

Comprehensive Progress Report

Mission: Vision: Prepare Learners; Empower Leaders Mission: BHESA is dedicated to creating a safe, arts-enriched, academically challenging, and positive learning environment that will prepare learners and empower leaders in a global society. Mantra: "Learn, lead, love, and leave a legacy!"

Vision:

Goals:

BHESA students will increase reading proficiency from 40% (18-19) to 70% with 80% of students meeting or exceeding projected percentiles for growth with iStation and/or Reading EOG by using RESTART flexibility strategically.

BHESA students will increase math proficiency from 55% (18-19) to 80% with 80% of students meeting or exceeding projected percentiles for growth with iStation and/or Math EOG by using RESTART flexibility strategically.

BHESA 5th students will increase science proficiency from 75% to 80% and with 80% of students meeting or exceeding projected percentiles for growth with the Science EOG by using RESTART flexibility strategically.



! = Past Due Objectives

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>		<p>2020-2021: All staff members have attended CHAMPS (classroom management and positive environment) professional development. There is a Foundations team, PBIS (Positive Behavior Intervention Support) team, and an MTSS (Multi-Tiered Support System) team in place to support and assist with classroom management. MTSS is developing a behavior core plan to address students across all tiers. Teachers will utilize the Educator's handbook to document student behaviors. A data dashboard has been developed to help classroom teachers analyze student data. The school also participates in the Leader in Me Program and uses ClassDojo to award points for behavior and to connect with families.</p> <p>2018-2019: All staff members have attended CHAMPS (classroom management and positive environment) professional development. There is a Foundations team, PBIS (Positive Behavior Intervention Support) team, and an MTSS (Multi-Tiered Support System) team in place to support and assist with classroom management. A data dashboard has been developed to help the classroom teachers analyze student data.</p>	Limited Development 10/09/2018		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		CHAMPS (Classroom Management and Environment) expectations will be visible and heard in every classroom. Students will be trading in Tiger tokens with our PBIS (Positive Behavior Intervention Support) system. Classrooms will meet PBIS (Positive Behavior Intervention Support) "tiger stripe" celebration goals each 9 weeks. The number of PBIS letters on behavior tracking clipboards will be decreasing as well as office referrals. LEAD expectations will be posted in every classroom.	Objective Met 02/24/21	Lisa Seegers	10/31/2021
<i>Actions</i>					
	10/9/18	CHAMPS (classroom management and environment) posters will be visible and referenced in all classroom.	Complete 12/16/2020	Environment Team	12/16/2020
<i>Notes:</i>					

10/9/18	Data team will work together to ensure that the PBIS "Tiger Stripe" celebration goals are being met.	Complete 02/26/2021	Data Team	02/28/2021
<i>Notes:</i>				
10/9/18	Teachers will utilize RtI: Stored to identify their Tier 2 and Tier 3 kids and to input data in that system	Complete 10/30/2020	MTSS Team	10/31/2021
<i>Notes:</i>				
Implementation:		02/24/2021		
Evidence	2/24/2021			
Experience	2/24/2021			
Sustainability	2/24/2021			

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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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:		PLC's (Professional Learning Communities) meet at least 3 days a week for 40 minutes to plan and ensure understanding of the standards for ELA (English-Language Arts), Math, and Science. Administration and/or curriculum support and participate in at least one PLC planning session a week. PLC's utilize district pacing guides.	Limited Development 01/18/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		

How it will look when fully met:	PLC's (Professional Learning Communities) will record lesson plans in a shared folder with Google Docs. ELA planning and classroom instruction will utilize the Focus 5 (Best evidence-based practices of strong literacy instruction). Math planning and classroom instruction will utilize the 3 E's. Science planning and instruction will utilize the 3 C's (Connect, Collaborate and Create).	Objective Met 09/30/19	Candice Boatright	06/06/2019
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Actions				
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10/9/18	2-5 teachers will observe and participate in Science instruction with a Master teacher.	Complete 11/28/2018	Holly Casstevens	11/28/2018
<i>Notes:</i>				

