

2024-25 School Improvement Plan

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

Vision: B. F. Grady Elementary School will prepare students to be responsible 21st Century citizens, life-long learners, physically and mentally healthy, and ready to go to college or enter the work force when graduating from high school. This goal will be accomplished by empowering students through meaningful and important educational experiences. These experiences will equip our young people with the knowledge, skills, and attitudes to become better citizens, to lead a successful, satisfying lives and make contributions to our community and our world.

Goals:

B. F. Grady Elementary School will Exceed School Accountability Growth for the 2024-2025 school year.

For the 2024-25 school year, B.F. Grady Elementary will improve its School Achievement Score by 10%, increasing the score from 34.1 to 37.5.

For the 2024-25 school year, B.F. Grady Elementary will reduce the number of office referrals by 10%, from 528 to 475 or fewer, using Conscious Discipline best practices.



! = Past Due Objectives		KEY = Key Indicator			
Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
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:		The School Leadership Team consisting of the principal, assistant principals, STEAMA Curriculum Facilitator, and teachers who lead the Instructional Teams, along with other professional staff representing each area of the school meets at least twice a month to give highlights and best practices, review the School Improvement Plan, and review the implementation of effective practices.	Full Implementation		
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
Initial Assessment:		B.F. Grady has a team structure among teachers with specific duties and time for instructional planning. PLC teams meet weekly and roles are decided upon by teams. Each department has a	Full Implementation		

	common planning period daily and a formal meeting time. Grade level chairpersons and roles are decided by teams.			
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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
Initial Assessment:			<p>As of September 2024, Grade-Level Leadership Liaisons hold weekly meetings with their respective grade levels during planning and data sessions, as well as Curriculum Meetings, and meet monthly for MTSS Meetings. The personalized support offered during these meetings aims to promote increased academic rigor, effective teaching strategies, and focused professional development. Grade-Level Leadership Liaisons conducted full instructional day observations in an effort to analyze the use of instructional time. Administrators received rolling desks to increase visibility and accessibility throughout the school day.</p> <p>As of September 2023, Grade-Level Leadership Liaisons meet with respective grade levels weekly during grade-level planning and data meetings, weekly during Curriculum Meetings, and monthly during MTSS Meetings. The personalized support provided by the Liaisons during these meetings serves to foster enhanced academic rigor, effective instructional practices, and targeted professional development. The administrative team continues to seek ways to be present in more classrooms to provide increased instructional support. The administrative team meets with each grade level during planning periods on Thursdays for weekly curriculum meetings to provide instructional leadership and professional development in identified areas of need. Each member of the administrative team is assigned three grade levels to serve a Liaisons, providing more frequent and personalized support in weekly grade level planning and PLC meetings. The administrative team is still searching for a way to get into more classrooms weekly to provide increased instructional support. On Tuesdays weekly, the administrative team meets with each grade level during planning periods to provide instructional leadership and professional development in identified areas of need. The admin team plans to divide the grade levels in an</p>	Limited Development		

	effort to provide more frequent and personalized support.					
How it will look when fully met:			The administrative team will conduct NCEES formal observations with fidelity, according to the time schedule provided by DPI. The administrative team will visit 50 classrooms weekly, based on current research about highly effective principals. The principal will focus on instruction by establishing expectations and processes for team planning and for instructional delivery. The principal will monitor the work, meeting with teams, visiting classrooms, reinforcing good practice.		Amy Wallace	06/30/2025
Actions				3 of 5 (60%)		
			Collectively, the administrative team will develop a walk through tool based on instructional priority or focus. The goal will be to visit each classroom during instruction a minimum of once weekly. Data will be recorded using the alignment walkthrough tool and shared during curriculum meetings.	Complete 01/06/2023	Amy Wallace	12/31/2022
Notes:						
			The administrative team will meet weekly as a team, along with the STEAMA Curriculum Facilitator, to review assessment data to plan for support and professional development.	Complete 04/24/2024	Amy Wallace	04/10/2024
Notes:						
			The admin team will purchase and use rolling desk carts for increased visibility in the school and stronger teacher customer service.	Complete 09/10/2024	Andrew Wilson	04/10/2024
Notes:						
			The administration will review and analyze EVAAS growth data to be released in October 2024 to identify teachers who were classified as "Did Not Meet." For those teachers, weekly lesson plans on PlanBook will be reviewed. Administration will conduct weekly walkthroughs, giving feedback in the form of one glow and one grow.		Andrew Wilson	11/28/2024
Notes:						
			BFG observation data in NCEES will be analyzed to determine professional development needs based on summary marks in Standard 3 and Standard 4.		Andrew Wilson	02/28/2025
Notes:						
	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
Initial Assessment:			Duplin County Schools allocates resources to schools in ways that support the continuous improvement of students and staff. Financial	Full Implementation		

	<p>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.</p>			
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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
Initial Assessment:			<p>As of September 2024, we continue to plan our regular monthly appreciation activities to support and strengthen the school's overall culture. The School Improvement Team continues to uphold a shared decision-making framework, ensuring that all stakeholders have a voice in key decisions. For hiring new staff, an Interview Panel is used, with at least one representative from the relevant department included as a member.</p> <p>As of September 2023, a Staff Wellness Week has been incorporated into our existing monthly appreciation treats/activities to foster and nurture the overall culture of the school. Through the School Improvement Team structure, a shared decision-making framework remains in place to ensure all stakeholders have a voice in all major decisions. The interview process for hiring new staff members is comprised of an Interview Panel in which at least one representative from the respective department is invited to be a member of the panel. B.F. Grady continues to follow the shared decision-making framework via the School Improvement Team structure, surveys, polls, feedback, and check-ins in an effort to nurture the overall culture of the school. A system is still in place to plan monthly appreciation treats and activities that promote togetherness, as well as celebrations to recognize the completion of each of the K-5 LETRS components for all involved teachers. All decisions at B.F. Grady Elementary are made by first considering how they will affect the culture for staff and students. Staff well-being</p>	Limited Development		

	check-ins take place monthly. There is a system in place to plan monthly appreciation treats and activities that promote togetherness. All school-wide decisions are made collectively by the School Improvement Team, including the spending of school funds. The staff is polled periodically to determine what non-monetary tokens of appreciation would be enjoyed by the staff.			
How it will look when fully met:	<p>B.F. Grady Elementary will establish a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff which includes the following:</p> <ul style="list-style-type: none"> actively and strategically marketing the strengths of the school and community. utilizing a stakeholder panel to conduct interviews and recommend for hire. implementing a strong mentor/buddy teacher program to support beginning teachers and new hires. conducting NCEES observations with fidelity according to recommended timeline and guidelines. facilitating activities to build connectedness of staff. establishing a system to reward and celebrate the accomplishments and positive attributes of staff. 		Andrew Wilson	05/31/2025
Actions		2 of 5 (40%)		
	Class Dojo and the B.F. Grady website will be used to positively promote the strengths of the school. Each page will contain current information highlighting who we are, what we believe, and what we do for children on a daily basis.	Complete 04/29/2024	Robbin Cooper	04/26/2024
<i>Notes:</i>				
	The admin team will orchestrate one or more exciting monthly special activities for the staff, aimed at expressing gratitude and fostering a tight-knit school family.	Complete 05/28/2024	Andrew Wilson	05/28/2024
<i>Notes:</i>				
	During the opening staff meeting, staff members will line themselves up according to years of service at BFG. The line will be "folded" in half to pair the veteran teachers with the newer teachers. Pairs will be created to provide support and encouragement to each other throughout the school year.		Amy Wallace	11/30/2024
<i>Notes:</i>				
	Blue pennants with "Exceeded Growth" will be placed on the doors of deserving teachers.		Amy Wallace	11/30/2024
<i>Notes:</i>				

	The admin team will plan a monthly treat to celebrate and reinforce the distinction of exceeding growth for the 2023-24 school year.		Amy Wallace	05/29/2025
Notes:				

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
Initial Assessment:			<p>As of September 2024, teachers have continued using Data Spreadsheets that track students' EVAAS Predictor Scores and percent correct conversions to monitor progress in meeting or exceeding expected growth in Reading, Math, and Science for Grades 5–8. A continued focus will be on identifying proficient students by placing them at the top of the spreadsheet and highlighting AIG students to closely monitor their ongoing growth and proficiency. Data from NC Check-Ins, District Benchmarks, Edmentum screeners, mClass, common assessments, and progress-monitoring will serve as baseline data at the beginning of the year and as comparison data at mid-year (MOY) and end-of-year (EOY).</p> <p>As of September 2023, teachers have maintained Data Spreadsheets containing students' EVAAS Predictor Scores and percent correct conversions to monitor student progress in meeting or exceeding expected growth in Reading, Math, and/or Science in Grades 5 - 8. A focus for this year will be to identify students who are Proficient by placing those students at the top of the spreadsheet, highlighting AIG students, to closely monitor continued growth and proficiency. Data obtained via District Benchmarks, Edmentum screeners, mClass, common assessments, and progress-monitoring will provide baseline data at the beginning of the year, then comparison data at the MOY and EOY points. B.F. Grady Elementary earned the distinction of Exceeding Growth for the 2021-2022 school year. Universal screeners for Reading, Math, and SEL, as well as Benchmark Tests, Common Assessments, and Monthly Progress Monitoring, will continue to be a top priority in the continued growth and proficiency of each student. The School Principal continues to participate in the Panasonic Force Equity Summit and monthly Principal Affinity Group session to (1) collaborate with regional</p>	Limited Development		

	peers on equity issues in rural schools and (2) apply best practices for using data analysis to increase equitable practices at B.F. Grady Elementary. B.F. Grady Elementary retains the "Low Performing" distinction, as determined by 2022-23 school accountability data. With universal screeners in place for Reading, Math, and SEL, as well as Benchmark Tests, Common Assessments, and Monthly Progress Monitoring, an effective and efficient problem solving protocol for the Data Team is a top priority. The Data Team continues to use Educator's Handbook to review discipline data, by nine weeks, for disparities among subgroups.			
How it will look when fully met:	B.F. Grady will have an effective Leadership/IDAT Team consisting of administration, curriculum specialist, school counselors, social worker, media specialist, and SRO. The Leadership Team will be positioned to take a broad view of the data available to them and to make decisions on the focus and direction of the school. This team will assess where there are strengths to be celebrated and weaknesses that need shoring up. The Leadership team will use all available information in order to make wise decisions on where best to use professional development resources. Professional development will be directly tied to classroom observations and analysis of student learning data. B.F. Grady Leadership/IDAT team will consider data at three levels: at the school level to focus on areas that needed school-wide improvement to meet proficiency goals and exceed expected growth, at the classroom level to focus on teachers' instructional strengths and weaknesses, and at the student level to focus on instructional needs of individual students.		Holden Taylor	05/31/2025
Actions		3 of 8 (38%)		
	Grade Level Data Review Sessions will monitor the progress of all subgroups, with an emphasis on the TSI Designated groups (SWD) in Reading, Math, and Science.	Complete 04/30/2023	Amy Bostic	04/30/2023
<i>Notes:</i>				
	Student schedules will be individually reviewed to ensure that TSI Designated SWD (Students With Disabilities) subgroup students are receiving quality core instruction as well as Tier 3 support through Exceptional Children's services that align with the IEP.	Complete 04/30/2023	Amy Bostic	04/30/2023
<i>Notes:</i>				

	Classroom observation data and Cognia eleot walkthrough data will be analyzed to show patterns of professional practice and will be used to determine professional development needs and plan appropriate professional development.	Complete 06/07/2024	Lauren McMahon	06/07/2024
<i>Notes:</i>				
	During weekly curriculum meetings, the administration and STEAMA Curriculum Facilitator will collaborate with each grade level to use the DCS Literacy Intervention Plan and the master schedule to develop a framework for the reading block incorporating all required components.		Kristin Fantini	10/31/2024
<i>Notes:</i>				
	Leadership Liaisons will collaborate with K-8 teams to develop short-range and long-range plans for common formative assessments in Math.		Kristin Fantini	12/20/2024
<i>Notes:</i>				
	Title 1 funds will be used to add two elementary teachers to reduce class size in grades 4th - 8th.		Kristin Fantini	01/31/2025
<i>Notes:</i>				
	Grade Level Data Teams will obtain EVAAS projections for the 2024-25 Reading, Math, and Science EOG Tests, convert them to "Percent Correct," and use them to monitor student progress on NC Check-Ins and formative assessments. Careful attention will be paid to the AIG and SWD subgroups (the only groups that did not meet growth expectations for 2023-24)		Kristin Fantini	05/10/2025
<i>Notes:</i>				
	B.F. Grady Elementary will track Math proficiency on all NC Check-Ins and CFA's, with the goal of increasing math proficiency from 37.6% to 50% proficient or greater in all grade levels.		Andrew Wilson	05/26/2025
<i>Notes:</i>				

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>			As of September 2024, monthly MTSS and PST meetings are held to assess and determine the academic and behavioral needs of students requiring intervention support. Edmentum screeners in Reading and Math, along with research-based screening tools and intervention protocols, are used to accurately identify and address students' learning needs. A school-funded	Limited Development		

