u8CTtSaK42QnN6Ynp0eDNRazg/view>

Goals:

All students will be prepared for success in post-secondary experiences.

Every student will have access to a variety of pathways through their high-school experience (traditional, Burke Middle College, Career and College Promise, Advanced Placement Courses, On-line Courses - NCVPS, STEAM Academy).



! = Past Due Actions

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
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
<i>Initial Assessment:</i>		While DHS follows a student code of conduct, the leadership team notes many inconsistencies in the way that students are held accountable to these standards. The tardy policy was an area of concern along with the school cell phone policy. It is noted in observations and walk-through data that time on task and use of instructional time are concerning which relates to the expectations and management of conduct in the classroom. The cell phone policy and the tardy policy have been revised via the summer leadership meeting. We have a school-wide focus on quality use of instructional time and weekly reminders are given to teachers concerning use of instructional time. However, not all teachers are practicing good use of every instructional moment.	Limited Development 10/02/2017		
<i>How it will look when fully met:</i>		The majority of teachers have been trained through CHAMPS, positive behavior support system. The overall goal of the CHAMPS classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged. Documentation will be kept through Google Forms and surveys. The team would like to provide staff opportunities to revisit CHAMPS strategies that work well in maintaining high levels of student engagement and those that help preserve instructional time.		Icard Beverly	06/08/2018
Action(s)	Created Date		0 of 2 (0%)		
1	10/13/17	Review CHAMPS strategies at 3 faculty meetings.		Icard Beverly	06/08/2018
<i>Notes:</i>					
2	10/18/17	Teachers will provide each student with a syllabus containing class expectations and rules. A parent signature will be required.		Icard Beverly	06/08/2018
<i>Notes:</i>		Fall and Spring Semester			

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

Initial Assessment:	Burke County Public Schools instruction teams consisting of instructional coaches have created a district wide pacing guide for all grades and courses implemented. Teachers use Planbook and include state standards in their lesson plans and administration provides feedback each week through the comments feature.	Full Implementation 10/13/2017		
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Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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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:	Course selection is monitored through a tiered process to provide instructional supports to meet the academic needs of students The team would like to investigate ways to further provide tiered supports for struggling students through a Student Support Team. We have recently created a Student Tracking system and developed a SST that meets regularly to discuss supports we can wrap-around students in need.	Limited Development 10/13/2017		
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How it will look when fully met:				
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Action(s)	Created Date			

Notes:

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>		Counselors report that teachers have historically been very attentive to the emotional needs of students and willing to work with students, families, and counselors. We currently do not have a structured system in place for teachers and counselors to communicate and collaborate around student emotional needs. The team discussed monitoring observation data to measure the percent of teachers proficient on standard Ila of the NC Teacher Evaluation System in an effort to measure if ALL teachers are attentive to students' emotional states.	Limited Development 10/13/2017		
<i>How it will look when fully met:</i>		Teachers proficient on standard Ila of the NC Teacher Evaluation System in an effort to measure if ALL teachers are attentive to students' emotional states.		Lillian Modak	06/08/2018
Action(s)	Created Date		0 of 1 (0%)		
1	10/15/17	-Provide a digital referral tool for teachers to refer students to guidance counselors -Continue the use of the newly created tracking sheet; meet monthly to update -Assign at-risk students a mentor/someone who will invest in them.		Lillian Modak	06/08/2018
Notes: Counselor Referral Request Form https://mail.google.com/mail/u/0/#starred/15f5e36dd988115e					
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>		Jump-start sessions are offered for rising 9th graders during the summer in an effort to familiarize them with the high school setting. Registration process provides advising that helps set students up for academic success through course selection. Administration and counselors work in partnership with the middle school to provide a smooth transition from 8th grade to high school.	Full Implementation 10/13/2017		
Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date

