Comprehensive Progress Report

Mission: 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.

Vision: Vision: Prepare Learners; Empower Leaders

Goals:

BHESA students will increase reading proficiency from 27% (2021-22) to 55% (2022-23) with 80% of students meeting or exceeding projected percentiles for growth with mClass and/or Reading EOG by using RESTART flexibility strategically.

BHESA students will increase math proficiency from 40% (2021-22) to 65% with 80% of students meeting or exceeding projected percentiles for growth with iReady and/or Math EOG by using RESTART flexibility strategically.

BHESA 5th students will increase science proficiency from 54.5% (2021-22) to 75% 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**			
A1.02	**ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Teachers are encouraged to use observations and feedback from previous years to set their PDP goals. Teachers are encouraged to align the PDP goals to school needs in order to help improve teaching and learning.	Limited Development 10/14/2022		
How it will look when fully met:	Teachers seek out opportunities for feedback from administration and/or peers. Teachers use video reflection to improve their teaching practice after receiving feedback. Teachers take initiative to improve their teaching through coaching cycles, attending professional development offered at the school or outside of the school, observing experienced teachers or other professional learning. PLCs have conversations about how to improve teaching practices based on feedback. Evidence: At least 80% of teachers are proficient or above on NCEES ratings, 80% of teachers meeting or exceeding growth in EVAAS.		**Candice Boatright**	**05/31/2024**
Actions				
Notes:				

		A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
Initial Assessment:			PLC meetings occur regularly with instructional coach to unpack standards. Professional development is aligned with standards, research based, and help develop best practices. MTSS is in effect with small group instruction for Tier 2 and Tier 3 students. Small group instruction time is "protected" in every grade level for Math and Reading. School wide, classroom, and individual goals are set and monitored. Master teachers work with staff through coaching cycles around personal and professional growth.	Limited Development 10/21/2021		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			PLC meetings occur regularly with instructional coach to unpack standards. Professional development is aligned with standards, research based, and help develop best practices. MTSS is in effect with small group instruction for Tier 2 and Tier 3 students. Small group instruction time is "protected" in every grade level for Math and Reading. School wide, classroom, and individual goals are set and monitored. Master teachers work with staff through coaching cycles around personal and professional growth. All of this will be done organically and consistently.	**Objective Met 03/31/22**	**Candice Boatright**	**10/27/2022**
Actions						
	10/22/21		Create and follow PLC meeting schedule	Complete 03/31/2022	Candice Boatright	10/27/2022
	Notes:					
	10/22/21		Professional development will be planned and given to staff.	Complete 03/31/2022	Jennifer Fore	10/27/2022
	Notes:					
	10/22/21		Tier 2 and 3 interventions will be implemented to students who meet the data decision rules.	Complete 03/31/2022	Kerry Plyler	10/27/2022
	Notes:					
Implementation:				03/31/2022		
	Evidence		3/31/2022			
	Experience		3/31/2022			

