

Comprehensive Progress Report

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 expectation 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.

Vision:

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

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

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

Initial Assessment:	<p>Bear Paws are being drawn weekly for prizes.</p> <p>Leader Board updated every two weeks.</p> <p>The PBIS team meets every month and presents at Staff meetings. Tally sheets of Bear PAWS is shared across grade levels and ENCORE.</p>	Full Implementation 10/31/2019		
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Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

Lesson Plans are written and completed weekly during Grade Level Planning Professional Learning Communities. Pacing guides/Curriculum Mapping sessions are scheduled during the summer and throughout the school year.

Field trips are scheduled during the school year and aligned with each grade level's curriculum.

We are using School Net for the development of common assessments.

Pre-K: (Use of Teaching Strategies Gold-Domains; Fall, Winter, Spring, Social Emotional Development). Report Cards, PPVT, ABC's, Sounds, Shapes, Numbers, Anecdotal Notes and Letter land Program and activities.

Cubs Program-Classroom Guidance, Small Groups, and Study Skills.

Media Center implementation of Stars Readers Program, and Chapter Books Challenge.

Kindergarten: ELA (Following Journeys). Math(Eureka Math, Great Minds, Envision; added a topic in math, switched a topic in math). Science, Social Studies. Journeys-Nonfiction Books. KEA-Kindergarten Entry Assessment (1st 60 days of School) and Letterland.

1st Grade: ELA (Following Journeys/Letterland). Math (Eureka Math Great Minds Tool) Teacher Made Math Creations. Science and Social Studies.

2nd Grade: ELA (Following Journeys/Letter Land). Journeys aligned with Science and Social Studies. Math (Eureka Math, Great Minds, Envision-with the use of their assessments. School Net-Math Assessments

3rd Grade: ELA (Following Journeys with the use of School Net Common Assessments). Social Studies/Geography Weekly Assessment. Eureka Math, Great Minds, Math-School Net Weekly Assessments with 5 questions per test. Science Units Assessment SCS.

June 17,18,19 @ Bearfield Primary (PreK-2nd Grade, Math Grades 3-12)

June 24, 25, 26 @ Riverview (Grades 3-12 Science, Social Studies, ELA)

Limited Development
10/28/2017

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>Each staff member will have access to their pacing guides/curriculum maps and the revisions that were made. The grade levels will use the pacing guides/curriculum maps during their weekly planning meetings.</p> <p>We met on October 8, 2019 with Pre-K and K in one session and 1st and 2nd grade in another session. The Professional Development was held at Bearfield Primary. Third Grade met at Ahoskie Elementary School.</p>		Objective Met 11/01/19	Julie Shields	10/08/2019
Actions					
10/28/17	<p>School Net training is on-going for K-3 classroom teachers. School Net is being used for the development of Common Assessments.</p> <p><i>Notes:</i> After the initial training, further training was held to focus on implementation and frequency of common assessments. Scheduling was also addressed.</p>		Complete 12/19/2018	Akevia Lynch	12/19/2018
2/25/18	<p>Field Trip form accessible to all staff.</p> <p><i>Notes:</i> Teachers have been trained on the new Field Trip form and how to submit it electronically.</p>		Complete 05/06/2019	Julie Shields	04/30/2019
2/25/18	<p>Friday Synopsis put in place.</p> <p><i>Notes:</i> The principal submits to the Superintendent an occurrence of weekly events to keep him attentive to school happenings.</p>		Complete 06/11/2019	Julie Shields	06/11/2019
2/25/18	<p>Set up Team Drives/Curriculum Mapping per grade level with standards.</p> <p><i>Notes:</i> Selection of teams to monitor curriculum.</p>		Complete 12/18/2018	Angie Jilcott	12/19/2019
Implementation:			11/01/2019		
Evidence	<p>10-8-19 Friday synopsis are completed each week. Lesson plans are placed in team drives and also shared with Administration.</p>				

Experience	10-8-19 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.			
Sustainability	8-26-19 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.			