1/29/17	Admin team, curriculum coach, and teachers will participate in weekly planning sessions to identify misconceptions and identify best practices related to standards-aligned lessons and units.	Complete 12/26/2018	Holly Casstevens	12/26/2018
<i>Notes:</i>				
1/29/17	Designated teachers will participate in math and reading instructional practice professional development provided by the district and participants will share their learning with PLCs (Professional Learning Communities).	Complete 01/30/2019	Candice Boatright	12/26/2018
<i>Notes:</i>				
10/9/18	Each teacher will observe a master teacher in a core subject to reflect on their practices.	Complete 09/02/2019	Candice Boatright	06/06/2019
<i>Notes:</i>				
Implementation:		09/30/2019		
Evidence	4/28/2017 Sample lesson plans and alignment documentation.			
Experience	4/28/2017 This will be an ongoing process, yet weekly PLC meetings was an excellent venue for discussions, input, feedback, interpretations based on data and long and short-term projections.			
Sustainability	4/28/2017 Continuous revamping of lessons, understanding of standards, data disaggregation based on common assessments and/or benchmark assessments, formative data and more.			

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>		2018-2020: An MTSS (Multi-Tiered Support System) team has been created. A data dashboard has been created. PLC's (Professional Learning Communities) meet weekly with counselors and admin to focus on MTSS concerns that are revealed in the dashboard. Benton Heights schedule accommodates a 30 minute intervention and enrichment block. A classroom walk-through tool is utilized to provide feedback to teachers.	Limited Development 01/18/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		<p>2019-2021: Each PLC will work together to create a core plan for ELA and Math. The core plan will focus on Tier 1 students and instruction. Data decision rules will be created by the MTSS team to determine the 20% of students that will be moved into Tier 2. Tier 2 students will receive the standard treatment protocol for instruction. Any Tier 2 students that do not have a response to instruction based on the data will progress to Tier 3 and will receive the standard treatment protocol for that Tier.</p> <p>2018-2019: Benton Heights Elementary School of the Arts will ensure that all applicable teachers are faithfully implementing effective teaching practices and aligning them to the same standards and skills within all tiers of intervention. Focus will be on student response to instructional practices as opposed to student deficits or failures. Teachers will focus on how instructional practices can be changed or modified to ensure that students in all tiers have access to instructional content. The goal is for 70% of our students to be proficient in math and 70% of our students to be proficient in reading. Benton Heights Elementary School of the Arts will ensure implementation of a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with student needs across all tiers.</p>	Objective Met 02/09/21	Kalli Clements	10/31/2021
Actions					
	11/16/20	Provide structures and systems to support teachers with MTSS by using restart budget flexibility to hire two additional interventionists that lead MTSS meetings and provide support to teachers and students.	Complete 08/17/2017	Candice Boatright	08/17/2017

		<i>Notes:</i>			
	1/29/17	MTSS (Multi-tiered Support Systems) team will determine the data decision rule for each grade level.	Complete 12/19/2019	MTSS Team	10/17/2019
		<i>Notes:</i>			
	1/29/17	Administration will ensure that all applicable teachers have time in their schedules for guided reading, guided mathematics, and intervention/enrichment time. This will ensure that tiered instruction is available for all students.	Complete 10/17/2019	Administration	10/30/2019
		<i>Notes:</i>			
	1/29/17	Teachers will implement Standard Treatment Protocol for ELA and Math.	Complete 12/18/2020	MTSS Team	10/31/2021
		<i>Notes:</i>			
Implementation:			02/09/2021		
	Evidence	4/4/2017 Assignment completions via Canvas as well as lesson plans.			
	Experience	4/4/2017 The district has planned early release days which helped in pursuing this objective. However, due to timing, we also needed to include some of the professional development during faculty meetings as well.			
	Sustainability	4/4/2017 We will continue to attend the train-the-trainer model that is in place and then share with BHESA's staff. Monitoring via walkthroughs and self-taping and formal observations will continue.			
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:

2020-2021: CHAMPS has been reviewed with all staff. Staff attended Social Emotional Learning training. Most staff work with counselors and administration to attend to the emotional needs of students. The Counselors have created a referral system. Counselors are regularly checking in with staff and teachers and are going into classrooms to give SEL lessons. A rapid deployment of SEL team was utilized to aid in the transitions in the schedule due to Covid. Many staff members attended Trauma-Informed Schools training. Each student also will receive a book, "On the Day You Begin".

2019-2020: CHAMPS has been reviewed with all staff. Staff attended Social Emotional Learning training. Most staff work with counselors and administration to attend to the emotional needs of students. The Counselors have created a referral system with the potential to revise when additional SEL staff are hired.

