

Comprehensive Progress Report

Mission: Our Mission is to provide a safe and caring environment where all Hefner Heroes are encouraged to show continuous improvement and challenged to become life-long learners.

Vision: Our vision is to provide a quality education for all students that enables them to become competitive 21st century learners.

Goals:
Bill Hefner Elementary School will achieve a 55% proficiency in reading in grades 3-5.

Bill Hefner Elementary will achieve a 55% proficiency in Math in grades 3-5.

Bill Hefner Elementary will increase the composite proficiency (Reading, Math, and Science) for students with disabilities.



! = 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> | | Teachers have been trained with effective classroom management techniques. They have been given opportunities to discuss classroom management with their colleagues and peers. We have offered professional development for teachers who needed extra support with classroom management. | Limited Development 07/25/2018 | | |
| <i>How it will look when fully met:</i> | | When this objective is fully met we will see well managed classrooms resulting in fewer classroom disruptions and referrals and an increase in formative/summative assessment data. Evidence provided will be classroom walk through's and a decrease in office referrals. | | Jessica Cashwell | 06/30/2023 |
| Actions | | | 3 of 6 (50%) | | |
| 7/25/18 | | The administrative team will hold quarterly meetings with each grade level to reinforce and review rules and procedures. The administrative team will conduct walk throughs to provide feedback to teachers regarding classroom and curriculum expectations. | Complete 06/01/2022 | Don Cahill | 06/01/2022 |
| <i>Notes:</i> | | <p>January 14, 2019: The administrative team will meet with each grade level on January 25, 2019 to discuss rules and procedures.</p> <p>September 9, 2019: The administrative team met with grades 2-5 to discuss Bill Hefner rules and expectations for the school year.</p> <p>August 30, 2021: The administrative team will meet with each grade level in two sessions per grade level to allow for proper distancing. They will discuss expectations, the handbook, code of conduct, and address any questions.</p> <p>March 28, 2022: We are planning for our EOG pep rally. As a part of this the admin team will speak with 3rd-5th grade students about the importance of doing their best on their test. Admin will reiterate appropriate behaviors and encourage students with incentives for attendance, growth, and proficiency.</p> | | | |
| 7/25/18 | | The administrative team will conduct weekly observations by grade level to assess implementation of morning meeting activities. | Complete 06/03/2022 | Don Cahill | 06/03/2022 |

Notes: 10/8/18-The third grade team discusses a topic each day that is referenced throughout the day which ties in to the PBIS matrix. Books are available in the media center for Morning Meetings to be checked out by teachers.

11/13/18- The administrative team feels it is important to get back to the basics for student behavior and classroom management. The teachers will be presented with professional development focused on "The First 10 Days of School" by Harry Wong. This was discussed and approved by the SIT team.

8/30/21 Teachers are getting in the routine of morning meeting with students by teaching expectations and finding ways to maximize instructional time in the mornings.

10/7/20

In order to create an equitable learning environment for all students, an equity team has been established in our building. The equity team will meet monthly and use surveys to develop a needs plan for the school.

Complete 06/04/2022

Jessica Cashwell

06/04/2022

Notes: 9/9/20 The equity team will participate in a book study of *Why are all of the Black Kids Sitting Together in the Cafeteria*. The equity team will use surveys with the staff to assist in developing a needs plan for the school. The equity team will provide professional development on the book study.

12/16/20 Ms. Clark has completed SEL training, and Mrs. O'Brien will continue with training when we come back in January. The focus will be on bias and forming relationships with students.

8/30/21 Staff members that are interested in being a part of the equity team have expressed interest and joined. The team will begin meeting in October as a part of monthly correlate meetings.

2/28/2022 The Elite Heroes team has begun meeting afterschool on Thursdays. This team is led by Ms. McDuffie, Ms. Chisholm, Mr. Townsend, Ms. Lowery, & Ms. Clark. The goal of the team is to be positive role models, while providing social-emotional and academic support to team members. The team has covered topics such as affirmations, good hygiene, and kindness. The meetings begin with homework support and team-building. As we get closer to the end of the school year, the team will provide EOG prep for team members as well.

7/25/18 Guidance lessons which focus on social emotional learning and will be taught on a biweekly basis to all students. Guidance lessons will be monitored monthly by the administrative staff. The guidance counselors will meet quarterly with the administrative team to discuss the progress of the guidance program.

Don Cahill

06/30/2023

Notes: 10/24/22 Ms. Clark is following up with staff on the SecondStep program to ensure that their account is setup and that they are teaching at least one lesson monthly. The counselors will teach a second lesson when they visit classrooms for their monthly lesson.

9/26/22 Guidance counselors will begin their bi-weekly meetings the week of October 3rd. Teachers have selected a time for them to come in for their "Meet the Counselor" session. The goal is for counselors to offset the day that teachers have no resource during the week.

8/24/2022 Our guidance counselors are planning their schedules for

the new year so that they are able to meet with classes as often as possible.

1/13/21 The School Counselor shared updates on the Choose Love SEL program.

Lessons will be provided for Pre-K through 5th grade students.

The Choose Love Program began this week with Unit 1: Courage.

Teachers will complete the Choose Love Next Generation SEL program by the end of April.

Teachers will have 1-2 lessons to complete a week.

5/4/2020 Counselors are continuing their character development using virtual lessons. They meeting with students during each teacher's google meet time. They have also shared various resources for students to connect with them individually.

4/20/20 Counselors are joining teacher classrooms to teach guidance lessons once a week.

October 14, 2019: The counseling department purchased a curriculum focusing on social, emotional, career, academics, setting goals. The counseling department will work on bullying prevention, making friends, communication, cooperation, coping skills, conflict resolution as well as other skills. The students complete hands on activities during guidance lessons.

September 9, 2019: The counseling department meets with each classroom on the resource schedule. They have focused on meeting the counselors and finding healthy ways to deal with and express emotions throughout the first few class meetings.

9/11/18- Students began biweekly guidance lessons on September 5, 2018. The guidance department began with an introduction to the guidance class and will continue with character development with the students. Teachers will model and reinforce guidance activities. There are character building resources for check out within the media center. The guidance department met with Dr. Cahill to discuss the guidance master calendar.

7/10/19 Beginning Teachers will receive training from the instructional coach on classroom management, rules, routines, curriculum and instruction.

Jessica Cashwell

06/30/2023

Notes: 10/24/22 BTs are meeting often with their mentors to ensure that report cards, PEPs, and data sheets were completed correctly this first quarter.

9/26/22 Coaches are consistently checking in on our beginning teachers and assisting when needed. Beginning teachers are meeting with their mentors consistently. They will meet together with Mrs. Cashwell on Wednesday of this week.

August 24, 2022: Instructional coaches will continue the Wednesday afternoon office hour. This is open to all teachers. This time is a great opportunity to come in, ask questions, work on lesson plans, review CCS resources, etc. If a teacher is not writing/turning in lesson plans, they can be required to attend this afternoon office hour by admin if needed.

-Beginning Teachers will meet with Mrs. Cashwell on August 31st immediately after dismissal. Teachers and mentors received an email from Mrs. Cashwell with mentor and mentee information. Mentors and mentees should be checking in with one another weekly.