	<p>Interventionist assists teachers and students by screening identified students in Reading and Math, securing research-based intervention materials, and delivering targeted Tier 2 and Tier 3 interventions in both subjects.</p> <p>As of September 2023, monthly MTSS and PST meetings occurred to identify and determine academic and behavioral status of students in need of intervention support. Edmentum screeners in Reading and Math, along with recommended research-based intervention protocols, served to accurately identify and address students' learning needs. A Cares-funded Interventionist supported teachers and students by screening identified students in Reading and Math, securing research-based intervention protocols and materials, and provided targeted Tier 2 and Tier 3 Reading and Math interventions. Monthly IABS/MTSS and PST meetings continue for academic and behavior intervention support. Edmentum is used across the district as a universal screener for Reading and Math in Grades K-8. The scheduling of seamless Tier 2 and Tier 3 interventions has been a continued priority and recent accomplishment. The B.F. Grady IABS team will continue to focus on core instruction and improve upon researched-based Tier 2 and Tier 3 interventions, especially in the area of Math. Monthly IABS/MTSS and PST meetings continue for academic and behavior intervention support. I-Station is used across the district as a universal screener for Reading in Grades 4-8 and Math in Grades K-8. Dibels mClass is used a universal screener for Reading in Grades K-3. B.F. Grady has an interventionist/intervention coordinator for the next 2 years paid with CARES funding, who will help oversee Tier 2 and Tier 3 interventions in grades K-8. The B.F. Grady IABS team will continue to focus on core instruction and improve upon Tier 3 interventions.</p>			
<i>How it will look when fully met:</i>	<p>Teachers will faithfully implement effective teaching practices and align them to the same standards and skills as their peers. B.F. Grady will focus on student response to instructional practices, as opposed to student deficits or failures. B.F. Grady will improve the success rates of struggling students and the accuracy of identifying students who truly have disabilities. Monthly IABS meetings will be utilized to provide, maintain, or intensify support for academic and behavioral interventions. The IDAT team will identify and develop core instruction indicators and measures of effectiveness in</p>		Tabitha Smith	05/31/2025

		instructional practices in reading and math. The PST will use the problem solving model to make data based decisions to ensure success for struggling students. As a result, all students will be provided equitable opportunities for personal growth.			
Actions			5 of 10 (50%)		
		BFG will re-establish a school-wide Data Team (IDAT) that will meet after the NC Check-In and mClass assessment windows.	Complete 02/19/2024	Andrew Wilson	02/19/2024
<i>Notes:</i>					
		The admin team will work with the intervention coordinator to develop an intervention walk through tool.	Complete 04/10/2024	Tabitha Smith	04/10/2024
<i>Notes:</i>					
		The admin team will utilize 2023-2024 EVAAS data to target 2-3 focus areas for the 2024-2025 school year. (Example: 4th grade math, 6th grade reading)		Tabitha Smith	11/30/2024
<i>Notes:</i>					
		Using diagnostic screener results and all available assessment data, school- wide Tier 2 Intervention groups will begin full implementation by October 1st and all new Tier 3 Intervention groups will begin full implementation by November 1st. All staff members will be utilized to give students appropriate instruction in small groups on their developmental levels.		Tabitha Smith	11/30/2024
<i>Notes:</i>					
		Title 1 Funds will be used for a part time interventionist to coordinate and implement Tier 2 and Tier 3 interventions school wide.		Tabitha Smith	12/19/2024
<i>Notes:</i>					
		Monthly MTSS meeting agendas will include discussions about AIG, SWD, EL, and BLK students and grade level strategies being used to meet their unique academic needs.		Tabitha Smith	04/20/2025
<i>Notes:</i>					
		AIG, SWD, BLK, and EL students will be identified and labeled on PLC Data Tracking Spreadsheets and monitored closely for growth, using NC Check-In 2.0 and CFA assessment data.		Tabitha Smith	05/15/2025
<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	

Initial Assessment:	As of September 2023, the PBIS team continues to adjust and refine school-wide behavior management processes based upon Educator's Handbook Data and Panorama SEL Screener Data. PBIS lessons were modified to be age-appropriate to focus on character traits rather than rules. New hallway signs were ordered and displayed to align with the school focus for positive behavior reinforcement. The PBIS Team updated the BF Grady school webpage to include parent resources. The PBIS has developed and provided a "SEL in the Classroom" and "Rules and Routines" Canvas modules detailing steps teachers can take in the daily classroom to promote positive SEL, as well as information about teacher self-care, and effective rules and routines. The PBIS team conducts a workshop for beginning teachers called "Building Relationships" during a scheduled monthly BT meeting.	Limited Development		
How it will look when fully met:	There will be a school-wide system in place to teach behaviors, everyday procedures, and social-emotional skills. The rules of conduct will be posted and expected of all students. It will be actively taught and reinforced by all teachers, staff, and administration. The PBIS plan will encompass rewards and consequences. Teachers will have the opportunity to give feedback and to review data monthly. A social-emotional curriculum will be selected and used to guide and support appropriate interaction. Administration will look for on-going reinforcement of the PBIS plan in classroom observations. The PBIS team will share best practices for teaching behaviors, everyday procedures, and social-emotional skills with the staff.		Chelsey Smith	05/31/2025
Actions		5 of 7 (71%)		
	The PBIS team will update the B.F. Grady school webpage to include a parent resource shortcut that will contain a parent/student PBIS handbook, PBIS ideas to use at home, and upcoming events and incentive dates.	Complete 06/08/2023	Jacquelyn Morris	10/01/2023
<i>Notes:</i>				
	The PBIS team will design and deliver a monthly newsletter for staff, which will include research-based practices, current school data, updates, and pertinent information.	Complete 03/08/2024	Wendy Parker	03/08/2024
<i>Notes:</i>				
	Staff will participate in Conscious Discipline training entitled "Building Resilient Schools and Homes." The first two modules were completed		Chelsey Smith	06/07/2025