2018-2019: All staff has attended behavioral and emotional support training (CHAMPS: Classroom management and environment expectations, Leader In Me: Social and Emotional School Culture Framework). Most staff members work in conjunction with counselors and administration to address the emotional needs of students. There is to be additional training and a more defined counselor, social worker, and mental health therapist referral system to be put in place based on set criteria to be developed by members of the PBIS/MTSS (Positive Behavior Intervention Support/Multie-tiered Support System) committees.

Limited Development
01/18/2017

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>2019-2021: The data dashboard and Educator's handbook will be used to track behavioral data on students. The data will be analyzed by the MTSS team. A consistent tool is being utilized to refer students that have social and emotional concerns to counselors. The schedule allows for each classroom to have built-in habit time to address concerns within the class, teach social and emotional skills using CHAMPS training and Leader in Me Resources.</p> <p>2018-2019: Behavior interventions will be determined and monitored with fidelity by MTSS (Multi-tiered Support System) team. A consistent tool will be utilized for referring students with social and emotional concerns. Teachers will utilize practices learned with CHAMPS (classroom management and environment) and Leader In Me (social and emotional school culture framework) trainings to support students.</p>			Heather Jones	10/31/2021
Actions			3 of 5 (60%)		
11/16/20	Used budget flexibility with restart to hire two additional interventionists that lead MTSS meetings and provide support to teachers and students.		Complete 08/17/2017	Candice Boatright	08/17/2017
<i>Notes:</i>					
10/9/18	A consistent referral tool will be developed for students with social and emotional needs.		Complete 10/17/2019	Counselors	10/17/2019
<i>Notes:</i>					
2/24/21	Student attendance will be monitored and analyzed, students who are more than 10% chronically absent will receive Tier 2 support. Positive attendance will be celebrated.			MTSS Team	10/31/2021
<i>Notes:</i>					
1/29/17	Teachers will continue to participate in professional development to improve core instruction and Social-Emotional Learning.			Administration	10/31/2021
<i>Notes:</i>					
1/29/17	MTSS (multi-tiered support system) will track school-wide student behaviors every 9 weeks and share data with PLC's (Professional Learning Communities) as needed, to identify possible antecedents and interventions.		Complete 02/24/2021	MTSS Team	10/31/2021
<i>Notes:</i>					

Implementation:					
Evidence		4/28/2017 Discipline data. Intervention strategies.			
Experience		4/28/2017 It is a work in progress. We have offered presentations of quarterly data. Sample interventions/suggestions have been offered and modeled. Even though we have met the objective, we will continue to keep this in the forefront of our plans.			
Sustainability		4/28/2017 Continued MTSS and TLIM training, modeling, and celebrating will continue to improve.			
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:		<p>2020-2021: Transition meetings continue to occur for EC and 504 students moving to the middle school. Transition meetings occur for Pre-K students moving into Kindergarten. Teachers have input in creating classes for all grade levels for the following school year. 5th Grade students attend a virtual field trip to the Middle School to familiarize themselves with the middle school environment. Provide structures and systems to support teachers with MTSS by using restart budget flexibility to hire two additional interventionists that lead MTSS meetings and provide support to teachers and students.</p> <p>2019-2020: Transition meetings continue to occur for EC and 504 students moving to the middle school. Transition meetings occur for Pre-K students moving into Kindergarten. Kindergarten camp was offered for all incoming Kindergarten students. Teachers have input in creating classes for all grade levels for the following school year. 4th-grade students are exposed to a path to college. 5th Grade students attend a field trip to the Middle School to familiarize themselves with the middle school environment. All 5th-grade students are offered a transition camp during the summer between 5th grade and 6th grade.</p> <p>2018-2019: Transition meetings occur for EC (Exceptional Children) and 504 (physical/mental impairment plan) students moving to the middle school. Teachers have input with creating classes for the following school year to create a smoother transition.</p>	No Development 10/09/2018		