May 9th, 2022: Bill Hefner retained 83% of our BTs this school year. Retention of teachers overall is up this school year. As a SIT team we discussed what we believe is the driving force behind teacher retention and how we can sustain that going into next school year.

9/27/2021 Each week coaches are continuing to hold an office hour on Wednesday afternoon where teachers can come in and ask questions or seek additional support. Coaches also provide an Exit Google Form on each week's PLC agenda for teachers to submit any needs or concerns that they may have so that we are ensuring all teachers are feeling supported and have an equitable opportunity to express a need.

August 30, 2021: Coaches are hosting an optional office hour each Wednesday afternoon following dismissal for new teachers to come and receive additional support.

4/20/20 Due to the pandemic and school closing, Mrs. Maddox is

hosting a monthly virtual beginning teacher meeting. She is also hosting a weekly chat for teachers to pop in and ask for support and help.

September 9, 2019: The instructional coach has given all beginning and new teachers access to information regarding behavior and classroom management best practices. She has met with them to discuss and share power point presentations that can be used within the classroom.

10/10/19 The administrative team will conduct weekly iRound Walk Throughs to assess teaching and learning within the building using the County identified focus areas for instruction.

Don Cahill

06/30/2023

Notes: 10/24/22 iRounds are off to a great start! Coaches have been visiting classes on a rotation and providing feedback using the tool. It has been great to see curriculum resources in action!

9/26/22 Instructional coaches will begin iRounds in October. Dr. Cahill & Mrs. Cashwell will begin their observations soon, following the completion of PDPs and pre-conferences.

August 24, 2022: We will be utilizing the CCS iRounds tool this year for observations. Admin and coaches will be popping in for these walkthroughs. Admin will begin observations soon after the school year begins.

2/28/2022 In February we had county visits for both ELA & math. Tiffany Eakins and Lisa Johnson had the opportunity to observe instruction across grade levels and multiple classrooms. The admin team and the teachers observed were provided feedback that we could celebrate, reflect on, and grow from. We saw wonderful learning and teaching going on in our building!

10/25/21 Our administrators have been conducting walkthroughs and beginning of the year observations with teachers. All teachers will be observed formally by November 22nd. Teachers are having pre and

post conferences with administrators to discuss feedback and next steps.

8/30/21 Our leadership team of admin and coaches, have discussed daily walkthroughs and how things have been going at the start of the year. We have used this discussion to drive our discussion in PLCs and in staff meetings.

4/20/20 Due to the pandemic and virtual learning we are joining each teacher's google meet. We offered tips for helping students adjust to online learning.

October 14, 2019: Daily iRounds have been implemented by the administrative team.

| 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> | | Once a month in PLC meetings, teachers will address a specific standard of need based on school data. Teacher effectiveness and student mastery will increase as measured by EVAAS and EOG scores. The need to increase growth and proficiency each year is still a priority. | Limited Development 07/26/2016 | | |
| | | Priority Score: 2 Opportunity Score: 2 | Index Score: 4 | | |
| How it will look when fully met: | | Vertical planning will take place on a monthly basis by subject area. Each monthly meeting will address a specific standard of need based on school data. Teacher effectiveness and student mastery will increase as measured by EVAAS and EOG scores. | | Amanda Pate | 06/30/2023 |
| Actions | | | 5 of 7 (71%) | | |
| | 7/26/17 | Teachers will be given extended planning time on a six day rotation to allow 80 minutes of collaborative planning time. | Complete 08/28/2017 | Grade Level Chair | 06/11/2018 |

Notes: New resource schedule has been created to allow the opportunity for collaborative planning at the end of the day every six days.

Each teacher on the grade level has a specific responsibility to provide lesson plans and support. This support will also support beginning teachers during Professional Learning Community Meetings and grade level planning.

7/26/17

A Science Teacher will be added to the Resource Team to provide hands-on Science Labs to support the classroom science instruction.

Complete 08/17/2017

Beth Malsby

06/11/2018

Notes: The science teacher has been hired and will follow the resource six day rotation providing all students with additional science lab and instruction.

8/22/16

Lesson plans will be shared through Google Classroom and available to the leadership team. The administrative team will review lesson plans weekly to ensure standard alignment. Teachers will receive feedback weekly on effectiveness of lesson plans Lesson plans will include the standards taught and walk throughs will ensure the lesson plans are followed.

Complete 06/01/2020

Tianna O'Brien

06/13/2020

Notes: Teachers share lesson plans through Google Classroom. Content area lesson plans will be provided by assigned teacher and brought to grade level collaborative planning.

January 14, 2019: Teachers are submitting lesson plans weekly. They are receiving feedback during walk through's. This was also readdressed at the staff meeting on January 7, 2019.

7/26/16

Monthly meeting dates will be established with an agenda.

Complete 06/02/2022

Jessica Cashwell

06/01/2022

Notes: Vertical team meetings will be held on the third Wednesday each month in place of grade level planning. Vertical Teams were established and facilitators were assigned. Major works of the grade were identified and standards for the vertical team meetings were shared with all stakeholders.

5/4/20 Due to staffing allotment for 2020-2021 school year we are moving back to the 5 day resource schedule. Grade level teams will meet with instructional coaches once a week during resource time and grade level planning will take place after school on Tuesdays every week.

| | | | | |
|--|---|---------------------|------------------|------------|
| 9/27/21 | In order to provide equitable instruction for all students, a kiln will be purchased to allow for higher-order thinking and learning in the area of visual arts. | Complete 06/02/2022 | Daniel Reeves | 06/22/2022 |
| <p><i>Notes:</i> 9/27/2021 To provide equitable learning opportunities for all students in visual arts we will purchase a kiln. This will assist with hand-eye coordination, fine and gross motor skills, problem solving skills, 3D thinking with form and perspective. It will also allow students to build self-esteem, build confidence and focus, and allow for relaxation. The kiln connects to history and cultural diversity. This is an addition to our school that will allow students to create a product that will last a long time.</p> | | | | |
| 9/4/18 | Grades 3-5 will analyze EOG goal summary results to determine the weakest standards assessed on the 2020-2021, and 2021-2022 EOG and use that information to plan appropriate units of instruction to improve EOG scores for the 2022-2023 school year. | | Jessica Cashwell | 06/30/2023 |
| <p><i>Notes:</i> 10/24/22 HooNult tool for goal setting and instructional planning as we prepare for state assessments - Mrs. Cashwell reviewed data with the team focusing specifically on our students with disabilities who are making limited growth on achievement data. Showed team how the tool can be utilized to dig deeper into individual students or group of students and shows their at-risk status. Using data to find out why our students are not making growth and finding where the gap is.</p> <p>May 9th, 2022: As a team we discussed the remediation efforts that will take place next week, following the EOGs in grades 3-5. Remediation will prepare students for the EOG retests that will take place May 24th-26th.</p> <p>March 28, 2022: Data days will take place this week for K-5 teachers. K-2 will focus on using mClass and math formative assessment data to plan rigorous and standards-aligned assignments for students through the end of the school year. 3-5 teachers will be analyzing Final Benchmark data and planning instruction for students as we prepare for EOGs.</p> <p>1/24/2022 After diving into data from the benchmarks and GAP assessments, we have a deficit in reading. It is a goal of our to increase the amount of time that students are reading. The school has purchased the Accelerated Reader program and all staff received training upon our return from winter break. Mrs. Smith is encouraging students to checkout and read grade level texts in the media center and then take a test on the book. We are working on ways to incentivize the</p> | | | | |

program as a school to encourage student participation.

11/22/2021 The leadership team met to review and discuss the data from the first Benchmark assessment, as well as the scores from the EOG from last school year. The team discussed the difference in the scores and where we want to go from here in order to make growth at the end of the school year.

11/13/18 Goal summary sheets were completed and discussed during PLCs. Teachers analyzed their data and created a strengths and weaknesses chart. Each teacher is meeting with an administrator to review their data. Teachers used their Check-in data to create instructional groups.

7/26/16 Instructional coaches will identify areas of need by subject area and provide resources, guidance and professional development related to those needs.

Ashley Bunce

06/30/2023

Notes: 10/24/22 Instructional coaches are facilitating data cycles. This month was have looked at BOY mClass data and are planning to look at formative assessment data for math, as well as Benchmark data.

9/26/22 In PLCs we have been focusing on learning the new ELA curriculum Wonders. In the coming weeks we will be participating in data cycles by looking at our mClass and math data. We will also begin collaborating on interventions as teachers are creating their Individual Reading Plans.

August 24, 2022: Each grade level met with coaches during the workdays to review PLC information for the school year, Canvas updates, and lesson plan expectations. Teachers are expected to collaborate on lesson plans during their weekly PLC/grade level time. Each teacher will submit their own copy of the lesson plan to the Google Classroom by Thursday evening each week. Teachers submitted their first exit form at the end of our first PLC

meeting. Each teacher shared an idea for what they would like to cover in our time together this school year. We are reviewing these responses and look forward to incorporating the ideas into our weekly meetings.

2/28/2022 -Teachers and coaches have analyzed mClass MOY data in PLCs as a part of our data discussions. Grade levels looked at grade level and individual teacher data to identify strengths and areas of need to help drive instruction. mClass Instruction lessons are available for use in the classroom. Please continue to progress monitor after instructing on a skill. (Reds & yellows every two weeks, greens every four weeks, & blues once a quarter) The more exposure to the format of the assessment, the better!

1/24/2022 We have been utilizing team folders in Google Drive to share resources and lesson plans with grade level team members. Teachers are asked to continue sharing their plans to their teacher folder each week by Thursday. Teams that collaborate together on plans should make any necessary edits to their lesson plan on their own submitted copy. This will allow coaches, PALs, and administration to easily observe and provide feedback.

9/11/18-Instructional coaches will use Curriculum and Instruction website as a resource for vertical planning.

10/8/18- The instructional coaches will meet with vertical teams. The focus will be on planning and discussion of Wit & Wisdom through each grade level.

August 30, 2021: Each third Monday of the month coaches will host optional professional development sessions for staff. The subject of the professional development will be based on needs of the staff as observed by coaches or administration, or from recommendations from staff.

11/22/2021 -In PLCs we are focusing in on small group instruction in both math and ELA. We are taking a look at the purpose of small group, how to form groups, and how to plan for the groups using CCS resources. Teachers are sharing ideas on how small groups run in their

classrooms. The leadership team is reiterating that small groups are a vital part of student success and differentiation and are an expectation for all teachers. -In our monthly staff development meeting we focused on the use of Canvas. Teachers from kindergarten, 2nd grade, and 4th grade shared how they use Canvas in their classrooms.

9/27/2021 Lesson plans need to be submitted to the individual teacher folder by Thursday evening at the latest each week. Teachers participated in Phase I of mClass training in August prior to school beginning. This week they are participating in Phase II of training which is focused on data and reports. Phase III of training will take place as a part of system-wide professional development on the October 18th required workday. The third Monday of each month we will have staff development. For September, staff members participated in 504 training led by Mrs. Boyd, our guidance counselor, and Ms. Hunter, our social worker. For October, all staff will participate in CCS virtual system-wide professional development. Some sessions will be required, while there will be some concurrent sessions that will allow for teach choice.

8/30/21 In PLCs instructional coaches have been leading teachers in looking at coherence documents for vertical planning and to assist teachers in differentiating instruction.

1/13/21 Instructional Coaches are conducting Small Group PD in PLC's this week. The coaches are discussing instruction for small groups and how to get increased participation in small groups. K-2 has already had their PLC's this week and teachers shared a lot of ideas to implement in the future.

12/16/20 Mrs. Bunce shared the standards that will be assessed in the next benchmarks. The reading benchmark will be Jan. 19. The math benchmark will be Jan 20, and the make-ups for the benchmarks will be on Jan. 21st.

11/18/2020 The teachers have been engaged this month in PLCs in virtual data discussions involving Success Maker Reports. The coaches have reviewed how to use the student mastery report, the Last Session Report, the Cumulative Performance Report, the Areas of Difficulty Report, and the Student Performance Report. The coaches focused on the areas of difficulty report as a tool in determining small groups and

its use as a tool in finding targeted lessons that will support struggling students. The coaches are currently providing professional development on teaching math in a remote setting with a focus on engagement.

10/14/2020 The teachers will continue to receive Wit and Wisdom In Sync Training so that they may utilize this program along with the regular Wit and Wisdom curriculum to add academic rigor and enhance their online instruction.

10/14/2020
During PLC meetings, the instructional coaches will discuss Success Maker reports and the use of these reports and data to drive instruction in the classroom.

10/14/2020
The instructional coaches will provide training and assistance to the teachers during PLC meetings on iStation in the classroom, its implementation, and its benefits to instruction.

11/13/18- The coaches will present videos on conscious discipline and Harry Wong's "The First 10 Days of School". We need to focus on these areas for professional development during professional learning community meetings.

11/13/18- Discussed the NC Check In and the data analysis planning sheets that teachers are completing. The administrative team worked with Mr. Phipps to review teacher data from previous years if they are still working at Bill Hefner.

11/13/18- The coaches worked with fourth and fifth grade teachers to develop a schedule and student names for the tutors to work with based on the NC Check In scores.

| Implementation: | | 11/28/2017 | | |
|------------------------|---|------------|--|--|
| Evidence | <p>8/30/2017</p> <p>12/19/2016 Monthly meeting dates and agendas have been established. Major works of the grade were identified and provided to classroom teachers. Major works of the grade are used guide planning in vertical teams and PLC's. Lesson plans are shared with administrators and coaches through google docs.</p> | | | |
| Experience | <p>8/30/2017 Teachers were holding planning sessions after school each week. The leadership team believed that an uninterrupted block of time during the school day would lead to more effective collaborative planning sessions.</p> <p>12/19/2016 The leadership team was able to establish meeting dates and provide agendas. Teachers were somewhat resistant to vertical team meetings until the first meeting was held. Teachers now see the value in vertical team meetings.</p> | | | |
| Sustainability | <p>8/30/2017 We will continue to keep our daily resource schedule on a 6 day rotation to ensure that teachers are provided with adequate collaborative planning time.</p> <p>12/19/2016 Coaches and administrators will continue to meet weekly with teachers during collaborative planning sessions. The leadership team will continue to conduct focused learning walks and monitor lesson plans.</p> | | | |

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
|---|--------|--|-----------------------------------|-------------|-------------|
| Effective Practice: | | Data analysis and instructional planning | | | |
| | A3.04 | Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.(5113) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | We have met with the leadership team to discuss curriculum and data for the school. The school improvement team is implementing pre and post tests for the major standards/objectives that are covered for math and reading throughout each grade level. We will use this data to form student groups and target our ELL and Students with disabilities. | Limited Development 09/03/2019 | | |
| <i>How it will look when fully met:</i> | | The use of the Data playbook will help teachers identify areas of needs and movement of Tiers in MTSS, and submit students to SST as they reach Tier 3. | | Amanda Pate | 06/30/2023 |
| Actions | | | 3 of 4 (75%) | | |
| | 9/3/19 | Our SWD, EDS, and Multi students will be formatively assessed through Mastery Connect Case Benchmarks, envision and teacher made tests to determine mastery on the standards being taught. | Complete 06/02/2022 | Lisa Hughes | 06/01/2022 |

Notes: September 9, 2019: Istation training has been given and students are beginning the testing. With Envision math the teachers have embedded throughout the clusters. Successmaker has started today with second grade.

2/10/20 Substitutes will be hired for 1/2 day data days for grades 3-5. K-2 will complete their data days during PLCs and use their substitutes for EOY testing. All data will be utilized to make decisions about remediation and enrichment.

5/18/2020 Due to Covid-19 there will be no EOY testing. All remediation and enrichment decisions will be made using MOY information and teacher observation and feedback.

11/18/2020 A Data Playbook has been created by the administrative team to house all student assessment data. The playbook will be used to set goals and determine individual and school growth throughout the 2020-2021 school year.

9/27/2021 GAP Assessments were administered to 3rd, 4th, & 5th grade students and master levels will be shared with teachers at PLCs after 9/28 when the GAP window closes. mClass assessment data will be shared with teachers once Phase II training is complete, prior to October 4th. The Home Connect letter will be shared with parents on October 8th.

11/22/2021 Students completed the first Benchmark in Mastery Connect. Tomorrow is the last day for Benchmark makeup testing. We will be analyzing Benchmark data and using the data to plan instruction and meet the needs of students.

1/24/2022 Based on assessment data students will be chosen for the Beta Club. Mrs. Meyer & Ms. Mayr will serve as co-chairs and work with these students.

March 28, 2022: Students successfully completed the final Benchmark assessment. Analyzing data has already begun and will continue on data days. The SIT was shown grade level proficiency data as compared to the county.

9/3/19 Our SWD, EDS, and Multi students who do not meet mastery will be remediated through success maker, remediation sessions with the teacher and small group.

Complete 06/02/2022

Lisa Hughes

06/01/2022

Notes: 5/18/20 The 2020-2021 remediation plan was shared to SIT to reflect all remediation money used for personnel to remediate targeted 3-5 students in small group sessions.

8/30/21 Successmaker has begun for all students. Teachers are evaluating students IP level and adjusting as necessary to ensure optimal success for students with this program.

11/22/2021 Mrs. Morales is now working with us at Bill Hefner and will begin pulling remediation groups for Kindergarten-2nd Grade students November 29th. Mrs. Washington will be providing assistance with remediation as well. Teachers will continue to facilitate small group instruction in both ELA and math, daily.

1/24/2022 Coaches will be reviewing the MDIS kits that align with Envision for mathematics as an additional tool to use for remediation and enrichment in the classroom. Teachers will be provided professional development on MDIS in PLCs. Students that are candidates for retention will receive their mid-year letters February 4th-9th.

9/3/19 Our SWD, EDS, and Multi students will be post-tested to determine the level of mastery on remediated standards and if further interventions are needed. If further interventions are needed the teacher will continue working on the identified standards through small group remediation.

Complete 06/02/2022

Lisa Hughes

06/01/2022

Notes: 1/13/2020 Successmaker mid-year reports show Hefner is 84% complete with initial placement in math. High 90% is optimal and if teachers are meeting the 5x per week requirement students should be out of initial placement. We discussed this data is necessary for making decisions on enrichment and remediation needs. We will look at this data again at the next meeting.

10/25/21 In PLCs we have been diving deep into data for GAP assessments, Successmaker, and mClass. We are tracking the data on our data wall to determine students that need enrichment and interventions in place. Teachers are tracking their class data and we are looking at grade level and school data as well. We are taking a look at resources that can be used in small group, based on data, to bridge the gaps in student learning. We will continue to monitor and track data using our data walls.

1/24/2022 Teachers will continue to enter assessment data into our BHES Data Playbook. The playbook is used to drive instruction and our data discussions.

6/2/22 Teachers will utilize the Data Playbook to monitor Tier 2 and 3 students, analyzing data to identify areas of need.

Jessica Cashwell

06/30/2023

Notes: 10/24/22 As a county we are utilizing the MTSS Reporting spreadsheet. All students that are working below grade level or have a speech or behavior concern (a student with a PEP or IRP) will be included on the reporting spreadsheet. We will document the tier of support that is being provided. This week in PLC we will collaborate with teachers to complete the remainder of the information on the form. Discussed the process of students moving from MTSS to SST and reviewing PEPs and documenting that information. Ms. Clark discussed SecondStep with the team. A pacing guide will be sent out for teachers to follow.

| 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> | | Teachers complete lesson plans weekly that include differentiation and rigorous centers. Weekly grade level meetings with instructional coaches take place to ensure that teachers are differentiating. Personal Education Plans are in place for students who are in Tier 2 or Tier 3. | Limited Development 07/25/2018 | | |
| <i>How it will look when fully met:</i> | | When this objective is fully met teachers will have created student centered learning activities in each and every lesson. Teachers planning will come authentically. Teachers will utilize evidence based instruction and will collaborate with their peers in order to meet the needs of all learners. Teachers will meet monthly with coaches and counselors to review PEP goals and interventions. | | Megan Clark | 06/01/2023 |
| Actions | | | 0 of 1 (0%) | | |
| | 10/25/22 | Teachers will meet monthly to review PEP goals and interventions with instructional coaches, counselors, and admin. | | Megan Clark | 06/01/2023 |
| <i>Notes:</i> | | Oct. 24, 2022: School improvement team were notified that we have 244 students in Tier 2 and Tier 3 requiring interventions. | | | |

| 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: | | Students are having difficulty with problem-solving skills and managing emotions. Through PBIS and the Second Step program, we are implementing strategies in all classrooms to help behaviors and regulating emotions. | Limited Development 07/26/2016 | | |
| | | Priority Score: 3 Opportunity Score: 3 | Index Score: 9 | | |
| How it will look when fully met: | | Teachers will implement Second Step lessons once a month with students in their classrooms and the counselors will teach a second Second Step lesson with classes bi-weekly. Teachers and counselors will abide by the pacing guide created by the school counselors to ensure that all lessons are taught in a timely manner, as not to miss addressing any key social emotional skills and supports. | | Jessica Cashwell | 06/01/2023 |
| Actions | | | 4 of 5 (80%) | | |
| | 7/26/16 | Designate classroom space and instructional assistant to implement program | Complete 08/22/2016 | Tianna O'Brien | 08/25/2016 |
| | | <i>Notes:</i> Ms. Chisholm was hired. The room assigned is 334. | | | |
| | 7/26/17 | PBIS Team will attend Module 2 Training and implement Behavior strategies for students that need additional support. | Complete 03/27/2018 | PBIS Team | 06/11/2018 |
| | | <i>Notes:</i> The PBIS Team has successfully implemented Module 1 and scored a 98% on the S.E.T. visit for the 2016-2017 school year. | | | |
| | 7/26/17 | Each grade level will have a PBIS team member assigned to provide strategies and support during Professional Learning Community Meetings. | Complete 03/27/2018 | Grade Level PBIS team member | 06/11/2018 |
| | | <i>Notes:</i> During planning one grade level teacher will be responsible for providing strategies for colleagues. | | | |
| | 7/30/18 | We will implement a student mentoring program for at risk students. Teachers will be assigned one or two students to meet with twice monthly. | Complete 06/05/2022 | Megan Clark | 06/05/2022 |

Notes: Teachers will be given a form to complete for referrals to the mentor program. The guidance department is focused on the highest referrals from last school year as who to start with for the program. The staff will each be matched with a student who they can mentor so that they have a mentor in the building.

12/9/19 We have ten outside mentor's that will come in to mentor our high risk students. Students and teachers will be paired by January 13, 2020.

1/13/20 Guidance counselors sent mentoring form to all teachers to refer students. We will also send a letter to all parents to identify students with deployed parents. Counselors will target these students and initiate a lunch bunch with these students.

2/10/20 Ms. Boyd sent a list of students and their mentors to each classroom teacher. The mentoring program will begin today. They will meet weekly. Counselors will also share with teachers the coping strategies shared in guidance each week so teachers can follow up in class.

4/20/20 Students who struggled in traditional classroom setting will continue to struggle. Teachers will log student participation on a school-wide spreadsheet and counselors and the social worker will follow up.

5/4/20 Teachers are completing a daily participation tracker. At risk students are identified and referred to counselors and social worker for follow up.

7/10/19 Students will have bi-weekly guidance lessons on character building, getting along with others, managing emotions, positive behaviors and code switching. Teachers and counselors will target social emotional instruction using the Second Step tool.

Notes: Oct. 24, 2022: School Improvement Team were given an update on how many teachers have started using the Second Step Tool.

5/4/20 Due to Covid19 counselors are providing virtual guidance lessons to teachers to use in their google classrooms.

Implementation:

07/12/2018

Megan Clark

06/01/2023

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| Evidence | | 10/5/2016 Behavior packet has been purchased and copied. Hefner Halt has been assigned Room 334 and Ms. Chisholm will supervise students during their time out. | | | |
| Experience | | 10/5/2016 The addition of Hefner Halt has been a positive experience and we are seeing less write-ups. | | | |
| Sustainability | | 10/5/2016 Monitoring and maintaining. | | | |
| 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: | | Students celebrate transitions to the next grade level through the end of the year promotional ceremonies. Students who are in need of support without the use of retention are provided a PEP and a folder with documentation within the MTSS process. Teachers utilize the folder to support previous interventions and continue current interventions in the next school year. | Limited Development 10/25/2022 | | |
| How it will look when fully met: | | Teachers will utilize the previous PEP interventions that are moving students closer to grade level. They will have access to all data up to that point in the students folder, including work samples, PEPs and notes, and any intervention that was worked on with the student. If students need more support after the continued and consistent use of interventions, they are discussed with the MTSS team to move toward Student Services Team. | | Megan Clark | 06/01/2023 |
| Actions | | | 0 of 2 (0%) | | |
| | 10/25/22 | MTSS Data Spreadsheet and reporting document is updated monthly to reflect interventions used and the status of the students tiered instruction. The team will track dates and make sure timelines are followed to support student interventions. | | Ashley Bunce | 06/01/2023 |
| <i>Notes:</i> Oct. 24, 2022: Instructional coaches and the counselor met to identify students on the MTSS data reporting sheet, and fill in missing information. | | | | | |

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| 10/25/22 | Student remediation groups will be chosen by the teacher and leadership team based on assessment scores at the end of each quarter. As data is disaggregated by grade level teams in PLC, groups will be reevaluated and instruction in remediation groups will be determined based on need. | | Ashley Bunce | 06/23/2023 |
| <i>Notes:</i> 10/12/22 For 2nd grade students mClass data was used to determine groups that will be pulled to work on mClass remediation students with Mrs. Pigford, our remediation teacher. For 3rd-5th grade students we looked at BOY mClass data (3rd-4th) and the previous years EOG scores (3rd-5th) to determine students that need additional support in ELA and math. These groups of students will be working with our remediation teacher, Mrs. Harris, to practice multiplication strategies. They will work with Mrs. Pigford on standards aligned, ELA instructional passages. We will reevaluate the members of these groups at the end of Quarter 2. | | | | |

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| Core Function: | Dimension B - Leadership Capacity |
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| Effective Practice: | Strategic planning, mission, and vision |
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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> | | The LEA has an LEA Support and Improvement Team. The team offers professional development, a folder that houses for the SIP, work sessions and one on one sessions as needed for school leaders and process managers to ensure current aligned and SMART plans. | Limited Development 07/26/2016 | | |
| | | Priority Score: 3 Opportunity Score: 3 | Index Score: 9 | | |
| <i>How it will look when fully met:</i> | | The LEA will assign a Central Services coach to each school using NCStar. That coach will review the initial plan, provide feedback on the initial plan, and provide coaching each month to assist the school through the school improvement process as evidenced by Coaching Assignment Sheet and coaching comments in NCStar. | | Don Cahill | 06/01/2023 |
| Actions | | | 0 of 4 (0%) | | |
| 10/25/22 | | With a focus on student outcomes, the assigned Cumberland County School Area Superintendent, the School Principal and other identified team members will utilize the SIP to create SMART goals. Then, through the 12 Key Indicators, the team will identify 3-6 Indicators that are most in need of change to focus the work on this school year. These 3-6 indicators are a reflection of SMART goals and will have actions designed using Wise Ways to improve student learning. | | Melody Boyd | 06/01/2023 |

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| 10/25/22 | Area Superintendents will attend SIT meetings when requested or a minimum of once a semester to monitor decision making processes, to provide guidance, and to support effective practices | | Melody Boyd | 06/01/2023 |
| <i>Notes:</i> | | | | |
| 10/25/22 | The Area Superintendent assigned to the school will work with the principal to ensure understanding of how the SIP is the foundation for continuous school improvement. The Area Superintendent will review the initial SIP and meet with the school principal or team to provide feedback and suggestions on their SIP. | | Melody Boyd | 06/01/2023 |
| <i>Notes:</i> | | | | |
| 10/25/22 | Area Superintendents of low performing schools will visit assigned schools no less than twice a month. During each coaching visit the Area Superintendent and the principal will discuss appropriate data (MClass, Mastery Connect, Benchmark results, EVAAS,Subgroup,discipline, attendance, etc.), and track and support progress towards SIP goals. | | Melody Boyd | 06/01/2023 |
| <i>Notes:</i> | | | | |
| Implementation: | | 10/25/2022 | | |
| Evidence | 10/25/2022 | | | |
| Experience | 10/25/2022 | | | |
| Sustainability | 10/25/2022 | | | |

