

## Comprehensive Progress Report

### Mission:

### Vision:

The mission of Bradley Creek Elementary School is to produce a positive, student-centered learning community that demonstrates academic excellence, civic responsibility, and cultural awareness by fostering individual student growth and success.

### Goals:

Bradley Creek Elementary will increase overall Subgroup proficiency in reading by five points over the next year while making adequate yearly growth across grade levels.

Bradley Creek Elementary will increase overall subgroup proficiency in math by five points over the next year while making adequate yearly growth across grade levels.

Bradley Creek Elementary will increase purposeful classroom social-emotional learning with a focus on equity, diversity, and inclusion.



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
		A1.03	The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Based on data from the 2016 Teacher Working Conditions Survey Bradley Creek developed a Professional Development committee. This committee is chaired and run by teachers from every grade level with support and guidance from administration. The goal of the committee is to provide relevant and meaningful professional development for teachers that support the Bradley Creek School Improvement Plan and district wide initiatives. PLCs meet twice a month with administration and the instructional coach to collaborate and to share ideas, materials, and strategies.	Limited Development 11/16/2020		
<i>How it will look when fully met:</i>			The maximum opportunity is given for cultivating collaborative processes to benefit the mutual accountability for student learning. Organizational structures and protocols for the participation in collaborative, professional learning events are created and implemented on a regular basis to ensure the shared understanding of effective teaching and learning across the school setting. In addition, a forum for discussing ideas, materials, and strategies among all instructional staff is created and sustained as a part of a school culture emphasizing professional collaboration. This collaboration includes site-based problem solving, innovation and the willingness to experiment, working together to come up with new ways to address critical issues, with the partnership serving as a vehicle for improvement.		Lauren Kefalonitis	06/01/2021
<b>Actions</b>				<b>1 of 5 (20%)</b>		
	11/16/20	Develop site-based PD on the best practice of Problem of Practice and Instructional Rounds as introduction for staff.		Complete 11/18/2020	Christine Sawyer	06/01/2021
<i>Notes:</i>						
	11/16/20	Through data and dialogue, facilitate conversations with school leadership team, school improvement team, and/or teacher teams to identify potential Problems of Practice for Instructional Rounds.			Zan Dunn	06/01/2021
<i>Notes:</i>						

11/16/20			1. Identify a Problem of Practice for Instructional Rounds #1 and create the schedule and participant list. 2. Lead the Instructional Rounds cycle.		Lauren Kefalonitis	06/01/2021
Notes:						
11/16/20			Create a walk-through and PLC schedule to provide feedback and support to the teacher team striving toward the next level of work.		Lauren Kefalonitis	06/01/2021
Notes:						
11/16/20			1. Schedule a follow-up Instructional Rounds session to revisit, tweak, and/or continue the determined prescription. 2. Repeat Action Steps 2-5 to address additional Problems of Practice at the school level.		Lauren Kefalonitis	06/01/2021
Notes:						
		A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers are implementing SCAs per the county's schedule and guidelines. These assessments are given to students in grades 3-5 in both reading and math.	Limited Development 11/16/2020		
How it will look when fully met:			Teachers will analyze the data from the SCAs and submit a reflection to administration. Data will be submitted from every SCA. Teachers will use the data to inform instruction.		Lauren Kefalonitis	06/01/2021
Actions				5 of 6 (83%)		
11/16/20			Develop site-based PD on the best practice of Short Cycle Assessment as introduction for staff.	Complete 10/21/2020	Lauren Kefalonitis	10/31/2020
Notes:						
11/16/20			Communicate timeline and expectations to each grade level for SCA #1 to be complete by Nov. 5, 2020.	Complete 11/04/2020	Lauren Kefalonitis	10/31/2020
Notes:						
11/16/20			Meet with grade level and department teams to review SCA items and instructional plan.	Complete 10/31/2020	Lauren Kefalonitis	10/31/2020
Notes:						
11/16/20			Use formative assessment results to evaluate teaching and learning and plan adjustments to instruction by Nov. 10, 2020.	Complete 11/10/2020	Lauren Kefalonitis	11/10/2020
Notes:						

11/16/20	Bring SCA #1 data and decision making to Principals Meeting on Nov. 12, 2020 for colleague discussion.	Complete 11/12/2020	Lauren Kefalonitis	11/12/2020
<i>Notes:</i>				
11/23/20	Complete SCA every 2-3 weeks in grades 3-5 to inform program delivery and instruction.		Lauren Kefalonitis	05/27/2021
<i>Notes:</i>				

