

## Comprehensive Progress Report

**Mission:** Mission: "Child, parent, teacher, community...each a teacher, each a learner, and each a success."

**Vision:** Vision: Berryhill's instructional vision is - Educating Students for Success!

**Goals:**  
Provide a duty-free lunch period for every teacher on a daily basis (A4.06).

Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing 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 (A2.04).

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

The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 4.8% in SY2021-22 to 28% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

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 7.9% in SY2021-22 to in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1)

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

The percent of students reporting a positive self-perception of their self-efficacy will increase from 58%/47% on the Fall 2021 Panorama Screener (in Grades 3-5/6-12) to 68%/57% in SY2023-24. The data was taken from the 2021 - 2022 Panorama Screener for all K-8 students at Berryhill School. (Aligns to A4.06 and CMS Guardrail 3)

Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 0% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)



! = 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
<i>Initial Assessment:</i>		We implement the Capturing Kids Hearts approach to improve school-wide climate. We implement the Caring Schools Community Curriculum for SEL instruction daily. We follow a school-wide discipline model that is from the Capturing Kids Hearts approach.	Limited Development 09/20/2023		
<i>How it will look when fully met:</i>		All teachers and staff will be consistently reinforcing classroom rules and procedures by positively teaching them. All teachers will create a social contract and use the four questions from the CKH discipline model. Discipline referrals will decrease and student achievement will increase.		Karen Reid - elected 9-6-2023	06/14/2024
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/20/23	Provide teacher PD, student assemblies, and explicit classroom instruction to communicate consistent expectations around the school-wide behavior matrix. (Aligns to SEL, OSS, EVAAS, and FAM-S 30)		Karen Reid - elected 9-6-2023	06/14/2024
<i>Notes:</i>					

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

**Initial Assessment:**

This year all grade levels received coaching from a Facilitator or a member of the Administrator Team. The coaches worked with teachers to ensure that standards-aligned instruction was taught in all content areas. Additionally, Facilitators and members of the Administrator Team attended weekly PLC meetings to discuss planning for the following week and problem solving. This indicator is something that we as a school are very strong in, and have continuous coaching cycles to help teachers improve their teaching.

One of the main successes we had in this indicator was that all K-8 students received standards aligned curriculum in both reading and math. In literacy, teachers implemented Reading Reconsidered practices to ensure access to worthy, grade-level texts and text-dependent questions. In math, teachers used Envisions, Open Up, and the Math 1 curriculum to ensure high-quality instruction occurred in the classroom.

This year we faced many challenges due to staffing issues. We had teachers leave in the middle of the year, leaving us with a vacant position in Kindergarten, and a brand new teacher in 4th grade who started in the middle of the school year. Additionally, we had an Academic Facilitator move to an AP job in March, so we had less support for our middle school teachers. Hopefully staffing issues will not be as big of an issue for the 2023-2024 school year.

An opportunity for us to work on for the upcoming school year is to use a consistent agenda for each PLC that will allow for teachers and coaches to really dive into the curriculum. We also need to have regular data meetings to ensure that teachers truly know and understand their students strengths and weaknesses.

Limited Development  
08/09/2022



<i>Notes:</i>				
9/8/22	Professional development on lesson planning using standards and complex text for reading and math grades K-8. (3rd grade reading goal, 8th grade math goal & EVAAS goal)		Shannon Commerford - elected 6-1-2022	06/14/2024
<i>Notes:</i>				
<b>Implementation:</b>		08/18/2023		
<b>Evidence</b>	6/12/2023 It was a successful school year and teachers were provided with different professional development opportunities to help support the teaching and learning in their classrooms.			
<b>Experience</b>	6/12/2023 Teachers were supported throughout the year with professional development opportunities to support their instruction.			
<b>Sustainability</b>	6/12/2023 Next year's goals should look similar to help continue the support for teachers.			

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

This year we had a strong MTSS team made up of an Intervention Facilitator and an interventionist hired through the district allotment. We were able to meet 100 percent of this goal as a result of this support from these two positions.

