

Comprehensive Progress Report

Mission: Mission: “Child, parent, teacher, community...each a teacher, each a learner, and each a success.”

Vision: Vision: Berryhill’s instructional vision is - Educating Students for Success!

Goals:
Provide a duty-free lunch period for every teacher on a daily basis (A4.06).

Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours (A2.04).

Provide a positive school climate (virtual/in-person), under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06).

The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 4.8% in SY2021-22 to 16.4% in SY2022-23 and 28% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 7.9% in SY2021-22 to 29% in SY2022-23 and 50% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1)

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

The percent of students reporting a positive self-perception of their self-efficacy, self-management, and/or engagement will increase from 58%/47% on the Fall 2021 Panorama Screener (in Grades 3-5/6-12) to 63%/52% in SY2022-23 and 68%/57% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 0% in SY2022-23 and SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)



! = Past Due Objectives KEY = Key Indicator

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

<p>Initial Assessment:</p>	<p>2022-2023</p> <ul style="list-style-type: none"> - In literacy, teachers are implementing Reading Reconsidered practices to ensure access to worthy, grade-level texts and text dependent questions. - All K-8 students are receiving a standards aligned curriculum in reading or language arts for the 2022-2023 school year. - All K-8 students are receiving a standards aligned curriculum in math through Envisions, Open Up, and the CMS Math 1 curriculum. - Coaches work with teachers to use standards to plan instruction during PLC meetings. - We ensure standards-aligned instruction for K-8 in all content areas through: weekly lesson plan review and feedback, regular coaching cycles, administrative walkthroughs, and fidelity to the standard-aligned new curriculum adoptions. - Facilitators and administrators meet weekly in PLCs with their assigned teams to discuss planning for the following week and problem-solve. 	<p>Limited Development 08/09/2022</p>		
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<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> - All ELA teachers will plan and teach the books in order on the Berryhill Canon. Lesson plans for book #1 for each grade will be provided to the teachers by the facilitators. - All K-8 ELA teachers will implement math and reading curricula with fidelity. - Our instruction across all grade-levels and content areas will utilize EL, Open Up, Envisions, CMS Math 1, Reading Reconsidered, and as well as CMS units for science and social studies. - We will monitor the new curriculum for integrity and fidelity through lesson plan review and feedback, PLC meetings, walkthroughs, coaching, and data meetings (virtual/in-person). - We will utilize performance tasks, module assessments, formal and informal teacher-created assessments to determine the effectiveness of our objectives. - Full implementation will look like: consistent communication of learning targets, inclusion of every EL and Open Up component in each lesson, PLC and lesson-plan feedback from coaches to ensure that our planning process utilizes backwards-design. 		<p>Shannon Commerford - elected 5-26-21</p>	<p>06/15/2023</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>8/9/22</p>	<p>Improve our implementation of new curricula (specifically, EL) through targeted differentiation (achieved through summer planning) to better meet the needs of our general ed students as well as students with disabilities and students with language deficits.</p>		<p>Temeka Truesdale</p>	<p>06/15/2023</p>
<p><i>Notes:</i></p>				
<p>8/9/22</p>	<p>Coaches will monitor the implementation of the EL, Open Up, Envision 2020, the Reading Reconsidered approach to close reading, as well as CMS units for science and social studies. All teachers and content areas will be monitored through coaching feedback. Coaching emphasis will include "Productive Struggle" and expectation of independent work for at least 1/3 of instructional time, on average.</p>		<p>Temeka Truesdale</p>	<p>06/15/2023</p>
<p><i>Notes:</i></p>				

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>			<p>2022 - 2023</p> <ul style="list-style-type: none"> - Berryhill has used a teacher position (ADM) to have a intervention facilitator. Her job is focused on MTSS. - Interventionist hired through district allotment. - Intervention Facilitator and interventionist monitor all students in the MTSS process. - Intervention Facilitator and interventionist do the progress monitoring for Tier 3 students. - Intervention Facilitator and interventionist create a schedule for interventions to take place for students K-8. - Intervention Facilitator trains support staff to assist her in providing research based interventions to all students who are in the MTSS process. - MTSS leadership will meet weekly. The team keeps minutes and uses an online referral platform. Students and interventions are being monitored through the district MTSS online platform. - Our MTSS team and Admin team will attend required district PD. - Teachers are implementing instruction aligned with the individual needs of students by providing modifications and accommodations according to IEP and EL plans. Students going through MTSS are also receiving additional targeted instruction during our Intervention and Enrichment block. Progress monitoring identifies needed instructional adjustments. 	Limited Development 08/09/2022			