	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>Implement PBIS school-wide. Explicitly teach school-wide expectations. FINS.</p> <p>Implement Sanford Harmony school-wide. Teacher will engage in a social/emotional activity at least one time a week.</p>	Limited Development 07/29/2019		
			Priority Score: 2                      Opportunity Score: 3                      Index Score: 6			
How it will look when fully met:			<p>PBIS will be implemented school-wide.</p> <p>School-wide expectations will be taught explicitly; teachers sign-off after teaching FINS.</p> <p>Sanford Harmony will be implemented school-wide. Teachers will engage in a social/emotional activity at least one time a week as evidenced by lesson plans.</p> <p>Completed PBIS Matrix; Dynamic Dolphins card collected at the end of each quarter</p> <p>Completed cafeteria point log</p> <p>FINS posters describing expectations in ALL classrooms and in hallways</p> <p>positive office referrals</p> <p>Fine Line competition</p> <p>weekly drawings for students earning “Dynamic Dolphin” stickers</p> <p>Self-Control Superstar award (weekly)</p>		April Elkins	12/12/2020
Actions				0 of 3 (0%)		
		11/23/20	Teachers will collect data on the number of students earning rewards for FINS behaviors.		April Elkins	05/27/2021
Notes:						

9/24/20	Teachers will explicitly teach school-wide expectations (FINS), special Covid FINS, and voice level expectations for face-to-face learning and remote instruction. Teachers will then sign-off to submit evidence of completion.		April Elkins	07/01/2021
<i>Notes:</i>				
9/24/20	Teachers will implement Sanford Harmony school-wide. Every class will host a daily meeting, virtually or face-to-face, at which time SEL activities are the focus.		Lauren Kefalonitis	07/01/2021
<i>Notes:</i>				
<b>Implementation:</b>		09/24/2020		
<b>Evidence</b>	9/11/2020 BOY Teaching FINS sign-off: <a href="https://drive.google.com/open?id=1qFRzJS75DKm7UKBR3W-_Zb1LbzH0-oC6VtDnp59Wpc8">https://drive.google.com/open?id=1qFRzJS75DKm7UKBR3W-_Zb1LbzH0-oC6VtDnp59Wpc8</a> (MOY Teaching FINS sign-off) Q1 DD card totals , Q2 DD Card totals <a href="https://drive.google.com/open?id=1SQIDPqIZFkn-Ak2i6URdEbm1ExpOth71">https://drive.google.com/open?id=1SQIDPqIZFkn-Ak2i6URdEbm1ExpOth71</a>			
<b>Experience</b>	9/11/2020 This objective was completed. All teachers taught FINS and voice level expectations. Teachers signed-off to submit evidence of completion. Data was collected on # of students earning rewards for FINS behaviors. Cafeteria points per class Behavior referrals			
<b>Sustainability</b>	9/11/2020 Implementing PBIS and FINS in a remote learning environment			

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
<b>Initial Assessment:</b>			<p>Teachers and support staff will write and submit standards-based lessons to administration weekly.</p> <p>Teachers will align instruction to the NC Math Clusters and the county-wide reading program Reading Fundamentals.</p> <p>Teachers will meet in weekly PLCs weekly with support from administration and select support staff.</p>	Limited Development 08/29/2019		
			<p>Priority Score: 3</p> <p>Opportunity Score: 3</p> <p>Index Score: 9</p>			
<b>How it will look when fully met:</b>			<ul style="list-style-type: none"> <li>- Completed standards-aligned lesson plans posted in Shared Google Drive</li> <li>- PLC agendas/meeting minutes</li> <li>- School-wide implementation of NC Math Clusters, Reading Fundamentals, and Writing Fundamentals.</li> </ul>		Lauren Kefalonitis	12/12/2020
<b>Actions</b>				<b>3 of 7 (43%)</b>		
	12/3/19	Teachers will upload standards-aligned units of instruction to the share Google Drive.		Complete 06/12/2020	Lauren Kefalonitis	06/12/2020
	<i>Notes:</i>					
	12/3/19	Leadership Team will review lesson plans weekly and provide feedback		Complete 06/12/2020	Rebecca McHenry	06/12/2020
	<i>Notes:</i>					
	12/3/19	Grade level PLCs will meet weekly and agendas will be posted in Google Drive		Complete 06/12/2020	Rebecca McHenry	06/12/2020
	<i>Notes:</i>					
	11/23/20	Administration will review lesson plans weekly and provide feedback			Lauren Kefalonitis	05/27/2021
	<i>Notes:</i>					
	11/23/20	Grade level PLCs will meet bi-weekly and agendas will be posted in Google Drive			Rebecca McHenry	05/27/2021
	<i>Notes:</i>					

	9/24/20	Teachers will meet in PLCs (face-to-face or remotely) with support from administration and select support staff.		Rebecca McHenry	07/01/2021
	<i>Notes:</i>				
	9/24/20	Teachers and support staff will write and submit standards-based lessons to administration weekly.		Lauren Kefalonitis	07/01/2021
	<i>Notes:</i>				
<b>Implementation:</b>			09/11/2020		
<b>Evidence</b>	9/11/2020	<p>Link to shared Google Drive: School-wide Lesson Plans - <a href="https://drive.google.com/drive/u/0/folders/OAEn0u2uVP16oUk9PVA">https://drive.google.com/drive/u/0/folders/OAEn0u2uVP16oUk9PVA</a></p> <p>Link to PLC Agendas and Meeting Notes: <a href="https://drive.google.com/drive/folders/0B6hoOR9QF_BCMFNYOUhpLWpNbEU">https://drive.google.com/drive/folders/0B6hoOR9QF_BCMFNYOUhpLWpNbEU</a></p>			
<b>Experience</b>	9/11/2020	<p>Teachers uploaded standards-aligned units of instruction to the shared Google Drive.</p> <p>The Leadership Team reviewed lesson plans weekly and provide feedback.</p> <p>Grade level PLCs met weekly; agendas posted in Google Drive</p>			
<b>Sustainability</b>	9/11/2020	Ongoing school-wide collaboration			



		A2.16	Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			<p>Teachers in grades 3-5 will meet bi-weekly with AIG Teacher to plan standards-based enrichment for classroom and pull-out instruction.</p> <p>Teachers will meet in weekly PLCs.</p> <p>MTSS</p> <p>The Professional Development Committee will plan professional learning opportunities that are aligned to our district and school goals.</p>	Limited Development 08/29/2019		
			<p>Priority Score: 3</p> <p>Opportunity Score: 3</p> <p>Index Score: 9</p>			
<b>How it will look when fully met:</b>			<p>Teachers in grades 3-5 will have met bi-weekly with AIG Teacher to plan standards-based enrichment for classroom and pull-out instruction.</p> <p>The MTSS committee will have met monthly to analyze student data.</p> <p>The Professional Development Committee will have met monthly to plan professional learning opportunities that are aligned to our district and school goals.</p> <p>The Professional Development Committee will have planned professional learning opportunities that is aligned to our district and school goals.</p>		Lauren Kefalonitis	12/12/2020
<b>Actions</b>				<b>1 of 2 (50%)</b>		
	9/11/20	<p>Teachers in grades 3-5 will meet bi-weekly with AIG Teacher to plan standards-based enrichment for classroom and pull-out instruction.</p> <p>Teachers will meet in weekly PLCs.</p> <p>MTSS</p> <p>The Professional Development Committee will plan professional learning opportunities that are aligned to our district and school goals.</p>		Complete 06/12/2020	Lauren Kefalonitis	06/12/2020
<b>Notes:</b>						
	10/6/20	Continue to implement the action steps associated with this goal with fidelity throughout the 2020-21 school year in order to maintain success.			Rebecca McHenry	06/15/2021

Notes:

Implementation:		09/11/2020		
<b>Evidence</b>	9/11/2020 Link to shared, school-wide Google drive of lesson plans: <a href="https://drive.google.com/drive/u/0/folders/OAEn0u2uVP16oUk9PVA">https://drive.google.com/drive/u/0/folders/OAEn0u2uVP16oUk9PVA</a>  Notes from grade level and PLC collaborations: <a href="https://drive.google.com/drive/folders/0B6hoOR9QF_BCMFNYOUhpLWpNbEU">https://drive.google.com/drive/folders/0B6hoOR9QF_BCMFNYOUhpLWpNbEU</a>			
<b>Experience</b>	9/11/2020 The ESL team or teacher attended grade level PLCs at least once a month. Special educators, administration, and the instructional coach meet at monthly PLC meetings. The AIG teacher attended grade level PLCs at least once a month.			
<b>Sustainability</b>	9/11/2020 Ongoing school-wide collaboration			

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
Initial Assessment:			<ul style="list-style-type: none"><li>- Grade levels will meet monthly to evaluate students in MTSS.</li><li>- MTSS committee will meet monthly</li><li>- Appropriate Tier One Instruction will be provided to all students in the classroom</li><li>- Tier Two Interventions, using research-based strategies, will be provided to students based on individual needs with fidelity. Interventions will be provided in the appropriate setting.</li><li>- Tier Three Interventions, using research-based strategies, will be provided to students based on individual needs with fidelity. Interventions will be provided in a separate small group of no more than 6 children.</li></ul>	Limited Development 10/02/2019		
			Priority Score: 3                      Opportunity Score: 2                      Index Score: 6			
How it will look when fully met:			<ul style="list-style-type: none"><li>- Research-based Interventions will be provided with fidelity school-wide.</li><li>- Attendance Log of Tier 2 and 3 Interventions - or a similar form to monitor implementation.</li><li>- Progress Monitoring data that indicates student growth.</li><li>-</li></ul>		Rebecca McHenry	12/12/2020
Actions				3 of 7 (43%)		
	12/3/19	Teachers will implement Tier 2 interventions, with fidelity, to support individual student needs.		Complete 12/18/2020	Rebecca McHenry	06/12/2020
Notes:						
	12/3/19	School appointed tutor will implement Tier 3 interventions, with fidelity, based on individual student needs and team discussion.		Complete 06/12/2020	Rebecca McHenry	06/12/2020
Notes:						

12/3/19	Grade levels will create Tier 1 plans to meet the needs of their students during core classroom instruction. Plans will be reviewed following each benchmark period.	Complete 06/12/2020	Jamye Weathington	12/12/2020
<i>Notes:</i>				
11/23/20	Grade levels will create Tier 1 plans to meet the needs of their students during core classroom instruction. Plans will include areas of learning loss across the grade level.		Rebecca McHenry	05/27/2021
<i>Notes:</i>				
11/23/20	Teachers will incorporate Tier 2 student needs into core instruction and whole class interventions. Interventions will address grade level learning loss and instructional gaps.		Rebecca McHenry	05/27/2021
<i>Notes:</i>				
11/23/20	MTSS Coordinator will implement Tier 3 interventions for targeted Tier 3 students, based on data and student need.		Rebecca McHenry	05/27/2021
<i>Notes:</i>				
9/25/20	Grade levels teams will create Tier 1 plans to meet the needs of their students during core classroom instruction. Plans will be reviewed following each benchmark period.		Rebecca McHenry	07/01/2021
<i>Notes:</i>				
<b>Implementation:</b>		09/25/2020		
<b>Evidence</b>	9/11/2020 BCES MTSSS documentation			
<b>Experience</b>	9/11/2020 All action steps fully implemented for BOY and MOY. EOY was not completed due to Covid.			
<b>Sustainability</b>	9/11/2020 Continued coordination with administration, instructional coach, MTSS, and teachers.			

		<b>A4.02</b>	<b>Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (5118)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			PLCs in place but involvement of special teachers not with fidelity.	Limited Development 12/03/2019		
			Priority Score: 3                      Opportunity Score: 2                      Index Score: 6			
<b>How it will look when fully met:</b>			Teams will meet regularly and with fidelity to monitor, address, and reevaluate student progression.		<b>Rebecca McHenry</b>	<b>12/12/2020</b>
<b>Actions</b>				<b>3 of 4 (75%)</b>		
	12/3/19		The ESL team or teacher will attend grade level PLCs at least once a month.	Complete 06/12/2020	Rebecca Pate	06/12/2020
<i>Notes:</i>						
	12/3/19		Special educators, administration, and the instructional coach will have a monthly PLC meeting	Complete 06/12/2020	Rebecca McHenry	06/12/2020
<i>Notes:</i>						
	12/3/19		The AIG teacher will attend grade level PLCs at least once a month.	Complete 06/12/2020	Christen Howe	06/12/2020
<i>Notes:</i>						
	9/25/20		Bradley Creek will implement the MTSS process to support student's individual needs through Tier 2 and Tier 3 interventions. The MTSS coordinator, interventionist, and Student Support Team will meet monthly to discuss student progress and modify plans as needed.		Rebecca McHenry	07/01/2021
<i>Notes:</i>						
<b>Implementation:</b>				09/11/2020		
<b>Evidence</b>			9/11/2020 Link to PLC resources: <a href="https://drive.google.com/drive/folders/0B6hoOR9QF_BCMFNYOUhpLWpNbEU">https://drive.google.com/drive/folders/0B6hoOR9QF_BCMFNYOUhpLWpNbEU</a>			

<b><i>Experience</i></b>	9/11/2020 The ESL team or teacher attended grade level PLCs at least once a month. Special educators, administration, and the instructional coach met monthly in a PLC meeting. The AIG teacher attended grade level PLCs at least once a month.			
<b><i>Sustainability</i></b>	9/11/2020 Schedule for PLCS in the fall of 2020			

	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>The social-emotional curriculum Sanford Harmony will be implemented school-wide with teachers providing a lesson at least once a month.</p> <p>Weekly counseling groups</p> <p>MTSS behavior</p>	Limited Development 11/03/2019		
			Priority Score: 3                      Opportunity Score: 2                      Index Score: 6			
How it will look when fully met:			<p>Mental health check-ins (classroom)</p> <p>Sanford Harmony lesson plan submission</p> <p>ongoing counseling groups for all students</p> <p>lunch bunches for new students</p> <p>parent liaison</p> <p>therapy dogs/reading</p> <p>mental health therapist</p> <p>self-control superstar</p>		April Elkins	07/01/2021
Actions				3 of 5 (60%)		
12/3/19		PBIS team will create a SEL student check-in to randomly give to students to collect data on SEL.		Complete 06/12/2020	April Elkins	06/12/2019
Notes:						
12/3/19		NC Beliefs survey sent out to all staff.		Complete 06/12/2020	April Elkins	12/12/2019
Notes:						
12/3/19		Weekly Sanford Harmony lessons and class meetings.		Complete 06/12/2020	April Elkins	06/12/2020