The Intervention Facilitator and the Interventionist were able to monitor all students in the MTSS process. They were also able to progress monitor all Tier 3 students in MTSS. Another success was that there was a schedule created for interventions to take place for all students in Kindergarten through 8th grade. The Intervention Facilitator and Interventionist successfully trained support staff to assist in providing research-based interventions to all students in the MTSS process. MTSS leadership were able to meet weekly. The team kept minutes and used an online referral platform. Students and interventions were monitored successfully through the district MTSS online platform, Branching Minds. Teachers are implementing instruction aligned with the individual needs of students by providing modifications and accommodations according to IEP and EL plans. Students going through MTSS are also receiving additional targeted instruction during our Intervention and Enrichment block. Progress monitoring identifies needed instructional adjustments.

The major challenge we are facing in meeting our 2023-2024 SIP goal targets aligned to this indicator is the number of students who we have in MTSS. Based on the unofficial End of Year data, we have a large number of students performing at least one grade level behind. These students will need additional support in the upcoming school year. Even though the master schedule has time for interventions to occur in each grade level, the number of students who will need to receive support and interventions poses a challenge.

In order to address the challenge of time and scheduling, we can intentionally look at the master schedule and see how, in addition to 30 minutes of intervention time, teachers can incorporate other times in their day to help support students on MTSS plans. It is also imperative to begin the MTSS process and support with students at the beginning of the school year, once all BOY data is completed.

Limited Development  
08/09/2022

<p><b>How it will look when fully met:</b></p>	<p>2022 - 2023</p> <ul style="list-style-type: none"> <li>- Intervention facilitator will have plenty of available support staff to provide effective interventions for students in the MTSS process.</li> <li>- Berryhill's master schedule will provide ample and designated times for all students in the MTSS process to receive their intervention. An intervention block occurs daily for grades K-8.</li> <li>- The MTSS team will monitor instruction, plans, and data bi-weekly from a whole-school perspective. Individual student progress is monitored through the student's MTSS plan and individual meeting, with parent and teacher input.</li> </ul>		<p><b>Cara Bahnson - elected 9-6-2023</b></p>	<p><b>06/14/2024</b></p>
<p><b>Actions</b></p>		<p><b>0 of 6 (0%)</b></p>		
<p>8/9/22</p>	<p>Master schedule will have designated times for each grade to have intervention for MTSS students. (Aligns to EVAAS and FAM-S 3)</p>		<p>Tina Brandalik - elected 6-1-2022</p>	<p>02/14/2024</p>
<p><i>Notes:</i></p>				
<p>8/9/22</p>	<p>The leadership team will be intentional about scheduling support staff time. Support staff will deliver interventions to the students going through the MTSS process. (Aligns to EVAAS and Fam-S 3)</p>		<p>Tina Brandalik - elected 6-1-2022</p>	<p>06/14/2024</p>
<p><i>Notes:</i></p>				
<p>8/9/22</p>	<p>The leadership team will monitor the implementation and the effectiveness of student progress based on data from interventions delivered. (Aligns to EVAAS and FAM-S 3)</p>		<p>Tina Brandalik - elected 6-1-2022</p>	<p>06/14/2024</p>
<p><i>Notes:</i></p>				
<p>9/8/22</p>	<p>Classroom teachers and support staff will utilize The Branching Minds platform to monitor interventions and student progress for students receiving supplemental and intensive support. (Aligns to EVAAS and FAM-S 3)</p>		<p>Tina Brandalik - elected 6-1-2022</p>	<p>06/14/2024</p>
<p><i>Notes:</i></p>				
<p>8/23/23</p>	<p>Establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. (Aligns to EVAAS and FAM-S-3)</p>		<p>Tina Brandalik - elected 6-1-2022</p>	<p>06/14/2024</p>
<p><i>Notes:</i></p>				

9/20/23	Within the 2023-24 school year, our ATSI school will implement the following evidenced-based intervention, Implementation of the One-to-One initiative with access to increase student access to instructional resources and tutoring after school hours, to increase overall performance of students with disabilities.		Julie Dougherty	06/14/2024	
<i>Notes:</i>					
KEY	A4.06	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>



**Initial Assessment:**

This year we noticed that students need a lot of support socially and emotionally. Although we did meet the objective, we still need to continue to build and monitor this indicator in the upcoming school year. All students in grades 3 - 8 took the Panorama Survey in the fall and in the spring. The SST was able to utilize the student data to plan lessons and support teachers and students.

