

Comprehensive Progress Report

Mission:

The mission of Beulaville Elementary School, in alignment to Duplin County Schools, is to work collaboratively with the community to prepare all students for career, college, and life success.

Vision:

The vision of Beulaville Elementary School, in alignment to Duplin County Schools, is to become an exemplary school system where all students and staff excel in a globally competitive society.

Goals:

During the 2024-2025 school year, BES will improve the school achievement score to 39.7% and each grade level will exceed growth. {INDICATORS A4.01, A4.06}.

During the 2024-2025 school year, 100% of our teachers will utilize a variety of formative and summative assessments to collect data of each student's understanding and will use the data to deliver evidence based instruction aligned to STUDENTS' individual needs, to arrange for supports and interventions for STUDENTS' academic, social, emotional needs, and opportunities for leadership. {INDICATORS A2.04, A4.01, A4.06}



Activity in the last 12 months

! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of September 2024, administrators will conduct a 45 minute super observation on all certified teachers by October 4th, 2024 using NCEES standards and based on this observation data will determine next steps. Following each formal observation administrators will provide constructive feedback and offer suggestions to enhance learning.</p> <p>As of August 2023, administrators will conduct a 45 minute super observation on all certified teachers by October 12th, 2023 using NCEES standards and based on this observation data will determine next steps. Following each formal observation administrators will provide constructive feedback and offer suggestions to enhance learning. Administrators are also doing daily walkthroughs in the classrooms to ensure differentiated learning to meet individual student needs is taking place.</p>	Limited Development 08/30/2018		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		Administrators will conduct face-to-face and walk-throughs to provide teachers with immediate feedback to improve instruction. Walk-throughs and formal observations data will focus on the various modes of instruction and making sure students are being instructed in a way that leads to student success. All teachers will provide small group/individual instruction as needed based students academic needs while also embedding interventions and enrichments, as needed.		Robert Ross	05/01/2025
<i>Actions</i>			0 of 2 (0%)		
	9/13/23	Administration will ensure the implementation of Heggerty, Open Court and the inclusion of LETRS skills in the K-5 ELA classrooms through the use of classroom walk throughs.		Robert Ross	05/01/2025
<i>Notes:</i>					

	9/28/23	Administration will ensure K-8th grade teachers differentiate instruction for struggling, SWD, ESL, AIG, and/or other students with special needs through the use of classroom walk throughs and formal observations.		Robert Ross	05/01/2025
<i>Notes:</i>					
Implementation:			09/16/2020		
	Evidence	9/16/2020 Evidences are the virtual walkthrough feedback forms and the PDP evaluations.			
	Experience	9/16/2020 The last quarter of the year was remote learning but the teachers were still evaluated and provided feedback using the True North Logic tool.			
	Sustainability	9/16/2020 Administration, STEAMA Curriculum Facilitator, and Media Coordinator will use the virtual walkthrough form provided by the county. In addition, administration will continue to use the True North Logic tool to evaluate and to provide feedback.			
	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
	Initial Assessment:	Duplin County Schools allocates resources to schools in ways that support the continuous improvement of students and staff. Financial resources are equitably distributed based on student enrollment and staff allotments. Differentiated financial allotments are provided to support schools with higher needs, such as those designated as low-performing or those with staff vacancies in hard-to-fill content areas. The district utilizes input from a variety of stakeholders when establishing priorities and regularly reviews district goals and the Duplin County Schools Five Year Strategic Plan, helping to ensure a focused effort in accomplishing expected outcomes. To maximize resources, the district and schools blend funding sources to have the most positive impact on our students and staff.	Full Implementation 10/11/2023		

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent			
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>		<p>As of September 2024, BES PTO is continuing to advertise job opportunities weekly. Sunday parent video announcements include many positive aspects related to the staff. Teacher incentives are offered and recognition is given to a staff member of the month. The school conducts monthly beginning teacher meetings with the mentors. An interview committee comprised of various grade level teacher leaders, support staff, and administration interview and select the new teachers for our staff. BES hosts a beginning of the year question and answer lunch with administration for the teachers new to the school.</p> <p>As of August 2023, BES PTO is continuing to advertise job opportunities weekly Sunday parent video announcements include many positive aspects related to the staff, teacher incentives are offered, recognition of staff member of the month. The school conducts monthly beginning teacher meetings with the mentors. BES hosted a beginning of the year question and answer lunch with administration for the teachers new to the school.</p>	Limited Development 08/31/2018		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		All grade levels and subject areas will have highly qualified, certified teachers. All teachers will reduce their number of absences.		Robert Ross	05/01/2025
<i>Actions</i>			1 of 3 (33%)		
	9/13/23	Teachers on alternative licensure pathways with no prior teaching experience will be provided the opportunity to observe a veteran teacher in the same subject area at least three times in the fall semester.	Complete 05/01/2024	Robert Ross	01/08/2024
<i>Notes:</i>					
	4/30/24	First year beginning teachers and teachers on alternative licensure pathways with no prior teaching experience will be provided the opportunity to observe a veteran teacher in the same subject area at least twice during the school year.		Ashley Jones	05/01/2025
<i>Notes:</i>					

8/27/24	BES staff will facilitate and foster a welcoming and inclusive environment for beginning teachers, as well as all other staff members. This will be done by making them a valued part of the BES team, providing welcome packages for new staff, monthly tailgating for all staff, cultivating support networks, and providing necessary resources.		Emily Sandlin	05/01/2025
<i>Notes:</i>				
Implementation:		09/17/2020		
Evidence	9/17/2020 The evidence is the book keepers attendance records and rewards distributed.			
Experience	9/17/2020 This was challenging because rewards desired by the staff were not possible. So teachers may not feel like there is enough of a reward to improve their attendance. However, we did reward improved attendance.			
Sustainability	9/17/2020 We feel that we are neglecting other important indicators by keeping this particular indicator as a focus. Administration and support staff will continue to encourage improved attendance by continuing to improve staff morale.			

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
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>		<p>As of September 2024, student data will be used to drive instruction and utilize differentiated learning for each student as teachers are collecting and discussing data once each month during their grade level meetings with support staff. Frequent discussion between grade level teams and support teams will ensure all students needs are met in a timely manner. In house professional development is offered by teacher leaders as needs arise.</p> <p>As of August 2023, student data will be used to drive instruction and utilize differentiated learning for each student as teachers are collecting and discussing data twice each month during their grade level meetings with support staff. Frequent discussion between grade level teams and support teams will ensure all students needs are met in a timely manner.</p>	Limited Development 08/30/2018		
<i>How it will look when fully met:</i>		Teachers will collect meaningful data from their students and use that data to drive their instruction. Teachers will utilize flexible grouping to provide interventions, enrichment/acceleration, and guided reading to meet the needs of each of their students. Administration, as well as the IABS team, will have frequent discussions with teachers about student data. Each teacher's data collection, including benchmark data, common assessments, and additional student data will be complete and readily available.		Ashley Jones	05/01/2025
<i>Actions</i>			1 of 3 (33%)		
	10/2/23	The BES administrators will bring areas of need based on the classroom observation data and students performance data to help determine professional needs of the staff.	Complete 05/01/2024	Robert Ross	05/01/2024

Notes:

9/13/23 The grade level SIT team members will bring areas of need based on the grade level data to the SIT team to help determine professional needs of the staff.

Ashley Jones

05/01/2025

Notes:

8/27/24 The school beginning teacher mentor and administration will bring areas of need based on feedback from BT meetings and observation data to the SIT team to help determine professional needs for all the BES beginning teachers.

Jennifer Thigpen

05/01/2025

Notes:

Core Function:

Domain 3: Instructional Transformation

Effective Practice:

Practice 3A: Diagnose and respond to student learning needs

	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
<i>Initial Assessment:</i>			<p>As of September 2024, all grade levels continue to meet monthly with support staff as an MTSS team. Once a month, the problem solving team meets to further discuss and analyze student's data. During these meetings we continue to discuss student growth data, problem solving techniques, and instructional practices based on students needs. Also, student growth is discussed, and data is collected and monitored. Changes are being made to instructional practices based on student need.</p> <p>As of August 2023, all grade levels continue to meet monthly with support staff as an MTSS team. Once a month, the problem solving team meets to further discuss and analyze student's data. During these meetings we continue to discuss student growth data, problem solving techniques, and instructional practices based on students needs. Also, student growth is discussed, and data is collected and monitored. Changes are being made to instructional practices based on student need.</p>	Limited Development 08/30/2018		
<i>How it will look when fully met:</i>			Based on the 3 tiers, students will show a minimum of one years growth. MTSS teams will meet twice monthly to discuss and monitor student performance throughout the school year. Through this monitoring, students will be moved from tier to tier depending on their progress with expectation of 80% of students showing adequate growth once interventions have been implemented with fidelity. All students in Tier 3 who are not responding to interventions will continue to be referred to our Exceptional Children's Program for further recommendations to meet the needs of those students. Opportunities will be provided for all students that could increase achievement.		Ashley Jones	05/01/2025
Actions				2 of 3 (67%)		
	9/28/23	Middle school advanced learners and AIG students will participate in enrichment in STEAMA, Art, Music, and Physical Education.		Complete 05/01/2024	Amy Kennedy	05/01/2024

