

## 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 32% (2017-18) to at least that of 70% (2018-19) while meeting or exceeding projected percentiles for growth as measured by the NC Ready Reading EOG.

BHESA students will increase math proficiency from 48% (2017-18) to at least that of 70% (2018-19) while meeting or exceeding projected percentiles for growth as measured by NC Ready Math EOG.

BHESA 5th grade students will increase science proficiency from 33% (2017-18) to 70% (2018-19) by meeting or exceeding projected percentiles for growth as measured by the NC Science EOG test.



! = 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>		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.	Limited Development 10/09/2018		
<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 6 weeks. The number of PBIS letters on behavior tracking clipboards will be decreasing as well as office referrals.		Yubely Zolke	02/27/2019
<b>Actions</b>			<b>0 of 4 (0%)</b>		
	10/9/18	CHAMPS (classroom management and environment) posters will be visible and referenced in all classroom.		Candice Boatright	11/28/2018
<i>Notes:</i>					
	10/9/18	Teachers will utilize the data dashboard.		Jennifer Fore	01/30/2019
<i>Notes:</i>					
	10/9/18	PBIS (Positive Behavior Intervention Support) and Data team will work together to ensure that the PBIS "Tiger Stripe" celebration goals are being met and that the goal board is updated		Katie Rochefort	06/06/2019
<i>Notes:</i>					
	10/9/18	PBIS (Positive Behavior Intervention Support) will upload information onto the data dashboard to track the number of PBIS letters (verbal warnings) being given for negative behaviors. (MTSS {Multi-Tiered Support System} will analyze the data).		Marci Micciantuono	06/12/2019
<i>Notes:</i>					

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>		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		
<i>How it will look when fully met:</i>		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).		<b>Candice Boatright</b>	<b>12/26/2018</b>
<b>Actions</b>			<b>0 of 4 (0%)</b>		
	10/9/18	2-5 teachers will observe and participate in Science instruction with a Master teacher.		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.		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).		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.		Candice Boatright	11/28/2108
<i>Notes:</i>					
<b>Implementation:</b>					

<b>Evidence</b>	4/28/2017 Sample lesson plans and alignment documentation.			
<b>Experience</b>	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.			
<b>Sustainability</b>	4/28/2017 Continuous revamping of lessons, understanding of standards, data disaggregation based on common assessments and/or benchmark assessments, formative data and more.			

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>			
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<b>Effective Practice:</b>	<b>Student support services</b>			
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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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<b>Initial Assessment:</b>	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		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
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<b>How it will look when fully met:</b>	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.		Jennifer Fore	06/12/2019
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<b>Actions</b>		<b>0 of 3 (0%)</b>		
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	1/29/17	MTSS (Multi-tiered Support Systems) team will determine the data decision rule for each grade level.		MTSS Team	10/30/2018
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<i>Notes:</i>				
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1/29/17	Teachers will develop and implement Standard Treatment Protocol for ELA, math, and writing.		Jennifer Fore	06/12/2019
<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.		Administration	10/30/2108
<i>Notes:</i>				
<b>Implementation:</b>		10/09/2018		
<b>Evidence</b>	4/4/2017 Assignment completions via Canvas as well as lesson plans.			
<b>Experience</b>	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.			
<b>Sustainability</b>	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		
<i>Initial Assessment:</i>	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	
<i>How it will look when fully met:</i>	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.		Janiece Peterson	11/28/2018		0 of 3 (0%)		
<i>Actions</i>	1/29/17 MTSS (multi-tiered support system) will track school-wide student behaviors every 6 weeks and share data with PLC's (Professional Learning Communities) weekly, to identify possible antecedents and interventions.		Jennifer Fore	11/28/2018	<i>Notes:</i>			
10/9/18	A consistent refferal tool will be developed for students with social and emotional needs.		MTSS Team	12/26/2018	<i>Notes:</i>			
1/29/17	Teachers will continue to participate in professional development to improve core instruction.		Danielle Long	06/12/2019	<i>Notes:</i>			
<i>Implementation:</i>	<i>Evidence</i>	4/28/2017	Discipline data. Intervention strategies.					

<b>Experience</b>		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.			
<b>Sustainability</b>		4/28/2017 Continued MTSS and TLIM training, modeling, and celebrating will continue to improve.			
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		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.	No Development 10/09/2018		
<b>How it will look when fully met:</b>		Teachers will be so familiar with the verticle 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 accountability partner within the first two weeks of school.		<b>Yubely Zolke</b>	<b>06/12/2019</b>
<b>Actions</b>			<b>0 of 6 (0%)</b>		
	10/9/18	Develop or locate a vertically aligned scope of standard for easy reference during PLC (Professional Learning Community) planning.		Kerry Plyler	01/30/2019
<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.		Cindy Crabtree	06/12/2019
<i>Notes:</i>					
	10/9/18	Teachers will review the data dashboard within the first week of school.		Diana Martinez	09/25/2019
<i>Notes:</i>					