Sustainability		3/31/2022			
		A1.08	**ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Students create and utilize Leadership Notebooks to set goals and track their data related to academics. Class meetings occur weekly in which goals are reviewed and plus/deltas are completed. Students and classes celebrate when goals are met.	Limited Development 10/21/2021		
How it will look when fully met:			Students create and utilize Leadership Notebooks to set goals and track their data related to academics. Class meetings occur weekly in which goals are reviewed and plus/deltas are completed. Students and classes celebrate when goals are met. This will happen regularly and will be effective for keeping students on track in growing through with their academics, leadership skills, and behavior management.		**Megan McCarver**	**10/31/2024**
Actions				**2 of 3 (67%)**		
	10/22/21		Leadership notebooks will be created and monitored throughout the year.	Complete 03/31/2022	Kerry Plyler	10/27/2022
	Notes:					
	10/22/21		Students will share their leadership notebooks with peers and adults in and outside of the school.	Complete 03/31/2022	Kerry Plyler	10/27/2022
	Notes:					
	10/22/21		Classes will create and review plus/deltas monthly to reflect, evaluate, and adjust their action steps toward their goals.		Data Team	10/31/2023
	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**
Initial Assessment:	2022-2023: All grade levels use resources that are created and provided by UCPS Curriculum staff. In February of 2023, all grades began to implement the CKLA curriculum for literacy instruction. Grade level teams meet as PLCs at least three days a week, with a specific content focus. Restart money is used to hire a second assistant principal so that they can attend planning meetings. The instructional coach also attends literacy and math PLC meetings each week. Teachers identify focus standards and review/adapt resources to align to standards. Teachers have incorporated the Science of Reading practices based on data to support student growth. Administration provided two grade levels planning days for data review and long-range planning. All grades use units of study that were developed by Union County Public Schools using resources from NC DPI. Restart money is used to ensure that an Assistant Principal is present in grade level planning meetings.	Limited Development 10/22/2021		
	Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	All grade levels will utilize the adopted curriculum. An Assistant Principal will join grade levels in planning to aid in finding resources, breakdown standards, and develop teaching practices.	**Objective Met 10/06/22**	**Jennifer Fore**	**10/31/2022**
Actions				
10/27/21	Restart money will be used to hire an additional Assistant Principal who will be present in all grade level PLC meetings.	Complete 08/31/2021	Candice Boatright	10/31/2021
Notes:				
10/27/21	Teams will meet at least 3 days a week to review data and prioritize standards during their PLC time.	Complete 12/16/2021	Jennifer Fore	10/31/2022
Notes:				
Implementation:		10/06/2022		

Evidence	10/6/2022 See school schedule. 12/16/2021				
Experience	10/6/2022 Teams consistently meet three times a week. 12/16/2021				
Sustainability	10/6/2022 Teams will continue to meet three times a week. 12/16/2021				
	A2.05	**ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	To be developed at October 2022 meeting		Limited Development 10/14/2022		
How it will look when fully met:	To be added in fall of 2023			**Candice Boatright**	**03/29/2024**
Actions					
Notes:					

		A2.07	ALL teachers include vocabulary development as learning objectives. (5097)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers are trained in evidence-based practices for vocabulary instruction through the NCDPI initiative of LETRS PD. Some vocabulary is being explicitly and implicitly taught in some content areas. Staff has reflected on vocabulary instruction and identified a personal goal on how to focus on vocabulary instruction.	Limited Development 10/14/2022		
How it will look when fully met:			Teachers are utilizing the vocabulary structures that were learned in LETRS training. Teachers are explicitly and implicitly teaching vocabulary ubiquitously. Vocabulary is included in all CKLA lessons and is being taught with fidelity. Evidence: Planning documents, Lesson plans (list of words that have been taught), regular schedule that includes vocabulary instruction		**Candice Boatright**	**05/30/2024**
Actions						
		Notes:				
		A2.11	**ALL teachers build student's metacognitive skills by teaching learning strategies and tools and their appropriate application as well as providing students with processes for determining their own mastery of tasks.(5101)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Students have individual goals that are academic based and action steps to meet those goals. Students meet with accountability partners and teachers to reflect on what actions are working well, which may need to adjust, and what their next steps are.	Limited Development 10/21/2021		
How it will look when fully met:			Teachers will model metacognitive skills and coach students in their reflections and self-assessment. Students will accurately self-reflect and show their learning mastery.		**Jennifer Fore**	**03/29/2024**
Actions				**3 of 4 (75%)**		
	11/18/21		Teachers will lead class in Plus/Delta sessions throughout the school year.	Complete 10/06/2022	Kerry Plyler	10/31/2022
		Notes:				