How it will look when fully met:		2022 - 2023		Cara Heath - elected 5-26-21	06/15/2023
		- Intervention facilitator will have plenty of available support staff to provide effective interventions for students in the MTSS process.			
		- Berryhill's master schedule will provide ample and designated times for all students in the MTSS process to receive their intervention. An intervention block occurs daily for grades K-8.			
		- The MTSS team will monitor instruction, plans, and data bi-weekly from a whole-school perspective. Individual student progress is monitored through the student's MTSS plan and individual meeting, with parent and teacher input.			
Actions			0 of 3 (0%)		
	8/9/22	The leadership team will monitor the implementation and the effectiveness of student progress based on data from interventions delivered.		Tina Brandalik	05/15/2023
	<i>Notes:</i>				
	8/9/22	Master schedule will have designated times for each grade to have intervention for MTSS students.		Tina Brandalik	06/15/2023
	<i>Notes:</i>				
	8/9/22	The leadership team will be intentional about scheduling support staff time. Support staff will deliver interventions to the students going through the MTSS process.		Tina Brandalik	06/15/2023
	<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:	<p>2022-2023</p> <ul style="list-style-type: none"> - Berryhill uses Restorative Practices. Some teachers need a refresher or haven't been trained because they are new. - We are implementing Restorative Practices through circles, use of restorative questions, the school-wide restorative classroom management plan and continued PD. - Berryhill utilizes Caring Schools Community Curriculum for teachers to implement SEL (Social Emotional Learning) in every classroom. - The Caring Schools Community curriculum is implemented in every classroom from 8:30-9:00, school-wide, using grade-level specific resources. Teachers receive ongoing PD. - The teachers will receive feedback through walkthroughs, lesson plan monitoring, and coaching. 	Limited Development 08/09/2022		
How it will look when fully met:	<p>2022-2023</p> <ul style="list-style-type: none"> - All staff will believe in Restorative Practices and treat all students with dignity and respect all day, every day. - All teachers will implement Caring Schools Community with fidelity every day. - Data to be monitored includes: check-in staff surveys and the number and intensity of discipline referrals. - We will ensure that all staff are implementing restorative practices and caring schools community lessons by coaching, walkthroughs, and lesson plan feedback. 		Molly Gilbert - elected 5-26-21	06/15/2023
Actions		0 of 2 (0%)		
8/9/22	Provide a refresher PD for the staff on one of the workdays at the beginning of the school year. Intermittently provide reflection and training throughout the year at staff meetings.		Molly Gilbert - elected 5-26-21	06/15/2023

Notes:

8/9/22 Create time in the master schedule for every class to implement Caring Schools Community SEL curriculum with fidelity at the same time every day. Leadership team will monitor implementation.

Molly Gilbert -
elected 5-26-21

06/15/2023

Notes:

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>The admin team (Principal, AP, & Dean) currently practice the following:</p> <ul style="list-style-type: none">- Calibrated walkthroughs every 2 weeks with facilitators. These walkthroughs will incorporate "look fors" based on recent professional development. Handwritten notes are given for feedback.- Principal walk the school after morning duty each morning. The administrator visits every room to speak to the teachers and students.- Informal walkthroughs for coaching caseloads or targeted grade levels, as needed based on weekly leadership team meeting conversations around coaching.- Use Teach Like a Champion and What Great Teachers Do Differently techniques to guide ongoing professional development.- Administrators and facilitators have a coaching caseload of teachers whom they observe and coach every three weeks. The 3 week cycle consists of week 1 - observation and feedback meeting. Week 2 & 3 - teacher adjustments and informal discussion. Next Cycle - Discuss previous coaching points and may move on to new coaching points.	Limited Development 08/09/2022		