Initial Assessment:		The school improvement team was created by nominations and votes from the faculty. The team meets on a regular basis, at least 2 times each month. School Improvement discussions are data driven and revolve around strategies and ideas to increase school performance and student outcomes as it relates to both the school mission/vision and the district strategic plan as evidence by meeting minutes/agendas.	Full Implementation 10/13/2017		
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:		The school improvement team was created by nominations and votes from the faculty. The team meets on a regular basis, at least 2 times each month. School Improvement discussions are data driven and revolve around strategies and ideas to increase school performance and student outcomes as it relates to both the school mission/vision and the district strategic plan as evidence by meeting minutes/agendas.	Full Implementation 10/13/2017		

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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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
Initial Assessment:		Teachers with common assessments have common planning times (EOC Courses). EOC course teachers meet twice each month as a PLC to review student data and lesson planning driven by the data. Instructional coaches partner with administration and teachers through the PLC structure. Departments meet weekly to discuss/develop department-wide strategies for consistency in instructional practices. Planbook, the online planning protocol adopted by our school, allows for asynchronous collaboration among teachers teaching like courses both within our school and across the district. The district provides local PLC's that provide a planning structure for all subject-alike teachers to meet and collaborate around instructional planning.	Full Implementation 10/13/2017		

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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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
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Initial Assessment:	Walk-through data is collected and shared with teachers on a weekly basis. (Google Form) Lesson plans are monitored weekly. Weekly feedback is given to teachers through the comments feature of planbook.com. An observations schedule is developed that allows the principal to observe every beginning teacher within the first four weeks of the school year for timely feedback. Post-conferences are conducted after each observation. Every teacher is formally observed two times each year.	Full Implementation 10/13/2017		
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Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Quality of professional development
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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
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Initial Assessment:	The school improvement team reports that very little discussions from previous years revolved around school performance data and observation data. The team would like to see this data be a part of regular school improvement discussions. The teacher working conditions survey, school report card data, and individual course proficiency data was used to guide leadership discussions and development of school goals in summer leadership retreat and recent school improvement/leadership meetings. However, the team would like to see this practice be sustained over the course of the school year. Teachers report that they had not received feedback from administration in previous years concerning proficiency/growth data along with discussion on how individual teachers have contributed to overall progress, or lack-thereof.	Limited Development 10/13/2017		
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How it will look when fully met:	The team would like to see this data be a part of regular school improvement discussions and sustained over the course of the year.		Karen Auton	06/08/2018
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Action(s)	Created Date		0 of 1 (0%)	
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1	10/15/17	Departments will refer to student achievement data frequently in departmental discussions.		Karen Auton	06/08/2018
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Notes:

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>		Recently, the school began utilizing interview teams in an effort to develop a shared decision-making processes for hiring of new staff. We also began a weekly recognition of staff for their efforts in contributing to the goals/mission of the school. We would like to explore more ways to recruit top candidates for positions at Draughn High School.	Limited Development 10/13/2017		
<i>How it will look when fully met:</i>		We want to establish specific protocols for interviewing, screening applicants, and recruiting applicants to Draughn High School. We also would like to see more structures in place for rewarding staff for their contributions to overall school-performance standards.		Kelley Lytle	06/08/2018
Action(s)	Created Date		0 of 3 (0%)		
1	10/15/17	Generate a set of collective interview questions for potential candidates for employment at Draughn High School		Kelley Lytle	06/08/2018
		<i>Notes:</i>			
2	10/15/17	Establish interview teams to help screen applicants for positions at DHS.		Kelley Lytle	06/08/2018
		<i>Notes:</i>			
3	10/15/17	Generate structures for recognizing staff for achievements as pertains to student performance.		Kelley Lytle	06/08/2018
		<i>Notes:</i>			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
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
<i>Initial Assessment:</i>		We currently have an open house at the beginning of the school year with information available, along with teachers and other school personnel to answer questions and inform parents. We also have a very active school Facebook Page that we update frequently as an avenue to communicate with parents. Additionally, Draughn High School sends messages to parents via SchoolMessenger biweekly with updates and how parents/students can be involved in the school.	Limited Development 10/13/2017		
<i>How it will look when fully met:</i>					
Action(s)	Created Date				
<i>Notes:</i>					