

**Mission:**

The community of Bearfield Primary recognizes students enter school with different backgrounds and experiences. It is our belief that all children will be successful when their level of development is challenged. By holding high expectations for parents, students, educators and community, and using a no-fault approach, we believe we lead every child to becoming a life long learner and a productive member of society.

"We will work as a team in a trusting environment where every student will be treated with dignity, experience success, and have access to caring and supportive adults."

**"Hand in hand . . . Together, we are making a difference!"**

**Vision:**

**Relationships before Rigor**

**Grace before Grades**

**Patience before Programs**

**Love before Lessons**

**Goals:**

Bearfield Primary School will produce globally competitive students through collaboration.

Bearfield Primary School will be led by 21st Century professionals.

Bearfield Primary School students and staff will be healthy and responsible.

Bearfield Primary School's Staff will collaboratively guide innovation at Bearfield Primary School.

Bearfield Primary School will be governed and supported by 21st Century Systems.



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>High expectations for all staff and students</b>			
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
<b>Initial Assessment:</b>		<p>We are a Class Dojo School.</p> <p>Positive shout outs are on Daily Announcements for students and staff.</p> <p>Weekly Administrative E-mails are sent Sunday evening highlighting the following week's events.</p> <p>All 5 Brain Based Rules are posted in each classroom.</p> <p>PBIS Matrix is posted in each classroom and throughout the school.</p>	Limited Development 10/31/2021		
<b>How it will look when fully met:</b>		<p>PBIS meets monthly on a consistent basis. The team submits a calendar with the monthly meeting dates to the School Improvement Team.</p> <p>JJ Beale and Shereka Chamblee provide a bi-monthly progress report of individual teacher Class Dojo implementation.</p>		JJ Beale	11/18/2022
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	10/17/22	School Improvement Team members analyze Class Dojo data and provide a bi-monthly report to all teachers.		Shereka Chamblee	11/18/2022
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		<p>Lesson Plan Unpacking Sessions were held on October 6 for Math for grades K-5 and on October 19 for English Language Arts for grades K-5 for elementary schools.</p> <p>Lesson Plans are written and completed weekly during Grade Level Planning Professional Learning Communities.</p> <p><u>Pre-K:</u> (Use of Teaching Strategies Gold-Domains; Fall, Winter, Spring,</p>	Limited Development 10/28/2017		

Social Emotional Development). Report Cards, PPVT, ABC's, Sounds, Shapes, Numbers, Anecdotal Notes and Letterland activities.

Bearfield's Book Challenge is being implemented in grades K-3. Each child's goal is to read 60 books. Accelerated Reader Challenge is for Second and Third Grade.

Cubs Program, Classroom Guidance, Small Groups, and Study Skills and a mentor.

Kindergarten: ELA (Following Journeys). Math( Envision; Science, Social Studies. Journeys-Nonfiction Books. ELI: Early Learning Inventory (1st 30 and 60 days of School) and Letterland.

1st Grade: ELA ( Following Journeys/Letterland). Math (Envisions) Science and Social Studies.

2nd Grade: ELA (Following Journeys/Letterland). Journeys aligned with Science and Social Studies. Math ( Envision-with the use of their assessments.) Star Reading, Star Math, Freckle English Language Arts and Freckle Math, IXL Math

3rd Grade: ELA (Following Journeys; STAR Reading/Freckle). Social Studies/Geography Weekly Assessment. Math(Envisions, STAR Math/Freckle, IXL) Science Studies Weekly

Priority Score: 3

Opportunity Score: 2

Index Score: 6

<b>How it will look when fully met:</b>	<p>Teachers are using resources from Unpacking the Standards professional development.</p> <p>Students are checking out two books each week.</p> <p>Daily Learning Targets, Essential Questions, and Agendas/Schedules are posted.</p> <p>Welcome Signs and Schedules are posted outside each classroom.</p> <p>Staff visit the Literacy Suite, Reading Coaches for interventions, strategies, and any questions about LETRS and IRPs.</p>		<b>Julie Shields</b>	<b>11/21/2022</b>
<b>Actions</b>		<b>0 of 2 (0%)</b>		
2/25/18	<p>Set up Team Drives per grade level.</p> <p>Administration set up drives for Lesson Plans for each grade</p>		MCLs and Reading Coaches	11/21/2022
	<i>Notes:</i> Opportunity Culture Multi Classroom Leaders monitor curriculum.			
2/25/18	BPS Friday Board Updates sent to the Interim Superintendent.		Julie Shields	11/21/2022
	<i>Notes:</i> The principal submits to the Interim Superintendent weekly updates from Bearfield Primary School each Friday evening.			
<b>Implementation:</b>		11/01/2019		
<b>Evidence</b>	<p>10-8-19</p> <p>Friday synopsis are completed each week.</p> <p>Lesson plans are placed in team drives and also shared with Administration.</p>			
<b>Experience</b>	<p>10-8-19</p> <p>Training was held and grade levels are using SchoolNet. Beginning teachers are using an new lesson plan format. We have three Trainers who will provide other teachers training on the new lesson plan template.</p>			
<b>Sustainability</b>	<p>8-26-19</p> <p>Everyone is using the online Field Trip form. We also meet weekly with each grade level to make sure everyone is taking part in the process of lesson planning and field trip plans.</p>			

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>		<p>K-3 teachers assess each student monthly and at the beginning of the year, middle of the year and end of the year using mCLASS and Dibels 8. They use progress monitoring for intervention and small group instruction. Individualized Reading Plans (IRPs) and Math Personalized Education Plans (PEPs) are written for Below &amp; Well Below Benchmark students as noted on the mCLASS, Math Teacher Created Assessments, and IXL data.</p> <p>MTSS, Multi Tiered System of Support Team provides different strategies to meet growth. BPS MTSS Team meets monthly to delve deeper into data, and provide best practices &amp; strategies for grade level colleagues.</p> <p>HCPS Behavioral Specialist supports our students, our teachers, and parents with behavioral strategies and is part of the parent teacher conference. Teachers submit Universal Screeners three times a year.</p> <p>K-3 teachers are implementing the Miss Kendra(Alive) program.</p>	Limited Development 10/31/2021		
<i>How it will look when fully met:</i>		Teachers use progress monitoring assessments and intervention strategies to decrease the number of reds and yellows and increase the number of greens and blues as noted in mClass data.		Elizabeth Shores	11/21/2022
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	10/17/22	The MTSS team meet monthly to analyze school data and to provide best practices and strategies for grade level colleagues.		Elizabeth Shores	11/21/2022
<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

<b>Initial Assessment:</b>	<p>PBIS implementation continues in all classes and emphasized in Daily Announcements. Pre-K-3rd grade Tuesday folders are sent home to parents and families.</p> <p>Through our Physical Education classes, students participate in Healthful Living programs and "What's Growing On?" Our School Counselors support our students with Classroom Guidance lessons. They facilitate our quarterly Student Recognition Programs.</p> <p>All K-3 students are participating in the "Miss Kendra"(Alive) program. All K-3 classrooms are Trauma Informed classrooms. Miss Kendra is incorporated during the daily Enrichment grade level scheduled time.</p> <p>HCPS Behavior Specialist supports students, teachers and parents.</p> <p>A Day Treatment Room is in room 19 and will be licensed soon.</p> <p>BPS has 5 Brain Based Classroom Expectations that all students follow.</p>	Limited Development 10/31/2021		
<b>How it will look when fully met:</b>	<p>PBIS Team meets monthly on a consistent basis.</p> <p>Physical Education Classes provide Healthful Living programs.</p> <p>School Counselors deliver Classroom Guidance lessons weekly.</p> <p>Miss Kendra is incorporated during the daily Enrichment grade level scheduled time.</p> <p>HCPS Behavior Specialist visits Bearfield daily.</p> <p>Day Treatment is open for students that have been referred and accepted.</p> <p>5 Brain Based Classroom Expectations are posted in every classroom and a part of the Daily Announcements.</p>		<b>Julie Terry</b>	<b>11/21/2022</b>
<b>Actions</b>		<b>0 of 1 (0%)</b>		
10/19/22	<p>PBIS Team meets each month.</p> <p>Day Treatment Room is licensed and ready to serve the students.</p>		JJ Beale	11/21/2022

Notes: PBIS Team must be stronger and meet consistently.

Reading Coaches provide social stories interventions to students on the Autism Spectrum.

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
<b>Initial Assessment:</b>		<p>The BPS MTSS, Multi Tiered System of Support Team meets to discuss students who are not performing on grade level in the areas of math, reading and writing. Individual Reading Plans and Math Personalized Education Plans are written for below and well below benchmark students on mCLASS or Math Teacher Created Assessments.</p> <p>The IEP team meets to discuss how current Exceptional students are performing and to discuss students being referred from the MTSS team. Parents are involved in both the MTSS and IEP meetings. mCLASS and Dibels 8 data, Progress Reports grades and Report Card grades, and attendance data are sources of information that are presented. Pre-K working portfolios are examples of evidence of how a student has performed throughout the Pre-K school year. Each third grade student has a Read to Achieve Portfolio with instructional and scored passages.</p>	Limited Development 10/31/2021		
<b>How it will look when fully met:</b>		<p>The number of Individual Reading Plans and Math Personalized Education Plans decrease each nine weeks.</p> <p>Decrease in MTSS referrals due to students' growth in reading and math are noted; decrease in students being tested and qualifying for exceptional children's services.</p>		Elizabeth Shores	11/21/2022
<b>Actions</b>			<b>0 of 1 (0%)</b>		
10/19/22	During the monthly Professional Learning Communities and on an individual basis, Reading Coaches provide tracking suggestions and strategies and activities to be implemented in the classroom and practiced at home.			Elizabeth Shores	11/21/2022
Notes:					

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>Agendas are provided and minutes are kept at Monthly Grade Level Professional Learning Communities and School Improvement Team meetings.</p> <p>All grade levels and Enrichment are represented on the School Improvement Team.</p> <p>Staff are asked to present after attending Professional Development Sessions.</p> <p>There are monthly Principal Instructional Dialogue meetings held.</p> <p>The IEP team meets with teachers and parents that have been invited and in attendance.</p> <p>The Principal completes weekly emails of upcoming events for the week and updates on events and happenings in the lives of our staff.</p> <p>Staff and Central Office Administration will receive these emails.</p> <p>The Principal sends the Interim Superintendent Weekly Updates to inform the Board of Education.</p> <p>The Assistant Superintendent meets with Administration monthly to analyze and discuss data.</p>	Limited Development 11/01/2021			



<p><b>How it will look when fully met:</b></p>	<p>During School Improvement Team Meetings Agendas are provided and minutes are taken.</p> <p>During Monthly Grade Level Professional Learning Communities Agendas and sign-in sheets are provided.</p> <p>At the end of the 2022-2023 school year, 49 or more Third Grade students achieve proficiency at 41% or higher.</p> <p>K-3 students' mCLASS growth from the BOY to the EOY shows a 10% decrease in reds and yellows and a 10% increase in greens and blues.</p>		<p><b>Julie Shields</b></p>	<p><b>11/21/2022</b></p>
<p><b>Actions</b></p>		<p><b>0 of 1 (0%)</b></p>		
<p>10/19/22</p>	<p>K-3 Teachers update Bearfield Data Sheet after the administration of the Middle of the Year and End of the Year mCLASS; for 2-3 grade teachers update STAR Reading and STAR Math results.</p>		<p>Julie Shields</p>	<p>11/21/2022</p>
<p><i>Notes:</i></p>				

