

Comprehensive Progress Report

- Mission:** Mission: Our mission at BHESA is to courageously, confidently, and creatively lead by empowering ourselves and others.
- Vision:** Vision: To be a model school in all that we do.
- Goals:**

(2025-2026) Improve school performance.

(2025-2026) Increase educator preparedness to meet the needs of every student.

(2025-2026) Eliminate opportunity gaps.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1B: Monitor short-and long-term goals				
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:		At the end of the 24-25 school year, staff members provided input on budget priorities. Feedback was also gathered and data based decisions were made about how human resources could be used to best support student needs. Two teacher positions were paid for using Title 1 funds to decrease class sizes. A master teacher position was paid for using Title 1 funds to reduce class sizes during literacy instruction in fourth grade and a family engagement school advocate was hired. Staff members were able to attend professional learning opportunities that supported the implementation of the Leader in Me, arts integration, and academic language acquisition for all learners. On the spring UCPS TWCS, 56% of staff reported that they assist in determining school budget.	Limited Development 08/07/2025			
How it will look when fully met:		All stakeholders understand the current reality as evidenced in academic, behavior, attendance, and other data and how that data informs our school-based priorities. Staff make decisions about resource allocation (including financial resources, time, personnel, etc.) to help move the priorities forward. Stakeholders collect data to understand the return on resources invested in order to continue to improve decision making about resource allocation.		Geovanna Gottfried (elected 2024)	06/10/2028	
Actions			0 of 6 (0%)			
	10/30/25	Collect quantitative and qualitative data on the impact of budget items.		Amanda Marlor (elected 2025)	05/15/2026	
Notes:						
	8/7/25	Within the 2025-2026 school year, our school identified the following resource inequity, EL student proficiency in reading lags behind the proficiency of native speakers. As a result, our school plans to mitigate this inequity by providing professional development on research-based language acquisition strategies.		Amanda Stinchcomb	06/10/2026	
Notes:		Use Title I funds to send staff members to GLAD training.				
	8/7/25	Use restart employment requirement flexibility to hire non-certified staff		Amanda Stinchcomb	06/10/2026	
Notes:						

10/15/25	Use Title I funds to fund two class size reduction positions.		Amanda Stinchcomb (elected 2024)	06/11/2026
Notes:				
10/15/25	Use Title I funds to fund professional development in the areas of academic language acquisition, Leader in Me, and the science of learning.		Amanda Stinchcomb (elected 2024)	06/11/2026
Notes:				
10/15/25	Use Restart budget flexibility to pay a stipend to beginning teacher mentors who will focus on building the capacity of our newest teachers.		Geraldine Bacchus	06/11/2026
Notes:				
Domain 2: Talent Development				
Effective Practice:				
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Assigned To	Target Date

Initial Assessment:	Our school is committed to recruiting, developing, and retaining high-quality staff who contribute to a positive culture and student success. Recruitment and placement are guided by a focus on professionalism, instructional skill, and alignment with our school mission. Staff evaluations are conducted through the North Carolina Educator Evaluation System (NCEES), with a focus on both formal observations and informal walkthroughs. We recognize the need to improve the timeliness and impact of feedback, and we are working to integrate goal-setting and reflective practice more consistently across staff. Professional learning is data-driven, responsive to both educator and student needs, and aligned with evaluation feedback, achievement data, and climate indicators. School leaders and teacher leaders co-facilitate ongoing professional development, with future plans to strengthen transparency and provide more differentiated support that improves on our current structure of staff-led choice mini sessions offered monthly. Retention is supported through a strong culture of leadership and recognition. As a Leader in Me school, all staff serve on action teams and are encouraged to lead initiatives aligned with school priorities. Weekly staff shout-outs celebrate contributions and promote morale. We use data from the NC Teacher Working Conditions Survey and district surveys to reflect on evaluation, coaching, and professional development practices and to inform improvement planning in collaboration with our School Improvement Team.	Limited Development 08/07/2025	
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How it will look when fully met: At Benton Heights, systems for recruiting, evaluating, rewarding, and replacing staff are fully embedded and sustained with fidelity. Staff recruitment is strategic and relationship-driven; our school’s culture, strong results, and sense of purpose attract high-quality candidates. Instructional assistants and student teachers are supported through intentional coaching and development, creating a pipeline for future hires in hard-to-staff roles. A clear and collaborative onboarding plan ensures new staff are welcomed, supported, and set up for success from day one. The evaluation process is fair, consistent, and timely, with frequent feedback cycles that promote reflection, goal setting, and measurable professional growth. Walkthroughs and formal observations are used to provide differentiated support aligned to teacher and student needs. Professional learning is intentionally aligned with observation data, student outcomes, and staff input. Leadership and growth opportunities are built into action teams, and contributions are celebrated regularly. Staff feel valued and are integral to shaping and sustaining our improvement efforts. Recruitment, evaluation, and retention data are regularly reviewed in partnership with staff to ensure equity, transparency, and continuous improvement. Evidence of full implementation includes evaluation schedules, feedback samples, onboarding plans, walkthrough notes, PD agendas, action team rosters, and staff survey results.	Zealy Greener (elected 2025)	06/10/2028
Actions	0 of 4 (0%)	
8/7/25	Create a scope and sequence of differentiated PD based on teacher needs and school priorities.	Jennifer Fore 06/10/2026
Notes:		
8/7/25	Reflect on TWCS data with staff.	Zachary Jones 06/10/2026
Notes:		
8/7/25	Develop an onboarding plan to use with new staff	Amanda Winburn 06/10/2026
Notes:		
8/7/25	Collect feedback from new staff on the onboarding process, needs, and suggestions for improvement.	Geraldine Bacchus 06/10/2026