How it will look when fully met:	Teachers will be so familiar with the vertical standards that they will have a deep understanding of where students are coming from and are headed to from grade level to grade level. Transition meetings will occur for all EC (Exceptional Children and 504 (physical/mental impairment) students from grade level to grade level. Teachers will have access to the data dashboard on the first day of school and will implement interventions and strategies before the beginning of the year assessments occur. Students will share their previous goals and success with the teacher and a partner within the first two weeks of school. All 4th-grade students will have had the opportunity to attend a field trip to a local university. All 5th-grade students will have had the opportunity to attend a field trip to Monroe Middle School.		Kalli Clements	10/31/2021
Actions		6 of 9 (67%)		
11/16/20	Use budget flexibility with restart to hire two additional interventionists that lead MTSS meetings and provide support to teachers and students.	Complete 08/17/2017	Candice Boatright	08/17/2017
<i>Notes:</i>				
10/9/18	Develop or locate a vertically aligned scope of standard for easy reference during PLC (Professional Learning Community) planning.	Complete 10/24/2018	Kerry Plyler	01/30/2019
<i>Notes:</i>				
10/9/18	Student leadership notebooks will be passed on to the next teacher for review.	Complete 09/25/2019	Student Leadership Team	09/25/2019
<i>Notes:</i>				
10/9/18	Students will meet with their new teacher(s) to share goals and successes from the previous year within the first two weeks of the school year.	Complete 09/25/2019	Student Leadership Team	09/25/2019
<i>Notes:</i>				
10/9/18	Teachers will implement interventions and strategies based on data decision rules prior to beginning of the year assessments.	Complete 10/21/2019	MTSS Team	10/21/2019
<i>Notes:</i>				
10/21/19	Transition meetings will be held for students qualifying as Tier 3 at the end of each school year for students moving from grade level to grade level.		MTSS Team	10/10/2021
<i>Notes:</i>				
11/12/20	Virtual teachers will meet twice a month to work on verticle planning.	Complete 02/17/2021	Online PLC	10/31/2021
<i>Notes:</i>				

10/9/18	Schedule tranistion meetings to occur for all EC (Exceptional Children) and 504 (physical/mental impairment) students before advancing to the next grade level.		EC Team	10/31/2021
<i>Notes:</i>				
10/9/18	Teachers will have access to Rtl: Stored and the MTSS team will review it as needed.		MTSS Team	10/31/2021
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
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>		2020-2021 - The School Improvement Team meets once a month, Administration and Team Leads meet once a month.	Full Implementation 02/09/2021		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
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
<i>Initial Assessment:</i>		PLCs adhere to the following schedule: Monday - MTSS Tuesday - Math Wednesday - ELA Thursday - Science	Full Implementation 10/21/2019		

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
Initial Assessment:		The Principal and Assistant Principals conduct classroom walk-throughs and teacher observations. The administration has blocked out calendar days for classroom walkthroughs and observations. Provide personalized and timely support and feedback to staff to build capacity and retain.	Limited Development 01/18/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		NCEES (North Carolina Effective Educator System) evaluations will be marked complete at mid-year and end of the year. A walk-through spreadsheet will show at least 2 walkthrough observations per week. Each teacher will have participated in a PRIDE meeting at least 3 times throughout the school year.	Objective Met 11/18/20	Candice Boatright	10/30/2021
Actions					
	11/16/20	Utilize budget flexibility to hire an additional assistant principal to support with discipline, observations, and instructional best practices.	Complete 08/01/2018	Candice Boatright	08/01/2017
<i>Notes:</i>					
	10/9/18	Create an observation schedule	Complete 10/21/2019	Administration	10/21/2019
<i>Notes:</i>					
Implementation:			11/18/2020		
Evidence	11/12/2020 Uploaded				
Experience	11/12/2020 This objective was met through planning and utilizing tools created by the administration.				
Sustainability	11/12/2020 Continue to create schedules and conduct regular classroom observations and walk-throughs				

