

Comprehensive Progress Report

Mission: The mission of Chatham County Schools is to graduate globally competitive and confident students by providing a rigorous and relevant curriculum in a supportive, safe, and nurturing learning environment.

Vision: Bennett School envisions a nurturing environment, dedicated to promoting technology, student achievement and respectful behavior. With the support and collaboration of our school and community all students can become successful, life-long learners.

Goals:

By the end of the 2021-22 school year, all core teachers will use online, hybrid, or blended learning as part of a larger pedagogical approach to teaching and learning so that students may be engaged in remote learning.

Increase Bennett School's School Report Card Grade from a "B" to "A" by 2022.

Increase subgroup EDS overall proficiency in math from 42.9% (2017-2018) to 50%.

During the 2021-2022 School Year, Bennett School will meet expected growth in the areas of reading and mathematics.



! = 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>		During the 2014-15 school year, the school re-evaluated the PBIS framework and made revisions to the PAWS posters and language. Each core teacher in grades PK-8 have classroom-based behavior management plans; however, each of those plans vary. Discipline data is evaluated through the MTSS leadership meeting process. Our school counselor and social worker have created and maintain Google forms to collect referrals from students and teachers.	Limited Development 07/27/2017		
		Priority Score: 1 Opportunity Score: 2	Index Score: 2		
<i>How it will look when fully met:</i>		<p>All teachers at Bennett School employ effective classroom management skills and strategies by teaching expectations in class through structured lessons and activities. All teachers at Bennett School utilize best practices to teach and reinforce positive behaviors, including rules, procedures and understanding of consequences by upholding the district's policies, offering a referral process for counseling support and teaching an emotional support curriculum in grades k-2. A PBIS team will be established with the purpose of monitoring data and creating incentives for students who model expected behaviors. The MTSS team will offer support to students through the form of behavior interventions for those who require additional support.</p> <p>Chatham County Schools complete Crisis plans each year utilizing the School Risk Management System. The crisis plans were presented to the Board of Education on November 20, 2017. All school crisis plans are also stored in a district folder for schools and district leadership to access as needed. The district has a process for schools to follow to obtain tier 3 behavior supports/interventions.</p>	Objective Met 06/01/20	Sally Murchison	06/01/2020
<i>Actions</i>					
	9/10/18	Teachers in grades k-2 will teach the Second Step curriculum using the kits provided by the district.	Complete 12/06/2018	Sally Murchison	01/05/2019
<i>Notes:</i>					

9/24/18	New safety procedures will be taught to staff so that they can practice the expectations with students.	Complete 02/06/2019	John Shaner	01/15/2019
<i>Notes:</i>				
9/10/18	The CHAMPS matrix will be taught to all students through classroom teachers, as instructed in PLCs, and will be supported through classroom guidance.	Complete 02/03/2020	Sally Murchison	04/14/2020
<i>Notes:</i>				
9/10/18	MTSS will provide behavior interventions for students who need Tier 2 support.	Complete 03/02/2020	Sally Murchison	06/01/2020
<i>Notes:</i>				
Implementation:		06/01/2020		
Evidence	6/1/2020 CHAMPS information can be found in all classrooms. Teachers are teaching strategies and will continue to do so. Behavior information is documented and improvements have been made based on results in ed handbook.			
Experience	6/1/2020 Teachers feel that students' needs were addressed and met.			
Sustainability	6/1/2020 We will need to continue support for students behavior while they are in the classroom, especially for classes without instructional assistants.			

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>		Currently, our PLC groups meet weekly to review a variety of topics. As a team, we have determined that part of this regular review we should include meetings to specifically discuss student progress and data. Using this information, we will be able to better inform our instruction and interventions.	Limited Development 10/26/2020		
<i>How it will look when fully met:</i>		When this objective is fully met, we will be meeting twice monthly as a team to review student progress and make changes to our practice. Students will show an increase in academic performance in a timely manner based on the changes we make to offer support to their learning.		Amy Beavers	06/01/2022
Actions			3 of 4 (75%)		
10/26/20	Establish a monthly PLC to review student data and progress.		Complete 11/30/2020	Amy Beavers	11/30/2020
<i>Notes:</i>					
10/26/20	Establish a second monthly meeting with a targeted group to discuss additional supports needed for our students, and then share those ideas with the teacher.		Complete 04/01/2021	Sally Murchison	04/01/2021
<i>Notes:</i>					
10/26/20	Embed time in the master schedule for student interventions that have been determined at the PLC meeting.		Complete 09/15/2021	Carla Neal	09/15/2021
<i>Notes:</i>					
8/12/21	Our MTSS Coach will oversee the progress monitoring for each grade level at Bennett School. She will meet with staff twice monthly during PLC time.			Carla Neal	06/01/2022
<i>Notes:</i> Jessica Peterson is the MTSS Coach.					

