

Comprehensive Progress Report

Mission:

School: Billingsville-Cotswold Elementary School strives for students to become lifelong learners by actively pursuing academic and social competence in a multi-cultural environment. Students are encouraged to be risk-takers and inquirers who develop understanding, tolerance, respect, and appreciation of diverse traditions and beliefs.

Vision:

School: The vision of Billingsville-Cotswold School is to provide “the education every child deserves”. We embrace the diversity of our student body and strive to help our children to be open-minded and accepting of other’s beliefs, traditions, and heritage. Our curriculum is designed to help our students become self-directed learners, quality producers, collaborative workers, and community contributors. We strive to challenge all students to develop academic competence, strong character, and social skills that will enable them to be successful anywhere in the world.

Goals:

Provide a 30 minute duty-free lunch period for every teacher on a daily basis (Indicator: A4.06).

Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Indicator: A2.04)

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (Indicator: A4.06).

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 3.2% in SY2021-22 to 26.6% in SY2022-23 and 50% in SY2023-24.

We will meet or exceed expected Educator Value-Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.

The percent of students reporting a positive self-perception of their self-efficacy will increase from 39.8% on the Fall 2021 Panorama Screener (in Grades 3-5) to 31.4% in SY2022-23 and 23% in SY2023-24.

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 39.8% in SY2021-22 to 31.4% in SY2022-23 and 23% in SY2023-24.



! = Past Due Objectives

KEY = Key Indicator

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
		<i>Initial Assessment:</i>	<p>Based on the data we have going into the year our current implementation efforts are:</p> <ul style="list-style-type: none"> -The instructional team plans literacy and math weekly during two 60-minute blocks for each grade level PLC. Curriculum and instruction is based on the NCSCOS and district initiatives. PLC teams plan and review pre and post-assessments to guide instructions. Utilization of Benchmark Assessment Data and BOY MAP assessment data to create small group. -Administration will conduct walkthroughs and report observation to facilitators. Facilitators will utilize administration observation to develop planning targets for PLC meetings. -The Master schedule includes two hours of instruction for math and reading allowing the teacher to plan for differentiated small group instruction for all students. In addition, we are utilizing Title I funding to fund one of the following roles at each building: Literacy tutor, math facilitator, and enrichment facilitator. Finally, we have used Title I funding to support math instruction by contracting with Heart Math who will provide a number of tutors that focus on the aligned math standards. -We have also used (general, PTA, Title I, Restart, etc.) school funds to purchase supports for standards-aligned instruction to support all students. 	Limited Development 09/19/2021		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<ul style="list-style-type: none"> -100% of teachers will actively participate in weekly PLC meetings in math and reading. - 100% of teachers will follow the set norms of the grade level PLC during set planning times. -100% of teachers will use Mastery Connect for their homeroom students to monitor progress on school-based assessments in both reading and math. -100% of teachers will align and amplify classroom instruction to English Learner goals as needed based on their English Language Proficiency levels as well as the data in their EL Plans. -100% of teachers will expose EC students to grade level curriculum and material which should be adapted as needed through accommodations, modifications and small groups in the general education setting based on student needs. - The administrative team will conduct weekly informal walkthroughs and provide feedback based on EL and Envision curriculum implementation. 		Objective Met 06/02/22	Carla Haughton	06/03/2022
Actions					
	9/19/21	Design and deliver a reorientation to the process of unpacking standards process and protocols with PLCs.	Complete 01/25/2022	Carla Haughton	01/21/2022
	<p><i>Notes:</i> -PLC teams will meet via Zoom and will use the unpacking process to design small group lessons that are differentiated to meet the various needs of the students.</p> <p>-PLC teams will participate in quarterly data days to discuss, review, and plan for small group instruction. Teams will assess students' progress using Mastery Connect and other district assessments.</p>				
Implementation:			06/02/2022		