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>		MTSS team, PLC's, and Shared Leadership data team regularly reviews a variety of school performance data such as formative and summative assessments, attendance, and discipline. that is applicable to each team's purpose. Professional development plans have measurable goals that are related to the school improvement plan. School input, interest, and school data drive decisions to implement and pursue staff development. Use employment flexibility with restart to retain staff familiar with the culture of our school.	Limited Development 01/18/2017		
<i>How it will look when fully met:</i>		Observation data collected will reveal strengths and weaknesses with classroom instruction. Staff development will be related to school strengths and weaknesses and individual strengths and weaknesses. Staff development will be transferred into the classrooms with fidelity.		Candice Boatright	10/31/2021
<i>Actions</i>			3 of 4 (75%)		
	11/16/20	Use employment flexibility to retain two staff members familiar with our school (outside of certification).	Complete 08/01/2018	Candice Boatright	08/01/2018
<i>Notes:</i>					
	10/9/18	The administration will adhere to the observation schedule to the best of their ability.		Administration	10/31/2021
<i>Notes:</i>					
	10/9/18	Data will be collected and analyzed to seek patterns and trends with core instruction.	Complete 02/24/2021	MTSS Team and Data Team	10/31/2021
<i>Notes:</i>					
	10/9/18	Staff development will be researched and reviewed to determine alignment with school needs.	Complete 02/24/2021	Candice Boatright	10/31/2021
<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>		Currently, candidates are selected from a pool of teachers that have applied to the district. Previous supervisor references are required. A minimum of three applicants is interviewed with staff (if available). The interview consists of problem-solving questions with a rubric. The school participates in a district job fair, if occurring. Classroom teachers are rewarded with monetary incentives for reaching goals through the EPIC grant. Staff is celebrated throughout the year.	Limited Development 01/18/2017		
<i>How it will look when fully met:</i>		Staff culture reflects a shared vision and mission throughout the school with a positive attitude. Students can be assigned to any class and assured quality instruction and a supportive environment. Staff, student, and parent surveys will indicate satisfaction.		Lisa Seegers	10/31/2021
Actions			4 of 6 (67%)		
	11/16/20	Utilize budget flexibility to hire an additional assistant principal to support with discipline, observations, and instructional best practices.	Complete 08/01/2017	Candice Boatright	08/01/2017
<i>Notes:</i>					
	11/16/20	Used employment flexibility with restart to retain two staff members familiar with our school	Complete 08/01/2018	Candice Boatright	08/01/2018
<i>Notes:</i>					
	10/9/18	Review shared vision and mission and revise as necessary.	Complete 01/30/2019	Kerry Plyler	01/30/2020
<i>Notes:</i>					
	10/9/18	Teacher effectiveness will be monitored through data for consistency within the PLC (professional learning community) and will be reviewed during conferences and at the teachers summative meeting.		Administration	10/31/2021
<i>Notes:</i>					
	10/9/18	Gather student feedback with The Leader in Me 4 D's (Four Dimensions of Execution: set goal, determine action steps, keep a compelling scoreboard, and hold each other accountable) and student surveys to adjust teaching practices.		Data Team	10/31/2021
<i>Notes:</i>					

10/9/18	Create a staff survey that allows open-ended feedback in regards to morale, school processes, and PLCs (professional learning communities).	Complete 02/24/2021	Environment Team	10/31/2021
<i>Notes:</i>				

Core Function:	Dimension E - Families and Community			
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Effective Practice:	Family Engagement			
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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
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Initial Assessment:	Online curriculum with progress monitoring is available to students outside of school using MyOn, iStation, and DreamBox Learning. Grade levels are encouraged to send out monthly newsletters which are translated in Spanish. Curriculum night and Leadership night are held with a focus on goals and action steps. Translators are provided for parent-teacher conferences. Teachers regularly send home postcards throughout the school year. Progress reports are sent home mid-term of each 9 weeks. Comments are written on report cards regarding student work. Agendas are used daily to communicate between home and school. iStation reports will be sent home 3 times a year updating parents on student progress. ConnectEd calls are sent out letting parents know about upcoming school events and information.	Limited Development 01/18/2017		
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How it will look when fully met:	Parent surveys will indicate satisfaction. Teacher surveys will indicate there is parent support. There will be evidence of usage and progress with online learning programs. 80% of parents will participate in curriculum nights, leadership nights, and student performances.		Bryan Lynip	10/31/2021
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Actions		2 of 3 (67%)		
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10/9/18	Communicate the purpose of the parent survey and the value of their input.	Complete 02/24/2021	Counselors	10/31/2021
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10/9/18	Teachers will provide "focused tutoring" at conferences and a curriculum night for parents to learn how to support from home.	Complete 02/24/2021	Community Team	10/31/2021
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Notes:

10/9/18	Teachers will develop surveys to give to their families and students to gain feedback and adjust as needed.		Environment Team and Individual teachers	10/31/2021
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Notes: