

Comprehensive Progress Report

Mission:

I am a Brentwood eagle soaring
Safely on my way
Organized everyday
Accountable for what I do
Respectful to me and you.

Vision:

We, the Brentwood family, are committed to providing a safe, respectful and caring environment with challenging experiences to promote success for all.

Goals:

Brentwood Elementary's EOG Math proficiency grades 3-5 will increase to 58% with a NC school report card grade C.

Brentwood Elementary's EOG ELA proficiency grades 3-5 will increase to 48% with a NC school report card grade D.

Brentwood Elementary's EOG Science proficiency grade 5 will increase to 45% with a NC school report card grade D.

Brentwood Elementary will close the achievement gap between African American students and students with disabilities and increase proficiency in reading with both of these subgroups by the end of the 23-24 school year.



! = 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>		At this time, all teachers do not positively teach, employ and reinforce classroom rules and procedures.	Limited Development 10/10/2022		
<i>How it will look when fully met:</i>		At full implementation, all teachers will positively teach, employ and reinforce classroom rules and procedures. Social and emotional expectations will be consistently taught and not assumed that students come to class with these skills already present. Information that will provide evidence that this objective is fully met includes posted rules and procedures in each classroom, a decrease in office discipline referrals and a demonstration of appropriate management of social and emotional behaviors by all students. Faculty and Staff will utilize ABE within the classroom to reinforce expectations and improve classroom discipline.		Danielle Bell	06/30/2024
Actions			0 of 5 (0%)		
10/10/22		All classroom teachers will complete ABE training. Evidence of completion will include training documentation and sign in sheets.		Brandie Abraham	12/31/2022
		<i>Notes:</i> 11/14/22 One teacher is utilizing it and learning ABE right now and admin will meet again to push out for all staff in December. Teachers will be trained on ABE and how to incorporate the modules into their SEL and classroom time as needed for students. 10/10/22 - Training will take place the end of October/Beginning of November			
10/10/22		Peers will share successful strategies and procedures for creating a positive emotional classroom climate where rules and procedures are established and reinforced with high expectations through peer observations as assigned by administration.		Danielle Bell	06/30/2024

Notes: 11/14/22 - PBIS team has held a snow cone day for quarter 1 and has a dance planned for quarter 2 for students who receive enough PBIS/dojo points. Resource teachers give out 3 points per class for appropriate behavior and each day students have the opportunity to earn 5 class dojo points in their homeroom class. Admin has met with one grade level to get them back on track for PBIS points and behavior.

9/12/22 - Teachers have discussed the PBIS matrix with students and PBIS points will start 9/13.

10/10/22 The PBIS team works collaboratively with classroom teachers to design behavior managing strategies and consequence alternatives in order to promote and support positive student conduct.

Danielle Bell

06/30/2024

Notes: 11/14/22 Will follow up with resource teachers to ensure that they are all following PBIS point procedures.

12/12/22 - Students will have their next PBIS program on January 6. Students are earning and doing well in the classrooms.

10/10/22 - PBIS celebrated sno cones for students with 75 PBIS points on Friday 10/7/22. Next PBIS incentive will be week of October 31.

9/12/22 - PBIS pep-rally kick off on Friday 9/9 was a success. PBIS points start tomorrow 9/13/22, First celebration of students must have 70 points and will have a snow cone party.

10/10/22 Guidance Counselors will provide lessons utilizing the Second Step program once a month to provide SEL lessons for grades K-5.

Brandie Abraham

06/30/2024

Notes: 12/12/22 - Counselors are working on managing distractions with students K-5 on SEL and second step.

11/14/22 - Counselor meets with Kindergarten, 1st and 5th grade every week and 2nd, 3rd, and 4th one a rotating weekly basis.

10/10/22 - Guidance is meeting with grade levels monthly to incorporate SEL with second step into classes.

10/10/22 Leadership team will review ABE data monthly to determine areas that need additional support. Leadership team will meet with PLC teams to discuss data and strategies to address concerns and highlight positives.

Leadership Team

06/30/2024

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
<i>Initial Assessment:</i>		At this time, instructional teams are not developing aligned units of instruction based on Wonders, LETRS, and Envision. Teachers are not collaborating and sharing strategies to plan units of instruction to best meet the needs of all students.	Limited Development 10/10/2022		
<i>How it will look when fully met:</i>		Teachers will work in teams during PLCs to produce units of instruction based on the current North Carolina standards utilizing CCS resources. Information that will provide evidence that this objective is fully met includes collaborative planning agendas, PLC notes, and lesson plans. Leadership team will frequently visit classrooms utilizing iRounds to monitor classroom instruction.		Casey Yates	06/30/2023
Actions			0 of 5 (0%)		
10/10/22	Leadership team will work in PLC's to produce short and long range instructional plans.			Leadership Team	06/30/2023
<i>Notes:</i> 11/14/22 Leadership team meets weekly in PLCs to go over updated data with teachers and ensure they have current assessment information.					
10/24/22 Instructional Coach and admin meet with teachers weekly in PLC meetings. Data is discussed each week to see what needs retaught and how to adapt planning for the upcoming week(s).					
10/10/2022 Instructional Coach meets with the teachers weekly to discuss lesson plans and unit mapping to incorporate into lessons.					
10/10/22	K-5 teachers will continue to incorporate Meaningful Math Tasks, and CCS resources with Envision into their lessons. Leadership team will provide mini PD during PLCs on Meaningful Math Tasks throughout the school year.			Lorraine Heath	06/30/2023
<i>Notes:</i> 10/4/2022 Instructional Coach Modeled Meaningful Math tasks with teachers during PLC week of 10/3/2022					
10/10/22	Teachers are creating Individual Reading Plans (IRPs) and Personalized Education Plans (PEPs) for students without IEPS to target instruction based on mClass data (NC ELI for Kindergarten). Benchmark data will be used to update IRPs and PEPs throughout the year.			Lorraine Heath	06/30/2023

Notes: 10/24/22 Teachers sent home the first set of letters on who had an Individual Reading Plans (IRPs) for students without IEPs to target instruction based on mClass data (NC Eli for kindergarten). The letters specified what increased services would be given and in which targeted areas. The leadership team discusses updated data from mClass each week based off progress monitoring.

10/10/22 Students with disabilities will receive remediation on identified standards where mastery has not been achieved. Additional staff has been hired utilizing Title I funding to support students not working on grade level based on data.

Lorraine Heath

06/30/2023

Notes: 10/24/22 We currently have 4 remediation teachers, asking for approval for a learning recovery facilitator position from Title I funding from SIT and Title I. We have reserved funding from Title I for after School tutoring to start in January for at-risk, bubble students, Students with disabilities and our African-American population.

10/10/22 Remediation teachers paid for from Title I funding are pulling small groups based on testing data.

10/10/22 Leadership team will frequently visit classrooms utilizing IRounds or feedback forms to monitor classroom instruction.

Lorraine Heath

06/30/2024

Notes: 10/24/22 Leadership is completing iRounds each week on teachers on a consistent basis.

10/10/2022 Leadership team is visiting classrooms daily to leave feedback on classroom instruction.

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
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Initial Assessment:

The administrative team is not consistent in ensuring teachers are delivering evidence based instruction and that lessons are aligned with the needs of students in all tiers.

Currently, our staff is accustomed to providing tiered interventions for students who are experiencing academic struggles. Grade-level teams collaborate to identify and implement tier 2 interventions based on a student's academic data and adjust the interventions as needed based on progress or lack thereof. These interventions consist of differentiated instruction in a small group format. If the 2 interventions do not meet the need of a student, tier 3 interventions would be discussed, assigned, and monitored through the MTSS/SST Teams. If the student continues to struggle, he/she would ultimately be referred to the IEP Team for testing and determination if he/she qualified for EC services. These interventions are very important in identifying and meeting the needs of our English Language Students and our Students with Disabilities. Both of these groups have struggled academically behind other students in our school. The tiered interventions and services will help us identify and meet the student's specific needs.