<i>Notes:</i>				
11/23/20	The counselor will create an SEL student check-in to give to all in-person students to collect data on SEL and mental health states school-wide.		April Elkins	05/27/2021
<i>Notes:</i>				
9/24/20	The social-emotional curriculum Sanford Harmony will be implemented school-wide. Teachers will conduct weekly lessons and class meetings to focus on social-emotional learning.		April Elkins	07/01/2021
<i>Notes:</i>				
<b>Implementation:</b>		09/11/2020		
<b>Evidence</b>	<p>9/11/2020</p> <p>SEL student check-in #1: <a href="https://docs.google.com/forms/d/13FPn3N-i2kpvdXvV04pIUPvVVSh2oMDGkpRGP-gT98Q/edit?usp=drive_open">https://docs.google.com/forms/d/13FPn3N-i2kpvdXvV04pIUPvVVSh2oMDGkpRGP-gT98Q/edit?usp=drive_open</a></p> <p>SEL student check-in #2:  <a href="https://docs.google.com/forms/d/1h8_subS9c6IDVfEXtPyVN9d9OI61-dm4PitTj04pZWU/edit">https://docs.google.com/forms/d/1h8_subS9c6IDVfEXtPyVN9d9OI61-dm4PitTj04pZWU/edit</a></p> <p>BCES MTSS Beliefs Survey: <a href="https://docs.google.com/forms/d/1z7r-vjAhtmBks8QAKUA56lsUdWNC2YL8E9E5qHWslqw/edit?usp=drive_open">https://docs.google.com/forms/d/1z7r-vjAhtmBks8QAKUA56lsUdWNC2YL8E9E5qHWslqw/edit?usp=drive_open</a></p> <p>Addendum to Beliefs Survey:  <a href="https://docs.google.com/forms/d/146GW6BclxE6mY2aU-wtt2k504fkgWyP1aINufSotUhs/edit?usp=drive_open">https://docs.google.com/forms/d/146GW6BclxE6mY2aU-wtt2k504fkgWyP1aINufSotUhs/edit?usp=drive_open</a></p>			
<b>Experience</b>	<p>9/11/2020</p> <p>Sanford Harmony lessons and class meetings took place weekly.</p> <p>PBIS team created an SEL student check-in to randomly give to students to collect data on SEL.</p> <p>NC Beliefs survey sent out to all staff.</p>			
<b>Sustainability</b>	<p>9/11/2020</p> <p>Continued direction from PBIS</p>			



	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
<i>Initial Assessment:</i>			School-wide social-emotional curriculum  counseling groups  MTSS behavior	Limited Development 11/03/2019		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
<i>How it will look when fully met:</i>			Mental health check-ins (classroom)  Sanford Harmony lesson plan submission  ongoing counseling groups for all students  lunch bunches for new students  parent liaison  therapy dogs/reading  mental health therapist  self-control superstar		April Elkins	12/12/2020
<i>Actions</i>				6 of 12 (50%)		
12/3/19		A Kindergarten playdate will be held in the summer to welcome rising kindergarten students and offer resources to families		Complete 09/19/2019	Joy Whitlow	07/24/2019
<i>Notes:</i>						
12/3/19		A curriculum night will be held at the start of the school year to communicate instructional practices and expectations to families.		Complete 09/19/2019	Lauren Kefalonitis	09/19/2019
<i>Notes:</i>						
12/3/19		Grade levels will create upcoming class lists utilizing current data.		Complete 06/12/2020	Kristy Carter	06/12/2020

<i>Notes:</i>				
12/3/19	Priority will be given to sibling history when making class lists when appropriate	Complete 06/12/2020	Kristy Carter	06/12/2020
<i>Notes:</i>				
12/3/19	Summer enrichment activities will be offered to all 1st-4th grade students	Complete 06/12/2020	Kelly Nisbet	06/12/2020
<i>Notes:</i>				
12/3/19	A 2nd to 3rd grade step up night will be offered to assist in the transition between grade levels	Complete 06/12/2020	Rebecca McHenry	06/12/2020
<i>Notes:</i>				
11/23/20	A curriculum night will be held at the start of the school year to communicate instructional practices and expectations to families. (Virtual and included tips for Remote learning)		Lauren Kefalonitis	12/01/2020
<i>Notes:</i>				
11/23/20	Grade levels will create upcoming class lists utilizing current data.		Rebecca McHenry	05/27/2021
<i>Notes:</i>				
11/23/20	Priority will be given to sibling history when making class lists when appropriate		Rebecca McHenry	05/27/2021
<i>Notes:</i>				
11/23/20	Summer enrichment activities will be offered to all 1st-4th grade students		Kelly Nisbet	05/27/2021
<i>Notes:</i>				
11/16/20	Bradley Creek Elementary School will host a drive-thru Open House and a modified Kindergarten Meet The Teacher. We will also conduct grade level curriculum nights.		Lauren Kefalonitis	06/01/2021
<i>Notes:</i>				
11/16/20	We will host Title I family involvement nights to build community and share relevant information.		Lauren Kefalonitis	06/01/2021
<i>Notes:</i>				
<b>Implementation:</b>		09/24/2020		
<b>Evidence</b>	9/24/2020			
<b>Experience</b>	9/24/2020			
<b>Sustainability</b>	9/24/2020			