10/9/18	Teachers will implement interventions and strategies based on data dashboard prior to beginning of the year assessments.		Diana Martinez	09/25/2019
<i>Notes:</i>				
10/9/18	Student leadership notebooks will be passed on to the next teacher for review.		Marci Micciantuono	09/25/2019
<i>Notes:</i>				
10/9/18	Students will meet with new teacher to share goals and success from previous year within the first two weeks of the school year.		Marci Micciantuono	09/25/2019
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>				
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<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>				
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Each grade level/team has elected a member of their team to be a representative on the school improvement team. Parent interest surveys went out and parents have also been selected to be on the school improvement team.	Full Implementation 01/18/2017		
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
<i>Initial Assessment:</i>		The MTSS (multi-tiered support system) team meets every 3rd Wednesday and the School Improvement team meets every 4th Wednesday of the month.	Limited Development 01/18/2017		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>		Benton Heights Elementary School of the Arts School Improvement Team and MTSS (multi-tiered support system) team will regularly meet to review implementation plans for school improvement.		<b>Kerry Plyler</b>	<b>12/26/2018</b>
<b>Actions</b>			<b>0 of 1 (0%)</b>		
1/29/17	An MTSS (multi-tiered support system) team and SIT (School improvement team) meeting will be planned every month with agendas created and minutes recorded.			Kerry Plyler	12/26/2018

Notes:

<b>Implementation:</b>				
<b>Evidence</b>	4/28/2017 Minutes in Indistar and/or on BHESA's webpage.			
<b>Experience</b>	4/28/2017 The demands of our profession create an additional challenge of scheduling and all team members attending meetings two times per month.			
<b>Sustainability</b>	4/28/2017 Patience, planning ahead, and synergizing.			

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Distributed leadership and collaboration</b>			
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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
<b>Initial Assessment:</b>			Every department and grade level K-5 has a designated planning period every day. During this time standards aligned units of instruction for ELA and Math are developed as evidenced by PLC (professional learning community) and grade level planning schedules. Shared Leadership teams meet once a month to support school improvement initiatives which include every staff member.	Full Implementation 01/18/2017		

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 Principal and Assistant Principals conduct classroom walk-throughs and teacher observations.	Limited Development 01/18/2017		
<i>How it will look when fully met:</i>		NCEES (North Carolina Effective Educator System) evaluations will be marked complete at mid-year and end of year. A walk-through spreadsheet will show at least 2 walkthrough observations per week.		Candice Boatright	06/19/2019
<b>Actions</b>			<b>0 of 4 (0%)</b>		
	10/9/18	Create an observation schedule		Yubely Zolke	09/26/2018
		<i>Notes:</i>			
	10/9/18	Admin will present and explain the walkthrough tool to teachers		Yubely Zolke	11/28/2018
		<i>Notes:</i>			
	10/9/18	Calendar invites to remind admin and teachers of upcoming observations will be created and sent out.		Yubely Zolke	06/12/2019
		<i>Notes:</i>			
	10/9/18	Admin will collect, analyze, and share data from walkthroughs		Yubely Zolke	06/12/2019
		<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
<b>Initial Assessment:</b>		MTSS team, PLC's, and Shared Leadership data team regularly reviews a variety of school performance data such as formative and summative assessments, attendance, discipline, and walk-through data 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.	Limited Development 01/18/2017		
<b>How it will look when fully met:</b>		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 with transfer into the classrooms with fidelity.		Candice Boatright	06/12/2019
<b>Actions</b>			<b>0 of 4 (0%)</b>		
	10/9/18	The administration will conduct and adhere to the observation schedule.		Yubely Zolke	06/12/2019
		<i>Notes:</i>			
	10/9/18	Data will be collected and analyzed to seek patterns and trends with core instruction.		Yubely Zolke	06/12/2019
		<i>Notes:</i>			
	10/9/18	Staff development will be researched and reviewed to determine alignment with school needs.		Candice Boatright	06/12/2019
		<i>Notes:</i>			
	10/9/18	Administration will review and meet with individual teachers regarding PDP's at the beginning, middle, and end of year to determine success with reaching goals.		Administration Team	06/26/2019
		<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 are interviewed with staff (if available). The interview consists of problem-solving questions with a rubric. The school participates in a district job fair. Staff is rewarded with monetary incentives to reach goals.	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.		<b>Candice Boatright</b>	<b>06/12/2019</b>
<b>Actions</b>			<b>0 of 5 (0%)</b>		
	10/9/18	Review shared vision and mission and revise as necessary.		Kerry Plyler	11/28/2018
<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).		Yubely Zolke	11/28/2018
<i>Notes:</i>					
	10/9/18	Teacher effectiveness will be monitored for consistency within the PLC (professional learning community).		Candice Boatright	06/12/2019
<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 surveys to adjust teaching practices.		Megan McCarver	06/12/2019
<i>Notes:</i>					
	10/9/18	Seek parent input with bi-monthly surveys.		Megan McCarver	06/12/2019
<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>		Online curriculum with progress monitoring is available to students outside of school using MyOn, Lexia, 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.	Limited Development 01/18/2017		
<i>How it will look when fully met:</i>		Parent surveys will indicate satisfaction. Teacher surveys will indicate there is parent support. Evidence of usage and progress with online learning programs. 80% of parents will participate in curriculum and leadership nights.		Denise Leon	06/12/2019
<i>Actions</i>			0 of 4 (0%)		
10/9/18		Communicate the purpose of the parent survey and value of their input.		Counselors	06/12/2019
		<i>Notes:</i>			
10/9/18		Teachers will provide "focused tutoring" for parents to learn how to support from home.		Patricia Medina	06/12/2019
		<i>Notes:</i>			
10/9/18		Collect and analyze data of online programs.		Holly Casstevens	06/12/2019
		<i>Notes:</i>			
10/9/18		Teachers will develop a system of invitations and RSVPs for curriculum and leadership nights.		Marci Micciantuono	06/12/2019
		<i>Notes:</i>			