The master schedule allowed for 30 minutes of uninterrupted SEL time in every classroom. Teachers used Caring Schools Curriculum to create social-emotional learning lessons for students. Berryhill uses Restorative Practices. Some teachers need a refresher or haven't been trained because they are new. We are implementing Restorative Practices through circles, use of restorative questions, the school-wide restorative classroom management plan and continued PD. Another success for this indicator was that students met with Cross-Age Buddies to build relationships and peer mentorship with other students in the school. This allowed older students to participate in an opportunity to mentor peers through social emotional learning.

Similar to so many other indicators, time was the biggest challenge for this indicator during this school year. As we look at the 2023-2024 SIP goal targets, time will once again be a challenge. Having SEL as the first thing in the morning, from 8:30 - 9:00, poses a problem for students who are late or teachers who are slow to getting their day started. Another challenge is that it is difficult to find the time for all staff members to receive on-going PD for Restorative Practices, Caring Schools Curriculum, and supporting students through SEL.

In order to address some of the challenges in the 2023-2024 school year, the Leadership Team needs to work more closely with the SST to ensure that all students receive sufficient SEL lessons every day for thirty minutes. The Leadership Team needs to regularly conduct walkthroughs during this SEL time to make sure teachers are meeting expectations. Also, the Cross-Age Buddies program should continue in grades K-8.

Limited Development  
08/09/2022

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	2022-2023 - All staff will believe in Restorative Practices and treat all students with dignity and respect all day, every day. - All teachers will implement Caring Schools Community with fidelity every day. - Data to be monitored includes: check-in staff surveys and the number and intensity of discipline referrals. - We will ensure that all staff are implementing restorative practices and caring schools community lessons by coaching, walkthroughs, and lesson plan feedback. - We will make sure classrooms meet with their Cross-Age Buddies monthly.			<b>Karen Reid - elected 9-6-2023</b>	<b>06/14/2024</b>
<b>Actions</b>			<b>0 of 6 (0%)</b>		
8/9/22	Create time in the master schedule for every class to implement Caring Schools Community SEL curriculum at the same time every day. Leadership team will monitor implementation. ((Aligns to SEL and FAM-S 31))			Karen Reid - elected 6-1-2022	02/14/2024
<i>Notes:</i>					
8/9/22	Capturing Kids' Hearts, Caring Schools Community, and Restorative Practices refresher professional development periodically at staff meetings. ((Aligns to SEL and FAM-S 31))			Karen Reid - elected 6-1-2022	06/14/2024
<i>Notes:</i>					
9/8/22	"Checkers Buddies" is a program we will implement that pairs an adult with an at-risk student. The adult checks in with their buddy as frequently as needed. ((Aligns to SEL and FAM-S 31))			Karen Reid - elected 6-1-2022	06/14/2024
<i>Notes:</i>					
9/8/22	Provide teacher PD, student assemblies, and explicit classroom instruction within the first two weeks of school to communicate consistent expectations around the school-wide behavior matrix. (Aligns to SEL, OSS, EVAAS, and FAM-S 30)			Karen Reid - elected 6-1-2022	06/14/2024
<i>Notes:</i>					

	10/24/22	Execute a three tiered Attendance Plan to decrease our number of chronically absent students by 30% from 2022-23. (Aligns to EVAAS)  <a href="https://docs.google.com/document/d/1ISzu--HKg3CGdn453K9vOCmTBqLZTuYP/edit">https://docs.google.com/document/d/1ISzu--HKg3CGdn453K9vOCmTBqLZTuYP/edit</a>		Karen Reid - elected 6-1-2022	06/14/2024
	<i>Notes:</i> <a href="https://docs.google.com/document/d/1ISzu--HKg3CGdn453K9vOCmTBqLZTuYP/edit">https://docs.google.com/document/d/1ISzu--HKg3CGdn453K9vOCmTBqLZTuYP/edit</a>				
	1/27/23	Each classroom will be paired with another classroom and meet once a month. The buddies will complete a project or activity together aligned to the Caring Schools Curriculum. (Aligns to SEL and FAM-S 30)		Karen Reid - elected 6-1-2022	06/14/2024
	<i>Notes:</i>				
<b>Implementation:</b>			06/12/2023		
	<b>Evidence</b>	6/12/2023 Checker Buddy Socials were held monthly. SEL lessons were held in classes from 8:30 to 9:00 am everyday. The Berryhill Master Schedule allows for SEL to be a daily practice.			
	<b>Experience</b>	6/12/2023 The Student Services Team worked with the School Improvement Team to ensure that SEL was incorporated into each classroom for 30 minutes every day. Panorama Survey data was analyzed and used to help plan programming and lessons for students in all grade levels.			
	<b>Sustainability</b>	6/12/2023 It is imperative to continue to analyze current Panorama Survey data so students' needs are constantly being met.			
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

