



# Our Direction

**Butner-Stem Elementary**

**Date of Report: 10/24/2022**

**Vision:**

BSES will collaborate with all stakeholders to provide students with fundamental reading, writing, and mathematics skills along with critical thinking and problem-solving skills that incorporate STEAM to ensure that students are prepared for future success.

Butner-Stem Elementary School "Exceeded Growth" as designated by the North Carolina State Board of Education based on the results of 2021-2022 state assessments. The school's overall report card grade increased from a D to C.

**Values:**

Our values include an engaging school environment with high standards for teaching and learning where students are encouraged to be risk-takers and collaborators. Teachers create environments where students unleash their full potential, build relationships with students and families creating a safe learning environment, and through the 4 Cs allow the STEAM curriculum to provide growth opportunities in all academic domains for all students.

**Mission:**

BSES is a safe learning environment where all students are nurtured academically and socially and given the necessary tools to grow so students are prepared with the needed skills to be successful beyond middle school.

**Goals:**

- BSES will improve in the Panorama GRIT measure from 50% to 60% by spring 202 by increasing students' ability to persevere. A.4.06, E.1.06

**Performance Measure(s)**

Performance Indicator: Students will demonstrate growth on the GRIT indicator from BOY to MOY to EOY.		
Data Source: Panorama GRIT Tool	Baseline Year: 2020-2021	Baseline: 50%
Target Date: 2021-2022	Target: 60%	Actual:
Target Date: 2022-2023	Target: 60	Actual:

- By May 2023, at least 80% of parents/guardians will feel equipped to support their child with academic success as measured by parent surveys. E1.06

**Performance Measure(s)**

Performance Indicator: Parents will be asked to complete surveys at the fall, winter, and spring parent night events. Surveys will focus on the understanding, needs, and abilities of parents/guardians to assist their children in the home setting academically.		
Data Source: Survey Results at EOY	Baseline Year: 2020-2021	Baseline: 72.2%
Target Date: 2021-2022	Target: 80%	Actual: 96.7
Target Date: 2022-2023	Target: 80%	Actual:

- By May 2023, EL students will increase their vocabulary and reading comprehension by 10% points as measured by informal and formal teacher-made assessments, NC Check-Ins, mClass, iReady, MobyMax, and EOGs. A2.04, B3.03, A4.01

**Performance Measure(s)**

Performance Indicator: Percent of EL students that exit ESL services will increase from 1% to 11%		
Data Source: WIDA Access for ELLs Assessment	Baseline Year: 2020-2021	Baseline: 1%
Target Date: 2021-2022	Target: 10%	Actual: 1%
Target Date: 2022-2023	Target: 10%	Actual:

- By May 2023, increase 5th-grade science proficiency by 10% points as measured by EOG and NC Check-Ins. A2.04, B3.03, A4.01

**Performance Measure(s)**

Performance Indicator: GLP will increase from 62.9% to 65%		
Data Source: EOG	Baseline Year: 2020-2021	Baseline: 32.81%
Target Date: 2021-2022	Target: 41%	Actual: 62.9%
Target Date: 2022-2023	Target: 65%	Actual:

- By May 2023, increase math proficiency by 10% points as measured by EOG, and iReady. A2.04, B3.03, A4.01.

**Performance Measure(s)**

Performance Indicator: GLP for 3rd grade will increase from 44.3% to 50%		
Data Source: EOG Data	Baseline Year: 2021-2022	Baseline: 44.3%
Target Date: 19-20	Target: 60%	Actual:
Target Date: 20-21	Target: 60%	Actual: 40.62%
Target Date: 2021-2022	Target: 50.62%	Actual: 44.3%
Target Date: 2022-2023	Target: 50%	Actual:

Performance Indicator: GLP for 4th grade will increase from 44.3% to 49.3%		
Data Source: EOG Data	Baseline Year: 2022-2023	Baseline: 53.4%
Target Date: 19-20	Target: 60%	Actual:
Target Date: 20-21	Target: 60%	Actual: 16.9%
Target Date: 2021-2022	Target: 26.9%	Actual: 53.4
Target Date: 2022-2023	Target: 49.3%	Actual:

Performance Indicator: GLP for 5th grade will increase from 53.4% to 58.%		
Data Source: EOG Data	Baseline Year: 2021-2022	Baseline: 14.04
Target Date: 19-20	Target: 35%	Actual:
Target Date: 20-21	Target: 35%	Actual: 14.04%
Target Date: 2021-2022	Target: 24.04%	Actual: 57.01%
Target Date: 2022-2023	Target: 58%	Actual:

- By May 2023, increase reading proficiency by 10% points as measured by EOG. A2.04, B3.03, A4.01

**Performance Measure(s)**

Performance Indicator: GLP for 3rd grade will increase from 30% to 45%		
Data Source: EOG	Baseline Year: 2020-2021	Baseline: 31%
Target Date: 19-20	Target: 53.7%	Actual:
Target Date: 20-21	Target: 53.7%	Actual: 31%