| | 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: | | Leadership team meets as needed to discuss implementation of effective practices. The team will rotate through classrooms focusing on areas of instruction utilizing the irounds tool. | | Limited Development 07/26/2016 | | |
| | | Priority Score: 1 | Opportunity Score: 3 | Index Score: 3 | | |
| How it will look when fully met: | | Day of the week and time will be established to meet at least twice a month to discuss lesson planning, curriculum and instruction. Increase teacher growth as measured by EVAAS and End of Grade Scores. Feedback will be provided to teachers to support positive change in instructional practices. | | | Jessica Cashwell | 06/01/2023 |
| Actions | | | | 3 of 4 (75%) | | |
| | 7/26/16 | Meeting times will be established. | | Complete 09/22/2016 | Kristie West | 08/31/2016 |
| | | <i>Notes:</i> Meeting time was established. | | | | |
| | 7/26/16 | Agendas will be prepared to guide concerns. | | Complete 09/29/2017 | Kristie West | 08/31/2016 |
| | | <i>Notes:</i> Agenda follows the SIT meeting agendas. 12/9/19 - All agenda's can be found in google drive. Mrs. West shares agenda's with the grade level team and notes are taken on the agenda. The leadership team discusses each agenda and reviews concerns. | | | | |
| | 8/22/16 | Standard Mastery Assessments, K-2 Math Tasks and Reading 3D data will be reviewed. Collaborative planning will be reviewed by minutes from meetings to ensure consistency through out grade levels. Best practices and professional development implementation will be discussed. Leadership meeting information will be shared back to staff during collaborative planning. | | Complete 06/10/2022 | Kristie West | 06/10/2020 |
| | | <i>Notes:</i> The instructional coaches meet weekly with the grade level teams in order to review data. Agenda's are emailed out and are able to be accessed after the meetings have been concluded as well. 12/9/19 - The leadership team meets weekly to review data and make changes. The information is then shared back out to grade level teams during PLCs. 5/4/20 Due to Covid19 coaches are holding virtual PLCs weekly to connect with teachers and share important information. | | | | |

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| 7/25/18 | The leadership team will conduct walk throughs using a feedback form for teachers on a regular basis. | | Don Cahill | 06/01/2023 |
| <p><i>Notes:</i> Oct. 3, 2022: the leadership team discussed upcoming observations and iRounds and updated the teams schedule to meet the needs of our teachers this year.</p> <p>12/9/19- Administrative team completes iRounds individually and as a team.</p> <p>5/4/20 Administrative team adapted iRounds due to Covid19 by joining each teacher's google meet time to observe instruction and interaction with students.</p> | | | | |
| Implementation: | | 07/12/2018 | | |
| Evidence | 3/1/2018 Agendas and minutes for our meeting are located on the Indistar site. | | | |
| Experience | 3/1/2018 The leadership team meets regularly to review Reading 3D, benchmark, and SMA data. This information is then shared in PLC's and used to plan intervention and enrichment groups, as well as, professional development. | | | |
| Sustainability | 3/1/2018 We will continue to meet regularly to discuss data points and develop plans for improvement. | | | |

| Core Function: | | Dimension B - Leadership Capacity | | | |
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| 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> | | <p>Teachers have been scheduled a daily planning time as well as an extra 40 minute block of planning time once a week to meet with their grade level team, administrator and instructional coach. During this time teachers are able to lesson plan and work together. There is a grade level chair who runs the meeting.</p> <p>Correlate teams meet monthly in order to run the activities and programs for the school. This gives the teachers the opportunity to have a voice and learn leadership developing traits.</p> | Limited Development 07/25/2018 | | |
| <i>How it will look when fully met:</i> | | When this objective is fully met teachers will be collaborating willingly and regularly for grade level planning, as well as planning activities and school programs. This will further benefit the school as teachers will share ideas with teammates, collaborate with staff members outside of their grade level in correlate meetings, and grow in leadership ability as each correlate member takes the lead with school programs. | | Don Cahill | 06/01/2024 |
| Actions | | | 0 of 1 (0%) | | |
| | 10/25/22 | Correlate Teams meet monthly to focus on fundraising, student activities, staff morale, and parent involvement/engagement activities. | | Jessica Cashwell | 06/01/2024 |
| <i>Notes:</i> | | September 12, 2022: Teams met to focus on the upcoming events and activities. | | | |
| | | August 22, 2022: Teams met to organize their leads and develop a monthly baseline schedule to help facilitate meetings for the school year. | | | |

| Core Function: | | Dimension B - Leadership Capacity | | | |
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| 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> | | Administration team conducts observations supplemented with iRounds tool to provide feedback and support for teachers. | Limited Development 10/25/2022 | | |
| <i>How it will look when fully met:</i> | | Teachers will be provided feedback at a minimum of bi-weekly either from the iRounds tool that both the administrators and the instructional coaches are utilizing, as well as the administrators utilizing the NCEES tool for formal observations three to four times a year. | | Don Cahill | 06/03/2024 |
| Actions | | | 0 of 1 (0%) | | |
| | 10/25/22 | Coaches and Administrators provide feedback using the iRounds tool and NCEES observation tool. | | Don Cahill | 06/01/2024 |
| <i>Notes:</i> Oct. 3, 2022: the leadership team met to organize the schedule that will be used to support iRounds and focused walk-throughs. | | | | | |
| | B3.06 | School leaders and peer mentors regularly observe and measure instances of online, hybrid, or blended teaching to ensure instruction is implemented fully and with fidelity.(5304) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Blended learning management has been developed. Teachers have routines and systems to maintain an effective blended learning environment. Students are trained to use digital tools independently and follow routines. Teachers are using offline and online assessment data to gauge student learning. | Limited Development 09/02/2020 | | |
| <i>How it will look when fully met:</i> | | When this objective is fully met students will participate in differentiated learning activities on a daily basis. The classroom culture will be a blended learning classroom. Students will be provided opportunities for pursuit of personalized academic goals. Teachers involve stakeholders and demonstrate new teaching practices in order to build enthusiasm and gain buy in. | | Amanda Pate | 06/30/2023 |
| Actions | | | 0 of 2 (0%) | | |
| | 9/9/20 | Students in grades 3-5 (2022-2023) will continue to utilize the Canvas Learning Management system to complete assignments. | | Amanda Pate | 06/30/2023 |

Notes: 10/24/22 Teachers are pushing out Benchmarks to students through trackers.

9/26/22 In PLCs teachers added their template to their ELA Canvas course and learned how to assign tasks through Wonders that students can access through Canvas.

August 24, 2022: Mrs. Pate sent an email to 3-5 teachers about Mastery Connect and assigning pre- and post- assessments. Each teacher will need to attach admin to their Canvas. You will go to "Add People" and add their emails to list them as a co-teacher.

1/24/2022 Teachers will continue to utilize Canvas professional developments and the ideas shared by their peers to ensure that all students and families are familiar with the learning management system. Canvas should be utilized in classroom instruction and be available if we move to asynchronous learning for any reason.

August 30, 2021: Teachers will continue to utilize Canvas and upload assignments into the learning management system. We will continue using technology tools such as Jamboards, Google Slides, and Seesaw activities and link them to our Canvas courses.