	11/18/21	Students will meet with accountability partners (when appropriate) to reflect on and assess their own work.	Complete 10/06/2022	Kerry Plyler	10/31/2022
	Notes:				
	11/18/21	80% of teachers will be proficient in Standard 4e on the Teacher's North Carolina Evaluation tool.	Complete 10/06/2022	Candice Boatright	05/30/2023
	Notes:				
	3/31/22	80% of teachers will be accomplished in standard 4h, construct 2, on the Teacher's North Carolina Evaluation tool.		Candice Boatright	05/30/2023
	Notes:				
	A2.13	**Units of instruction include standards-based objectives and criteria for mastery.(5103)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		Teachers are prioritizing standards in PLC meetings. They clarify the focus standards and create exit tickets to determine mastery.	Limited Development 10/14/2022		
How it will look when fully met:		Teachers are utilizing new and existing curriculum to address priority standards. The priority standards are unpacked. Teachers have a clear understanding of how to teach the standards. Assessments for the standards are created and administered. Data is analyzed and a plan is in place for students who are not showing mastery. A plan is in place to enrich students who have already reached mastery. Evidence: Data wall in the Collab Lab (updated weekly and by unit/quarter), lesson plans, assessment spreadsheets		**Candice Boatright**	**03/29/2024**
Actions					
	Notes:				

		A2.14	Units of instruction include specific learning activities aligned to objectives.(5104)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Grade levels plan appropriate instruction using a variety of sources (UCPS Content Resources, A+ ideas, TLIM resources, and standards based best practices). Multiple approaches are used to meet differentiated needs of students. There are inconsistencies in writing/posting/stating purpose statements.	Limited Development 10/14/2022		
How it will look when fully met:			There will be consistency across grade levels and classrooms in writing and posting/stating purpose statements. Teachers will keep the end in mind as they discuss differentiation while planning. Teachers will enhance the curriculum by planning activities based on student data and interest. Evidence: Lesson plans, PLC minutes, work samples, grades, EVAAS report (Achievement Groups in the Teacher Diagnostic Summary)		**Candice Boatright**	**05/31/2024**
Actions						
		Notes:				

		A2.15	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(5105)	Implementation Status	Assigned To	Target Date
Initial Assessment:			County level instructional teams have created instructional guides and resources based on standards. Grade level teams meet to identify which are the most appropriate for their students. They gather and share resources to provide the instruction.	Limited Development 10/14/2022		
How it will look when fully met:			County level instructional teams have created instructional guides and resources based on standards. Grade level teams meet to identify which are the most appropriate for their students. They gather and share resources to provide the instruction. Evidence: Grade level unit maps or resources, lesson plans		**Candice Boatright**	**03/29/2024**
Actions						
		Notes:				

Core Function:	**Dimension A - Instructional Excellence and Alignment**
Effective Practice:	**Data analysis and instructional planning**

		A3.03	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(5112)	Implementation Status	Assigned To	Target Date
Initial Assessment:			To be developed in fall of 2023	Limited Development 10/14/2022		
How it will look when fully met:			To be developed in fall of 2023		**Candice Boatright**	**03/29/2024**
Actions						
		Notes:				

		A3.07	Instructional teams and teachers use fine-grained data to design for each student a learning path tailored to that student's prior learning, personal interests, and aspirations.(5116)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently students have choice in how they show their mastery of learning. Students are assessed each year and their past learning is taken into consideration when developing their goals for this school year. Students also join a club that aligns with their interest and meet with that club once a month during the school day.	Limited Development 10/22/2021		
How it will look when fully met:			Students will have opportunities in Arts, Leadership, Clubs, work choices, and learning paths. Teachers will guide students based on past data and the student's current interests.	**Objective Met 06/29/23**	**Geraldine Bacchus**	**05/31/2024**
Actions						
		11/18/21	Leadership notebooks will be used for teachers and students to track their data.	Complete 03/31/2022	Kerry Plyler	10/31/2022
		Notes:				
		11/18/21	Students will discuss their leadership notebooks with an adult at least 2 times per year.	Complete 03/31/2022	Shelby Carey	10/31/2022
		Notes:				
		11/18/21	MTSS team will monitor, evaluate, and act on school-wide data in the areas of math, reading, and behavior.	Complete 03/31/2022	MTSS Team	10/31/2022
		Notes:				
		11/18/21	PLC's will monitor, evaluate, and address student data throughout the year.	Complete 03/31/2022	PLC Leads	10/31/2022
		Notes:				
		11/18/21	Students leadership notebooks will include information on their personal interests and their aspirations for the future.	Complete 05/30/2023	Amanda Self	05/30/2023
		Notes:				