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> - Principal and AP will alternate morning duty walks to greet teachers and students. - Admin team will be visible and in classrooms 30-60% of the instructional day when in-person. - Admin walkthroughs and feedback will be scheduled and made a priority. The principal, AP, and Dean will alternate grade levels bi-weekly to provide observation and immediate written feedback on a 2 week cycle. Every classroom receives a walkthrough approximately 3 times a week. Written feedback is left for the teacher and shared with their coach at least once during the 2 week cycle. Coach will follow up on "grows" on the "Berryhill Glows and Grows" walkthrough form. - Admin team and facilitators will continue to conduct calibrated walkthroughs every 2 weeks. Smaller so that more time can be spent with each teacher. - We will utilize a check-in staff survey and Insight survey results to determine the effectiveness of Principal observation and feedback. 		<p>Cara Heath - elected 5-26-21</p>	<p>06/15/2023</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
	<p>8/9/22 Create and follow admin walkthrough/feedback schedule with fidelity. Every two weeks each admin team member will receive a hallway to walk through. The administrator will spend at least 5 min in each class 3 times per week. The focus of the walkthroughs will change according to need but may include: student engagement, alignment to standards, rigor, cognitive load, and classroom management. A small feedback sheet will be used and placed on the teacher's desk once a week.</p>		<p>Cara Heath Bahnson</p>	<p>06/15/2023</p>
<p><i>Notes:</i></p>				
	<p>8/9/22 Create and implement a new coaching plan that decreases the number of teachers each coach will have on their caseload. Only focus on classroom teachers because of new ELA and math curriculum.</p>		<p>Cara Heath Bahnson</p>	<p>06/15/2023</p>
<p><i>Notes:</i></p>				
	<p>8/9/22 Create 2 professional developments focused on book studies: Teach Like a Champion 2.0 and What Great Teachers Do Differently for best practices. This is to help improve knowledge and skills to facilitate individual, school-wide, and district-wide improvements to increase student achievement.</p>		<p>Shannon Commerford</p>	<p>06/15/2023</p>

Notes:

8/9/22 Perform classroom walkthroughs with the Leadership team and provide a positive card to teachers.

Cara Heath Bahnson

06/15/2023

Notes:

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

Initial Assessment:

- Parent Compact and Berryhill Parent Expectations sent in English and Spanish and signed by parents. These practices keep parents informed about educational expectations.
- "Pop the Trunk" Flea Market in the Berryhill bus lot in the fall and spring. This event builds relationships among families and teachers and provides clothing and household items for free for our families.
- Curriculum Night as needed in grade spans.
- Online communication through Facebook and Class Dojo.
- Parent conferences, offered in-person when possible as well as on Zoom.
- Read a Thon - This event occurs during Read Across America Week and informs parents of best practices while reading with their children.
- The beginnings of a PTO. We have a President who is a parent.
- Participation in these events is monitored through sign-in sheets submitted to Title I.

Limited Development
08/09/2022

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> - PTO that has increased membership and projects they are working on to benefit the students and staff. - Continued opportunities for parents to come to the school (feeling comfortable) for curriculum workshops. Increased attendance. - Continue to articulate expectations to parents in English and Spanish. - We communicate to parents through Connect Ed messages, a monthly school-wide newsletter, teacher newsletters, face-to-face, and phone conferences, and Class Dojo and Berryhill's Facebook social media page for announcement blast. - We will know we have met our objectives by tracking parent participation at events through sign-in sheets, expanding our PTO, and increasing the amount of money that is raised by the PTO. 		<p>Karen Reid - elected 5-26-21</p>	<p>06/15/2023</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>8/9/22</p>	<p>Admin team and selected staff to attend monthly PTO meetings to generate ideas to increase membership and increase meaningful projects to support the school.</p>		<p>Karen Reid - elected 5-26-21</p>	<p>06/15/2023</p>
<p><i>Notes:</i></p>				
<p>8/9/22</p>	<p>Parent Conference Week will occur in October. Our goal is for each teacher to make contact with 100% of his or her parents. Teachers will communicate student progress and areas for improvement so that all parents feel informed and empowered to support student success.</p>		<p>Karen Reid - elected 5-26-21</p>	<p>06/15/2023</p>
<p><i>Notes:</i></p>				
<p>8/9/22</p>	<p>Implement Pop the Trunk Flea Market in the Fall and the Spring. Staff will bring items that they no longer want, pop their trunk, and families will shop for these items for free.</p>		<p>Karen Reid - elected 5-26-21</p>	<p>06/15/2023</p>
<p><i>Notes:</i></p>				