9/9/20 Canvas, our new learning management system is being used by all teachers in the building. We have 5 people who were trained on Canvas this summer and we designated experts on each grade level. Ms. Eanes, a kindergarten teacher who is working towards a masters in technology presented Canvas training to our staff last week. K-1 teachers are also linking Seesaw in their Canvas application and many teachers are using Class Dojo as a communication tool. We have created a Google doc with technology sites, as well as Canvas help tools. We are adding a Tech Tuesday for parents this month. We will continue to use technology tools when we return to in person learning with our students.

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| 10/7/20 | Teachers will utilize strategies to actively engage students in blended learning classrooms. | | Jessica Cashwell | 06/30/2023 |
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Notes: 10/24/22 In PLCs teachers spent time looking through Wonders resources, both digital and print, to identify tasks that could be used in independent stations. Teachers identified activities in the areas of vocabulary, grammar/writing, fluency, comprehension, and phonics and shared them in a numbered heads together activity. We are going to compile the ideas shared into one document, along with the names of teachers that shared them, and share with all teachers in all grade levels.

9/26/22 In PLCs we have been working on assigning resources through Wonders. Students are able to access resources through the ELA Canvas course. Students will be able to take their pre-, interim, and post- assessments from Wonders digitally. We are excited about this feature and feel that consistent use beginning in Kindergarten will help prepare our students for testing on the computer in 3rd-5th grades.

August 24, 2022: Teachers have been collaborating together in grade level planning to ensure that lessons are allowing for active engagement and incorporating technology in different ways.

10/25/21 Our next PLC goal is active engagement in the classroom. Teachers will be provided classroom scenarios and discuss how they would actively engage students in that scenario. New active engagement strategies will be shared. The goal of the session is to collaborate with team members and share what is working in our classrooms in regards to active engagement.

8/30/21 Teachers have been encourage by administration and coaches to attend Canvas sessions and utilize Canvas in the classroom with students. The expectation that each teacher has their Canvas up and running has been established.

1/13/21 Mrs. Sims shared ideas she received from the Ditch that Textbook Virtual Summit.
 One PD discussed Culturally Responsive Classrooms: looking at your implicit bias and becoming more aware of these biases to create a culturally responsive classroom. Autonomy: there is value in giving students choices. One idea is to use breakout rooms during remote learning. If you bring the joy, the students will put the joy out. Students will mirror what they see. Mrs. Hughes discussed the utilization of Jamboard, which can help students organize their thoughts. Students

can also use Jamboard for sketch notes. In addition, Mrs. Hughes attended a Ditch that Textbook PD on google slides. Slidesmania.com offers free templates for google slides.

12/16/20 In PLCs, blended learning discussions happened with instructional coaches.

Mrs. Sims discussed the Ditch Summit, which is training that will discuss strategies and things you can implement during blended and remote learning. A few of our SIT members are signed up for the Ditch Summit.

10/14/2020

Instructional Coaches are creating a digital flipbook which will contain Canvas, WebEx, iStation, Success Maker, and various other resources to aid the staff with implementation and instruction.

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> | | | <p>DPI released tests are currently under review by instructional coaches to establish a pre-test and post-test to determine professional development needs for individual teachers. If it is determined by data, LEA Curriculum Specialist will be asked to provide professional development for school-wide needs and instructional coaches will provide additional professional development based on the needs of grade-level or individual teachers.</p> <p>For the 2021-2022 school year and beyond, Mastery Connect was created for teachers to use pre and post assessments to focus on standards assessments. They utilize the pre and post for each unit in math and reading. Teachers can also create teacher-made assessments in Mastery Connect to help support student need for post assessments.</p> | Limited Development 07/26/2016 | | |
| | | | <p>Priority Score: 2 Opportunity Score: 2</p> | Index Score: 4 | | |
| <i>How it will look when fully met:</i> | | | <p>Teachers will receive differentiated professional development based on their needs as determined by Schoolnet assessments and Standard Mastery Assessments (SMA). LEA curriculum specialist will provide school-wide professional development and instructional coaches will provide differentiated professional development by grade-level or individual teachers. Increasing teacher effectiveness and student proficiency as measured by EVAAS and End of Grade Assessments.</p> <p>For the 2022-2023 school year and beyond, teachers will utilize Mastery Connect to assess pre and post assessments, and utilize the data to support needed interventions and progress towards grade level mastery. Teachers can utilize the data in Mastery Connect and compare it to the district level data to make necessary adjustments in their small group instruction.</p> | | Ashley Bunce | 06/01/2024 |
| Actions | | | | 3 of 5 (60%) | | |
| | | 7/26/17 | Each grade level will have a teacher given the responsibility of providing lesson plans. The administrative team will review lesson plans and provide specific feedback weekly. | Complete 06/01/2022 | Tianna O'Brien | 06/11/2020 |

Notes: Math teacher on each grade level will review the C&I website and CCS University for math professional development. The PD will be delivered by the math teacher during collaborative planning.

January 14, 2019: Teachers are provided feedback during PLC's and in informal and formal observations. Teachers share their lesson plans with the administrative team through google drive. Specific feedback is given on the lesson plans on google.

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| 7/26/16 | LEA Curriculum Specialist will be asked to provide on-site professional development for teaching objectives not mastered by students on Standard Mastery Assessments (SMA). | Complete 06/01/2022 | Kristie West | 06/30/2020 |
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Notes: Dawne Coker, math curriculum specialist, provided Number Talk Strategies professional development to our faculty.

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| 7/26/16 | Instructional Coaches will provide differentiated professional development for teachers or grade levels using SMA data for grades 3-5 and Reading 3D data for grades K-2. | Complete 06/01/2022 | Lisa Hughes | 06/30/2020 |
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Notes: 9/11/18-Teachers are provided with coaching sessions during PLC's and individually based upon SMA data, Reading 3D data, and benchmark testing.

10/8/18- PLC's will focus on reading 3D data as well as SMA data. NC Check Ins will be October 16th & 17th. Once the scores are given they will be the focus of PLCs for 3rd-5th grade.

11/13/18 Instructional coaches have reviewed SMA data and identified trends in individual classes and grade levels. Coaches have identified resources that are appropriate to remediate students who need additional instruction on specific standards.

1/14/19: The team discussed vertical team planning. Teachers discussed behavior management and new staff members potentially needing help with behavior management. Vertical team meetings would be a great time for this because teachers would work with other grade levels.

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| 10/25/22 | Teachers will participate in Data Days to disaggregate data. | | Ashley Bunce | 06/01/2023 |
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Notes: Oct. 24, 2022: SIT discussed a possible date for data days to occur in January or February of 2023.

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| 10/25/22 | Teachers will use data after each benchmark to compare growth and identify areas of need. | | Ashley Bunce | 06/01/2023 |
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Notes: October 3 - 7, 2022: Teachers met in PLCs to add their data to the data wall in the coaches room after MClass BOY.