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

Initial Assessment:	2022-2023: The MTSS lead team meets monthly and includes an administrator. Core plans are created for each grade level in reading, math, and behavior based on needs as determined by school data. Data decision rules are used to determine the level of support needed for Tier 2 and Tier 3 students. During meetings implementation and outcome data is analyzed by both teachers and the MTSS team. The master schedule ensures a protected time for weekly meetings between grade level PLCs and MTSS team representatives in reading, math, or behavior. The school daily schedule includes 30 minutes of protected time for differentiated instruction in reading and math. 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. Restart Budget Flexibility is used to ensure that administration is present in MTSS meetings. It is also used for administration and interventionists to develop and communicate a solid tiered program with data decision rules to improve our core instruction.	Limited Development 01/18/2017		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	**2019-2022:** 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. Restart Budget Flexibility is used to ensure that administration is present in MTSS meetings. It is also used for administration and interventionists to develop and communicate a solid tiered program with data decision rules to improve our core instruction. **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.	**Objective Met 03/31/22**	**Diana Martinez**	**10/31/2022**
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
Notes:					
1/29/17	MTSS (Multi-tiered Support Sytems) team will determine the data decision rule for each grade level.	Complete 12/19/2019	MTSS Team	10/17/2019
Notes:					
1/29/17	Administration will ensure that all applicable teachers have time in their schedules for small group reading instruction, small group mathematics instruction, and intervention/enrichment time. This will ensure that tiered instruction is available for all students.	Complete 10/17/2019	Administration	10/30/2019

Notes:					
1/29/17	Teachers will implement Standard Treatment Protocol for ELA and Math.		Complete 12/18/2020	MTSS Team	10/31/2021
Notes:					
10/27/21	Restart budget flexibility is used to ensure that administration is present in MTSS meetings.		Complete 03/31/2022	Candice Boatright	10/31/2022
Notes:					
10/27/21	Restart Budget Flexibility is used for administration and interventionists to develop and communicate a solid tiered program with data decision rules to improve our core instruction.		Complete 03/31/2022	Jennifer Fore	10/31/2022
Notes:					
Implementation:			03/31/2022		
	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:		2022-2023: The MTSS Behavior team created and presented differentiated PD sessions about behavior and classroom management for all staff members at the beginning of the school year. Each classroom teacher created a classroom management plan. Teachers use the STOIC framework, a BHESA behavior flowchart, and the BHESA clipboard system to track behaviors. The MTSS Behavior team has developed data decision rules that are used to identify students who need additional support. Beginning teachers continued to be provided with on-going PD sessions about CHAMPS throughout the year and an opportunity to participate classroom observations. The Student Support Team has created a referral system that all staff can use to communicate concerns and sent home a family survey at the beginning of the year to identify parent concerns. Counselors have provided SEL	Limited Development 01/18/2017		

	lessons in classrooms. An online curriculum from the Leader in Me that can support SEL has been shared as an option for teachers to use during Habit time lessons. 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.				
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		

How it will look when fully met:	2022-2023 Data gathered on the BHESA LEAD clipboard and Educator's Handbook will be used to guide our MTSS meetings to support all Tiers of Behavior. 2019-2022: 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. 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.		**Diana Martinez**	**03/29/2024**
Actions		**4 of 5 (80%)**		
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
Notes:				
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
Notes:				
1/29/17	Teachers will continue to participate in professional development to improve core instruction and Social-Emotional Learning.	Complete 10/21/2021	Administration	10/31/2021
Notes:				
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
Notes:				
2/24/21	Student attendance will be monitored and analyzed, students who are more than 10% chronically absent will receive support from administration, attendance counselor and the Student Support Team.		MTSS Team	03/31/2023

