

Comprehensive Progress Report

Mission:

Bethany Community School provides a safe and nurturing environment while setting the benchmark for developing academic success and character excellence.

Vision:

The guiding passion of Bethany Community School is to prepare each of our students to be citizens of exceptional character through community involvement, academic innovation, and scholastic excellence.

Goals:

Students will continue to show growth and proficiency of math skills throughout all grades as measured by NC Check-Ins, NWEA MAPS, EOG and/or End of Year Assessment results, aligned with the NC Essential Standards.

Students will continue to show growth and proficiency of reading skills throughout all grades as measured by NC Check-Ins, NWEA MAPS, EOG and/or End of Year Assessment results, aligned with the NC Essential Standards.

Staff will implement research based strategies and cross curricular instruction in order to promote growth/proficiency of math skills for at-risk learners, including our EC subgroup, throughout all grades as measured by NC Check-Ins, NWEA, EOG results, EOC's, and Year End Assessments.

Staff will implement research based strategies and cross curricular instruction in order to promote growth/proficiency of reading skills for at-risk learners, including our EC subgroup, throughout all grades as measured by NC Check-Ins, NWEA, EOG results, EOC's, and Year End Assessments.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.02	ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers conduct 2 peer walk-throughs each 9 weeks and 1 peer observation each school year. Teachers use this information to enhance their lessons and classroom management skills. Administration conducts formal and informal teacher observations and conduct pre and post conferences to discuss feedback.	Limited Development 04/17/2021		
<i>How it will look when fully met:</i>		<p>When this objective is fully met, teachers will know and understand the expectations and policies in place. Teachers will feel supported and have the resources to improve their practice. The teacher observation rubrics will identify exemplar outcomes as teachers continue to reflect upon the feedback provided by principals and peers.</p> <p>To monitor and ensure progress towards full implementation:</p> <ul style="list-style-type: none"> All teachers will be observed a minimum of 10 times a year and receive written/verbal timely feedback with regard for specific improvement. If needed, teachers will have modeled improvement from the principal with guided feedback. Teachers will have data driven professional development opportunities to help with areas of needed improvement. 		Sara Brooks	09/01/2021
<i>Actions</i>					
<i>Notes:</i>					

	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:	While teachers may be evaluating student learning on a regular basis, there is not a system in place for a school wide understanding of using such data. Teachers may be aware individually, but it does not regularly lead to instructional adjustments. The state checkins are just being used and the data is being compiled, but the school has not made plans on how to use the data. Regular classroom assessments are not part of any plans for comprehensive improvements are kept with each individual teacher.	No Development 11/07/2022			
How it will look when fully met:	<p>When this objective is fully met, students will meet proficiency and growth projections on the End-of-Grade and End-of-Course tests. Teachers will consistently differentiate instruction to meet the needs of each student.</p> <p>To monitor and ensure progress toward full implementation:</p> <ul style="list-style-type: none"> Teachers will monitor daily the expected outcomes of each day's lessons and formal and summative lesson plans. Teachers will adjust lessons, activities, and assessments accordingly for the following day as well as adjust the unit focus of standards as necessary. The administration will check PowerSchool for each teacher's assessments and grades and check in regularly with teachers to discuss specific students' needs and how differentiation is being met. 		Patty Goodman	11/01/2023	
Actions					
<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
<i>Initial Assessment:</i>	<p>Teachers have expectations for student behavior in the classroom and throughout the school based on personal expectations and the school's code of conduct. This is often not enforced consistently by teachers. More efforts toward clearly communicating and persistent reinforcement is needed.</p>	Limited Development 11/02/2022			
<i>How it will look when fully met:</i>	<p>When this objective is fully met, students will know and understand the expectations and policies in place and teachers will feel supported as they do their regular work in the classrooms and throughout the school. The student and staff handbook will reflect clear expectations and delineate the consequences.</p> <p>To monitor and ensure progress towards full implementation:</p> <ul style="list-style-type: none"> • We will use student and staff surveys with at least 80% of staff and students affirming our goals. • We will see a decrease of total discipline referrals and the number of suspension days as measured month over month during the 22-23 school year. 		Jeff Morris	09/01/2023	
Actions					
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are divided into PLCs are scheduled to meet twice per month. Meetings are held but there could be more clarity surrounding the purpose of the meetings and expected outcomes. Leadership attends the meetings regularly but are not always sure where and how to guide the teams. Meeting minutes usually reflect a focus on classroom management issues.	Limited Development 11/07/2022		
<i>How it will look when fully met:</i>		<p>When this objective is fully met, Bethany Community School will have a fully developed Teacher Leadership Team at each level of the school (MS and HS) that meets regularly to review the data, make suggestions for improvement to leadership, and assist with full staff implementation of plans and goals.</p> <p>To monitor and ensure progress towards this goal:</p> <ul style="list-style-type: none"> We will use meeting agenda, notes, and minutes to reflect discussion on student progress 		Scott Lewis	09/29/2023
Actions					
<i>Notes:</i>					

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>Currently, each division (MS and HS) has a leader responsible for monitoring classroom instruction and providing authentic feedback to instructional staff. Teachers can expect brief, regular, unannounced observations followed by coaching conversations and written feedback. These observations occur at least once per month and often twice per month. While this process is in place, administrators are working on improving the quality of feedback, and consistency in communication. Work is ongoing with teachers to identify goals that lead to meaningful improvements.</p>	Limited Development 11/02/2022		
<i>How it will look when fully met:</i>		<p>When this objective is fully met, teachers will have clear expectations regarding classroom instruction and best practices and those expectations are being implemented. Teachers will use instructional strategies and fully unpack the standards for their class. Teachers will be able to show positive action in response to coaching conversations.</p> <p>When this objective is fully met:</p> <ul style="list-style-type: none"> • The principal will conduct ongoing classroom observations and provide timely feedback while providing guidance during PLCs. • The principal will focus on instructional practices, teacher’s planning, and communicate expectations and processes for planning, instructional delivery, classroom management and daily procedures. • The principal will also monitor the rigor of the work and reinforce good practices with coaching and modeling. 		Sara Brooks	11/01/2023
Actions					
Notes:					

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
<i>Initial Assessment:</i>		The administrative team regularly reviews data points regarding school performance, grade distributions, benchmarks, discipline, attendance and more. Work is ongoing to create a dashboard of data to analyze and update regularly which will provide a visual representation of data trends. The administrative team, with informal feedback from teacher leaders, uses the data to provide course correction, points of emphasis, staff meeting discussion points, PLC agenda items, student programs, and professional development.	Limited Development 11/02/2022		
<i>How it will look when fully met:</i>		<p>When the objective is fully met, Bethany Community School will:</p> <ul style="list-style-type: none"> • Have a fully developed data dashboard that is accessible to school leadership that includes data points from discipline, attendance, state testing, classroom progress, and teacher evaluations • Regularly discuss the data in SLT meetings as decisions are made regarding school improvement and professional development. <p>To monitor our progress, we will utilize SLT, PLC and staff meeting agenda, notes, and minutes that emphasize the review of data and demonstrate how data informs our decisions regarding professional growth and school improvement</p>		Scott Lewis	12/01/2023
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