Evidence	1/25/2022 -Attendance of teachers is taken and recorded notes are taken at each PLC meeting. Facilitators have recordings of attendance and notes on agendas. These agendas are in grade level Google Folders. -Grade level norms are stated at the top of each agenda and referenced if needed at the beginning of each PLC meeting -At the beginning of January teachers were MOY data for math and reading reports were printed using Master Connect to track students mastery of standards. Teachers were able to see students progress of each taught standard thus far. Input of teacher data through this platform was essential.			
Experience	1/25/2022 -Grade level teams are attending weekly PLC team meetings. -Grade level teams have established norms and continue to meet set norms. -All teachers are using Mastery Connect and monitoring their students progress in reading and math			
Sustainability	1/25/2022 - Administrative team will continue to conduct weekly informal walkthroughs to provide feedback based on EL and Envision curriculum			

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:

Reading assessments using, EL, Dibels, and MAP have occurred and will continue to assess students' progress. Intervention and Enrichment groups have been created based on the analysis of beginning of the year data. Currently, students identified as members of these groups are receiving supplemental supports and enrichment, based on student need. MAP testing for reading and math has been completed, on both campuses. Reading and Math MAP testing will be conducted quarterly. Data from the assessment is used to drive instruction. This allows for differentiation within the classroom and continued monitoring of Intervention and Enrichment groups. In addition, spelling inventories have been completed K-5, and students have begun individualized work based on their level within the progression.

Limited Development
09/19/2021

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>We feel that one of our strengths going into this year will be: Our three tiered instruction/intervention model based on our facilitated assessment of MTSS, based on the data we were able to collect for the 2020-2021 school year,</p> <p>We have updated our master schedule to ensure that all students are being serviced appropriately and according to their IEP, EL Plan, 504, and TD. Our staff members are also utilizing the Standard Treatment Protocol when implementing supplemental and intensive interventions.</p> <p>-We have used (general, PTA, T1, Restart, etc.) school funds to purchase supports for standards-aligned instruction.</p> <p>-We have utilized Title 1 Funds to support the funding of a Literacy Tutor on the Billingsville Campus and a 25 Hour Literacy Tutor on the 3-5 campus.</p> <p>-We also utilized Title 1 Funds to support the funding of a Literacy/Enrichment Facilitator that focuses on the areas of standards aligned instruction K-5.</p> <p>-We also utilized Title 1 Funds to support the contracting of Heart Math</p> <p>- When this indicator is fully met, the school will have systems in place to follow our schools' data-driven instructional process which includes data analysis, differentiated instructional plans and targeted instruction for each subgroup based on specific student goals and plans. 70% of students in grades K-2 will meet or exceed grade-level benchmarks for reading, as measured by Dibels and ELI assessments .70 % of the students in K-2 will meet or exceed their growth projections as measured by Math MAP. In grades, 3-5 54 % of student swill be grade level proficient in reading by the end of the 2021-2022 school year. In math, 63% of students will be grade level proficient by the end of the 2021-2022 school year. Finally, in science 67 % of the students will be grade level proficient by the end of the 2021-2022 school year.</p>		Objective Met 06/02/22	Carla Haughton	06/03/2022
Actions					
	9/28/21	Admin team will utilize new walkthrough form to capture evidence of core actions and implementation of curriculum and delivery of differentiated instruction.	Complete 01/25/2022	Barry White Jr.	01/21/2022

	<p><i>Notes:</i> 10/25 Walkthrough schedule has been implemented. The administrative team is collecting data/notes per grade level based on a set of "look-fors".</p>			
9/19/21	<p>Instructional leaders will clearly identify, monitor, and assess the expected instructional framework for core instruction (Tier I).</p>	Complete 06/02/2022	Tonya Haygood	06/03/2022
	<p><i>Notes:</i> For example...standards-based collaborative planning, literacy framework, math best practices, caring schools curriculum, and Inquiry Based on Learning instruction.</p> <p>-10-25 Teams have met and worked with the school psychologists to identify and plan for their MTSS intensive/supplemental student groups. Plans have been created to monitor these groups of students.</p> <p>1-25 Meetings were held to discuss student progress for students on intensive plans in grades K-5. All stakeholders were a part of the meetings.</p> <p>5/23- EOY Leadership team did note that this is an indicator that we would like to continue for the 22-23 school year.</p>			
9/19/21	<p>Academic interventions will coach, provide support and interventions through OG small groups.</p>	Complete 06/02/2022	Tonya Haygood	06/03/2022
	<p><i>Notes:</i> 10-25- OG groups implemented a set K-5th grade schedule and interventionists are meeting with students based on time/academic need.</p> <p>2-8 Student progress was discussed during data days K-5.</p>			
Implementation:		06/02/2022		
Evidence	<p>6/2/2022 6/2/2022- These actions listed for the 21-22 school year have been met. However, we would like to keep this indicator for the 22-23 school year.</p>			
Experience	<p>6/2/2022 6/2/2022- Universal screeners were utilized to identify support for students across the MTSS tiers allowing for small groups, interventions when needed, or EC support. Teachers were a part of the process and fully understood the process and protocols, and weekly lesson plans consistently show alignment to grade-level standards reflecting this understanding.</p>			