Limited Development
10/10/2022

How it will look when fully met:	Teachers will continue to collaborate with their grade-level team and the instructional team to identify students that need to be referred to MTSS for additional support in reading, math or SEL. The MTSS team which includes the grade-level teachers will work to identify barriers to progress, analyze data and put interventions into place to support the whole child. This process is imperative to identifying barriers for our students that are ELL or EDS; additionally, it assists in identifying SWD that may need support in other areas. The MTSS team will support the teacher in implementing and tracking these students and their interventions; the team will meet back to review PEPs and determine the next steps based on each individual student's progress using progress monitoring data. Students that do not make adequate progress will have interventions adjusted or will be bumped to Tier 3 supports moving forward; through this process the team will also be able to determine which students should be referred to SST for a possible referral for additional support beyond MTSS.		Casey Yates	06/30/2023
Actions		0 of 2 (0%)		
10/10/22	Small Group Planning--each teacher will use assessment data to create and plan for daily small groups that will take place during the last half of the instructional block in math and reading (Science for 5th Grade).		Leadership Team	06/30/2023
<p><i>Notes:</i> 11/14/22 - Teachers need to focus on productive small group session to help move students to where they need to be.</p> <p>9/12/22 - focus of PLCs is planning for and implementing small group instruction; lesson plan format shared with teachers, resources to be utilized, etc.</p>				
10/20/22	Members of the MTSS team (i.e. counselor, social worker) will meet in PLC meetings monthly to discuss students of concern (tiered interventions and support).		MTSS Team	06/30/2024
<i>Notes:</i>				

	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:			Brentwood Elementary is a PBIS school and each classroom has a calm-down corner for students to use as needed; counselors provide SEL lessons to all classrooms. Teachers discuss and develop interventions for students through MTSS that are struggling with Tier I SEL supports. Teachers utilize student services staff for additional support as needed.	Limited Development 10/10/2022		
How it will look when fully met:			Brentwood will be an Exemplar PBIS school (through consistency with teaching, modeling and reinforcing school-wide expectations and implementing the PBIS practices as determined by the PBIS team). Office Discipline Referrals (ODRs) will be reduced by 25%. Each teacher will not only have a calm-down corner for students to use as needed, but they will understand how to implement these consistently in the classroom to support students' emotional needs. Counselors will provide at least monthly SEL lessons to all classrooms; these lessons will be based on feedback from teachers on what areas students need support with. Teachers will know how to identify a student in distress and de-escalate a situation; teachers will consistently discuss, develop and effectively implement targeted interventions for students that are struggling despite school-wide systems. Student services staff will support students and staff as needed and will implement Tier 2 programming such as mentoring.		Danielle Bell	06/30/2024
Actions				0 of 2 (0%)		
	10/10/22	Teachers will be trained in the ABE system.			Danielle Bell	12/31/2022
<i>Notes:</i>						
	10/20/22	Every classroom will have a calm down corner. School Counselor will use Second step to provide SEL lessons to students.			Brandie Abraham	06/30/2024
<i>Notes:</i>						

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Currently Brentwood Elementary provides the following opportunities to support transitions: Beginner's Day for rising Kindergartners, 6th Grade Orientation for 5th graders transitioning to middle school, a hot list through SST to identify students that need to be followed up on immediately in the new school year. Additionally, the final family engagement night of the school year is scheduled to be an end of year/transition event where families are provided resources for the summer and have the opportunity to engage with teachers in the next grade level.	Limited Development 10/10/2022				
<i>How it will look when fully met:</i>	Brentwood Elementary will continue to provide the following opportunities to support transitions: Beginner's Day for rising Kindergartners, 6th Grade Orientation for 5th graders transitioning to middle school, a hot list through SST to identify students that need to be followed up on immediately in the new school year. Additionally, the final family engagement night of the school year is scheduled to be an end-of-year/transition event where families are provided resources for the summer and have the opportunity to engage with teachers in the next grade level. Grade levels will also engage in vertical planning sessions at least 3x a year to plan field trips, activities and to determine gaps between grades.		Danielle Bell	06/30/2023		
<i>Actions</i>				0 of 2 (0%)		
10/10/22	Vertical Teams will meet three times a year to evaluate data and to prioritize standards. Common and academic vocabulary will also be a priority.		Brandie Abraham	06/30/2023		
<i>Notes:</i>						
10/20/22	Leadership team will meet and plan transitions (beginner's day, middle school, etc.)		Brandie Abraham	06/30/2024		
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<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 10/10/2022		
<i>How it will look when fully met:</i>		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
<i>Actions</i>			0 of 4 (0%)		
10/25/22	A dedicated support team including an Area Superintendent and Curriculum Specialists have been assigned to schools to ensure alignment of support and coaching for principals and teachers. Low performing schools will receive monthly visits from district curriculum specialists to observe teaching and learning, grade level/team planning, PLC meetings, etc. and provide feedback regarding areas of improvement and success			Melody Boyd	06/01/2023
<i>Notes:</i>					
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 will provide coaching feedback in NCStar once a month for designated low performing schools. They will monitor actions and indicators being assessed, review the notes and monthly minutes to ensure schools are making progress towards achieving their SIP goals.		Melody Boyd	06/01/2023
<i>Notes:</i> 11/14/22 Area Superintendent provided feedback which was discussed.				