Notes:						
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:			2022-2023: Restart funds have been used to hire additional interventionists. The MTSS team and interventionists meet with PLCs monthly to provide support. Teachers utilize a shared document to organize student information regarding academics and behavior that is used to create class lists for the upcoming school year. MTSS team members and interventionists hold meetings at the end of the fourth quarter with each grade level to review Tier 2 and Tier 3 student progress and needs. The MTSS data dashboard and decision rules are used to initially support Tier 2 and Tier 3 students while collecting beginning of year data. Transition meetings are held for all students with EC and 504 plans. Kindergarten teachers used Kindergarten Camp and Staggered Entry days in the month of August to help new students transition into school. 5th grade students had the opportunity to visit Monroe Middle School in anticipation of the transition to middle school. Each student keeps a Leadership Notebook, which is passed on to the next grade. Students have the opportunity during Habit time in the beginning of the school year to conference with their teacher about past accomplishments and set goals for the year. 2020-2022: 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	No Development 10/09/2018		

	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. 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. 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.			
How it will look when fully met:	Teachers will be 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.		**Jennifer Fore**	**10/31/2024**
Actions		**7 of 8 (88%)**		
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
Notes:				
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

Notes:				
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
Notes:				
10/9/18	Schedule transition discussions to occur for all EC (Exceptional Children) and 504 (physical/mental impairment) students before advancing to the next grade level.	Complete 10/21/2021	EC Team	10/31/2021
Notes:				
10/9/18	Teachers will have access to RtI: Stored/ECATS/Ellevation and the MTSS team will review it as needed.	Complete 10/21/2021	MTSS Team	10/31/2021
Notes:				
10/9/18	Students will meet with their new teacher(s) to share goals and successes from the previous year within the first month of the school year.	Complete 09/25/2019	Student Leadership Team	05/30/2023
Notes:				
10/9/18	The MTSS team will implement interventions and strategies based on data decision rules prior to beginning of the year assessments.	Complete 10/21/2019	MTSS Team	05/30/2023
Notes:				
10/21/19	Transition discussions 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	10/31/2023
Notes:				

		A4.17	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Academics is in place through MTSS and runs smoothly. All data is in ECATS. Behavior currently is aligned with PBIS and monitored with Educator's handbook to determine Tier 2 students, skill gaps, and addressing those as needed.	Limited Development 10/22/2021		
How it will look when fully met:			Academics will continue to use iReady and mClass as their universal screeners. MTSS will continue to develop data-decision rules based on the 20% of students who are not responding to core. Those students will be moved to Tier 2 (3 if needed) and interventions will be put in place. Reliable and valid data will be collected on student behavior through non-instructional data collection tools such as the PBIS clipboard tool, Student Support Team referrals and Educators Handbook to identify students who are not responding to core. Intervention options will be provided by the MTSS team to support students.		**Candice Boatright**	**03/29/2024**
Actions				**1 of 3 (33%)**		
	11/18/21		MTSS collects data and establishes data decision rules in regards to students who qualify for Tier 2 intervention in Reading, Math, and Behavior.	Complete 10/06/2022	MTSS Team	10/31/2022
	Notes:					
	11/18/21		Interventionists and classroom teachers implement Tier 2 interventions for students who qualify.		Intervention Team	03/03/2023
	Notes:					
	11/18/21		A system will be developed to analyze and determine the effectiveness of the behavior data decision rules.		Candice Boatright	10/31/2024
	Notes:					

Core Function:	**Dimension B - Leadership Capacity**
Effective Practice:	**Strategic planning, mission, and vision**

		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date

Initial Assessment:	2022-2023: There are multiple teams at the school level that provide support and participate in decision making. The NC Star team has a representative from each grade level that is voted in. The MTSS leadership team includes administration, interventionists, classroom teachers, and a representative of the Student Support Team. The leadership team includes administration and a member from each grade level PLC. The team in in place, each team is represented, all members were voted in.	Full Implementation 10/22/2021		

