

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.



! = 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.		Lauren Wyatt	09/03/2019
Actions			0 of 2 (0%)		
	11/20/18	Create a Substitute Binder that has all Code Drills, Class Rosters, School Rules.		Carrie Norris	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.		Carrie Norris	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:		Curriculum and instructional alignment			
	A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>Grade Levels, PLC Teams, meet two times per month. During this meeting, Grade Chairs have an agenda prepared to follow. Student Concerns, academic or behavior, are discussed. Other areas of discussion could be upcoming standards, vocabulary, formative assessments results, benchmark analysis, etc.</p> <p>The Instructional Coach strives to be at PLC meetings, while the Principal is also able to come, when needed.</p>	Full Implementation 12/03/2018		
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Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Data analysis and instructional planning			
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	A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>BES assesses students through various measures. These measurements directly gauge student progress and help teachers determine standards that still need mastery.</p> <ul style="list-style-type: none"> -3-5 Benchmark Assessments (3 per year) -K-3 MClass Assessments (3 per year, Progress Monitored throughout the year) -Kindergarten: KEA (Kindergarten Entry Assessments) *Completed throughout the first semester of the school year -K-2 Math Assessment Tasks (4 per year) -Freckle Technology Assessments (Completed at various times throughout the year; more than three occurrences) 	Full Implementation 12/03/2018		
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Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:		Student support services	Implementation Status	Assigned To	Target Date
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)			
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> -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 -Meridian counseling -EC/Reg Ed Social-emotional group (Crewe) -Tammy Morris is a resource in alignment with the county-wide Day Treatment Program, SOAR -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. 	Limited Development 11/20/2018		
<i>How it will look when fully met:</i>		<p>Indicator Brainstorming Shared Document</p> <p>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.</p>		Megan Crewe	09/23/2019
Actions			0 of 2 (0%)		
	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.		Courtney Hagenau	06/06/2019

Notes: 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
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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>		<p>Principals meet monthly with the Superintendent to discuss curriculum, needs, etc. Transylvania County also has a monthly District Leadership Meeting where all Principals are present, in addition to Central Office directors. Instructional Coaches/Curriculum Assistant Principals have a Curriculum Vertical Meeting monthly with the K-12 Curriculum Director to discuss various curriculum topics.</p> <p>At Brevard Elementary School, Dr. Jeremy Gibbs acts as a support system to SIT, meeting periodically with us to guide us through the indicator selection and the Indistar platform.</p>	Full Implementation 11/20/2018		
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:	<p>The Leadership Team meets twice a month to review implementation of effective practices. These meetings are represented through a variety of ways:</p> <ul style="list-style-type: none"> *Monthly School Improvement Team meetings *Monthly Focus Team Meetings (groups that focus on certain indicators to determine progress) *Bi-Weekly PLC (Professional Learning Communities) meetings *Admin/Teachers Grade Level Meetings *Quarterly Leadership Team Meetings (aka Grade Level Chairs) to review budget items, curriculum needs, school issues, celebration items, etc. 	Full Implementation 11/20/2018		
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Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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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
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Initial Assessment:

At Brevard Elementary School, the master schedule allows for all grade levels to have instructional planning together. The planning period is daily for 50 minutes. Efforts are made to minimize disruptions to this important daily block of time. Within that planning period, grade levels meet once Bi-Weekly as a PLC (Professional Learning Community) to discuss academic standards, student needs, data analysis, etc). Also, one time per month, the planning block is used for an Admin/Teacher Grade Level Meeting. This time is used to address any items coming up on the school calendar, school needs, review professional literature, etc.

Teachers have various duties within the school year. Those duties include bus duty, afternoon car duty, hall duty, etc. The duties are outlined on the master schedule and are located in a school-housed Google folder, The Hive. Administrators are intentional of making sure that duty responsibilities are spread out amongst the staff and teachers.