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>		Benton Heights Elementary School of the Arts' Leadership Team serves as the site-based management team and includes administrative, licensed, and classified representatives from across grade levels and content areas. The team meets monthly to review school performance, working conditions, and survey data, while the MTSS Leadership Team meets monthly to analyze benchmark and progress monitoring data to guide instructional and intervention decisions. Grade-level PLCs use structured protocols to analyze student work and disaggregated assessment data, comparing outcomes across sections to identify instructional strengths, gaps, and professional learning needs. Aggregated classroom observation data and coaching feedback are reviewed alongside student performance data to align professional development with areas of greatest impact. Findings from data analysis inform the allocation of staff, time, and instructional resources to strengthen Tier 1 core instruction and targeted supports. Progress toward improvement goals is monitored through recurring data cycles, with results shared across teams to promote transparency and sustain effective practices. The school is developing an Instructional Leadership Team (ILT) to deepen instructional expertise, strengthen alignment between data and practice, and ensure that data-driven decisions are embedded into the school's continuous improvement structures.	Limited Development 08/07/2025		

How it will look when fully met: At Benton Heights Elementary School of the Arts, the Leadership Team—composed of administrators, instructional coaches, teachers from all grade levels and content areas, and family representatives—meets regularly with clear agendas, protocols, and documented next steps to drive continuous improvement. The team systematically reviews disaggregated student performance data and aggregated classroom observation data to identify trends, monitor equity, and set precise schoolwide goals. Observation data, collected through formal and informal walkthroughs, is analyzed collectively to identify instructional strengths and patterns in practice. This information is triangulated with academic and behavioral data to guide professional development priorities, ensuring that teacher learning directly addresses areas with the greatest potential for student impact. Resources, including personnel, time, and materials, are strategically aligned to the data-informed improvement plan. The Instructional Leadership Team pilots, monitors, and scales effective strategies, ensuring that new practices are implemented with fidelity and evaluated for impact. Progress toward goals is continuously monitored through data cycles embedded in PLCs and MTSS structures, with successes celebrated and adjustments made swiftly. Data-driven decision-making and professional learning are now integral, sustainable components of the school’s culture of collective efficacy and improvement.				Monica Oliviero (elected 2025)	06/10/2028
Actions			2 of 7 (29%)		
8/7/25 Use Restart budget flexibility to hire an additional assistant principal at Benton Heights Elementary School of the Arts who will focus on increasing teacher capacity and retention of teachers who are proficient in NCEES standard 4		Complete 07/01/2025		Amanda Stinchcomb (elected 2024)	07/01/2025
<i>Notes:</i> Ms. Fore is our restart-funded assistant principal					
10/15/25 Use Title I funds to purchase Lexia subscriptions to support student literacy growth.		Complete 09/30/2025		Megan McCarver (elected 2022)	09/30/2025
<i>Notes:</i>					
10/15/25 Develop a formal data review protocol for leadership team meetings				Felicia Carroll (Elected 2025)	11/30/2025
<i>Notes:</i>					
10/23/25 Form an Instructional Leadership Team.				Zachary Jones (elected 2025)	12/19/2025

Notes:				
10/23/25	Create a system to share informal observation data with staff.		Felicia Carroll (Elected 2025)	12/19/2025
Notes:				
10/23/25	Set year 1 goals for ILT		Kayla Pendleton	01/30/2026
Notes:				
10/23/25	Solicit the MTSS team and ILT for recommendations about resources based on academic and behavioral data to be used in the budgeting process for 26-27.		Valorie Slate	05/22/2026
Notes:				