	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:			2022-2023: The NC Star team and the MTSS leadership team each meet monthly. The leadership team (administration and grade level PLC chairs) also meet monthly. 2020-2022 - The School Improvement Team meets once a month, Administration and Team Leads meet once a month. Restart Budget Flexibility is used to ensure that administration and interventionists are present at our meetings to review data/progress with staff to plan accordingly with next steps.	Limited Development 02/09/2021		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			The School Improvement Team meets once a month, Administration and Team Leads meet once a month. Restart Budget Flexibility is used to ensure that administration and interventionists are present at our meetings to review data/progress with staff to plan accordingly with next steps.	**Objective Met 10/06/22**	**Candice Boatright**	**10/31/2022**
Actions						
		10/27/21	Restart Budget Flexibility will be used to ensure that administration and interventionists are present at our meetings to review data/progress with staff to plan accordingly with next steps.	Complete 10/06/2022	Candice Boatright	10/31/2022
		Notes:	Evidence seen in meeting minutes on Indistar.			
		10/27/21	The School Improvement Team meets once a month, Administration and Team Leads meet once a month.	Complete 10/06/2022	Kerry Plyler	10/31/2022
		Notes:				
Implementation:				10/06/2022		
	Evidence		10/6/2022 See 2022-23 file uploads. 10/6/2022			
	Experience		10/6/2022 Action teams are aligned to improvement goals. All stakeholders have a voice and role to improve our school			

Sustainability	10/6/2022 Continue to implement shared leadership teams with aciton steps, once a month SIP meetings and once a month Team Lead meetings. 10/6/2022			

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**
Initial Assessment:			2022-2023: All certified staff (including classroom teachers, ESL teachers, and interventionists) belong to a PLC. Each PLC has established norms and a structure for planning. Time for instructional planning is provided daily and there are additional PLC meetings scheduled monthly after school for data review or other team needs. All staff are organized into teams and have specific times for planning.	Full Implementation 10/22/2021		

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. (Use Restart Budget Flexibility to ensure that adminstration is adhering to NCEES timeline and providing effective feedback consistently.)	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 10/06/22**	**Candice Boatright**	**10/30/2022**
Actions				
10/9/18	Create an observation schedule	Complete 10/21/2019	Administration	10/21/2019
Notes:				
11/16/20	Utilize budget flexibility to hire an additional assistant principal to support with discipline, observations, and instructional best practices.	Complete 07/31/2022	Candice Boatright	08/01/2022
Notes:				
10/27/21	We will use Restart Budget Flexibility to ensure that administration is adhering to NCEES timeline and providing effective feedback consistently	Complete 10/06/2022	Candice Boatright	10/31/2022
Notes:				
Implementation:		10/06/2022		
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:	**Teacher quality and experience**			
C1.02	**The principal plans opportunities for teachers to share their strengths with other teachers.(5153)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	To be developed in fall of 2023	Limited Development 10/14/2022		
How it will look when fully met:	To be developed in fall of 2023		**Candice Boatright**	**05/30/2024**
Actions				
Notes:				
C1.06	**The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	To be developed in fall of 2023	Limited Development 10/14/2022		
How it will look when fully met:	To be developed in fall of 2023		**Candice Boatright**	**05/30/2024**
Actions				
Notes:				
C1.07	**ALL pre-K teachers have specialized education in early childhood education or child development.(5158)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	To be developed in fall of 2023	Limited Development 10/14/2022		
How it will look when fully met:	To be developed in fall of 2023		**Candice Boatright**	**03/31/2024**
Actions				
Notes:				

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**
Initial Assessment:			2022-2023: Data is reviewed as a whole staff, as grade level PLCs, and as individual teachers at least quarterly. The Leadership teams and PLCs use data to set grade level and individual student goals in reading and math. Professional development is provided to support data-based needs of the school. Teachers have participated in sessions on LETRS training (Science of Reading), math routines, and data analysis. The MTSS team included two interventionists and a literacy support specialist. 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 budget flexibility with restart to retain staff familiar with the culture of our school.	Limited Development 01/18/2017		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:			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.	**Objective Met 12/16/21**	**Candice Boatright**	**10/31/2021**
Actions						
10/9/18			The administration will adhere to the observation schedule to the best of their ability.	Complete 09/23/2021	Administration	10/31/2021
Notes:						