	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:			Our professional learning communities are currently not creating units. The Chatham County ASIS team has developed some units and pacing guides for some grade levels and/or content areas.	Limited Development 08/28/2017		
How it will look when fully met:			Teachers will integrate lessons that are standards-aligned for each subject and grade level.		Amy Beavers	06/01/2022
Actions				4 of 7 (57%)		
	10/7/19	Mrs. Beavers will meet with teachers to unpack standards in both the areas of math and ELA.		Complete 01/22/2020	Amy Beavers	12/12/2019
<i>Notes:</i>						
	6/1/20	During the 2020-21 school year, we will use IAs to support teachers in grades 3-5.		Complete 02/09/2021	Natasha Jones	11/01/2020
<i>Notes:</i>						
	2/9/21	We will use STAR data to identify gaps in learning and employ tutors in the area of mathematics to support students at Bennett School.		Complete 03/01/2021	Carla Neal	03/01/2021
<i>Notes:</i>						
	3/12/21	Title 1 money will be spent to hire tutors to support students, particularly in the area of math. STAR data will be used to target the students served by our math tutors.		Complete 03/01/2021	Amy Beavers	03/01/2021
<i>Notes:</i>						
	8/12/21	PLCs will discuss culturally relevant teaching strategies, and work to implement strategies into lesson plans/units.			Jessica Peterson	06/01/2022
<i>Notes:</i> All coaches will promote this strategy.						
	6/1/20	Teachers will meet in grade level clusters during PLC meetings to review curriculum and ensure standards alignment. This should be done at least once monthly			Amy Beavers	06/01/2022
<i>Notes:</i>						
	6/1/20	We will collaborate with district-level ASIS team members to analyze data according to district guidance.			Amy Beavers	06/01/2022
<i>Notes:</i>						

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:		The 2021-22 master calendar has a built-in intervention/enrichment block for all grade levels. Using district, state and formative assessments, groups will be created by grade level to meet the needs of students who require tier 2 interventions. Additionally, these students are reviewed through the MTSS process and data is compiled on a common spreadsheet.	Limited Development 08/28/2017		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:		Tier I instruction begins with formative assessment to determine readiness of students. Differentiated instruction will be delivered based on assessment results and adapted instruction will be created to meet students' needs. In addition to effective Tier I instruction, students who need additional support will receive Tier II instruction from the ESL teacher, reading specialists, and other repeat core teachers. Tier II is an additional presentation of the core as opposed to being a supplemental curriculum. Title 1 funds will be spent for a reading/math interventionist.		Carla Neal	06/01/2022
Actions			10 of 12 (83%)		
10/13/17		Include an intervention time within the master schedule.	Complete 08/18/2017	Principal	08/18/2017
	<i>Notes:</i> 30 minute intervention time for all classes in K8....in middle school this time is titled 'Panther Prep'				
10/13/17		Teachers will administer quarterly STAR assessments (Grades 4-8 Reading and Grade 1-8 Math).	Complete 06/08/2018	Amy Beavers	06/08/2018
	<i>Notes:</i> Students are assessed in STAR every month until the end of the school year.				
9/10/18		All staff members will attend an overview of MTSS and the Tiered System of Support.	Complete 08/21/2018	Carla Neal	08/21/2018
	<i>Notes:</i>				

9/21/18	Teachers will be trained on the new guidelines for progress monitoring students in reading.	Complete 09/21/2018	Amy Beavers	09/21/2018
<i>Notes:</i>				
10/13/17	Identify students to be served by the Math Instructional Specialist. The student groups will be "fluid groups" based on student assessment data. (revised 2/13/18)	Complete 09/04/2018	Sally Murchison	10/08/2018
<i>Notes:</i>				
9/10/18	Targeted teachers will attend HELPS Training.	Complete 10/05/2018	Amy Beavers	12/01/2018
<i>Notes:</i>				
10/23/18	As a method to specifically target kids in the SWD category who are not making progress, the MTSS team, along with classroom teachers, will complete the "Tier 3 Problem Solving Worksheet" and determine which students need additional support or a change in the program used during their EC time.	Complete 12/06/2018	Sally Murchison	03/14/2019
<i>Notes:</i>				
10/13/17	During PLCs teachers will identify intervention groups based upon assessment results.	Complete 09/10/2018	Sally Murchison	06/01/2019
<i>Notes:</i>				
10/13/17	Principal and Curriculum Coach will monitor instructional plans for intervention groups/times.	Complete 05/15/2019	Sally Murchison	06/01/2019
<i>Notes:</i>				
10/30/20	When students transition back to school, they will do so in small groups (approximately 50% of the class at a time). Teachers will group students according to the data collected while remote learning so that instruction is aligned with the needs of the student. As a result, teachers will offer interventions in-person each day they are on campus, for a minimum of 15 minutes.	Complete 02/12/2021	Amy Beavers	02/12/2021
<i>Notes:</i>				
9/25/20	Small groups will be implemented remotely OR in person this year as we provide differentiated instruction to students.		Amy Beavers	01/15/2022
<i>Notes:</i>				
9/25/20	Based on BOY data, teacher observations, and informal assessments, students will be offered virtual interventions to meet specific needs as our students demonstrate needs remotely.		Molly Upchurch	06/10/2022
<i>Notes:</i>				
Implementation:		09/10/2018		