Sustainability		6/2/2022 6/2/2022- As a school, we have a vast understanding of the levels of support with MTSS structure and protocols; however, our biggest challenge this year was with the fidelity of small group instruction for our intensive groups at both campuses. The lack of adherence was due to coverage and other duties that arose, and some of our students on intensive plans also had issues with their attendance.			
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>Based on the data we were able to collect for the 2020-2021 school year, we feel that some of our strengths going into this school year are that all teachers have Caring Schools Social Emotional Curriculum and have been trained to meet the needs of students.</p> <p>-All Support staff members are assigned to classrooms to facilitate building positive relationships and support daily lessons.</p> <p>-BCES has a process for counseling referrals for students and parents.</p> <p>-Students are provided small group counseling sessions with counselors, as needed.</p> <p>-The CSST meets monthly to discuss student needs, community-based referrals and behaviors. The CSST will provide research-based interventions on an as needed basis. The Counselors, Dean, AP, Nurse, and Communities in Schools support staff work collectively to provide additional supports.</p> <p>-The Panorama SEL screener will be administered in October.</p> <p>We have updated our master schedule to ensure that all students are being serviced appropriately and according to their IEP, LIEP, 504,TD ect. Our staff members are also utilizing the Standard Treatment Protocol when implementing supplemental and intensive interventions. Our intervention teams, are meeting with small groups throughout the day, based on student need in grades K through 5th.</p> <p>We have used (general, PTA, T1, Restart, etc.) school funds to purchase supports for the focus on SEL Learning and support. We have</p>	Limited Development 09/21/2021		

utilized Title 1 Funds for an additional counselor position to supports students K-5. We have also utilized Title 1 Funds to support PD provided by The Lewis Consultant Group in the areas of Social and Emotional Learning and Self Care for Students and Staff.

-To support the decreased unexcused absences within each building the counseling team has created a school-wide attendance challenge, daily check-ins with students, home visits/contacts, and building classroom relationships.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

100% of the teachers will conduct class meetings daily using the Caring School curriculum. 100% of grade-level teams will communicate with families using Dojo.

The school social worker, counselor, and other support staff will provide social emotional learning strategies to help with students' emotional well being, and provide research-based interventions on a needed basis. Staff will ensure that a Child's Place and Communities in Schools are alerted to families in need.

The school social worker, counselor, and other support staff will provide targeted support to decrease the unexcused absences by 50% schoolwide using absences trackers, data points, communication from all stakeholders, and needs assessments.

**Objective Met
06/02/22**

Barry White Jr.

06/03/2022

Actions

9/21/21

SS PLC will design and implement protocols to monitor effectiveness and reduce chronic absenteeism.

Complete 01/25/2022

Barry White Jr.

12/17/2021

Notes: 12-17 Teachers will hold morning and closing circles daily that align with their Caring Schools lessons.

3/31 Celebrations are happening such as a coupon for a week of attendance. If students are here for a week they can then shop for something in the counselor's treasure chest. The school counselor monitors the students who qualify for the coupon.

5-23- EOY Leadership team did note that this is an indicator that we would like to continue for the 22-23 school year.

1/25/22 Self-magement and self-efficacy

Complete 06/02/2022

Barry White Jr.

06/03/2022

Notes: -Small group pull-outs for students who need support based on the Panorama survey.