<i>Notes:</i>				
8/27/24	Support staff will develop a schedule to provide tier 3 intervention to all of our tier 3 students without the addition of school level interventionists.	Complete 09/30/2024	Ashley Jones	10/01/2024
<i>Notes:</i> This is a concern this year without the interventionists we have had for the last several years.				
4/30/24	1st grade through 8th grade teachers will group all students based on their individual needs and provide intervention and enrichment across the grade level.		Ashley Jones	05/01/2025
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
-----------------------	---

Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
----------------------------	---

KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of September 2024, we have a large number of new and inexperienced teachers who will need training in Educator's Handbook and classroom management.</p> <p>As of August 2023, teachers are consistently documenting discipline data in Educator's Handbook.</p>	Limited Development 08/03/2018		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		This objective will be fully met when the number of documented office referrals in the school setting have decreased by 50% .		Mayshelle Newkirk-Tate	05/01/2025
Actions			2 of 4 (50%)		
9/11/23	The MTSS team will analyze student discipline data and develop equitable plans to improve student behavior.	Complete 05/01/2024	Amy Kennedy and Mayshelle Tate	05/01/2024	
<i>Notes:</i>					

9/28/23	Teachers will create individualized Reading and Math plans for each student receiving tier 3 intervention.	Complete 05/01/2024	Ashley Jones	05/01/2024
<i>Notes:</i>				
4/30/24	Educator's Handbook training will be provided to all first year teachers.		Mayshelle Newkirk-Tate	10/30/2024
<i>Notes:</i>				
4/30/24	Through MTSS and monthly BT meetings, classroom management strategies will be shared to assist in managing student behaviors.		Ashley Jones	05/01/2025
<i>Notes:</i>				
Implementation:		12/08/2020		
Evidence	12/8/2020 An annual walkthrough checklist has been completed to show all areas have a matrix.			
Experience	12/8/2020 The school PBIS team revised the old PBIS poster to reflect a more complete matrix.			
Sustainability	12/8/2020 An annual walkthroughs will determine that these posters are visible in all rooms.			

	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:			<p>As of September 2024, BES continue to meet in grade level department and grade level meetings weekly to address curriculum needs.</p> <p>As of August 2023, BES continues to meet in grade level department and grade level meetings weekly to address curriculum needs. All EC, ESL, and kindergarten- fifth grade teachers are currently enrolled in the 2nd year of the LETRS course.</p>	Limited Development 08/30/2018		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:			All teachers in each grade level will develop rigorous lesson plans that will prompt students to think more critically to higher order thinking questions. All teachers will work collaboratively in their grade level, department, and vertical teams weekly to ensure that all instruction is aligned with the curriculum, in which, they are teaching. All teachers will teach their instruction with rigor on a daily basis and allow students to practice the lessons that are taught. Teachers will have total and complete understanding of their curriculum by studying and implementing the required standards. All teachers will fully understand the standards for the grade level below and above their grade level to ensure there is a true connection with the vertical alignment.		Robert Ross	05/01/2025
Actions				0 of 4 (0%)		
	9/11/23	Kindergarten through 8th grade teachers including EC, ELL, and resource teachers will include vocabulary development and terms specific to the subject in weekly lesson plans.		Robert Ross	05/01/2025	
<i>Notes:</i>						
	10/2/24	Kindergarten through 8th grade teachers including EC, ELL, and resource teachers will provide lesson plans that will clearly outline the specific standard being taught in each lesson, including objectives, activities, and assessments that align with the standard.		Mayshelle Newkirk-Tate	05/01/2025	
<i>Notes:</i>						

10/2/24	Kindergarten through 8th grade teachers including EC, ELL, and resource teachers will post "I can" statements and/or essential questions to guide instruction that aligns with the standards.		Jennifer Thigpen	05/01/2025
<i>Notes:</i>				
10/2/24	Kindergarten through 8th grade teachers including EC, ELL, and resource teachers will work together to establish professional learning communities that focus on creating instruction aligned with the standards.		Robert Ross	05/01/2025
<i>Notes:</i>				
Implementation:		10/27/2021		
Evidence	12/8/2020 There are several links in the A2.04 folder that include samples of teacher created videos that are essential to their online classrooms. There are also several links that include PLC meeting minutes from kindergarten through 8th grade as well as resource, EC, and ESL. Teacher Evaluations report is also included as evidence that all teacher evaluations are complete.			
Experience	12/8/2020 The experience in pursuing this objective was challenging, as it sometimes is, when administration is faced with the task of ensuring that all teachers' lessons are aligned with their instruction for their content area.			
Sustainability	12/8/2020 To continue meeting this objective, administration will continue checking teachers' online learning platforms and attending PLC and grade level meetings to provide feedback to teachers.			

Core Function:	Domain 3: Instructional Transformation
-----------------------	---

Effective Practice:	Practice 3C: Remove barriers and provide opportunities
----------------------------	---

KEY	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)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment:

As of September 2024, teachers and support staff are continuing to identify, provide supports, and interventions for students transitions from one grade to the next grade level. Upper elementary students begin transitioning classes during the school day. Middle school has begun using more of a high school block schedule and the students have the opportunity to enroll in high school courses. In 7th and 8th grade each student will have an individual schedule that they follow throughout the day. Middle school has also been given more freedom in the lunchroom allowing them to sit with peers instead of assigned seating which increases more social interaction similar to the high school environment. Fifth grade and pre-k have been provided transition days to prepare for the new school year.

As of August 2023, teachers and support staff are continuing to identify, provide supports, and interventions for students transitions from one grade to the next grade level. Upper elementary students begin transitioning classes during the school day. Middle school has begun using more of a high school block schedule and the students have the opportunity to enroll in high school courses. Middle school has also been given more freedom in the lunchroom allowing them to sit with peers instead of assigned seating which increases more social interaction similar to the high school environment.

Limited Development
08/30/2018

	Priority Score: 1	Opportunity Score: 2	Index Score: 2		
How it will look when fully met:	<p>All kindergarten students participate in a staggered enrollment (one on one meeting) at the beginning of the school year to ensure their transition as a first year student is successful. 8th grade students visit the high school for a tour and to receive important information that is pertinent to their transition.</p> <p>BES MTSS team will identify K-8 students tiers and offer additional intervention and enrichment supports based on each students needs.</p>		Objective Met 09/30/24	Jennifer Thigpen	05/01/2024
Actions					
	9/13/23	Fifth grade will participate in a transition day to prepare them for middle school.	Complete 05/01/2024	Jennifer Thigpen	05/01/2024
	<i>Notes:</i>				
	9/28/23	BES will transition and discuss 8th grade student intervention plans with EDHS staff at the end of the school year.	Complete 05/01/2024	Kelly Johnson	05/01/2024
	<i>Notes:</i>				
	9/28/23	Pre-K students will participate in a transition day to prepare them for Kindergarten.	Complete 05/01/2024	Beth Wooten	05/01/2024
	<i>Notes:</i>				
Implementation:			09/30/2024		
Evidence	4/30/2024 During the spring transition events took place for Pre-K, fifth grade and eighth grade students.				
Experience	4/30/2024 4/30/2024- This objective was easily met within our budget and school resources.				
Sustainability	4/30/2024 We will continue to have transition team plan transition days for Pre-K, fifth grade and eighth grade students.				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
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
<i>Initial Assessment:</i>		<p>As of September 2024, all staff will receive professional development to assist in identifying and referring students with social/emotional needs. Students with intense SEL needs are referred to Tarheel Human services for clinical counseling or evaluations. Panorama surveys are collected to identify SEL needs of students.</p> <p>As of August 2023, there is a plan and expectation in place for all teachers to provide SEL lessons in the classroom on weekly basis. Teachers have been instructed in the referral process to get students with greater emotional needs support.</p>	Limited Development 08/30/2018		
<i>How it will look when fully met:</i>		<p>An established, confidential procedure for reporting students in need of social and emotional support will be utilized by all staff. There will be additional strategies and programs established that will also support all students in need. Tier two and tier three behavior interventions will be provided by teachers and support staff.</p> <p>Through the implementation of PBIS, students will focus on the following PBIS expectations:</p> <p>Respect themselves and others. Own up to their actions. Attitude attitude is everything. Responsibility is the key. Office referrals will be reduced by at least 10% due to the implementation of PBIS</p>		Jennifer Thigpen	05/01/2025
<i>Actions</i>			2 of 4 (50%)		
	9/13/23	School counselors, school nurse and school social worker will attend SEL training "Peace by Piece" throughout the school year to learn to identify and provide support for trauma.	Complete 05/01/2024	Beth Lanier	05/01/2024
<i>Notes:</i>					
	10/2/23	K-5 students will receive social and emotional lessons through intervention time and/or resource one time per week and 6-8 students one time per month.	Complete 05/01/2024	Kelly Johnson	05/01/2024