Evidence	6/11/2018 Lesson plans are available for each of the targeted groups. Additionally, EOG scores have been pulled by the instructional coach to determine the impact of the tutoring/remediation.			
Experience	6/11/2018 The experience has been extremely positive. I feel like the people that were brought on board to help with the struggling learners are sound professionals who have worked very hard to help the students move forward.			
Sustainability	6/11/2018 Next year, I would like to have a more "regular" location and routine for the tutors, if the Title 1 budget allows for their presence. Additionally, close monitoring of the plans being offered to the tutors will be followed by the principal and instructional coach.			
A4.02	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)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Currently, we have identified specific children and their areas of need, but need to move to the next step of creating strategies to move students forward. We (principal, coach, EC teacher) have collaborated to create a schedule that best meets the needs of the students.	Limited Development 09/11/2019		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	The school master schedule allows for the EC teacher to PLC with the Math and ELA teachers. The EC teacher helps differentiate instruction and the course is an extension of what is occurring in the regular education classroom. School administration is able to effectively observe a classroom and identify effective teaching and learning for students with disabilities. All teachers will be knowledgeable of best practices for students with disabilities. Progress monitoring will occur on a monthly basis.	Objective Met 08/12/21	Carla Neal	06/01/2021
Actions				
6/1/20	During at-home learning, the EC and ESL teams will meet with students and review lessons going home to kids.	Complete 05/01/2020	Amy Beavers	05/25/2020
Notes:				
9/11/19	Review progress of EC students at all monthly MTSS PLC meetings.	Complete 03/03/2020	Sally Murchison	06/19/2020

<i>Notes:</i>					
6/1/20	We will add a PLC meeting to address only EC, ESL and AIG students. Teachers will review students' progress at the PLC meetings.		Complete 06/01/2021	Amy Beavers	06/01/2021
<i>Notes:</i>					
Implementation:			08/12/2021		
Evidence	8/12/2021 Progress monitoring data and EOG growth.				
Experience	8/12/2021 It was helpful and important to bring our support staff to the table during PLCs. As a result, our students were better served and made academic gains.				
Sustainability	8/12/2021 We must continue to be intentional about involving our EC and special population staff members in discussions about student data and needs.				
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:		Some teachers are providing direct instruction, working to help students learn to identify and understand their emotions. Providing strategies to help them monitor and manage their emotions and how to find positive solutions. Our school counselor provides lessons to help students monitor and manage their problems, social issues with other students, and how to determine a positive course of action.	Limited Development 10/10/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		School counselor delivers lessons to all K-8 students teaching emotions and how to self-regulate the many feelings or moods students encounter throughout the day. These lessons will be supported and reinforced by classroom teachers, allowing for continued discussions between students and teachers. Those who continue to struggle with emotions will be referred for services, with a referral form being made available to students, parents and teachers online.	Objective Met 06/01/20	Sally Murchison	06/12/2020
Actions					
9/10/18	Google referral form created.		Complete 08/27/2018	Sally Murchison	08/27/2018
<i>Notes:</i>					