2/14/22 Caring Schools Curriculum

Complete 06/02/2022

Barry White Jr.

06/03/2022

Notes:

Implementation:

06/02/2022

Evidence

1/25/2022
 -Daily monitoring of students attendance
 -Communication of students absence from attendance secretary
 -School counselors have established small group / social groups for students
 -School counselors/social workers are in communication with families and stakeholders to ensure that students needs are being met.

Experience

1/25/2022
 -Teachers are holding morning meetings and small groups of students if needed are meeting with counselor
 -Teachers are implementing the SEL curriculum with fidelity
 -Teams of teachers are discussing the SEL curriculum at planning each week to ensure that teachers understand the curriculum and that students are getting what they need.

Sustainability

1/25/2022
 -Monitoring students attendance based on school-wide attendance program
 -SEL curriculum weekly check-in at weekly PLC meeting
 -Small group meetings with counselor for students who need such meetings
 -Constant communication with stakeholders for all students

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>Based on the data we were able to collect for the 2020-2021 school year, we feel that a strength going into this year will be monitoring instruction, providing small group instruction, and implementing all required district initiatives with fidelity.</p> <p>We are currently working on a walk-through schedule in order for our team to be able to provide timely and meaningful feedback. Our leadership team will be working collaboratively to update our practices to observe staff members. This year our focus will be on informal walk-throughs and monitoring instruction for alignment and rigor.</p> <p>The leadership team (Facilitators and Admin) will create a schedule for weekly informal walkthroughs to ensure teaching is aligned to the NCSCOS for the EL and Envisions curriculum. The data from these walkthroughs are available to all members of the leadership team for use in identifying trends, differentiation, and fidelity of the curriculum.</p> <p>The teachers are building onto their pacing guides and resources provided by the district and the state. We also meet weekly for Professional Learning Communities, and weekly for team planning. Teachers plan weekly with the assistant principal and/or principal present. They set the standards that will be taught and review any assessments that are to be given.</p>	Limited Development 09/19/2021		

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>When this objective is fully met in our school, the Leadership Team will give feedback regularly and explain what was observed versus what was sought. The Leadership Team will provide a rubric/walkthrough tool that indicates what was sought in the classroom. Teachers will be able to increase academic performance within their classroom based on the data given by the administration. Student's academic test scores will also increase due to the change in the quality of instruction within their classrooms.</p>		<p>Objective Met 06/02/22</p>	<p>Alicia Hash</p>	<p>06/03/2022</p>
Actions					
	9/19/21	Design and deliver a reorientation to the process of unpacking standards process and protocols with PLCs.	Complete 05/13/2022	Barry White Jr.	03/28/2022

Notes: -The leadership team will establish an observation system and process for COVID responsive teaching; will analyze/share weekly EL and Envisions 2020 walkthrough data monthly to identify trends.
 -The team will identify school-based and differentiated professional development needs.
 -Establish a process for providing immediate feedback and holding coaching conversations for teachers.

-10/25: Team has implemented a walkthrough schedule at each campus with intentional "look-fors". Data is being collected using a Google Document in which each team member is stating a Glow and Grow.

12/6: First round of observations is completed. Facilitators/Coaches are working with teachers/teams to provide support where needed.

5/13: Data from Central team walkthroughs provided feedback to each campus to drive instruction and make necessary changes/adjustments to instruction that will reflect

5-23 EOY Leadership team did note that this is an indicator that we would like to continue for the 22-23 school year.

Implementation:		06/02/2022		
Evidence	6/2/2022 6/2/2022- The teacher walkthrough forms have provided the admin the ability to coach teachers about classroom management, lesson pacing, and standards. It has also identified trends within the classroom/teacher that has an impact on the classroom environment. Progress has been made on this indicator but it has been stated that this is one to continue to working on for the 22-23 school year. The walkthrough forms have also provided feedback for the formal observational notes.			
Experience	6/2/2022 The admin created a team walkthrough form that allowed the focus on glows and grows, and each team member contributed to the walkthrough form.			