This year we did a great job developing and implementing consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level. We schedule students into classes for the next school year by collaborating with current teachers, ESL, EC, and support staff. This ensures we have balanced classes and can match students with the most appropriate teacher to ensure they succeed. We have 2 PK classes and 3 Kindergarten classes. We hold beginners day each year for our rising PK and K students. We partner with surrounding high schools. Representatives from the high schools also present information to our 8th graders to prepare them for High School. As they transition to 6th grade, our 5th grade students are informed about the CMS middle school lottery. Students are told about the different programs available to them, and are provided with paperwork. Additionally, students choose their elective courses for Middle School before leaving on summer vacation.

Looking ahead to the 2023-2024 school year and School Improvement Plan, we should continue to utilize these supports to help students transition. The Leadership Team will continue to work closely with school counselors and classroom teachers to ensure all student transitions are handled carefully.

Limited Development  
09/08/2022

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<ul style="list-style-type: none"> <li>- All of our rising K and PK students will be registered, informed, and can attend our Beginners Day to learn more about Berryhill.</li> <li>- All of our students are scheduled into classes where they are successful and have a relationship with their teacher.</li> <li>- All of our 8th grade students will enter the lottery if they choose to go to a different High School than their homeschool.</li> <li>- All of our 8th grade students will be informed about the High School they will attend and have the opportunity to tour at least 1 High School on a field trip.</li> </ul>			<b>Karen Reid - elected 9-6-2023</b>	<b>06/14/2024</b>
<b>Actions</b>			<b>0 of 6 (0%)</b>		
1/27/23	Provide 5th grade students with information about the Middle School options in CMS. (FAM-S 29 & EVAAS goal)			Karen Reid - elected 9-6-2023	02/14/2024
<i>Notes:</i>					
1/27/23	5th Grade students will choose their Elective classes for 6th grade. (FAM-S 29 & EVAAS goal)			Karen Reid - elected 9-6-2023	06/14/2024
<i>Notes:</i>					
9/8/22	Begin advertising and promoting Beginners Day a month prior to the event in order to get more participation in Beginners Day. (FAM-S 3)			Karen Reid - elected 9-6-2023	06/14/2024
<i>Notes:</i>					
9/8/22	Inform 8th graders of their choices for High School. Advertise and promote the lottery for High School for students that do not want to attend their home school. (Positive School Climate Goal, 8th grade math goal, FAM-S 3)			Karen Reid - elected 9-6-2023	06/14/2024
<i>Notes:</i>					
9/8/22	Plan and go on 8th grade field trips to surrounding High Schools. (8th grade math goal, FAM-S 3 & FAM-S 30)			Karen Reid - elected 9-6-2023	06/14/2024
<i>Notes:</i>					
9/8/22	Hold meetings in May with current classroom teachers, support staff, and leadership team to schedule all students into classes. (3rd grade reading goal, 8th grade math goal, FAM-S 29, & EVAAS goal)			Karen Reid - elected 9-6-2023	06/14/2024
<i>Notes:</i>					
<b>Implementation:</b>			06/12/2023		

<b>Evidence</b>	6/12/2023 All students at Berryhill successfully transition to the next grade level.			
<b>Experience</b>	6/12/2023 All students and families who are transitioning to a different grade level or school were provided opportunities to learn about their options.			
<b>Sustainability</b>	6/12/2023 Transitions to Kindergarten, Middle School, and High School will continue to be valued for the 2023-2024 school year. Events will be held to help support families and students.			