9/10/18	Students will be given a copy of the district's expectations for appropriate behavior.	Complete 09/03/2018	Carla Neal	09/17/2018
<i>Notes:</i>				
9/10/18	Second Step curriculum taught in grades k-2.	Complete 12/06/2018	Sally Murchison	01/05/2019
<i>Notes:</i>				
9/10/18	Referral form shared with parents and students, with a reminder mid-year and other times as needed.	Complete 01/05/2019	Sally Murchison	01/05/2019
<i>Notes:</i>				
11/19/19	Students who were flagged by the DESSA will receive targeted social/emotional interventions based on their areas of need.	Complete 02/03/2020	Sally Murchison	04/02/2019
<i>Notes:</i>				
9/10/18	Counselor meets with students during their lunch time to work on relationship building with peers.	Complete 05/31/2019	Sally Murchison	06/01/2019
<i>Notes:</i>				
9/10/18	Counselor or social worker with offer group "circle" interventions as a mediation format for conflict resolution.	Complete 06/03/2019	Sally Murchison	06/01/2019
<i>Notes:</i>				
9/10/18	Through media and ELA classes, teachers will find opportunities to address character education through selected reading aligned with the curriculum at least once per quarter.	Complete 06/03/2019	Emily Collins	06/01/2019
<i>Notes:</i>				
10/5/18	School counselor delivers lesson k-8 to teach students about emotions and how to self-regulate.	Complete 05/03/2019	Sally Murchison	06/01/2019
<i>Notes:</i>				
10/7/19	All teachers and Instructional Assistants will attend CHAMPS training.	Complete 11/01/2019	Sally Murchison	11/01/2019
<i>Notes:</i>				
11/19/19	Teachers will complete the DESSA for students who were flagged by the earlier miniature version of the rating scale.	Complete 11/19/2019	Sally Murchison	11/19/2019
<i>Notes:</i>				
9/27/19	2nd step curriculum will be taught to all students in grades k-5.	Complete 03/13/2020	Sally Murchison	06/01/2020
<i>Notes:</i>				
Implementation:		06/01/2020		
Evidence	6/1/2020 Lesson plans and PLC notes serve as evidence of completion.			

Experience	6/1/2020 Our experience was overall positive. We aren't sure that the assessor was appropriate, but when we added notes on a personal level that made the experience more applicable for each teacher and student.			
Sustainability	6/1/2020 Teachers were great about giving lessons to students. They will all continue to do this next year, with social worker and guidance support.			

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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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
Initial Assessment:		Currently, the Bennett School Leadership Team meets once per month. The meeting calendar dates are created collaboratively among the members of the leadership team. The Leadership Team consists of the school's principal, curriculum coach, teachers, paraprofessionals and an officer from the school's Parent-Teacher Association. The team works to make decisions on a variety of items, including the school improvement plan, resources, school-based policies and procedures, etc. MTSS will also meet monthly.	Limited Development 10/10/2017		
How it will look when fully met:		The Bennett School Leadership Team consists of the principal, teacher leaders, our curriculum coach, other professional staff, parents and an officer from our Bennett Parent-Teacher Association. Our team meets at least twice each month works to make collaborative decisions on a variety of items, such as the school improvement plan, instructional resources, professional development, and other school-based policies and procedures.		Carla Neal	06/08/2022
Actions			4 of 5 (80%)		
	10/23/18	Team members will attend NCSTAR training to gain information about the SIP process.	Complete 10/23/2018	Amy Dowdy	10/23/2018
	<i>Notes:</i>				
	9/10/18	Data updated monthly and objectives reviewed.	Complete 03/25/2019	Amy Dowdy	06/01/2019
	<i>Notes:</i>				
	9/30/19	Upload new data monthly to "shared drive" so that all staff members have access to relevant planning information.	Complete 06/12/2020	Amy Beavers	06/12/2020

<i>Notes:</i>				
9/25/20	Meet with leadership team monthly to review at-home learning and make changes to our plans as needed by reviewing data and gathering input from staff.	Complete 08/05/2021	Carla Neal	01/15/2021
<i>Notes:</i>				
8/12/21	A PLC will be established and held monthly consisting of all three coaches and the principal.		Molly Upchurch	06/01/2022
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, the majority of the promotion of physical, social, emotional, and behavioral health falls to the counselor and social worker.	Limited Development 08/12/2021		
<i>How it will look when fully met:</i>		Time for morning meetings will be allotted in the master schedule.	Objective Met 10/28/21	Sally Murchison	06/01/2022
Actions					
8/12/21		Sally will train staff on how to effectively and efficiently run a morning meeting.	Complete 09/01/2021	Sally Murchison	09/01/2021
<i>Notes:</i>					
8/12/21		We will allot a time in the master schedule for morning meetings.	Complete 09/10/2021	Carla Neal	09/12/2021
<i>Notes:</i>					

KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Bennett Leadership Team works collaboratively to make numerous decisions within the school each year. The Bennett Leadership Team is made up of a diverse representation of roles, including the principal, curriculum coach, paraprofessionals, parents and an officer from the school's parent-teacher association. The school has three vertical groups of professional learning communities. These are organized by grade spans, as the school's small size usually results in one teacher per grade level, with some combination classes. The minutes from the Bennett Leadership Team are documented within the Indistar system.	Limited Development 10/10/2017		
		Priority Score: 1 Opportunity Score: 2	Index Score: 2		
<i>How it will look when fully met:</i>		Bennett School will establish a collaborate team structure among our teachers. Each day, teachers have a scheduled planning period. Additionally, classroom teachers are all given a duty-free lunch every day of the week with coverage provided by our instructional assistants, specials teachers and administration. Weekly, teachers will meet in grade level clusters for PLCs with a set agenda and rotation. During PLC meetings, teams will focus on data, curriculum, technology and MTSS.	Objective Met 06/01/20	Amy Beavers	06/01/2020
Actions					
	9/13/18	Master schedule will be created to allow for targeted times for weekly PLCs.	Complete 08/27/2018	Carla Neal	08/27/2018
		<i>Notes:</i>			
	9/24/18	A schedule will be created that allows classroom teachers to have duty-free lunch every day.	Complete 08/27/2018	Carla Neal	08/27/2018
		<i>Notes:</i>			
	9/13/18	Grade level clusters met weekly to address the targeted areas- Data, Curriculum, MTSS and technology.	Complete 06/07/2019	Carla Neal	06/01/2019
		<i>Notes:</i>			
	9/13/18	Minutes and Agendas are published to reflect the work done in PLC meetings.	Complete 05/01/2020	Carla Neal	06/01/2020
		<i>Notes:</i>			
<i>Implementation:</i>			06/01/2020		
<i>Evidence</i>		6/1/2020 PLC notes are posted in the shared drive for all staff members to access.			

Experience	6/1/2020 The change to the PLC structure has been positive all the way around for principal, coach and teachers. It allowed us include district level representatives in our meetings.			
Sustainability	6/1/2020 We will continue with the PLC structure for next year and will determine at our pre-2020/21 leadership meeting what the PLC rotation will look like.			

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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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:		The principal and curriculum coach work collaboratively to address the curriculum needs of the school. A monitoring system has been established using Planbook, a new walk-through template has been created, and plans are being made to complete classroom observations.	Limited Development 10/10/2017		
How it will look when fully met:		The curriculum coach and administration have created common PDP goals for teachers. PDP goals will be based on observations/summatives for individual teachers. Data will be collected based on weekly walk-throughs, with an email being sent directly to teachers with the walk-through results. Areas addressed may include: technology, rigor and the use of "I Can" statements. Planbook is monitored for all teachers.		Carla Neal	06/01/2022
Actions			5 of 7 (71%)		
	9/13/18	Google Walk-through form created.	Complete 09/05/2018	Carla Neal	09/05/2018
	<i>Notes:</i>				
	9/13/18	Common school-wide PDP goals are created.	Complete 11/01/2018	Carla Neal	11/01/2018
	<i>Notes:</i>				
	9/13/18	The use of "I Can" statements is taught through the PLC process.	Complete 12/06/2018	Amy Beavers	11/01/2018
	<i>Notes:</i>				
	9/30/19	Title 1 money will be used to pay for a teacher 1/2 time to address our school's need for targeted science instruction.	Complete 08/01/2019	Carla Neal	08/01/2019

<i>Notes:</i>				
9/13/18	PDP goals created based on previous observation feedback/summative.	Complete 09/30/2019	Carla Neal	10/01/2019
<i>Notes:</i>				
9/13/18	Planbook is monitored weekly by administration/curriculum coach.		Carla Neal	06/01/2022
<i>Notes:</i>				
9/13/18	Feedback given to teachers weekly through walk-through form, bi-weekly for specials teachers.		Carla Neal	06/01/2022
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity			
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Effective Practice:	Quality of professional development			
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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>		Principal and Coach analyze various types of data regularly, including assessment data and observation/walkthrough data. Leadership team analyzes EOG data and other types of data, but has not regularly analyzed or had discussion about walkthrough and/or teacher observation data. Leadership Team works to identify areas of improvement during Summer Retreat but has not taken an active role using teacher observation and/or walkthrough data to inform decisions to improve instruction or in professional development.	Limited Development 08/30/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Data will be addressed monthly through the Data PLC. Data will be delivered that is relevant to the grade-level clusters. Title 1 funds will be used to support areas of need as evidenced by data, including hiring a reading/math interventionist to work with students in grades K-8. Emphasis will be placed on Tier 2 interventions during the enrichment/intervention block daily. A Digital Learning team will look at technology related data, the MTSS team will look at data for at-risk students with additional support from the school social worker.	Objective Met 06/01/20	Amy Beavers	06/08/2020
Actions					
11/13/17		Principal will create a Digital Learning Team.	Complete 09/15/2017	Amy Beavers	09/15/2017