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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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 Istation. They use On Demand assessments for progress monitoring and intervention.</p> <p>NC Math Check Ins for 3rd grade are administered three times a year.</p> <p>MTSS, Students Staff Support Team provides different strategies to meet growth.</p> <p>HCPS Behavioral Specialist supports our students, our teachers, and parents with behavioral strategies and is part of the parent teacher conference.</p> <p>K-3 teachers are implementing the Miss Kendra(Alive) program.</p>	Full Implementation 11/01/2019		
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>PBIS continues to be implemented in all classes, Pre-K-3rd grade. Tuesday folders are sent home for parents and families.</p> <p>Third grade participate in the CUBS program with parent permission. Each student in third grade are assigned a mentor for support for the school year. Through our Physical Education classes, students participate in Healthful Living program and "What's Growing On?" Our Guidance/School counselors support our students with Classroom Guidance lessons, bringing in guest speakers, and they facilitate our quarterly Student Recognition Programs. NED shows provide inspirational words to our student, "Never Give Up!"</p> <p>All K-3 students are participating in the "Miss Kendra" (Alive) program. All K-3 classrooms are Trauma Informed classrooms.</p> <p>HCPS Behavioral Specialist supports students, teachers and parents.</p> <p>We have a Pre-K EC Lead teacher who supports both Bearfield Primary School and Riverview Elementary School.</p> <p>BPS has 5 Classroom Expectations that all students follow.</p>	Full Implementation 11/01/2019		
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

Initial Assessment:

MTSS/SSST Students Staff Support Team meets weekly to discuss students who are not performing on grade level in the areas of math, reading, and writing. Transition/Intervention plans have been completed and results of strategies used during the last four weeks are shared. Next steps involve more strategies being implemented for the next four weeks. The IEP team meets each Tuesday to discuss how current Exceptional Students are performing and to discuss students being referred from the MTSS/SSST. Parents are involved in both MTSS/SSST and IEP meetings. Istation data, Progress Reports grades and Report Card grades, attendance data are sources of information to be presented. Pre-K working portfolios and K-2 Portfolios are examples of evidence of how a student has performed throughout his/her academic years. Each third grade student has a Read to Achieve Portfolio with Istation data and Evaluate passages.

We have a Pre-K EC Lead teacher who supports our students, teachers, and parents.

Promotion Retention Meetings are held in May with the parents invited and in attendance.

Full Implementation
11/01/2019

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>Agendas are provided and minutes are kept at Staff and School Improvement Team Meetings. All grade levels and ENCORE team are represented on the School Improvement Team. Staff are asked to present after attending Professional Development Sessions.</p> <p>There are monthly Principal and Assistant Principal meeting scheduled at Central Office. HCPS HR director provides updates, minutes, and important information on Canvas. Book studies and assignments with due dates are posted on Canvas for school and district administration to participate and complete.</p> <p>Principals present and share data at monthly Principal Instructional Dialogue Sessions. Summer Planning Retreats are held for School and District leaders. Also, Pre-K /EC Lead Teacher, and Behavior Specialist.</p> <p>The IEP meets each Tuesday with teachers and parents invited and in attendance.</p> <p>BPS' Central Office Director of Supplemental Services is assigned to Bearfield Primary School as a support person. HCPS Behavioral Specialist and EC Pre-K Lead Teacher are support people to all schools.</p>	Limited Development 10/28/2017		
<i>How it will look when fully met:</i>			<p>The Principal will complete a synopsis on each Friday to the Superintendent. It will include events that have occurred throughout the week. School Administrators will continue to participate in a book study and complete assignments in Canvas.</p> <p>Monthly agendas of Principal and Assistant Principal meetings will be shared and important information delivered by the staff.</p>		Julie Shields	12/18/2019
Actions				0 of 2 (0%)		
	10/28/17	To share important information from Assistant Principals and Principals meetings during staff meetings and Vertical Planning Professional Learning Communities.			Cynthia Riddick	06/11/2020
<i>Notes:</i>			We will continue to share important information from our monthly meetings at Central Office.			

2/25/18	LEA (Local Education Association) has an LEA Support person & Improvement Team) BPS Support from HCPS Central Office will attend Weekly Planning Professional Learning Communities with Pre-K and also our Vertical Planning Professional Learning Communities.			Julie Shields	06/11/2020	
<i>Notes:</i> A Central Office person has been assigned to Bearfield Primary School from the District Office to provide support.						
	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 Leadership Team which consists of the principal, the assistant principal and members from each grade level meet twice a month to review implementation of effective practices and data during Professional Learning Communities, School Improvement Team meetings and MTSS/Students Staff Support Team meetings. A new School Improvement Team is formed each year and voted on by the staff.	Full Implementation 11/01/2019		