			in May 2024 and the remaining eight sessions will occur during the 2024-25 school year.			
Notes:						
			The PBIS team will plan and deliver quarterly professional development sessions in areas of need based on past and current behavior data from Educator's Handbook. Conscious Discipline practices will be aligned, accompanied by Best Practice Language (Hal Holoman) for respective areas of need.		Chelsey Smith	06/07/2025
Notes:						
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, Leadership Liaisons, consisting of the Administrative Team, have been working with assigned grade levels to support alignment, data discussions, and effective team planning. An Agricultural Awareness Committee was established to organize activities for the two district Agriculture Awareness Days. Weekly Curriculum Meetings are ongoing for all grade levels and departments. Grade levels have continued administering NC Check-Ins, Edmentum Reading and Math Benchmarks, District Benchmarks, and common assessments to monitor student progress. Teachers in Grades 6-8 conducted Data Walks to assess student performance, while K-5 teachers, designated as Cohort I, completed LETRS training for Units 5-8, following the completion of Units 1-4. Beginning Teachers, designated as Cohort II, began LETRS training for Unites 1-4. Beginning Teachers also observed Veteran Teachers to learn effective instructional strategies and rigorous content delivery.</p> <p>As of September 2023, Leadership Liaisons, comprised of the Administrative Team, have worked with assigned grade levels to assist with alignment, data conversations, and effective team planning. An Agricultural Awareness Committee was formed to plan activities for the two district Agriculture Agriculture Awareness Days for the 2022-2023 school year and will serve in the same capacity for the 2023-2024 school year. Weekly Curriculum Meetings will continue to occur for all grade levels and departments. Grade levels have continued to administer Edmentum Reading and Math Benchmark, District Benchmark, and various common assessments to monitor students' progress. Teachers in Grades 6-8 conducted Data Walks to further assess student status. K-5 Teachers completed LETRS training for Units 1-</p>	Limited Development		

	<p>4. Beginning Teachers continued to observe Veteran Teachers as they facilitated effective instructional strategies and rigorous content. K-8 teachers are continuing to adjust core instruction to address deficits and gaps in knowledge due to the pandemic. The central focus for curriculum meetings is alignment of instruction for core standards and small group personalized academic support. Recent data trends indicate the need for additional support in core instruction. The admin team has served as Leadership Liaisons, with assignments to specified grade-levels to assist with alignment, data conversations, and effective team planning. All K-8 teachers have Curriculum Binders, containing the standards, unpacked documents, released tests, and all information from DPI pertaining to content instruction and assessment. Edmentum is being used as a universal screener in Reading and Math. Personalized, research-based recommended interventions are being used in general education K-8, as well as ESL and EC. Weekly Curriculum Meetings and informal walk-through observations focus on the alignment of instruction and evidence-based instructional practices.</p>			
How it will look when fully met:	<p>Standard-aligned instructional units for each grade level and subject will be in place. B.F. Grady instructional teams will effectively collaborate to assess the effectiveness and improve standard-aligned units. The units will include learning objectives and their criteria for mastery, pre-and post-tests to assess student mastery, well-designed learning activities aligned to learning objectives and best practices, and corresponding materials that are easily accessible to be shared with colleagues. Instructional units will include differentiated instruction for special education students, EL students, AIG students, and other special populations.</p>		Bobbi Hatcher	06/07/2025
Actions		3 of 6 (50%)		
	<p>B.F. Grady Elementary will utilize the Planbook platform for the 2023-24 school year to house all lesson plans in one location for leadership liaisons to review.</p>	<p>Complete 11/01/2023</p>	Andrew Wilson	11/01/2023
<i>Notes:</i>				
	<p>All beginning teachers will be scheduled to observe veteran teachers in the same subject or area, and two additional accomplished teachers within the grade span. An observation protocol with focused questions will be utilized.</p>	<p>Complete 03/08/2024</p>	Samantha Rouse	03/08/2024
<i>Notes:</i>				