	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
<b>Initial Assessment:</b>			<p>The Leadership Team consists of the principal, the assistant principal, and staff from each grade level.</p> <p>SIT meets twice a month to review implementation of effective practices and data during Professional Learning Communities, School Improvement Team meetings and MTSS Team meetings.</p> <p>A new School Improvement Team is formed each year and voted on by the staff.</p> <p>Teachers feel comfortable raising issues that are important to them.</p> <p>Opportunity Culture staff are in Grades 1-3.</p>	Limited Development 10/31/2021		
<b>How it will look when fully met:</b>			<p>MTSS team meets monthly; Grade Level Professional Learning Communities meet monthly with the Reading Coaches, School Improvement Team meets twice a month.</p> <p>Agendas are sent and minutes are taken.</p>		Cynthia Riddick	11/21/2022
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	10/19/22		MCLs use the See It Name It and Do It tool to plan coaching sessions and to set action steps for the next session.		Cynthia Riddick	11/21/2022
<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>		<p>The following team structures have been established: Grade Level Planning, Professional Learning Communities, MTSS/Intervention Team, School Improvement Team and IEP team. Grade Level Planning meetings take place every Tuesday. Grade level Professional Learning Communities meet on Friday on a monthly basis. School Improvement Team meets twice monthly and IEP meetings are scheduled by the EC staff.</p> <p>Opportunity Culture staff are in Grades 1-3.</p> <p>In First Grade, there are two Multi Classroom Leaders I, two Team Reach Teachers and two Reach Associates.</p> <p>In Second Grade, there are two Multi Classroom Leaders I, one Team Reach Teacher and two Reach Associates.</p> <p>In Third Grade, there is one Multi Classroom Leaders I.</p> <p>Multi Classroom Leaders conduct Grade Level meetings based on data and their coaching cycles with their teams.</p>	Limited Development 10/31/2021		
<i>How it will look when fully met:</i>		<p>Multi Classroom Leaders coach, model and co-teach with their team of teachers.</p> <p>Team Reach Teachers serve 50% more students based on the analysis of the standards taught.</p> <p>Reach Associates pull students one on one and in small groups based on their reading or math gaps.</p> <p>The School Improvement Team analyze data on a continuous basis charting the growth of students in all grade levels.</p>		Julie Shields	11/21/2022
<i>Actions</i>			0 of 1 (0%)		
	10/19/22	MCLs lead data meetings weekly during Weekly Grade Level Meetings; each MCL sign up and attend a School Improvement Team meeting.		Julie Shields	11/21/2022

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
<i>Initial Assessment:</i>			<p>Super Observations are in the process of being completed for all staff for the first round of observations. Administration assigns staff members to complete the peer observations. Lesson plans are completed weekly and placed in the Grade and Area specific team drives. Students completed mCLASS Dibels 8 BOY assessments. Teachers use Progress Monitoring to differentiate instruction for all students. STAR Reading and STAR Math been completed for BOY for Second and Third Grade students. Third grade students have completed the BOG.</p> <p>Letterland is being implemented in Pre-K, Kindergarten, First Grade, and Second Grade.</p> <p>Every Kindergarten thru Third Grade are trauma informed classrooms implementing the "Miss Kendra" (ALIVE) program.</p>	Limited Development 10/29/2017		
<i>How it will look when fully met:</i>			<p>Administration completes the Super Observations for all staff by October 31, 2022</p> <p>Reading Coaches conduct Grade level Professional Learning Communities on a monthly basis.</p>		Julie Shields	10/31/2022
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	10/29/17	Administration assigns Peer observations.			Julie Shields	12/14/2022
<i>Notes:</i>			Teachers will be assigned a teacher. The peer observation must be completed by December 14, 2022.			
	10/20/21	Reading Coaches conduct Grade level Professional Learning Communities to share reports to determine the students' areas of weakness and devise a plan of action on a monthly basis			Elizabeth Shores	05/31/2023
<i>Notes:</i>						

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
<b>Initial Assessment:</b>		<p>Administration and Reading Coaches monitor the mCLASS Dibels 8 data and the schedule for Progress Monitoring. All K-3 teachers participate in mCLASS Dibels assessments. Teachers use tracking sheets to track the interventions the teacher is completing weekly on individual students.</p> <p>Opportunity Culture/Public Impact provides continual training for Administration, Multi Classroom Leaders, Team Reach Teachers, and Reach Associates.</p> <p>Pre-K: Teaching Strategies, PALS</p> <p>K-3: mCLASS Dibels 8, Standards Unpacking for English Language Arts on October 19 and Math on October 6.</p> <p>Pre-K-2: Continued Implementation of Letterland</p> <p>Utilizing the results of assessments in mCLASS Dibels 8 to make data driven decisions; use of IXL in Math in Second and Third Grade; STAR Reading and STAR Math in Grades 2-3.</p>	Limited Development 10/31/2021		
<b>How it will look when fully met:</b>		The evidence of the growth of our students is measured by closing the achievement gaps, the reduction of Individual Reading Plans and Math Personalized Education Plans, and the results of the quarterly mCLASS, STAR Reading and STAR Math assessments.		Regina Ruffin	11/21/2022
<b>Actions</b>			0 of 1 (0%)		
	10/19/22	Measuring growth of the students on all assessments in Grades Pre-K-3 is our top priority.		Regina Ruffin	11/21/2022
Notes:					