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The principal, assistant principal, and instructional coach meet at least 2x a month to discuss school improvement, areas of concern, and progress on action steps. The team has a form that is utilized for walk-throughs of classes as part of evaluating effective practices in the classroom environment.	Limited Development 10/10/2022		
<i>How it will look when fully met:</i>			The Leadership Team will consist of the principal, assistant principal, instructional coaches, SIT chair and Student Services chairperson that meet at least 2x a month; grade level chairs will attend at least one meeting a month. The Leadership team will review the SIP, review actions and implementation of initiatives as well as data collected regarding effective practices in the classrooms. Support will be provided based on the tiered coaching tracker.		Lorraine Heath	06/30/2023
Actions				0 of 2 (0%)		
10/10/22	A schedule of leadership team meetings will be made so all members are aware of when meetings are occurring. The agenda for each meeting will be attached to the Google Calendar used by the school so members are prepared to come into the meeting.		Danielle Bell	06/30/2023		
<i>Notes:</i>						
10/20/22	During Leadership Team meeting effective classroom practices will be discussed. The leadership team will continue to monitor the tiered coaching tracker and provide differentiated support as needed.		Leadership Team	06/30/2023		
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		With new administration a schedule was not in place to start the school year, so a schedule will be created on specific duties for teachers and time for instructional planning is already incorporated into the master schedule.	Limited Development 10/10/2022		
<i>How it will look when fully met:</i>		Teachers will know their morning and afternoon duty station to ensure safe and security of our students. Teachers will have planning time each day as part of the school's master schedule.		Casey Yates	06/30/2025
<i>Actions</i>			0 of 1 (0%)		
	10/10/22	The administrative team will create a duty roster and ensure planning time is incorporated into the master schedule.		Leadership Team	06/30/2023
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		At this time, the administrative team makes an effort to regularly attend PLC meetings. The leadership team visits classrooms inconsistently to monitor curriculum and classroom instruction. Lack of personnel has hindered the ability for the leadership team to consistently visit classrooms.	Limited Development 10/10/2022		
<i>How it will look when fully met:</i>		At full implementation, the administrative team will have high visibility in classrooms and direct personal involvement in weekly PLC meetings.		Casey Yates	06/30/2023
<i>Actions</i>			0 of 3 (0%)		
	10/10/22	Leadership Team will create and follow a schedule to ensure they are in every classroom each week.		Leadership Team	01/31/2023

Notes: 9/12/22 - An Observation schedule was created for teachers and shared with the admin team. Teachers will sign up for their first observation via a google Spreadsheet. Walk thrus will be completed weekly from the admin team.

10/10/22 - Observations are being completed this month (1st one is due by October 31, 2022).

10/10/22 The administrative team spends at least 50% of their time working directly with teachers to improve instruction, including classroom observations.

Leadership Team

06/30/2023

Notes: 12/12/22 - Leadership team is getting into every classroom at least once a week and giving feedback with iRounds and emails as needed.

10/10/22 The administrative team will monitor classroom instruction and provide feedback to support and strengthen instructional practices.

Leadership Team

06/30/2023

Notes: 10/10/22 - Admin team is currently completing first rounds of observations.