	K-8 Teachers will participate in Data Walks after North Carolina Check-Ins and mClass Assessment windows. The Data Analysis Protocol provided by the DCS Curriculum Department will be utilized.	Complete 05/24/2024	Samantha Rouse	05/24/2024
<i>Notes:</i>				
	The curriculum and admin team will work with each grade level and the master schedule to design an ELA instructional framework, including time spans for each component.		Bobbi Hatcher	11/30/2024
<i>Notes:</i>				
	The curriculum and admin team will put together a sub-committee of math teachers with proven test results to help design a framework for math instruction for each grade level using the master schedule.		Bobbi Hatcher	11/30/2024
<i>Notes:</i>				
	After a break due to current challenges in education, BFG will make a soft return to scheduled Instructional Rounds. The first set of rounds for all certified teachers will occur in the first semester and the second set of rounds will occur in the second semester.		Bobbi Hatcher	12/18/2024
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation		
Effective Practice:		Practice 3C: Remove barriers and provide opportunities		
	A4.14	The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)	Implementation Status	Assigned To
Initial Assessment:		<p>As of September 2024, students and staff observed and participated in school- and district-wide Career and College Awareness Days, in alignment with the STEAMA Career and College Readiness Plan. Quarterly STEAMA Power Hours were conducted for Grades K-8, and grade levels visited their adopted colleges and universities through virtual and in-person field trips. STEAMA 1.0 and STEAMA 2.0, were made available to students, providing opportunities to explore career preparedness activities. Christmas Cheer for College and Career trees continued to be decorated throughout the building to promote awareness among all students. Additionally, an Agricultural Awareness Committee continued to plan activities for the district's two Agriculture Awareness Days.</p> <p>As of September 2023, observed and participated in school- and district-wide Career and College Awareness Days, in alignment with the STEAMA</p>	Limited Development	

	<p>Career and College Readiness Plan. Quarterly STEAMA Power Hours were facilitated in Grades K-8. Grade-levels visited adopted colleges and universities, via virtual and in-person field trips/tours. STEAMA 1.0, STEAMA 2.0, and FUSE classes are available to students for the exploration of career preparedness activities. Christmas Cheer for College and Career trees were decorated throughout the building to promote an awareness for all students. An Agricultural Awareness Committee was formed to plan activities for the two district Agriculture Awareness Days for the 2022-2023 school year and will serve in the same capacity for the 2023-2024 school year. B.F. Grady Elementary continues to expose student to a variety of college and career exploration activities through STEAMA 1.0 and STEAMA 2.0 classes, district-wide Career and College Awareness Days, STEAMA Power Hours, college and university field trips, and the STEAMA Career and College Readiness Plan.</p>			
How it will look when fully met:	<p>B.F. Grady Elementary will provide all students with real time, hands on opportunities to investigate a variety of careers and occupations. Doing so will assist students in choosing study paths aligned to future work world ambitions. B.F. Grady Elementary will help students identify career interests, which in turn will serve as an entry point into post-secondary planning. B.F. Grady Elementary will also build connections between students and outside professionals/occupation mentors as well as role model alumni. These individuals can assist students in understanding and acquiring the knowledge needed that will equip them with the skill sets necessary for college and career.</p>		Karrie Jarman	05/31/2025
Actions		2 of 5 (40%)		
	<p>The BFG STEAMA Career and College plan will be implemented school-wide. Counselors will generate a video to recap all of the College and Career activities completed throughout the school year. The video will be posted on the BFG website and Class DOJO.</p>	<p>Complete 06/01/2023</p>	Andrew Wilson	06/05/2023
<i>Notes:</i>				
	<p>Student schedules for grade 3-5 will include two visits weekly to the FUSE lab, where they will have choice based, challenge projects using real-world technologies in the areas of STEAMA.</p>	<p>Complete 12/05/2023</p>	Andrew Wilson	12/05/2023
<i>Notes:</i>				
	<p>B.F. Grady will develop a comprehensive list of college adoptions by grade level to ensure a</p>		Karrie Jarman	11/30/2024