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>			
<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

Hertford County Public Schools and Bearfield Primary School establish a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff as follows:

Recruiting (Job Fair, School Website, Social Media, Networking); Rewarding (Staff Paws, Shout Outs); Evaluating (EVAAS, Mentor Logs, NCEES System); Replacing Staff (BPS Administration, Superintendent, HCPS Board).

Bearfield Primary School's Mentors, and Mentees participate in meetings to offer the best New Teacher Support. JJ Beale is BPS Mentor Coach.

Bearfield Primary School's Opportunity Culture School Design Team's Theory of Action:

"Our Priorities for Bearfield Primary School are to continue to show growth each year in the areas of math and reading for all grades and to exceed growth in both reading and math for the 2022-2023 school year.

As more veteran teachers retire, hiring and retaining highly qualified teachers with a passion for our students is a top priority. If we build upon the strong commitment of our teachers and continue to implement Opportunity Culture, then teachers will be able to provide high quality feedback and learn from one another. High quality teachers will have the opportunity to assume leadership roles and have a greater impact on more students. Due to the increased needs of our students, we will utilize the multi-support instructional staff to assist us with the different levels of students and to intervene early to close the gap and to help the students to succeed. If we cultivate collaborative communities that foster input from the community then we will create a shared vision and purpose and higher levels of student learning.

Improving our school's state including but not limited to building a stronger connection among teachers, students, parents, and our community reveals evidence of solidarity to deepen leadership for improved levels of learning."

Limited Development  
10/31/2021

<b>How it will look when fully met:</b>	All positions are filled for Administration, Teachers, Instructional Partners, Office Staff, Custodians, Bus drivers, and Cafeteria Staff.  Opportunity Culture staff are represented in K-3.		Julie Shields	11/21/2022
<b>Actions</b>		<b>0 of 1 (0%)</b>		
10/19/22	Members of the School Improvement Team will be the Interview Team.		Julie Shields	11/21/2022
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension E - Families and Community</b>
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<b>Effective Practice:</b>	<b>Family Engagement</b>
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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



<p><b>Initial Assessment:</b></p>	<p>Bearfield Primary School communicates with parents/guardians about its expectations of them and the importance of the curriculum by: School Performance Letter sent home; Report Card pick up/sign in sheets, Code of Conduct, Parents sign reading log in sheets, Home Connect Letter, Progress Reports/Parent Teacher Conferences, Blackboard Connect All-calls, Class Dojo, Tuesday Cub reports, HCPS Facebook, HCPS Twitter Page, Digital Parent Announcement, Parent Portal, and Parent letters. These are some of the informational avenues parents receive to help them stay connected and supported to their child's learning.</p> <p>All teachers continue to use Class Dojo, and emails to keep parents informed.</p> <p>Teachers use a Parent Contact Log and Individual Reading Plan Logs for documentation of conferences and phone calls. Progress Reports are issued every three weeks.</p> <p>Parents and Guardians were invited to their child's Google Classroom, and to Title 1 Parent Night on October 6, 2022.</p>	<p>Limited Development 10/31/2021</p>		
<p><b>How it will look when fully met:</b></p>	<p>Parents and families are actively involved in their child's education.</p> <p>The attendance at Progress Report Conferences and Report Card Pick Up Nights increases by 50% in Pre-K-3.</p> <p>Parent Portal sign up increases by 50% in grades 1-3.</p> <p>Parents and families support fundraisers to enhance the classrooms.</p>		<p><b>Shereka Chamblee</b></p>	<p><b>11/21/2022</b></p>
<p><b>Actions</b></p>		<p><b>0 of 1 (0%)</b></p>		
<p>10/19/22</p>	<p>Form an Active Parent Team for the 2022-2023 school year and beyond.</p>		<p>Shereka Chamblee</p>	<p>11/21/2022</p>
<p>Notes:</p>				