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>		At this time, the administrative team and staff do not regularly look at performance data and determine professional development needs on a consistent basis. All forms of data are not reviewed but utilized to their fullest extent.	Limited Development 10/10/2022		
<i>How it will look when fully met:</i>		At full implementation, all teachers and administrative staff will regularly look at aggregated data and classroom performance to make decisions about school improvement and professional development needs. Discussions will take place each week at PLC meetings regarding data and areas to improve student achievement. Walk-throughs will be conducted for all teachers each week.		Casey Yates	06/30/2024
Actions			0 of 3 (0%)		
10/10/22		The administrative team and/or teachers who demonstrate positive practices will provide professional development to support teaching and learning based on data collected from observations and walk-throughs, as needed.		Leadership Team	06/30/2023
<i>Notes:</i>					
10/10/22		The administrative team will monitor standards mastery to target individual students' needs.		Leadership Team	06/30/2024
<i>Notes:</i> 10/10/22 - MClass data, BOG, and NC ELI data has been analyzed and discussed to drive teacher's instruction and lesson planning.					
10/10/22		The administrative team will conduct weekly walk-throughs for a minimum of 7 - 10 minutes and provide feedback to teachers in a quick manner.		Leadership Team	06/30/2024
<i>Notes:</i> 11/14/22 iRounds are being completed by leadership team consistently.					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school currently recruits new staff through word of mouth, district advertisements, and social media advertisements in addition to attending the yearly job fair and reviewing visiting international faculty candidates as possible employees. Staff currently receive feedback through formal and informal observations. Staff are recognized weekly in the shout-out section of the weekly newsletter, through a staff member of the month program, and via other initiatives such as TOY. Teachers are provided incentives and rewards throughout the year such as dress-down days, food bars, small treats, and other morale initiatives.	Limited Development 10/10/2022		
<i>How it will look when fully met:</i>		New staff will be recruited through word of mouth, district advertisements, and social media advertisements in addition to attending the yearly job fair and reviewing visiting international faculty candidates as possible employees. Staff will receive written feedback through formal and informal observations. Staff will be recognized weekly in the shout-out section of the weekly newsletter, through a staff member of the month program, and via other initiatives such as TOY. Teachers will be provided incentives and rewards throughout the year such as dress-down days, food bars, small treats, and other morale initiatives. Data used to determine full implementation and teacher/staff feedback will include: continued reduction of teacher/staff turnover, increased scores on TWCS, and feedback through an informal survey at the middle and end of the year.		Casey Yates	06/30/2025
<i>Actions</i>			0 of 1 (0%)		
	10/10/22	Teacher recognition via weekly newsletter, monthly staff member program and through promotion via social media.		Danielle Bell	06/30/2025
<i>Notes:</i> 10/10/22 - Teacher and staff member of the month were announced for September in this weeks newsletter. Treats are given weekly in the A building workroom.					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our school currently hosts monthly family engagement nights, family reading nights, and school spirit activities throughout the year. While these nights have been very successful for many of our families and appreciated by the parents/guardians who attend; only about 15% to 20% of our families come out for these events. The school communicates regularly with families via parentlink and ClassDoJo.	Limited Development 10/10/2022		
<i>How it will look when fully met:</i>		We have set a goal for increasing our parent/guardian engagement to at least a 30% participation rate during family engagement activities such as Family Reading Nights, Math Night, Science Night, and Multi-Cultural Night. We will also host during-school events for parents who are able to participate during the school day. Parents will also have the opportunity to leave events or to receive information/resources from the school to support learning at home.		Casey Yates	06/30/2025
<i>Actions</i>			0 of 1 (0%)		
	10/10/22	School-wide and teacher/parent communication will be through the Class DoJo App; the school will also frequently post to the school webpage and social media accounts about events, activities and happenings here at the school.		Leadership Team	06/30/2025

Notes: 12/12/22 - all teachers are sending information daily in class dojo, admin, counseling, and social work departments are sending information out weekly to parents.

9/9/22--All HR teachers were asked to share their classes with key staff in the building including but not limited to admin, instructional coaches, teacher assistants, resource teachers, counselors, social workers, etc. so that these staff can communicate with families as needed.

8/25/2022--All families were provided a postcard that would allow them to connect directly with their teacher

8/23/2022--Staff were trained on how to access Class DoJo and how to utilize its communication tools to work with parents