		<b>A4.22</b>	<b>All teachers are responsive to students' cultural backgrounds and incorporate culturally-relevant material in their classrooms. (6824)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			Develop a BCES Equity Work Group to identify issues at the school level and establish more equitable outcomes.	Limited Development 09/24/2020		
<b>How it will look when fully met:</b>			<p>An Equity Team will be established and operate as one of the committees in the BCES School Improvement Team.</p> <p>The team will meet at least two times a month and include parent and community representatives.</p> <p>The team will have a clearly articulated mission statement, a two-year plan, and action steps to meet that plan.</p>		<b>Christen Howe</b>	<b>07/01/2021</b>
<b>Actions</b>				<b>0 of 3 (0%)</b>		
	9/24/20		The BCES Equity, Diversity, and Inclusion Work Group will meet 1-2 times a month to identify and address issues of equity at the school level..		Christen Howe	07/01/2021
<i>Notes:</i>						
	9/24/20		The BBCES Equity, Diversity, & Inclusion Work Group will develop a mission statement and communicate it with all stakeholders.		Christen Howe	07/01/2021
<i>Notes:</i>						
	9/24/20		The BCES Equity, Diversity, & Inclusion Work Group will develop a two-year plan with action steps to meet the objectives.		Christen Howe	07/01/2021
<i>Notes:</i>						

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>			The school has a School Improvement Team who meets regularly. This team consists of sub committees who address specific needs of the school.	Limited Development 10/02/2019		
			Priority Score: 3      Opportunity Score: 3      Index Score: 9			
<i>How it will look when fully met:</i>			The School Improvement Team will meet regularly and with fidelity. This will be pervasive throughout the fabric of the school.		Christen Howe	07/01/2021
<i>Actions</i>				2 of 3 (67%)		
	12/3/19	The Bradley Creek School Improvement Team will meet monthly to address improvement of the school.		Complete 06/12/2020	Christen Howe	12/12/2019
<i>Notes:</i>						
	12/3/19	Sub Committees will meet at least once a month, in addition to the SIT meeting, to address improvement of the school.		Complete 06/12/2020	Christen Howe	12/12/2019
<i>Notes:</i>						
	9/24/20	Bradley Creek has a School Improvement Team that meets regularly. This team consists of sub-committees that address the specific needs of the school. Sub-committees include Equity, PBIS, Stakeholder Initiatives, Student Success, and Professional Development.			Christen Howe	07/01/2021
<i>Notes:</i>						
<i>Implementation:</i>				06/11/2020		
<i>Evidence</i>			6/11/2020 Here is a link to the shared folder containing the agendas, presentations, meeting minutes, and sub-committee action steps from the 2019-2020 BCE School Improvement Team. <a href="https://bit.ly/37iFrXZ1">bit.ly/37iFrXZ1</a>			
<i>Experience</i>			6/11/2020 Our meeting schedule is consistent until March of 2020 when COVID-19 required us to be quarantined.			

<b>Sustainability</b>			6/11/2020 Deadline for SIT extended to December 2020. Monthly meetings will continue to be held in the coming school year.			
	<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			A SIT Team is in place that meets regularly.	Limited Development 10/30/2019		
			Priority Score: 3      Opportunity Score: 3      Index Score: 9			
<b>How it will look when fully met:</b>			School Improvement Team in place.  Weekly PLCs in place and meeting with fidelity.		<b>Lauren Kefalonitis</b>	<b>12/20/2020</b>
<b>Actions</b>				<b>4 of 5 (80%)</b>		
	12/3/19	Administration and the Instructional Coach/MTSS will meet weekly to discuss instructional practices walkthrough data and next steps.		Complete 06/12/2020	Lauren Kefalonitis	12/12/2019
<i>Notes:</i>						
	12/3/19	Grade level PLCs facilitated by the instructional coach and Admin will meet weekly and agendas will be posted in Google Drive		Complete 06/12/2020	Rebecca McHenry	12/12/2019
<i>Notes:</i>						
	12/3/19	Grade level PLCs will focus on MTSS once a month to discuss effective instructional practices for each Tier, and review student progress based on data.		Complete 06/12/2020	Rebecca McHenry	12/12/2019
<i>Notes:</i>						
	12/3/19	The SIT team will meet monthly and SIT subcommittees will meet one additional day each month		Complete 06/12/2020	Lauren Kefalonitis	12/12/2019
<i>Notes:</i>						
	9/25/20	The SIT team will meet monthly and SIT subcommittees will meet one additional day each month.			Christen Howe	07/01/2021

Notes:

<b>Implementation:</b>		06/11/2020		
<b>Evidence</b>	6/11/2020 Here is a link to the shared Google Drive with monthly presentations, meeting minutes, and sign-in sheets. <a href="https://bit.ly/37iFrXZ">https://bit.ly/37iFrXZ</a>			
<b>Experience</b>	6/11/2020 All steps made towards these actions were consistent until March of 2020 when COVID-19 required us to quarantine.			
<b>Sustainability</b>	6/11/2020 Links to MTSS data needs to be added as evidence.			