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
Notes:				
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
Notes:				
11/16/20	Use budget flexibility with Restart to retain two staff interventionists familiar with our school (outside of certification).	Complete 12/16/2021	Candice Boatright	10/31/2022
Notes:				
Implementation:		12/16/2021		
Evidence	9/23/2021			
Experience	9/23/2021			
Sustainability	9/23/2021			
C2.02	**ALL teachers develop individual professional development plans based on classroom observations and self-assessments.(5161)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	To be developed in fall of 2023	Limited Development 10/14/2022		
How it will look when fully met:	To be developed in fall of 2023		**Candice Boatright**	**05/30/2024**
Actions				
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**
Initial Assessment:			2022-2023: Candidates are selected for interviews from a pool that have applied to the district and administrators attend job fairs to support recruitment. Staff members are invited to participate in the interview process and potential hires are invited to visit the school. Financial donations to the school were used to purchase items to boost staff morale and encourage a sense of community. Staff are regularly surveyed to gain an understanding of the school culture and identify opportunities for improvement. In the spring, the Leader in Me coach led PLCs through a reflection process to support a revision of the school mission statement with the current staff. 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 occuring. Classroom teachers are rewarded with monetary incentives for reaching goals through the EPIC grant. Staff is celebrated throughout the year. (Use Restart Budget Flexibility to ensure that administration is available to address the culture of the school on a regular basis to sustain the satisfaction of staff.)	Limited Development 01/18/2017		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			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.	**Objective Met 10/06/22**	**Candice Boatright**	**10/27/2022**
Actions						
		11/16/20	Utilize budget flexibility to hire an additional assistant principal to support with discipline, observations, and instructional best practices.	Complete 08/01/2017	Candice Boatright	08/01/2017

Notes:				
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
Notes:				
10/9/18	Review shared vision and mission and revise as necessary.	Complete 01/30/2019	Kerry Plyler	01/30/2020
Notes:				
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.	Complete 10/21/2021	Administration	10/31/2021
Notes:				
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.	Complete 10/21/2021	Data Team	10/31/2021
Notes:				
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
Notes:				
10/27/21	We will use Restart Budget Flexibility to ensure that administration is available to address the culture of the school on a regular basis to sustain the satisfaction of staff.	Complete 10/06/2022	Candice Boatright	10/31/2022
Notes:				
Implementation:		10/06/2022		
Evidence	10/22/2021 -uploaded			
Experience	10/22/2021 The majority of this occurred through the work of our administration team and our grade levels.			
Sustainability	10/22/2021 Administration will continue to work on methods of evaluating, recruiting, and rewarding staff.			

Core Function:		**Dimension D - Planning and Operational Effectiveness**			
Effective Practice:		**Resource Allocation**			
		D1.03	**The principal provides optimum conditions for the Leadership Team to make decisions and act on their decisions.(5172)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	Through shared leadership, staff surveys, regular plus/deltas, MTSS, team leads, and admin meetings all stakeholders are involved in decision making and are given the time, space, and budget (when appropriate) to follow through with those decisions.	Full Implementation 10/22/2021		

Core Function:	**Dimension E - Families and Community**			
Effective Practice:	**Family Engagement**			
E1.01	**ALL teachers maintain a file of communication with parents/guardians.(5177)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Teachers and staff members communicate with families frequently through a variety of means (Dojo, notes, postcards, etc). Since many messages are housed in Dojo, most teachers no longer keep a separate communication log.	Limited Development 10/14/2022		
How it will look when fully met:	Teachers and staff members would have frequent communication with families through a variety of means. Teachers and staff members keep a record (written or digital) of all communications. Evidence: Communication logs, parent survey responses that show they are satisfied with communication		**Candice Boatright**	**03/29/2024**
Actions				
Notes:				