Target Date: 2021-2022	Target: 41%	Actual: 30%
Target Date: 2022-2023	Target: 45	Actual:

Performance Indicator: GLP for 4th grade will increase from 30% to 35%.		
Data Source: EOG Data	Baseline Year: 2021-2022	Baseline: 30%
Target Date: 19-20	Target: 57%	Actual:
Target Date: 20-21	Target: 57%	Actual: 38.9%
Target Date: 2021-2022	Target: 48.9%	Actual: 41.4%
Target Date: 2022-2023	Target: 35%	Actual:

Performance Indicator: GLP for 5th grade will increase proficiency from 41.4% to 45%.		
Data Source: EOG Data	Baseline Year: 2021-2022	Baseline: 41.4%
Target Date: 19-20	Target: 40%	Actual:
Target Date: 20-21	Target: 40%	Actual: 25%
Target Date: 2021-2022	Target: 35%	Actual: 45.7%
Target Date: 2022-2023	Target: 45%	Actual:

- Reduce the number of unexcused absences to below 8 days, excluding any mandatory COVID-19 absences, per student. A4.06, E1.06

**Performance Measure(s)**

Performance Indicator: # of students with less than 8 absences-		
Data Source: PowerSchool	Baseline Year: 2018-19	Baseline: 120
Target Date: 2020-2021	Target: 83	Actual: 196
Target Date: 2021-2022	Target: 75	Actual: 106
Target Date: 2022-2023	Target: 46	Actual:

Performance Indicator: There will be a 10% decrease of students with 12 or more absences that were not due to COVID-19 reasons for the 2021-2022 school year.		
Data Source: PowerSchool	Baseline Year: 2020-2021	Baseline: 196
Target Date: PowerSchool	Target:	Actual:

Performance Indicator: There will be a 10% decrease of students with 8 or more absences that were not due to COVID-19 reasons for the 2022-2023 school year.		
Data Source: PowerSchool	Baseline Year: 2021/2022	Baseline: 106
Target Date:	Target:	Actual:

**Data Review:**

**Needs Assessments, Accreditation Reports, Similar Feedback:**

What the School Does Well:

- There is a collaborative and transparent school improvement process that provides opportunities for teacher input in decision-making.
- Data is collected and analyzed to influence the appropriation of resources including time, funding, and personnel to meet students’ needs.
- School Improvement Team has a variety of members, including a parent and student representative.
- BSES has a clear mission and vision statement, as well as learning goals across the school.
- Assessment data is collected and analyzed by all teachers in order to inform intervention, small group, and whole group instruction.
- Teachers are provided a multitude of opportunities to be leaders in the school community.
- Teachers consistently teach to the NC State standards.

What School Needs to Improve:

- Uploading documentation of standards met in Indistar
- Closing the early learning gap with phonics, phonological awareness, and comprehension.
- Consistency of guided reading lessons occurring in all K-5 classrooms with fidelity.
- Writing and implementing intervention plans and collecting progress monitoring data in order to update intervention plans as needed.
- More PD and collaboration around PBIS needs to take place in order for teachers to understand effective strategies to manage misbehavior, hold students accountable for their behavior, and have a strong and clear understanding of PBIS.

## Student Outcome Data:

### Butner-Stem Elementary School Testing Data 2021-2022

[https://docs.google.com/document/d/18\\_rCgaBzjZQKQroVm3F3LbtY0Fe5BNvf9\\_kjaNzvSyM/edit?usp=sharing](https://docs.google.com/document/d/18_rCgaBzjZQKQroVm3F3LbtY0Fe5BNvf9_kjaNzvSyM/edit?usp=sharing)

## Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

We have assessed the 12 key indicators and developed tasks to lead toward full implementation. BSES has a fully functioning tiered intervention model that supports an engaging and rigorous learning model for all students. Performance data will reflect double-digit gains and students will exceed growth in both reading, math, and science.

## Selected Indicators:

### Community Engagement

---

E2.02 The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)

### Curriculum and instructional alignment

---

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

A2.07 ALL teachers include vocabulary development as learning objectives.(5097)

### Data analysis and instructional planning

---

A3.01 Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)

A3.10 All teachers use assessment data and match instruction and supports to individual student needs. (6827)

### Distributed leadership and collaboration

---

B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)

B2.05 The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.(5145)

---

**Family Engagement**

---

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)

**High expectations for all staff and students**

---

A1.01 The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

**Monitoring instruction in school**

---

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

**Quality of professional development**

---

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)

C2.02 ALL teachers develop individual professional development plans based on classroom observations and self-assessments.(5161)

C2.03 The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)

**Strategic planning, mission, and vision**

---

B1.01 The LEA has an LEA Support & Improvement Team.(5135)

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)

B1.02 The Leadership Team serves as a conduit of communication to the faculty and staff.(5857)

**Student support services**

---

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)

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)

A4.16 The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)

**Talent recruitment and retention**

---

C3.01 The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(5165)

C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)

**Teacher quality and experience**

---

C1.02 The principal plans opportunities for teachers to share their strengths with other teachers.(5153)