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| Implementation: | | 07/25/2018 | | |
| Evidence | 5/24/2018 Teachers received differentiated professional development based on need. | | | |
| Experience | 5/24/2018 Our SIT team determined that we would use our data to determine professional development needs for our school. The coaches, as well as, curriculum specialists | | | |
| Sustainability | 5/24/2018 We will continue to review our Standard Mastery Assessments and EOG data to assist us in determining the appropriate professional development needed for our staff. | | | |

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 |
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| Initial Assessment: | Evaluations are completed frequently and ethically by the administrative staff. The staff is rewarded for meeting the expectation on a regular basis. Teacher mentors are also a great help to train and integrate new teachers into the school. Our first-year beginning teachers utilize their PAL from CCS that visits weekly. The school provides new teacher meetings monthly where beginning teachers and mentors meet to collaborate and learn. The administrators are currently utilizing the transfer list and CCS job fairs to recruit staff members. | Limited Development 07/25/2018 | | |
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| How it will look when fully met: | When fully implemented teachers will receive regular feedback from administration and coaches using the iRounds tool. A system for interviewing potential staff members will be developed that includes a team of staff members on the interview panel. Teachers will have the opportunity to receive incentives that they have chosen by meeting deadlines that are set by administration and instructional coaches. | | Jessica Cashwell | 06/01/2023 |
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Actions 0 of 2 (0%)

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| 10/25/22 | Administrators will attend the CCS Job Fair to recruit new staff members to the school. | | Jessica Cashwell | 06/01/2023 |
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| 10/25/22 | Administrators will develop a team of staff members that will be available to interview potential hires as needed throughout the school year. | | Jessica Cashwell | 06/01/2023 |
| <i>Notes:</i> | | | | |

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| 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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| <i>Initial Assessment:</i> | Teachers are currently utilizing classroom newsletters, Seesaw, and Class Dojo to keep parents and families informed of the standards and what is expected in the classroom. Data sheets with quarterly data and teacher comments on how to help the student at home are sent home with each report card. Administrators and support staff take part in a "Parent's Corner" roundtable discussion where parents are invited in to express concerns or ask questions of staff members outside of their child's teacher. | Limited Development 10/25/2022 | | |
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| <i>How it will look when fully met:</i> | When fully implemented teachers will continue with their current efforts of keeping parents informed of happenings within their classroom. We will host a Curriculum Night and RtA Night for parents and families once a year in the fall semester to inform them of the curriculum and expectations for the school year. In the spring semester we will host an EOG night for parents where they will come in and learn how they can best prepare their child for EOG testing. | | Don Cahill | 06/01/2023 |
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| Actions | | 0 of 4 (0%) | | |
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| 10/25/22 | The Parent Involvement Correlate meets monthly with the parent facilitator monthly to plan upcoming events for our families. | | Megan Clark | 06/01/2023 |
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| <i>Notes:</i> | | | | |
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| 10/25/22 | Curriculum Night will be held in the fall semester for parents and families to learn more about the curriculum and expectations for the current school year. This will include a visit to the child's classroom and a "Parent's Corner" roundtable discussion. | | Ashley Bunce | 06/01/2023 |
|----------|--|--|--------------|------------|

Notes: 10/13/2022 BHES hosted a successful Curriculum Night for parents and families. The event was floating from 5pm-7pm, providing parents with the opportunity to attend at a time that was convenient for them. Each grade level presented together to attendees and gave multiple presentations so parents with more than one child would be able to visit multiple classrooms. After visiting their child's teacher families visited the multipurpose room for the Parent's Corner roundtable discussion where the floor was open for questions or concerns for support staff members (i.e. admin, instructional coaches, counselors, military liaison, social worker, EC resource). Dinner was served for all families in attendance.

10/25/22 RtA night will be held for 3rd grade and reading retained student parents and families in October. Parents will learn of the RtA initiative and the expectations for their child this school year.

Amanda Pate

06/01/2023

Notes: 10/13/2022 Due to the timing of our RtA training on October 11th we were able to combine our RtA Night and Curriculum into one event for our families. Mrs. Pate, our 3rd-5th grade instructional coach and RtA liaison recorded a video explaining the RtA initiative to parents and the expectations for their child this school year. This was provided to our 3rd grade teachers and 4th grade transition class teachers and included as a part of their presentation to parents.

10/25/22 EOG Night will be held in the spring semester for parents and families of our 3rd through 5th grade students. Parents will be invited in to learn more about what to expect with the EOG state assessments and how they can prepare their child.

Amanda Pate

06/01/2023

Notes:

E1.08 Professional development for teachers includes support for working effectively with families.(5184)

Implementation Status

Assigned To

Target Date

Initial Assessment:

Teachers have expressed concern that some of our students are living in traumatic home situations.

Limited Development
07/30/2018

How it will look when fully met:

Teachers will be trained on Trauma Informed Schools by the Center for Child and Family Health. They will use this information to support the emotional and academic growth of their students.

Megan Clark

06/30/2023

Actions

1 of 3 (33%)

9/4/18 The parent facilitator and guidance counselors will meet with parents quarterly to provide research based practices that promote healthy family relationships.

Complete 06/01/2020

Don Cahill

06/01/2020

Notes: 9/11/18- The parent facilitator and guidance department have scheduled three parent workshops throughout the school year.
12/10/18- The first parent workshop was held during the month of October and focused on health and Wellness. The second parent workshop will be held during December and will focus on Stress Management. The guidance department would like to add more parents to the meetings. They will do a survey for all parents to see what times would better fit into parent's schedules.

7/30/18 Teachers will be trained on how to work with students dealing with traumatic situations in their lives.

Megan Clark

06/30/2023

Notes: 11/22/2021 At our November 29th staff meeting Ms. Clark will present on support for military students. At our December 13th staff development meeting Ms. Clark & Mrs. Boyd will present to staff on SEL.

August 30, 2021: CCS has adopted an SEL program that includes lessons for students. Ms. Clark and Mrs. Boyd will be implementing these lessons into their guidance lessons and providing future training for teachers on these lessons. Mrs. Boyd also shared that there is a morning meeting calendar that is provided by CCS that will be shared with teachers. The calendar contains short SEL lessons that can be used in the teacher's daily SEL time each morning.

11/18/2020 Teachers are participating weekly in Choose Love and SEL training. Teachers have completed the Choose Love Training. The Choose Love program will begin when we return in January. Teachers will be implementing 2 lessons per week of this program in their classrooms. This Choose Love Program will be added to the PBIS Matrix.

Teachers will receive training from the Center for Child and Family Health.

9/9/20 Ms.Clark, our guidance counselor will offer social and emotional learning training on September 10th for our staff. She will continue to provide training throughout the year.

12/10/18- Discussed as a team the training that was given to the guidance counselor at the beginning of the school year. She will train the staff during the next vertical team meeting for the staff. It will focus on several diagnosis' that she was trained on.

The staff watched the Resilience film and completed activities to discuss the movie as it pertains to our students and staff.

7/30/18 Teachers will discuss actions they have taken to support students dealing with traumatic situations during their "Talk it out" sessions with counselors.

Megan Clark

06/30/2023

Notes: 10/24/22 Ms. Clark visited PLCs to train teachers on Individual Reading Plans and MTSS. Teachers collaborated with counselors, coaches, and grade level members to complete their PEPs and IRPs, as well as parent notification letters.

August 24, 2022: The guidance counselors are working on establishing a schedule for the new school for their "Talk It Out" groups.

May 9th, 2022: As a SIT team we discussed situations that teachers have dealt with in their classrooms this year and what potential professional developments we can incorporate next school year based on current student need.