		E1.03	ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Parent conferences are required at the beginning of year and quarterly for students who are struggling (those sent alert letters). Diagnostic reports are sent home every 9 weeks in reading and math.	Limited Development 10/14/2022		
How it will look when fully met:			Standards based end of unit assessment data is shared every 9 weeks with families. Conferences are held quarterly for students who are well-below grade level expectations. NC Check In data is shared with families quarterly. Evidence: Copies of assessment reports, conferences sign in sheets		**Candice Boatright**	**05/31/2024**
Actions						
		Notes:				
		E1.04	**ALL teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning.(5180)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Family events that provide information on how students can work at home include: Curriculum night, Leadership night. Most grade levels send optional homework.	Limited Development 10/14/2022		
How it will look when fully met:			All teachers will have the same expectations and will be upheld consistently (for example-all computers go home). Informative "training" meetings/sessions will be held for parents regularly on standards, activities (ex. Word sorts) and programs (Lexia, iReady, etc). All staff members will have access to homework plans through the Google Drive. Interactive activities sent home are aligned to standards. Evidence: Canvas pages with explanation videos, information sheets sent home ("How to"), samples of activities for teachers to choose from when creating homework		**Candice Boatright**	**05/31/2024**
Actions						

			Notes:			
	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:	2022-2023: A school-wide communication platform is used to share information between the school and parents. This app has a built in translation feature and is used to communicate school events, grade level information, classroom updates, and individual feedback between families and teachers. An open house was held at the beginning of the year and a curriculum night was held in November. The school also welcomed families in the spring for Leadership night, in which students guided their families to understand their classroom and learning goals. At least one parent conference is required each year. Parents have been invited to join the Family Lighthouse Team and the NC Star team. Feedback was collected from parents and guardians through a district-wide family survey and the Leader in Me MRA (Measurable Results 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		
	Priority Score: 1 Opportunity Score: 2	Index Score: 2		
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.	**Objective Met 05/22/23**	**Amanda Self**	**10/31/2021**
Actions				
10/9/18	Communicate the purpose of the parent survey and the value of their input.	Complete 02/24/2021	Counselors	10/31/2021
Notes:				

10/9/18	Teachers will provide information about student's current levels related to proficiency and next steps for growth at conferences and a curriculum night for parents to learn how to support from home.	Complete 02/24/2021	Community Team	10/31/2021
Notes:				
10/9/18	Teachers will develop surveys to give to their families and students to gain feedback and adjust as needed.	Complete 10/21/2021	Environment Team and Individual teachers	10/31/2021
Notes:				
Implementation:		05/22/2023		
Evidence	10/22/2021 See survey results in binder.			
Experience	10/22/2021 The feed back from students and parents was extremely valuable to our current direction.			
Sustainability	10/22/2021 We will continue sending out surveys to parents to gain feedback and make adjustments			
E1.11	**All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Parent conferences are held once a year. Communication is frequently one-way (Dojo messages, post cards, newsletters) and inconsistent or last minute at times.	Limited Development 10/14/2022		
How it will look when fully met:	All teachers will meet at least once a year with families and a second time at middle of the year with families of students who are not meeting expectations. . Support staff and teachers are included as needed. All domains are discussed at meetings. Communication is varied and two-way between home and school. Parents are asked for their concerns and there is evidence the feedback is used to make adjustments. Evidence: Survey responses, teacher communication logs, data collection about parent conferences		**Candice Boatright**	**05/31/2024**
Actions				
Notes:				

Core Function:	Dimension E - Families and Community			
Effective Practice:	**Community Engagement**			
E2.01	**Parent and/or Community representatives advise the School Leadership Team on matters related to family-school relations.(5188)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	We currently work with two local churches to serve our students and community. We have created a parent organization to gain feedback and support.	Limited Development 10/22/2021		
How it will look when fully met:	The school will regularly work with local community organizations and parents to ensure that the needs of all stakeholders are being met.		**Geraldine Bacchus**	**10/31/2024**
Actions		**1 of 3 (33%)**		
11/18/21	Two leadership nights will be held each year to allow students to share their leadership skills and leadership notebooks with their families.	Complete 05/12/2022	Kerry Plyler	10/31/2022
Notes:				
11/18/21	Parents will be invited to join our Parent Lighthouse team to share their feedback and support.		Geraldine Bacchus	10/31/2023
Notes:				
11/18/21	Families will be surveyed at least 2 times per year to gain their feedback.		Geraldine Bacchus	10/31/2023
Notes:	Environment team will create a standard survey format that will be sent home twice a year by the school. Possible class rewards for 100% participation, or grade levels, etc.			