	Notes: Team members: Emily Collins Amy Dowdy Wendy Copelan Lex Alvord			
11/13/17	The Digital Learning Team (DLT) will collaborate to assess the NC Digital Learning Progress Rubric to gather an initial baseline.	Complete 10/06/2017	Amy Beavers	10/06/2017
	Notes: What is the baseline? The team met and completed a rubric. Mrs. Copelan turned this information into the appropriate person. This information is being used to drive the Friday Institute.			
11/13/17	Teachers will complete the Bennett School Technology Needs Assessment for Teachers.	Complete 09/26/2017	Amy Beavers	10/27/2017
	Notes:			
11/13/17	The Digital Learning Team will analyze and disaggregate the results from the technology needs assessment survey, using results to inform next steps.	Complete 10/04/2017	Wendy Copelan	10/27/2017
	Notes:			
11/13/17	The principal, lead digital teacher and Executive Director for Digital Teaching and Learning will collaborate to identify professional development opportunities for the DLT and teachers at Bennett School.	Complete 10/04/2017	Amy Beavers	11/03/2017
	Notes: Friday Institute			
11/13/17	Principal will determine a team to sent to the NCPAPA - Fall Instructional Symposium 2017.	Complete 07/05/2017	Principal	11/03/2017
	Notes:			
11/13/17	The principal will determine a team to send to the NCTIES Conference Winter 2018 to receive professional development in the areas of digital teaching and learning.	Complete 11/01/2017	Amy Beavers	01/05/2018
	Notes:			
11/13/17	The Digital Learning Team will develop a technology purchase plan to replace and/or provide resources for instruction.	Complete 01/30/2018	Wendy Copelan	01/30/2018
	Notes:			
11/13/17	Teachers will present and share resources and knowledge gained from attending the NCPAPA Fall Symposium.	Complete 03/19/2018	Principal	03/19/2018
	Notes:			

10/12/17	Design and construct a Bennett Data Wall. Data will include DUAs, STAR data, EOGs, EVAAS, data and other data from walkthroughs, etc.	Complete 06/08/2018	Principal	06/08/2018
	<p><i>Notes:</i> Will include DUAs, STAR data, EOGs, EVAAS, data and other data from walkthroughs, etc.</p> <p>*6-8 DUA data is up but data wall is not complete.</p> <p>Data has been kept digitally. Next year, we hope to have a room conducive to displaying data for meaningful discussion and planning.</p>			
11/13/17	Principal and Curriculum Coach will collect observation/walkthrough data on digital learning and teaching.	Complete 06/08/2018	Amy Beavers	06/08/2018
	<i>Notes:</i> There is a pressing need for interactive Smart Board Training.			
10/12/17	Make data observations and recommendations available to MTSS team for Tier 2 & 3 Revisions	Complete 06/05/2018	Leadership Team	06/08/2018
	<i>Notes:</i> MTSS met monthly to review student progress for those involved in the MTSS process.			
10/12/17	Complete classroom observations and walkthroughs	Complete 06/08/2018	Principal	06/08/2018
	<i>Notes:</i> All observations completed.			
10/12/17	Complete performance assessments (mClass, STAR, DUA's, EOG, NC Check-Ins for 4th & 5th, EVAAS?)	Complete 06/08/2018	Principal	06/08/2018
	<p><i>Notes:</i> On-going (Beginning, Middle, and End for mClass with progress monitoring in between) (STAR - Monthly) (DUA's - As scheduled on pacing guides for 6-8 and at end of quarters for 3-5) (NC Check-Ins - 3 times per year) (EOG - at end of year)</p>			
10/12/17	Compile all data quarterly (classroom and performance).	Complete 05/07/2018	Amy Beavers	06/08/2018
	<p><i>Notes:</i> Amy Beavers will compile the data and will be reviewed on the following quarterly dates October 2017 ~ Completed February 2018 ~ Completed April 2018 June 2018</p>			
10/12/17	Schedule Quarterly Leadership meeting dates to review data (Oct. 2, Jan. or Feb, April, May/June)	Complete 05/07/2018	Amy Beavers	06/08/2018
	<i>Notes:</i>			

12/31/18	First semester planning day, with focus on differentiation, technology and learning objectives.	Complete 12/06/2018	Amy Beavers	12/06/2018
<i>Notes:</i>				
10/12/17	Identify areas of concern and needs in Tier 1 Instruction at each meeting.	Complete 06/07/2019	Amy Beavers	06/08/2019
<i>Notes:</i> Technology use is on lower levels of SAMR models. Limited interactive technology where students demonstrate what they are able to do.				
11/13/17	Digital learning and teaching observation/walkthrough data will be analyzed monthly on the Bennett School data wall and during other meetings, such as leadership team, faculty meetings, and PLCs.	Complete 06/03/2019	Amy Beavers	06/08/2019
<i>Notes:</i>				
9/27/19	Digital lead teacher will provide PD for colleagues at PLC meetings, at least once quarterly.	Complete 06/01/2020	Amy Beavers	06/01/2020
<i>Notes:</i>				
10/12/17	Identify professional development opportunities based on data (internal, external)	Complete 06/01/2020	Amy Beavers	06/08/2020
<i>Notes:</i>				
Implementation:		06/01/2020		
Evidence	6/1/2020 Most of our PD occurred during PLCs and targeted to grade level spans instead of as a whole school. Given the large grade-level span of our school, it is more meaningful for teaches to work together in grade level clusters.			
Experience	6/1/2020 Data was reviewed regularly, at least monthly with teachers, and more even more frequently between principal and coach. This was used to make school decisions to move learning forward.			
Sustainability	6/1/2020 Continue data reviews through PLC meetings.			