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
<i>Initial Assessment:</i>			The following Team Structures have been established: Grade Level Planning, Professional Learning Communities, MTSS Student Staff Support Team, Intervention Team, School Improvement Team and IEP team. Grade level Planning meetings take place every Tuesday. Grade level and Vertical Planning Professional Learning Communities meet on Thursday or Friday on a weekly basis. School Improvement Team meets twice a month and IEP meetings are held every Tuesday.	Full Implementation 11/01/2019		

Core Function:	Dimension B - Leadership Capacity
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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>We are typing and completing conferences for our first round of observations. We will be assigning staff members to complete the peer observations. We visit the classroom on a daily basis. Lesson plans are completed weekly and e-mailed to us so we can review and share with our ENCORE staff. IStation BOY assessments have been completed and teachers are progress monitoring. STAR Reading has been completed for BOY. Benchmark NC Check-In Math testing for 3rd Grade ended on Wednesday, October 30 and answer documents were processed on October 31. K-3 classes have completed their first Writing Prompt. In third grade also, students have taken the BOG and a state released form for Math.</p> <p>IStation BOY has been completed.</p> <p>Letterland is being implemented in Pre-K, Kindergarten, and First Grade.</p> <p>Every Kindergarten thru Third Grade are trauma informed classrooms. They are implementing the "Miss Kendra" (ALIVE) program.</p>	Limited Development 10/29/2017		
<i>How it will look when fully met:</i>			<p>All first round of observations are being conducted and peer observations will be assigned.</p> <p>IStation assessments are completed and Intervention groups are formed. Interventions takes place 30 minutes for each group. IStation and Letterland interventions takes place 30 minutes a day. Miss Kendra takes place 30 minutes a week.</p> <p>The second writing prompt will be administered the week of December 16, 2019.</p> <p>The K-3 Data Wall is in room 10 and the BOY data sheet is posted for all classes. Progress Monitoring calendars have been shared and teachers are progress monitoring the students.</p>		Cynthia Riddick	12/15/2019
Actions				0 of 5 (0%)		
	10/29/17	Administrators has reviewed and signed each teacher's Professional Development Plan.			Julie Shields	11/30/2019

	<i>Notes:</i> Comments and feedback will be given. The teacher will sign the PDP.			
2/25/18	More School Net Training will be occurring.		Julie Shields	11/30/2019
	<i>Notes:</i> Mrs. Shores is providing School Net Common Assessments for the ELA teachers. Miss Chamblee and Mrs. Hill are assisting and providing School Net Assessments for the 3rd grade Math teachers. Miss Burkett is working with the Second Grade teachers. Mrs. Castello and Miss Ruffin is working with the Kindergarten and First Grade teachers.			
10/29/17	Peer observations have been completed.		Julie Shields	12/19/2019
	<i>Notes:</i> Teachers will be assigned a teacher. The peer observation must be completed and data in the NCEES system by December 19, 2019.			
2/25/18	Black History Program Committee will plan the program and assist other teachers and grade levels.		Cynthia Riddick	01/31/2020
	<i>Notes:</i> Students have an opportunity to present their gifts and talents during the Black History Programs of Famous Black African Americans.			
2/25/18	Google Doc. sharing.		Cynthia Riddick	02/26/2020
	<i>Notes:</i> Ms. Taylor is sharing information through google doc.			

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
Initial Assessment:			Administration and Reading Coaches will monitor the Istation data and the schedule for On Demand assessments. All K-3 teachers participate in Istation assessments. Tracking sheets are used to track the interventions that the teacher is completing weekly on individual students. MTSS/SSST have their first meeting on October 30, 2019 with a First Grade teacher presenting Personalized Education/Transition Plans on students who have been receiving 8 weeks of interventions.	Full Implementation 11/01/2019	

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>		Hertford County Public Schools and Bearfield Primary Schools have established 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, Unified Talent/NCEES Replacing Staff (BPS Administration, Superintendent, HCPS Board.	Full Implementation 11/01/2019		

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>		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, Classroom weekly newsletters, Progress Reports/Parent Teacher Conferences, Blackboard Connect All-calls, Remind 101, Class Dojo, Tuesday Cub reports, HCPS Facebook, HCPS Twitter Page, Digital Parent Announcement, Parent Portal, Parent letters and TSI-Letter (Targeted Support and Improvement). These are some of the informational avenues parents receive to help them stay connected and supported to their child's learning.	Full Implementation 11/01/2019		