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>
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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
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<b>Initial Assessment:</b>	<p>The leadership team meets weekly to discuss lesson plans, instructional delivery, current data, and upcoming professional development.</p> <p>The School Improvement Team meets monthly to create and share upcoming parent events, upcoming testing windows and results. The media specialist gives update from the Media Advisory Council. The school improvement plan is shared with all stakeholders.</p>	Limited Development 09/20/2023		
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<b>How it will look when fully met:</b>	<p>The Leadership Team will be more knowledgeable and aligned on implementation of effective practices throughout the building.</p> <p>The School Improvement Team will increase parent involvement and representation in monthly meetings.</p>		Cara Bahnson - elected 9-6-2023	06/14/2024
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<b>Actions</b>		<b>0 of 2 (0%)</b>		
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9/22/23	The parent advocate will collaborate with SIT to recruit parents to be on the team. (Aligns to FAM-S 3)		Sonia Gonzalez	02/14/2024
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<i>Notes:</i>				
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9/20/23	The Leadership Team will complete core action walkthroughs twice a month. (Aligns to 3rd grade reading goal, 8th grade math goal, EVAAS goal)		Lauren Wade - elected 9-6-2023	06/14/2024
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<i>Notes:</i>				
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Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>In the elementary grades all grade levels meet as a team for PLC 1-2 times per week. In the middle grades each content area meets for PLC 1 time a week.</p> <p>A coach is present for each PLC meeting and guides the team through the planning process with the teachers focusing on standards, curriculum pacing guides, and best practices.</p>	Limited Development 09/14/2023		
<i>How it will look when fully met:</i>		When this objective is fully met, teacher leaders will lead their PLC meetings and be able to plan without guidance from coaches and student achievement will increase.		Shannon Commerford - elected 9-6-2023	02/14/2024
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/22/23	Coaches will model effective planning using curriculum resources and district pacing guide. Using a gradual release method, teacher leaders will take ownership of planning for their PLC. (Aligns to 3rd grade reading goal, 8th grade math goal, EVAAS goal)		Shannon Commerford - elected 9-6-2023	02/14/2024
<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

**Initial Assessment:**

At Berryhill, the principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

This year, there were many successes for this indicator. The Admin Team (Principal, AP, and Dean) conducted calibrated walkthroughs a few times throughout the year with facilitators. These walkthroughs will incorporate "look fors" based on recent professional development. Handwritten notes are given for feedback. The Principal walked the school after morning duty each morning. The administrator visits every room to speak to the teachers and students. There were informal walkthroughs for coaching caseloads or targeted grade levels, as needed based on weekly leadership team meeting conversations around coaching. The Leadership Team used Teach Like a Champion and What Great Teachers Do Differently techniques to guide ongoing professional development. Administrators and facilitators had a coaching caseload of teachers whom they observe and coach every three weeks. The 3 week cycle consists of week 1 - observation and feedback meeting. Week 2 & 3 - teacher adjustments and informal discussion. Next Cycle - Discuss previous coaching points and may move on to new coaching points.

Looking ahead to the 2023-2024 SIP goal targets, it is important that the Leadership Team continues to prioritize the importance of monitoring curriculum and classroom instruction regularly. The Leadership Team needs to conduct calibrated walkthroughs more often throughout the school year, and the Admin Team needs to make sure they are walking through classrooms every week. If we prioritize these two things, we will continue to grow in this area.

Limited Development  
08/09/2022



	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<ul style="list-style-type: none"> <li>- Principal and AP will alternate morning duty walks to greet teachers and students.</li> <li>- Admin team will be visible and in classrooms 30-60% of the instructional day when in-person.</li> <li>- Admin walkthroughs and feedback will be scheduled and made a priority. The principal, AP, and Dean will alternate grade levels bi-weekly to provide observation and immediate written feedback on a 2 week cycle. Every classroom receives a walkthrough approximately 3 times a week. Written feedback is left for the teacher and shared with their coach at least once during the 2 week cycle. Coach will follow up on "grows" on the "Berryhill Glows and Grows" walkthrough form.</li> <li>- Admin team and facilitators will continue to conduct calibrated walkthroughs every 2 weeks. Smaller so that more time can be spent with each teacher.</li> <li>- We will utilize a check-in staff survey and Insight survey results to determine the effectiveness of Principal observation and feedback.</li> </ul>			<b>Cara Bahnson - elected 9-6-2023</b>	<b>06/14/2024</b>
<b>Actions</b>			<b>0 of 6 (0%)</b>		
8/18/23	Develop a walkthrough calendar with weekly look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (Aligns to ALL goals and FAM-S 3)			Cara Bahnson - elected 9-6-2023	02/14/2024
<i>Notes:</i>					
8/9/22	Admin walkthroughs daily on a 2 week rotation. Glows & Grows feedback sheet given to each teacher. (3rd grade reading goal, 8th grade math goal, OSS goal & EVAAS goal)			Cara Bahnson - elected 9-6-2023	06/14/2024
<i>Notes:</i>					
8/9/22	The Leadership Team will coach their caseload by observation & feedback using the Get Better Faster (RELAY) model. Our focus in coaching this year will be on small group instruction and the use of data. (Aligns to all goals and guardrails and FAM-S-3)			Cara Bahnson - elected 9-6-2023	06/14/2024
<i>Notes:</i>					