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>		There is a district-based evaluation plan that is communicated to administrators/directors at the beginning of the year. The district and the school works with a district-based director to support new and/or beginning teachers, through mentoring and scheduled meetings and professional development opportunities. All employees are evaluated each year as determined by the evaluation plan mentioned above. Teachers and staff can be commended and/or rewarded via several avenues. These avenues may include school-based incentives and rewards. These could include annual awards in our district, such as Teacher-of-the-Year, Instructional Assistant-of-the-Year, Principal-of-the-Year, and Bus Driver-of-the-Year. Over the past few years, district leadership in collaboration with local government have worked to increase local supplements for staff to increase and/or maintain solid teacher/staff retention rates.	Limited Development 10/10/2017		
<i>How it will look when fully met:</i>		Bennett School will effectively implement the Chatham County Schools process for evaluating teachers and other professional staff in an effort to retain and recruit the very best employees for our students. A team of teachers at Bennett will work collaboratively to recruit, interview and select candidates for positions.		Carla Neal	06/01/2022
<i>Actions</i>			4 of 5 (80%)		
	9/13/18	Members from the Bennett staff will participate in the interview process for new positions.	Complete 08/27/2018	Carla Neal	08/27/2018
<i>Notes:</i>					
	9/13/18	The evaluation process will be reviewed with teachers at the beginning of each year, and repeated as necessary.	Complete 09/13/2018	Carla Neal	10/01/2018
<i>Notes:</i>					
	9/13/18	Beginning teachers will be supported monthly through regular meetings, peer observations and individual goals.	Complete 05/27/2019	Amy Beavers	06/01/2019
<i>Notes:</i>					
	9/13/18	Representatives from the school will attend the CCS recruitment fair.	Complete 05/24/2019	Carla Neal	06/01/2019
<i>Notes:</i>					
	9/13/18	Teachers will be given opportunities to visit other schools to observe teachers in similar roles as a method of support or master teachers within our own school.		Carla Neal	06/01/2022

Notes:

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
D2.01		ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our teachers use online hybrid/blended learning with their instruction to meet the needs of their students. There have been previous Friday Institute trainings to increase teacher knowledge of online learning opportunities without much follow through. In house training was a focus during the 2020-21 school year and will continue this year.	Limited Development 08/01/2018		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		100% of teachers will be using blended learning strategies in their instruction.		Amy Beavers	06/10/2022
<i>Actions</i>			10 of 11 (91%)		
8/1/18	Teachers will attend district-provided training on the new devices.		Complete 08/21/2018	Carla Neal	08/22/2018
<i>Notes:</i>					
10/23/18	Teachers will be given Freckle Training on-site by a member of the ASIS team.		Complete 10/23/2018	Amy Beavers	10/23/2018
<i>Notes:</i>					
8/1/18	Selected teachers in grades k-5 will attend Seesaw training and embed the strategies in their classroom.		Complete 01/07/2019	Wendy Copelan	01/07/2019
<i>Notes:</i>					
8/6/18	Quarterly, teachers in grades 6-8 will work with a private consultant to incorporate coteaching support and model a hybrid blend of learning in core classrooms.		Complete 09/03/2018	Carla Neal	08/10/2019
<i>Notes:</i> Title 1 budget					
9/25/20	Bennett School will purchase subscriptions to Brain Pop, Jr and IXL for teacher to use as classroom resources in grades k-5 as students work remotely.		Complete 09/25/2020	Amy Beavers	08/25/2020
<i>Notes:</i>					