Breakdown of Planning time:

Brevard Elementary

-Planning: Weekly Total 6.67 Hours

80 minutes daily (50 min during Specials; 7:30-7:45am and 3:15-3:30pm)

-Lunch: Weekly Total 2.5 Hours

Grade level teachers eat lunch in the cafeteria with some expectation of providing general supervision while administrative staff, SRO, and others provide support as well.

Full Implementation
11/20/2018

Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Teacher quality and experience				
		C1.06	The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Transylvania County hosts a New Employee Orientation event every year in August. This event will expose all new employees to all areas of the school system, as well as giving them the opportunity to network with fellow employees.</p> <p>Transylvania County hosts four county-wide meetings per year. These meetings are specifically for Beginning Teachers (BT's) and Mentors. The meetings are organized by the Human Resource Director, as well as designated veteran teachers. These meetings give BT's the opportunity to collaborate with Mentors, gain new teaching strategies, etc.</p> <p>Brevard Elementary hosts monthly "New to BES" meetings with new employees. These meetings give new teachers the opportunity to look at upcoming school events on the calendar, discuss specifics, etc.</p>	Full Implementation 11/20/2018		

Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Quality of professional development				
		C2.02	ALL teachers develop individual professional development plans based on classroom observations and self-assessments.(5161)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>ALL teachers develop Professional Development Plans through the NCEES system. The NCEES orientation is given in August and then PDP's are completed by mid-September. Teachers are encouraged to use the Self-Assessment piece, as well as past reflections from prior teacher evaluations or walkthroughs.</p> <p>Teachers are observed formally several times throughout the year. The number of observations is dependent on their plan type and renewal year. In addition to formal observations, BES also has a walkthrough form that provides instant feedback. These are completed by Principal, Assistant Principal and the Instructional Coach.</p>	Full Implementation 12/02/2018		

	C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
	Initial Assessment:	<p>Currently, Brevard Elementary uses our four Early Release days 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		
	How it will look when fully met:	<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>		Carrie Norris	09/03/2019
Actions			0 of 1 (0%)		
	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>		Carrie Norris	04/01/2019
<i>Notes:</i>					

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>		<p>Transylvania County Human Resource Director, Dr. Brian Weaver, attends several job fairs to attract new teachers to Transylvania County. In addition, Transylvania County makes an effort to establish good relationships with surrounding colleges to attract student teachers, in hopes that they will stay and work within our county. Teachers are recognized at school board meetings to highlight accomplishments.</p> <p>Transylvania County will reimburse partial payment on continuing education for teachers, who have been in the county for three years.</p> <p>Transylvania County participates in the state evaluatory system, NCEES. This system requires periodic evaluations with timely feedback.</p> <p>Teachers are recognized a School Board Meetings and at the school level for achievements and employees are encouraged to share their expertise during professional development opportunities.</p> <p>The district maintains a competitive local supplement to salaries to recruit and maintain staff.</p> <p>Teachers peer evaluate other teachers, as well as teachers, are encouraged to observe and long-range plan with others within the district.</p> <p>Teachers are part of the interview teams and decision making process when vacancies occur.</p>	Full Implementation 11/20/2018		

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:

- Norris' Sunday night messages
- Newsletters and notes from teachers
- School-wide documents will be translated and sent home in Spanish
- Most teachers are using school-home apps that have a Spanish translation function
- A "HIVE" folder has been established to house forms/documents in Spanish, available for teachers
- Parents are made aware of NC Star and log in information through Carrie Norris' Sunday evening phone call and a December newsletter sent home.

Limited Development
11/20/2018

<p>How it will look when fully met:</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>Carrie Norris</p>	<p>06/06/2019</p>
<p>Actions</p>		<p>1 of 3 (33%)</p>		
<p>11/20/18</p>	<p>Mrs. Norris will include in her 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>Carrie Norris</p>	<p>01/01/2019</p>
<p><i>Notes:</i></p>				
<p>12/3/18</p>	<p>Lunch and Learn</p>		<p>Carrie Norris</p>	<p>03/01/2019</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></p>				