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
Initial Assessment:			The master schedule allows for daily planning and weekly PLCs.	Limited Development 10/30/2019		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			This schedule will be pervasive throughout the fabric of the school allowing for planning and collaborative PLCs.		Torri Bailey	07/01/2021
Actions				2 of 3 (67%)		
12/3/19			A master schedule has been created to designate specific duties and time for instructional planning.	Complete 12/12/2019	Torri Bailey	12/12/2019
Notes:						

12/3/19	Grade levels meet weekly to plan collaboratively. Team post lessons in the shared drive.	Complete 12/12/2019	Torri Bailey	12/12/2019
<i>Notes:</i>				
9/24/20	Bradley Creek has a master schedule that supports both virtual and face-to-face instruction and allows for daily planning and weekly PLCs.		Torri Bailey	07/01/2021
<i>Notes:</i>				
<b>Implementation:</b>		03/03/2020		
<b>Evidence</b>	3/3/2020 <a href="https://docs.google.com/spreadsheets/d/1QjcyYFxaMwEcto4cHgXySZ_zlRSAPVwNiE9Y32qTFQ4/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1QjcyYFxaMwEcto4cHgXySZ_zlRSAPVwNiE9Y32qTFQ4/edit?usp=sharing</a>			
<b>Experience</b>	3/3/2020 Utilizing teacher feedback as well as the instructional objectives for the school year the master schedule was created, vetted, and modified as necessary.			
<b>Sustainability</b>	3/3/2020 This process will be replicated next school year to allow for teacher voice as well as strategic need. Furthermore, we have discussed possible modifications during a PLC this spring to assist in program planning.			

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>			<ul style="list-style-type: none"> <li>- Teachers submit weekly/unit lesson plans to administration for review and feedback.</li> <li>- Administration provides feedback to teachers from formal observations and classroom walk-throughs.</li> <li>- Grade levels meet with the Instructional Coach and administration in weekly PLCs.</li> </ul>	Limited Development 10/30/2019		
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> <li>- Weekly lesson plans posted in the BCE shared Google Drive.</li> <li>- Agendas from the weekly grade-level PLCs</li> <li>- Data collected from walk-throughs and formal observations of instruction.</li> </ul>		Lauren Kefalonitis	12/12/2020
<b>Actions</b>				<b>0 of 3 (0%)</b>		
	9/25/20		BCES has created a walk-through tool for Remote Learning to offer feedback to teachers regarding use of the learning management system, synchronous instruction, and asynchronous instruction.		Lauren Kefalonitis	07/01/2021
<i>Notes:</i>						
	9/25/20		BCES has created a walk-through tool to support teachers during face-to-face instruction. This tool will be utilized by administration to provide timely, clear, constructive feedback to teachers.		Lauren Kefalonitis	07/01/2021
<i>Notes:</i>						
	9/25/20		Administration provides individual feedback on teacher's lesson plans.		Lauren Kefalonitis	07/01/2021
<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
Initial Assessment:			The LEA analyzes four types of school data to measure effectiveness at the school level and determine supportive next steps for school improvement and professional development. This includes demographic data, students learning data, perception data, and school processes data.	Limited Development 10/30/2019		
			Priority Score: 3                      Opportunity Score: 2                      Index Score: 6			
How it will look when fully met:			Teachers evaluate benchmark data (iStation, TRC, NC Check-In, EOGs, BOGs) as it is made available.  Teachers evaluate data collected while progress monitoring.  Teachers and administration use EVAAS data to inform decisions regarding school improvement and professional learning.  How do we use classroom observation data?		Lauren Kefalonitis	12/12/2020
Actions				3 of 4 (75%)		
	12/3/19	Teachers evaluate benchmark data (iStation, TRC, NC Check-In, EOGs, BOGs) as it is made available.		Complete 12/12/2020	Lauren Kefalonitis	06/12/2020
Notes:						
	12/3/19	Teachers evaluate data collected while progress monitoring.		Complete 12/12/2020	Lauren Kefalonitis	06/12/2020
Notes:						
	12/3/19	Teachers and administration use EVAAS data to inform decisions regarding school improvement and professional learning.		Complete 12/12/2020	Lauren Kefalonitis	06/12/2020
Notes:						
	11/16/20	Teachers will evaluate benchmark data from i-Ready, SCAs, and the BOG/EOG.			Rebecca McHenry	01/06/2021

Notes:						
Implementation:				11/16/2020		
Evidence				9/24/2020		
Experience				9/24/2020		
Sustainability				9/24/2020		
		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:				Limited Development 11/23/2020		
Teachers in K-2 will participate in ongoing training in Reading Fundamentals. (Teachers in K-5 will continue to participate in Reading Fundamentals training and work to develop virtual implementation lessons.)						
How it will look when fully met:					Lauren Kefalonitis	05/27/2021
Teachers in K-2 will participate in ongoing training in Reading Fundamentals. (Teachers in K-5 will continue to participate in Reading Fundamentals training and work to develop virtual implementation lessons.)						
Actions				0 of 5 (0%)		
11/23/20	Teachers in K-2 will participate in ongoing training in Reading Fundamentals. (Teachers in K-5 will continue to participate in Reading Fundamentals training and work to develop virtual implementation lessons.)				Lauren Kefalonitis	05/27/2021
Notes:						
11/23/20	K-5 teachers will participate in Writing Fundamentals training. (Teachers in K-5 will continue to participate in Writing Fundamentals training and work to development virtual implementation lessons.)				Rebecca McHenry	05/27/2021
Notes:						
11/23/20	New staff will participate in professional learning opportunities provided by the county, including Implicit Bias Training and From Darkness to Light.				Lauren Kefalonitis	05/27/2021
Notes:						
11/23/20	Staff will continue to participate in PD options assigned by the county that support remote learning.				Rebecca McHenry	05/27/2021
Notes:						