9/25/20	Teachers in grades k-8 will have access to Seesaw to engage with students in online learning and to allow parents to access their child's education. Title 1 funds will be used to purchase this for middle school; CCS will purchase this for k-5.	Complete 09/28/2020	Amy Beavers	09/28/2020
<i>Notes:</i>				
9/25/20	All certified staff members will create a virtual classroom so that students may access their material remotely.	Complete 10/05/2020	Amy Beavers	10/05/2020
<i>Notes:</i>				
10/30/20	As teachers deliver instruction, Mrs. Beavers and Dr. Neal will monitor instruction using a virtual walk-through form that was created at the school level. Data will be collected and stored in this form. As students transition back to in-person learning, walk-throughs will be completed at school and data will be collected.	Complete 02/12/2021	Carla Neal	02/12/2021
<i>Notes:</i>				
2/9/21	Working with the Chatham Education Foundation, we will target a group of students to receive tutoring on their non in-person days virtually.	Complete 08/12/2021	Sally Murchison	03/01/2021
<i>Notes:</i>				
9/25/20	During at-home learning, teachers will participate in school-level PD to obtain strategies that will allow them to effectively deliver instruction to students remotely.	Complete 08/12/2021	Amy Beavers	06/10/2021
<i>Notes:</i>				
8/12/21	Teachers in the VA will use a variety of teaching strategies and virtual experiences, such as break out rooms, to give students the opportunity to collaborate.		Molly Upchurch	06/01/2022
<i>Notes:</i>				
Implementation:		05/15/2019		
Evidence	5/15/2019			
Experience	5/15/2019			
Sustainability	5/15/2019			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently the Bennett School teachers, staff, coaches and leadership are using various tools and resources to communicate with parents and the school community. Such resources include, Class Dojo, Twitter, weekly folders, newsletters, the school's website, calendar and marquee. Teachers maintain flexible schedules and work with parents to be available for parent/teacher conferences during the school year. In past years, the school has planned instructionally-based family night or engagement events, however participation was poor.	Limited Development 10/10/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		All teachers will communicate regularly with parents, working to involve them in their class events and activities and also providing important information about how the parents can support instruction at home.		Carla Neal	06/01/2022
<i>Actions</i>			10 of 12 (83%)		
10/12/17		Survey teachers/staff to assess current communication methods used by teachers and staff.	Complete 11/30/2017	Leadership Team	11/30/2017
<i>Notes:</i>					
10/12/17		Create and conduct a student survey to determine incentives for survey responses and/or to determine what they think would be helpful for their parents to know about school, instruction, etc.	Complete 02/28/2018	Leadership Team	02/28/2018
<i>Notes:</i>					
10/12/17		UPLIFT Chatham Poverty Training for Bennett Staff	Complete 03/16/2018	Principal	06/08/2018
<i>Notes:</i>		working to identify a date for the poverty training. We have identified the date at March 29, 2018 from 12:30 to 3:30 p.m.			
12/31/18		Host first semester curriculum night for parents and students.	Complete 12/18/2018	Emily Collins	12/10/2018
<i>Notes:</i>		Was rescheduled due to weather			
10/5/18		Weekly communication via phone and email will be sent out to parents by administration.	Complete 05/15/2019	Carla Neal	06/01/2019
<i>Notes:</i>					

10/2/19	A "suggestion box" will be made available on the website for parents to provide ongoing feedback to the school.	Complete 09/05/2019	Carla Neal	09/05/2019
<i>Notes:</i>				
10/2/19	School Improvement Team will develop a parent survey to be deployed electronically.	Complete 12/02/2019	Tami Henson	12/01/2019
<i>Notes:</i>				
6/1/20	After the shift to at-home learning, teachers communicated with students and parents at least 3 times per week.	Complete 06/01/2020	Tami Henson	06/01/2020
<i>Notes:</i>				
9/25/20	The school will purchase supplies and materials for students so that work can be well-organized as it is sent home during remote learning. A notebook will be created for each child that is divided up in an organized manner so that parents are able to support their student from the home.	Complete 10/02/2020	Tami Henson	10/09/2020
<i>Notes:</i>				
3/12/21	Students in grades PreK-4 will participate in family engagement nights with a focus on literacy and STEM.	Complete 03/05/2021	Carla Neal	03/05/2021
<i>Notes:</i>				
9/25/20	Talking Points will be used by certified staff members at all levels to engage with parents as students participate in remote learning. This will connect them with resources and will serve as a reminder about students' expectations and progress.		Sally Murchison	06/10/2022
<i>Notes:</i>				
8/12/21	VA parents will be supported through curriculum and parent night events so that they can better support their students with virtual learning.		Molly Upchurch	12/05/2022
<i>Notes:</i>				
Implementation:		06/01/2020		
Evidence	6/1/2020 Usage reports, weekly communication logs, parent survey results are all evidence of completion.			
Experience	6/1/2020 Parent communication has improved dramatically and we have established practices that can continue from years to come.			

Sustainability

6/1/2020

We will purchase Seesaw again next school year. Use increased by as much as 10-12 times the percentage at the beginning of the year. We will look at purchasing it again next year if the district doesn't purchase.

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