			variety of experiences for students, minimizing repeating visits and activities throughout the Pre-K through 8th grade years.			
Notes:						
			BFG will expand its 2nd Annual "Touch a Tractor" event in November and "Meet Your Local Farmer" event in February.		Karrie Jarman	03/01/2025
Notes:						
			The STEAMA Career and College Readiness Plan 2024-25 will include K-8 monthly career and college activities and topics for teachers to integrate into daily lesson plans, as well as B.F. Grady's first Career and College Expo to be held in April.		Karrie Jarman	04/30/2025
Notes:						
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:			<p>As of September 2024, eighth-grade students visited East Duplin High School to tour the campus and participate in small-group informational sessions about the high school structure, requirements, and expectations. During the annual Spring Kindergarten Registration event, students and parents were invited to tour kindergarten classrooms and meet the teachers. This year's plan also includes a "Moving Up Day," where students from each grade level will visit the classrooms of the next grade to learn about routines and expectations. Tier 3 Intervention Plans for rising Ninth Grade students were shared with East Duplin High School.</p> <p>As of September 2023, Eighth Grade students visited East Duplin High School to tour the campus and participate in small-group informational sessions regarding the high school structure, requirements, and expectations. During the annual Spring Kindergarten Registration event, students and parents are invited to tour Kindergarten classrooms and meet Kindergarten teachers. This year's plan entails a "Moving Up Day" in which students in each grade-level will visit the next grade-level's classrooms to learn respective grade-level routines and expectations. Support for students transitioning into Kindergarten, Third Grade, and Sixth Grade will take priority. Each of these grade levels represent entry into the major K-8 grade-span areas - K-2, 3-5, 6-8. Most action steps for developing and implementing consistent, intentional, and ongoing plans to support student transition have been</p>	Limited Development		

	virtual in nature. For the 2023-24 school year, action steps should be completed in person.			
How it will look when fully met:	Transition programs at B.F. Grady will include students, parents, and teachers, and will provide comprehensive and targeted transition activities for these stakeholders. Transition activities will include tours of the next grade level, students "shadowing" students of the next grade level, parent-to-parent meetings addressing concerns and questions, and holding orientations where incoming students and parents get information, practice routines, and meet teachers and peers. Transition programs at B.F. Grady will be ongoing and sustained, by continuing to assess and address student concerns, and continuing activities to enhance parent-school communication and build rapport between all stakeholders. Research shows that in order for transition programs to be successful they must 1) foster communication; 2) respond to all stakeholder needs; 3) develop a sense of community; and, 4) include an evaluation of the transition program and evolve and adapt it as needed. All four areas will be at the forefront of planning for transition programs at B.F. Grady Elementary.		Lindsey Lee	05/30/2025
Actions		1 of 3 (33%)		
	Tier 3 Intervention Plan Data for Eighth Grade students transitioning to East Duplin High School will be digitally shared with EDHS School Counselors, via Google Docs, at the end of the school year.	Complete 06/07/2024	Tabitha Smith	06/07/2024
<i>Notes:</i>				
	Upcoming kindergarten students and parents will be invited to visit kindergarten classrooms during the spring to observe core instruction and daily practices.		Lindsey Lee	05/30/2025
<i>Notes:</i>				
	BFG will provide a "Moving Up Day" for Pre-K through 7th grade students in the last nine weeks of the school year. Each grade level will transition to the next team of teachers, where they will spend an hour learning about routines and what to expect in the next grade.		Lindsey Lee	06/07/2025
<i>Notes:</i>				

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
Initial Assessment:			<p>As of September 2024, ongoing efforts at B.F. Grady Elementary focus on prioritizing the social-emotional well-being of both students and staff. B.F. Grady Elementary staff has completed 2 of the 10 sessions of the Conscious Discipline course, "Building Resilient Schools and Homes". Data from the Panorama universal screener informs SEL instruction, and daily SEL lessons, along with Morning Meetings, have become integral parts of the instructional day. "Buddy Benches" have been installed in each playground area to encourage inclusion and ensure all students feel welcomed.</p> <p>As of September 2023, social-emotional well-being of students and staff members at B.F. Grady Elementary remains a priority. The number of students taking the Panorama screener more than doubled with incentives provided. The "Test-Taking Boot Camp" is an established support given to 3rd graders. Minute interviews will be completed with 4th graders annually. Continued efforts are being made to prioritize the social-emotional well-being of students and staff members at B.F. Grady. Data from the Panorama universal screener is being used to drive SEL instruction. Daily SEL lessons and Morning Meeting are permanent parts of the instructional day. The social-emotional well-being of students and staff members at B.F. Grady Elementary remains a priority. Data from the Panorama universal screener is being used to drive SEL instruction. Daily SEL and Morning Meeting are permanent parts of the instructional day.</p>	Limited Development		
How it will look when fully met:			At B.F. Grady Elementary, teachers will help students learn to identify and understand their emotions. Teachers will teach students strategies for successfully managing their emotions. All students will reach "emotional competence", the ability to understand one's own emotions and those of others, manage emotional experiences, and appropriately express emotion. Teachers will provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency.		Jill Garner	06/06/2025

