


## Comprehensive Progress Report

**Mission:** Brevard Elementary School will be a model for educational excellence. It will be a place where a foundation is created for good citizenship and a lifelong love of learning.

**Vision:** Brevard Elementary School will be a place where staff, students, parents and the community feel welcome and engaged. All stakeholders will work collaboratively to ensure that learning is maximized, while incorporating the A+ Essentials.

**Goals:**

- \*All students will be exposed to social-emotional strategies to educate the whole child.
- \*All students will be exposed to high-quality instruction.
- \*Communicate regularly with families to support partnerships for academic progress toward student success.

 Activity in the last 12 months

! = 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>		*Voice Level Chart *Behavior Binder (Grades K-5) *Bounce to buddy teachers *School-wide pledge *K-1 Color Chart *2-4 Class Dojo *Positive Office Referral	Limited Development 11/05/2018		
<i>How it will look when fully met:</i>		When this objective is fully met, all teachers will have established positive classroom procedures and routines. All students will know what is expected of them and the classroom environment will be positive in nature. Parent/Guardians will be aware of expectations, along with consequences for undesirable behaviors. When this objective is fully met, academic performance will also rise as time on task will increase.	Objective Met 02/15/21	Hayley Leland	09/03/2019
<b>Actions</b>					
	11/20/18	Create a Substitute Binder that has all Code Drills, Class Rosters, School Rules.	Complete 10/01/2019	Mike Kirst	09/01/2019
<i>Notes:</i> This Substitute Binder will be updated by the principal one time per year; teachers may update throughout the school year.					
	11/20/18	Teachers will send home a copy of their Classroom Management Plan to all parents at the beginning of the school year. This plan will be reviewed at Open House each year to ensure understanding.	Complete 10/01/2019	Mike Kirst	09/01/2019
<i>Notes:</i> Teachers will turn in a copy of the Classroom Management Plan to the principal.					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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:**

- Student diagnosis/needs being communicated to Special Areas teachers and other pertinent staff.
- Guidance counselor very accessible to students (referral doc for easy access)
- Guidance counselor small groups (based on Social/Emotional needs)
- "Bouncing" giving students time to reflect (Reflection Room)
- Positive office referrals to build better relationships
- Blue Ridge counseling
- EC/Reg Ed Social-emotional group (E Webb, as of February 2019)
- Tammy Putnam is a resource in alignment with the county-wide SELF Program
- Third Grade students, along with teachers, are implementing a new Social Emotional curriculum after Thanksgiving Break 2018. This program will highlight various coping skills to utilize. Continued search for a comprehensive Social Emotional Curriculum program.
- August 2019 - Implemented Zones of Regulation School-wide (grades K-5).
- All classrooms will display Zones poster./ Connect teachers will be given posters - access to Norris' book.
- Carrie Norris will create a document in January 2020 with ready made lessons, pics, tips and tricks.