11/23/20		Develop a PD library to support school-wide needs and initiatives.			Ramona Thackston	05/27/2021
Notes:						
<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>				
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>				
	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>		rewarding staff (PBIS committee and administration), seasonal celebrations and community-building, DD staff member of the week (nominations by other staff)		Limited Development 11/03/2019		
		Priority Score: 1	Opportunity Score: 2	Index Score: 2		
<i>How it will look when fully met:</i>		weekly staff recognition member email feed,			April Elkins	06/01/2021
<b>Actions</b>				<b>3 of 4 (75%)</b>		
12/3/19	The school provides trained, on-site mentors for beginning teachers in years 1-3. Documentation is kept throughout the year and submitted to NHCS HR department annually.			Complete 03/03/2020	Lauren Kefalonitis	06/12/2020
Notes:						
12/3/19	A team of teachers and administration serve on interview committees for staff replacement.			Complete 03/03/2020	Lauren Kefalonitis	06/12/2020
Notes:						
12/3/19	Administration has a prescribed schedule for evaluating teachers throughout the year. All certified teachers are evaluated using the NHCS observation matrix (NCEES).			Complete 03/03/2020	Lauren Kefalonitis	06/12/2020
Notes:						

11/16/20	Continue to implement onsite mentors for beginning teachers in years 1-3, establish a committee to interview perspective teachers, and teachers will be evaluated throughout the year on a prescribed schedule.		Lauren Kefalonitis	06/01/2021
<i>Notes:</i>				
<b>Implementation:</b>		11/16/2020		
<b>Evidence</b>	3/3/2020 BCE Observation Matrix: <a href="https://docs.google.com/spreadsheets/d/1IDYRWDDTf1JyfkppZ4cvv_-B5Cr3bs-nXoL_Lv6Qm6A/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1IDYRWDDTf1JyfkppZ4cvv_-B5Cr3bs-nXoL_Lv6Qm6A/edit?usp=sharing</a>			
<b>Experience</b>	3/3/2020			
<b>Sustainability</b>	3/3/2020			

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>			Teachers will hold a minimum of three parent/teacher conferences a year. One of these conferences will be a student-led conference, taking place in MOY. Documentation of attendance will be kept and submitted to Mrs. Bailey.	Limited Development 12/03/2019		
			Priority Score: 3                      Opportunity Score: 3                      Index Score: 9			
<i>How it will look when fully met:</i>			Parent/teacher conferences (3x year, 1 being student-led); connect 5 calls with translation; curriculum night; school and staff websites; weekly newsletters;		Torri Bailey	12/12/2020
<b>Actions</b>				<b>1 of 6 (17%)</b>		
	12/3/19	Teachers will hold a minimum of three parent/teacher conferences a year. One of these conferences will be a student-led conference, taking place in MOY. Documentation of attendance will be kept and submitted to Mrs. Bailey.		Complete 06/12/2020	Torri Bailey	06/12/2020
<i>Notes:</i>						
	11/23/20	Teachers will regularly communicate with parents using Talking Points/Remind apps, email, phone calls, Google Classroom Guardian Updates, and Zoom meetings. The principal sends weekly Dolphin Digest newsletters out to all families. Each grade level will hold an annual Curriculum Night.			Torri Bailey	05/27/2021
<i>Notes:</i>						
	11/23/20	Schoolwide Day of the Dead Celebration and a celebration of African American history month in February.			Maria Elena Viglucci	05/27/2021
<i>Notes:</i>						
	9/25/20	Teachers will conference with families to discuss student progress face-to-face and/or virtually.			Lauren Kefalonitis	07/01/2021

<i>Notes:</i>				
9/25/20	Bradley Creek will provide Remote Learning Family sessions by appointment at the school. BCES will provide home visits to support students and their families as needed.		Lauren Kefalonitis	07/01/2021
<i>Notes:</i>				
9/25/20	The principal will communicate with families weekly via a newsletter in S'more. The information will be shared in both English and Spanish.		Lauren Kefalonitis	07/01/2021
<i>Notes:</i>				
<b>Implementation:</b>		09/23/2020		
<b>Evidence</b>	9/23/2020			
<b>Experience</b>	9/23/2020 Due to COVID 19 the school completed BAND Comments on report cards In the place of EOY conferences.			
<b>Sustainability</b>	9/23/2020 We will be hosting Virtual Conference this school year and have already offered a Curriculum Night in English and Spanish for each grade level.			