8/9/22	We will have ongoing monthly professional developments focused on lesson planning, the understanding of standards, the use of complex texts, and small group instruction. This is to help improve knowledge and skills to facilitate individual, school-wide, and district-wide improvements to increase student achievement. (All goals and guardrails and FAM-S-3)		Shannon Commerford - elected 9-6-2023	06/14/2024
<i>Notes:</i>				
8/9/22	Complete two core action walkthroughs monthly with admin team. (All goals and guardrails and FAM-S-3)		Cara Bahnson - elected 9-6-2023	06/14/2024
<i>Notes:</i>				
9/8/22	Benchmark data meetings - We will collaborate with the DUSI team after each benchmark period to hold data meetings with each PLC to measure progress toward the goals. (All goals and guardrails and FAM-S-3)		Cara Bahnson - elected 9-6-2023	06/14/2024
<i>Notes:</i>				
<b>Implementation:</b>		06/12/2023		
<b>Evidence</b>	6/12/2023 Since the school year is complete, the walkthroughs and feedback schedule are completed as well. Although this is a practice that will continue next year, it has been completed for this school year.			
<b>Experience</b>	6/12/2023 The Admin team conducted walkthroughs on a consistent basis. The Principal, Assistant Principal, and Dean would provide teachers with Glows and Grows to help inform their teaching practice.			
<b>Sustainability</b>	6/12/2023 The Admin team will continue to conduct weekly walkthroughs in all classrooms for the 2023-2024 school year. This will help provide teachers with feedback and ensure that teachers are all working to meet the goals of the School Improvement Plan.			

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>		PLC teams collaborate weekly to disaggregate student assessment data to drive instruction. The DUSI team facilitates data dive in PLC meetings after each benchmark assessment.	Limited Development 09/20/2023		
<i>How it will look when fully met:</i>		Teachers will take ownership of their data and utilize the data to accelerate all students particularly in small group instruction.		Lauren Wade - elected 9-6-2023	06/14/2024
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/20/23	Data Meetings - We will analyze data regularly as well as collaborate with the DUSI team after each benchmark period to hold data meetings with each PLC to measure progress toward the goals. (All goals and guardrails and FAM-S-3)		Lauren Wade - elected 9-6-2023	06/14/2024
<i>Notes:</i>					

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>		We recruit by going to job fairs when scheduled for the district. We evaluate using walk throughs and formal/informal observations. We reward teachers with Audi's Staff Member of the Month. We reward teachers with jeans passes, comp time coupons, affirmations, and celebrations.	Limited Development 09/20/2023		
<i>How it will look when fully met:</i>		We will have a certified teacher in every classroom with no vacancies. Teachers will feel appreciated and morale will be high. Teachers will use feedback from admin and facilitators to improve instruction. Student achievement will increase and as a school we will exceed growth.		Cara Bahnson - elected 9-6-2023	06/14/2024
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	9/20/23	Attend Job Fairs that are organized by the district.		Cara Bahnson - elected 9-6-2023	02/14/2024
<i>Notes:</i>					
	9/27/23	The principal will create and send out a survey to staff once a quarter to request feedback on Berryhill systems and frustrations.		Cara Bahnson - elected 9-6-2023	06/14/2024
<i>Notes:</i>					