<i>Notes:</i>				
4/30/24	K-8 classroom teachers will include the characteristics from The Portrait of a Graduate by focusing on one character trait each month.		Salem Williams	05/01/2025
<i>Notes:</i>				
10/1/24	The Exceptional Children's department, works daily on social and emotional skills, to provide students opportunities to be successful.		Sallie Byrd	05/30/2025
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
-----------------------	--------------------------------

Effective Practice:	Practice 4C: Engage students and families in pursuing education goals
----------------------------	--

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>		<p>As of September 2024, a weekly parent video announcement is sent to all parents. The PTO team has provided opportunities to increase parent involvement. The school has planned activities to promote parent involvement throughout the school year. Teachers are required to have a parent contact for each student each nine weeks. IEP meetings are hosted by the EC department to meet with parents and/or guardians, to personalize education plans and provide resources for families. Parents utilizes our school nurse and social worker for a variety of needs.</p> <p>As of August 2023, a weekly parent video announcement is sent to all parents. The PTO team has provided opportunities to increase parent involvement. The school has planned activities to promote parent involvement throughout the school year. Teachers are required to have a parent contact for each student each nine weeks.</p>	Limited Development 07/11/2018		

	Priority Score: 1	Opportunity Score: 2	Index Score: 2		
How it will look when fully met:	All faculty/staff are communicating with parents and guardians to help their students at home be successful at school. Translations are provided the county translator, as well as ESL staff and technology assistance. Materials and resources will be provided to parents and guardians through their learning management systems, home visits, and school drop off/pick ups to help support them and to help them understand their child's curriculum expectations for each subject. BES will collaborate with community agencies and other organizations to strengthen school programs and provide health awareness to families and students.			Laurie Sholar	05/01/2025
Actions			0 of 3 (0%)		
9/30/24	The school will promote student health awareness among parents by addressing the need for health programs and student health services, which are linked to student learning (e.g. dental screening, vision, and hearing screening, and telehealth).			Robert Ross	05/01/2025
<i>Notes:</i>					
9/30/24	BES will continue to educate families on the new attendance policy, stress the importance of student attendance and provide equitable support in following the attendance policy.			Robert Ross	05/01/2025
<i>Notes:</i>					
9/30/24	The school's support team will collaborate with community agencies and other organizations to provide resources to strengthen school programs, families, and student learning (e.g. Tarheel Therapy, New Dimensions, Building Peace, Teen Court).			Kelly Johnson	05/01/2025
<i>Notes:</i>					
Implementation:			04/30/2024		
Evidence	9/13/2021 All teachers have active online platforms and all communication tools for parents are available on our school website. 5/1/2024- Weekly parent videos, logs of health services, log and meetings from attendance policy meeting, teacher communication logs, and logs of parent attendance for activities.				

<p><i>Experience</i></p>	<p>9/13/2021 Members of the SIT team gathered all the resources that would allow parents to communicate with teachers and monitor their student's school work on an online platform. 5/1/2024- Administration makes video to share with parents and students weekly.</p>			
<p><i>Sustainability</i></p>	<p>9/13/2021 Teachers will need to maintain teacher contact logs and an active online platform for students who are not at school for a sustained period of time. 5/1/2024- Continue with weekly announcements for parents and students, parent involvement activities, teacher communication logs, and making families aware of health services.</p>			