	The School Improvement Team analyzed team/department values and compiled a list of common shared values on equity in education at B.F. Grady Elementary School. The identified shared core values will be listed on the school website and posted in each classroom.			
Actions		1 of 3 (33%)		
	The BFG Student Support Services Technician will assist the school nurse, school counselors, and school social worker to increase the social and emotional supports given to students.	Complete 11/06/2023	Andrew Wilson	11/05/2023
<i>Notes:</i>				
	"Buddy Benches" will be purchased and located on each of the playground areas. Students will be taught how to use the "Buddy Benches" to promote inclusion of all students.		Jill Garner	03/01/2025
<i>Notes:</i>				
	B.F. Grady Elementary staff will complete the Conscious Discipline, 10 session course, on "Building Resilient Schools and Homes."		Jill Garner	05/31/2025
<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
Initial Assessment:			<p>As of September 2024, grade levels have adopted student-led conferencing. Annual school-wide Curriculum Nights are organized to strengthen communication between school and home, informing parents about expectations and the importance of staying connected through platforms like Class Dojo, conferences, and parent involvement activities. In Grades K-3, beginning, middle, and end-of-year conferences are held in line with the DCS K-8 Curriculum and Instruction Reference Guide.</p> <p>As of September 2023, the majority of grade-levels have implemented student-led conferencing. Annual school-wide Curriculum Nights are hosted to foster communication between school and home, informing parents of expectations and the importance of staying connected to the school via Class Dojo, conferences, parent involvement activities, etc. Beginning of year, middle of year, and end of</p>	Limited Development	

	<p>year conferences are held in Grades K-3 in accordance with the DCS K - 8 Curriculum and Instruction Reference Guide. B.F. Grady Elementary has reinstated face-to-face conferencing in accordance with the DCS K - 8 Curriculum and Instruction Reference Guide. Our in-person school-wide curriculum night will be reinstated for parents and students, to foster communication between school and home regarding grade-level curriculum expectations. We want to increase the amount of information that is provided to parents concerning curriculum, instruction, and building an academic partnership between home and school. K-5 is using Google Classroom as the Learning Management System and 6-8 is using Canvas.</p>			
How it will look when fully met:	<p>B.F. Grady will engage 100% of parents in ways that directly relate to their children's academic progress. Teachers and staff will maintain a consistent message of what is expected of parents. Teachers and staff will reach parents directly, personally, and with a trusting approach. Teachers will provide training to parents, which includes monitoring of homework, setting expectations, establishing healthy routines, and many other aspects of home life that are important for school success.</p>		Andrew Wilson	05/31/2025
Actions		4 of 7 (57%)		
	<p>The Class DOJO calendar feature will be used to post all school academic, social, transportation, and athletic information and upcoming events.</p>	<p>Complete 02/28/2024</p>	Andrew Wilson	02/28/2024
<i>Notes:</i>				
	<p>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).</p>	<p>Complete 05/01/2024</p>	Andrew Wilson	05/01/2024
<i>Notes:</i>				
	<p>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).</p>	<p>Complete 05/01/2024</p>	Andrew Wilson	05/01/2024
<i>Notes:</i>				
	<p>A School-wide Reading Incentive Program will be coordinated to encourage reading at home. Each student will have a goal for the grading period. Accelerated Reader will be used for those reading at a BR400 level or higher. Those reading below</p>	<p>Complete 05/16/2024</p>	Marilyn Kennedy	05/25/2024

	BR400 will receive a goal based on letter/sound recognition, sight words, or decodable books. A book vending machine will be purchased for the school. Students will receive book vending machine tokens, based on goals met.			
<i>Notes:</i>				
	B.F. Grady Elementary will design and implement a new parent volunteer program to allow families to volunteer for the day in honor or memory of someone. The daily morning announcements will include the names of those volunteering with a personalized message about who they are volunteering for.		Melanie Garris	11/30/2024
<i>Notes:</i>				
	The School Improvement Team will revise the 2021-22 BFG Parent and Family Engagement Plan to align with our current implementation practices and enhance compliance with parent involvement requirements.		Melanie Garris	11/30/2024
<i>Notes:</i>				
	B.F. Grady's Parent and Family Engagement Plan 2024-25 will include the expectation for each grade level to host a minimum of two academic parent engagement activities per school year, apart from the K-8 Curriculum Night, and Family STEAMA Night.		Melanie Garris	06/07/2025
<i>Notes:</i>				