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>We use Title I money to purchase a half of a teacher so that we can have three sections of 7th grade.</p> <p>We don't get enough Title I money to implement the Teacher Leader Pathway program.</p>	Limited Development 09/20/2023		
<i>How it will look when fully met:</i>		We would receive an increase in Title I funds to enable us to implement Teacher Leader Pathways. We would have certified teachers in every classroom. We would have zero vacancies.		Cara Bahnson - elected 9-6-2023	06/14/2024
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/20/23	Within the 2023-24 school year, our school identified the following resource inequity, Human Resources, as a result, our school plans to mitigate this inequity by recruiting highly effective teachers with the use of differential funds to increase student achievement and growth. (Aligns to 3rd grade reading goal, 8th grade math goal, EVAAS goal)		Cara Bahnson - elected 9-6-2023	02/14/2024
<i>Notes:</i>					

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

**Initial Assessment:**

This is a difficult indicator for Berryhill because it is hard to get families to regularly come to school for events. The Leadership Team, teachers, and staff all do a wonderful job communicating with parents and guardians about expectations and the importance of working together to help students succeed in school. However, we continuously have trouble getting parents into the building and attending events at school.

This year we had sent home the Parent Compact and Berryhill Parent Expectations in English and Spanish. They were both signed by parents. These practices keep parents informed about educational expectations. We had two successful "Pop the Trunk" Flea Markets in the Berryhill bus lot in the fall and spring. This event builds relationships among families and teachers and provides clothing and household items for free for our families. Teachers have online communication with parents through Class Dojo. All school-wide events and important information are provided to parents on Facebook and Class DoJo.

When looking at our 2023-2024 SIP goal targets aligned to this indicator, the biggest challenge is having parents attend events at Berryhill. Even with all of our communication this year, we still had trouble getting parents to attend events. We held monthly parent workshops prior to our Mobile Food Pantry, and they were not attended by very many people.

As a school, we have a lot of great ideas to get parents involved. However, we need to continue to work to have parents come into the building to learn how they can best support their children academically.

Limited Development  
08/09/2022

<p><b>How it will look when fully met:</b></p>	<ul style="list-style-type: none"> <li>- PTO that has increased membership and projects they are working on to benefit the students and staff.</li> <li>- Continued opportunities for parents to come to the school (feeling comfortable) for curriculum workshops. Increased attendance.</li> <li>- Continue to articulate expectations to parents in English and Spanish.</li> <li>- We communicate to parents through Connect Ed messages, a monthly school-wide newsletter, teacher newsletters, face-to-face and phone conferences, and Class Dojo and Berryhill's Facebook social media page for announcement blasts.</li> <li>- We will know when we have met our objectives by tracking parent participation at events through sign-in sheets, expanding our PTO, and increasing the amount of money raised by the PTO.</li> </ul>		<p><b>Karen Reid - elected 9-6-2023</b></p>	<p><b>06/14/2024</b></p>
<p><b>Actions</b></p>		<p><b>0 of 4 (0%)</b></p>		
<p>9/6/22</p>	<p>Lunch and Learn - Designated days for a grade level to have parents visit for lunch 2 times a year. (Positive school climate goal, FAM-S 3)</p>		<p>Lauren Wade - elected 9-6-2023</p>	<p>02/14/2024</p>
<p><i>Notes:</i></p>				
<p>8/9/22</p>	<p>Admin team and selected staff to attend monthly PTO meetings to generate ideas to increase membership and increase meaningful projects to support the school. (Positive school climate goal, FAM-S 3)</p>		<p>Lauren Wade - elected 9-6-2023</p>	<p>06/14/2024</p>
<p><i>Notes:</i></p>				
<p>8/9/22</p>	<p>Communication - ParentSquare to communicate school-wide, grade level, class, or individually with families. Updates about curriculum, assignments, school/class events, and assessments are communicated regularly. (Positive school climate goal, FAM-S 3)</p>		<p>Lauren Wade - elected 9-6-2023</p>	<p>06/14/2024</p>
<p><i>Notes:</i></p>				
<p>8/9/22</p>	<p>Implement Pop the Trunk Flea Market in the Fall and the Spring. Staff will bring items that they no longer want, pop their trunk, and families will shop for these items for free. (Positive school climate goal, FAM-S 3)</p>		<p>Karen Reid - elected 9-6-2023</p>	<p>06/14/2024</p>
<p><i>Notes:</i></p>				