Sustainability	6/2/2022 The school-wide walkthrough form focuses on glows and grows, allowing teachers to see a snapshot of what is working and something that needs improvement. While this form helps teachers and provides positive feedback as a facilitator team, we see the need for a different format that allows for quick feedback. We want to use a Google Form that would change as we progress through the year allowing teachers to see their progress. This change would foster coaching dialogue between facilitators and teachers to improve instruction, classroom management, and other areas identified through team conversations.			
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Core Function:	Dimension E - Families and Community			
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Effective Practice:	Family Engagement			
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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
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Initial Assessment:	<p>A PTA curriculum night was held in the middle of September. 21% of students have returned their "Learning Compacts", which are signed by parents, students, and teachers. School Leadership Team (SLT) meetings are planned monthly. SLT has set goals for the school year and a robust agenda for the 2021-2022 school year.</p> <p>Teachers communicate with parents through monthly calendars and newsletters. This keeps parents informed on what units students are working on, and provides tips on how to assist at home, and advises them on upcoming dates. Teachers also communicate with families, utilizing Dojo about students progress throughout the.</p> <p>Cougar Bites are a weekly email with information to help parents/guardians support their student learning at home and at school. The Cougar Bits also includes information about activities and events occurring within the community. Cougar Bites are an opt in communication, accessed through the Billingsville/Cotswold PTA website (a link to sign up is found on the BCE website).</p> <p>The Leadership team has implemented Parent Square to streamline communication from the school to families.</p>	Limited Development 09/21/2021		
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How it will look when fully met:

Based on the data we were able to collect for the 2020-2021 school year, we feel that some of our strengths going into this year will be:

-Both school websites look the same and are updated regularly. Making the sites more user friendly and up to date.

-The leadership team is consistently working with PTA to ensure that communication is pushed through to our diverse population of families utilizing a multi-lingual application called Parent Square. We want this to be the main communication tool for all our families.

-Class Dojo, a multi-lingual application, is at full utilization with families connected to all classroom teachers and support staff which allows for open lines of communication.

-Teachers are communicating through a weekly newsletter to families showcasing snapshot of what is being learned and what is expected of their students

-Many events are planned and happening in person and via Zoom for families to attend, ie:

Curriculum night -with interpreters

Doughnuts for Dads

Reading Rocks Celebration

Dominos Pizza Nights

Principal's Chat

IB Run for Change

Walk/Bike to School Events

IB Character Recognition Ceremonies

Hoop Shoot

Read-a-thon/Math-a-Thon

Parent University

We have used (general, PTA, T1, Restart, etc.) school funds to

Objective Met

Dianne Burke

06/03/2022

purchase supports for community engagement and parent communication through tools such as, Curriculum Night, Enrichment Clubs, School Wide Assemblies and Celebrations, community engagement activities, etc.

Actions		4 of 4 (100%)		
9/21/21	We will conduct a virtual Curriculum Night focusing on Math, Literacy and Science that will promote family engagement developing their knowledge of the curriculum and track parent participation during virtual learning events to monitor engagement across our communities.	Complete 10/25/2021	Barry White Jr.	10/31/2021
<i>Notes:</i> -Based on parent feedback we are conducting an in-person "Day in the Life of a BCE" student. This event will allow parents and students to visit their classroom and walk through their child's day.				
2/12/22	The School Leadership Team will plan a Parent University for the BCE community to learn about the variety of assessment that we conduct through out school year for students. Parents will have the opportunity to learn about the assessments purpose, timeline, and ask any questions.	Complete 03/31/2022	Samatha Meyers	03/05/2022
<i>Notes:</i>				
9/21/21	Teachers will keep a detailed communication log to track the needs of each student and their families and the support staff will follow-up with families to provide necessary resources.	Complete 06/02/2022	Barry White Jr.	06/03/2022
<i>Notes:</i>				
9/21/21	The leadership team will launch Parent Square with community stakeholders. Information will be shared through this platform utilizing multiple groups as a way in which to share information consistently.	Complete 12/06/2021	Barry White Jr.	06/03/2022

Notes: 10/25-Feedback from parents is positive and utilization is increasing as more and more parents are signing on the to platform.