Limited Development  
11/20/2018

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<a href="#">Indicator Brainstorming Shared Document</a> When this indicator is fully met, all classrooms will implement a Morning Meeting that lasts for a minimum of 10-15 minutes and highlights Social/Emotional needs/skills. Teachers will have instruction on how to respond to student needs/discussion. ALL students will feel safe at school and will utilize appropriate resources, when needed.			<b>Melonie Harris</b>	<b>06/01/2022</b>
<b>Actions</b>			<b>3 of 4 (75%)</b>		
	2/11/19	Staff participated in a Resiliency Training, through Care Coalition and Meridian Training.	Complete 02/11/2019	Carrie Norris	02/01/2019
	<i>Notes:</i>				
	2/11/19	Staff participated in a training on Homelessness (McKinney Vento), led by Social Worker, Shelly Miller.	Complete 02/11/2019	Carrie Norris	02/01/2019
	<i>Notes:</i>				
	11/20/18	The third grade team from 12-1-18 to 6-6-19 will pilot a new social-emotional (SEL) curriculum, to be implemented within the "morning meeting" context.	Complete 06/06/2019	Courtney Hagenau	06/06/2019
	<i>Notes:</i> This curriculum may be adjusted or changed, at the discretion of the teachers and administration. Use of the curriculum may be expanded to include all staff for the 2018-2019 school year.				
	11/20/18	On a quarterly basis, grade level teams or whole staff will attend a required "mini PD" session to further understanding of childhood trauma, emotional health, and tools for the classroom community (to include mindfulness strategies for both teachers and students), to conserve social-emotional well-being. PD sessions will be conducted by either the school counselor or EC staff member.		Carrie Norris	06/06/2019
	<i>Notes:</i>				
<b>Implementation:</b>			02/11/2019		
<b>Evidence</b>	2/11/2019				
<b>Experience</b>	2/11/2019				
<b>Sustainability</b>	2/11/2019				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
	C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Currently, Brevard Elementary uses Early Release days / Fridays (2020-2021) for the bulk of our Professional Development.</p> <p>This year, we have used an Early Release day to collaborate with a neighboring school and teachers worked with the same grade level, and then rotated to provide collaboration time for vertical discussions. Changes in standards and across grade levels was discussed.</p> <p>Another Early Release day involved rotating Technology Sessions. These sessions were geared to be self-paced, which allowed time for collaboration and the ability to spend more time learning a certain tool that would benefit your specific classroom the most. Follow-up was given a few weeks later when the Digital Learning Specialist sent out a form to inquire which new tools had been implemented in the classroom. What kind of support did they need?</p> <p>For the 2018-2019 school year, teachers voted and chose to use Professional Development funds for Extended Planning. Extended Planning lasts for three hours and allows teachers to have more in-depth collaborative time, while also enlisting the expertise of Special Areas teachers. The first Extended Planning occurred in October and the next one is scheduled for February.</p>	Limited Development 12/02/2018		
<i>How it will look when fully met:</i>		<p>When this objective is fully met, there will be a balance between instructional PD and Arts Integrated PD. Teachers will have the opportunity to identify areas that are needed, as well as built-in time for collaboration and follow-up meetings.</p> <p>Data will be analyzed to help guide discussions on specific PD that is needed for BES to continue academic progress.</p>		Mike Kirst	06/01/2021
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	12/2/18	<p>Survey for teachers in April to determine specific PD needs to 2019-2020.</p> <p>This survey will be reissued in the fall, once EOG scores are released, to determine if our needs are still the same.</p>		Mike Kirst	04/01/2019

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>		<ul style="list-style-type: none"> <li>-Kirst Sunday night messages</li> <li>-Newsletters and notes from teachers</li> <li>-School-wide documents will be translated and sent home in Spanish</li> <li>-Most teachers are using school-home apps that have a Spanish translation function</li> <li>-A "HIVE" folder has been established to house forms/documents in Spanish, available for teachers</li> <li>-Parents are made aware of NC Star and log in information through Mr. Kirst Sunday evening phone.</li> </ul>	Limited Development 11/20/2018		

<p><b>How it will look when fully met:</b></p>	<p>Parents will receive school updates, information, and tips in their home language, to the greatest extent possible given home internet access limitations.</p> <p>Parents will receive tips/tools periodically for ways to support their children's learning at home. These should be developed giving consideration to the financial limitations of families.</p> <p>Parents will have a general understanding of the importance of their role in their children's educational progress and will take an active role in this, staying in constant communication with school personnel.</p>		<p>Alexis Wilson</p>	<p>06/01/2021</p>
<p><b>Actions</b></p>		<p><b>1 of 4 (25%)</b></p>		
<p>11/20/18</p>	<p>Mr. Kirst will include in his weekly message to BES families either an at-home educational strategy/tip or a research-based fact related to at-home support.</p>	<p>Complete 01/01/2019</p>	<p>Mike Kirst</p>	<p>01/01/2019</p>
<p><i>Notes:</i></p>				
<p>2/11/19</p>	<p>Staff will create Summer Learning Packs.</p>		<p>Kim Moore</p>	<p>08/20/2019</p>
<p><i>Notes:</i></p>				
<p>2/11/19</p>	<p>At least one time per year, teachers will help parents understand NCSCOS and expectations for that grade level. Partnerships with home and school will be emphasized.</p>		<p>Mike Kirst</p>	<p>09/01/2019</p>
<p><i>Notes:</i></p>				
<p>11/20/18</p>	<p>At each parent conference (recommended bi-annually) with teaching staff, parents will receive at least one paper document offering tips and ideas for supporting their child's learning at home. This will be provided in English and Spanish, and the content may be developed by either the classroom teacher or a Focus Team.</p>		<p>Ray/Johnson and Family Partnership Focus Team</p>	<p>11/30/2019</p>
<p><i>Notes:</i> 4-22-19 Update: SIT meeting resulted in a "tips and ideas" document created for use at the first conferences with parents in the fall of 2019.</p>				