Domain 3: Instructional Transformation				
Effective Practice:				
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:	BHESA implements a multi-tiered instructional system aligned with NC MTSS and federal requirements to ensure equitable access and success for all students. Tier I instruction is strengthened through PLCs where teachers unpack and prioritize standards, develop common assessments, and analyze data to plan instruction and reteaching. Behavior supports at the core include PBIS, Leader in Me, and consistent classroom management expectations. Tier II and III interventions are identified using district-developed Standard Treatment Protocols and are delivered by classroom teachers and support staff. Fidelity is monitored by the MTSS team and is an area of growth in our school -- often because of the capacity limits of staff. Placement is guided by universal screeners (mClass, iReady), diagnostics, and progress monitoring rules, with data reviewed every 6–8 weeks to adjust supports. Supplemental interventions are monitored biweekly and intensive interventions four times monthly. Collaboration occurs through weekly PLCs, biweekly MTSS meetings, and quarterly reviews of academic and behavior data, with intervention fidelity and outcomes tracked. Professional development is provided monthly to strengthen core practices, with additional opportunities focused on problem-solving and intervention strategies. Strengths include a strong Tier I foundation, systematic data use, and high levels of behavioral success. Growth areas include expanding evidence-based strategies for academic language and aligning practices across EC, AIG, ESL, and arts teachers.	Limited Development 08/07/2025	
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How it will look when fully met:	BHESA operates a fully embedded, high-functioning Multi-Tiered System of Support (MTSS) that ensures every student receives equitable, evidence-based instruction across academic, behavioral, emotional, and attendance domains. Tier I instruction is consistently strong, differentiated, culturally and linguistically responsive, and grounded in common assessments and data-driven PLC planning. Universal screeners, diagnostic tools, and progress monitoring systems are used reliably to identify student needs and determine tier placement, with data reviewed at regular intervals to adjust supports. Supplemental (Tier II) and intensive (Tier III) interventions are clearly defined, selected using district Standard Treatment Protocols, and delivered with fidelity. Entry and exit criteria are transparent, and adjustments are based on progress monitoring outcomes. General education, EC, AIG, ML, and support staff collaborate seamlessly through PLCs, MTSS team meetings, and cross-disciplinary planning, ensuring consistent strategies and shared ownership. Professional learning and coaching are ongoing, equipping staff with skills in evidence-based practices, equity, and structured problem-solving. Resources are allocated to maintain the 80/15/5 pyramid, and disproportionality is actively monitored and addressed. Evidence uploaded to NCStar: PLC agendas/minutes, MTSS meeting notes, data decision rules, intervention protocols, progress monitoring logs, professional development schedules, fidelity checklists, and walkthrough data.		Leslie Ketchum (elected 2024)	06/10/2028
Actions		0 of 5 (0%)		
8/28/25	Clarify exit criteria for tiered instructional supports in literacy.		Valorie Slate	01/31/2026
<i>Notes:</i>				
8/7/25	Use budget flexibility to hire an MTSS/PLC coach and literacy facilitator to support teachers with unpacking standards, pacing of instructional units, instructional practices, and planned interventions for students who are not progressing. (A4.01)		Amanda Stinchcomb	06/10/2026
<i>Notes:</i>	This flexibility was used in the 2025-2026 school year.			
8/28/25	Use Title I funds to continue to expand the number of staff members who have attended GLAD training.		Chloe Basile	06/10/2026
<i>Notes:</i>				
8/28/25	Provide school-level training in GLAD strategies to staff members who haven't attended the formal training.		Julia Garrison	06/10/2026

Notes: Two mini PD sessions per semester						
10/15/25	Use Title I funds to purchase document cameras to support access to instruction so that students can observe direct instruction and modeling that aligns to their practice opportunities.				Kim Sutton (elected 2024)	11/30/2026
Notes:						
Domain 3: Instructional Transformation						
Practice 3B: Provide rigorous evidence-based instruction						
Core Function:		Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)				
Effective Practice:	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)		Implementation Status	Assigned To
Initial Assessment:		Teams meet quarterly to develop standards-aligned 45 day instructional plans. This process includes prioritizing and unpacking standards using a variety of resources, anticipating misconceptions, and designing learning progressions to support student mastery. School-developed protocols have been developed and continue to be refined as we engage in the process.		Limited Development 08/07/2025		
How it will look when fully met:		The development of quarterly plans is driven by teams utilizing common protocols and includes the development of interim common formative assessments, the creation of an assessment calendar, and plans for regular data analysis to adjust instructional plans and teaching moves based on student outcome data. CFA data collected within units and benchmark assessments indicate that the work of teams supports the mastery of at least 80% of students.		Zealy Greener (elected 2025)		06/10/2028
Actions				1 of 2 (50%)		
10/15/25	Use Restart budget flexibility to fund an instructional staff jump start to support the development of long range plans and common formative assessments		Complete 08/14/2025	Amanda Stinchcomb (elected 2024)		08/31/2025
Notes:						
10/15/25	Use Title I funds to cover the cost of substitute teachers to allow grade level teams to engage in quarterly full-day planning protocols where standards aligned backwards plans are developed for each quarter.			Tieshia Pickett		06/11/2026
Notes:						

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)			
Initial Assessment:		The school has developed a parent and family engagement policy and school-parent compact in alignment with the district parent and family engagement policy. These outline our commitment to family partnerships including plans for communication and academic supports that can be utilized at home. In the 25-26 school year we established a family engagement team with a focus on improving partnerships with families as a strategy to support students' academic success. In addition, we have hired a parent & family engagement school advocate with the capacity to work directly with families during the school day and after school.		Limited Development 08/07/2025	
How it will look when fully met:		Families have clarity on school policies and systems, feel welcome in our building at at school events, and feel confident about how they can support student learning at home because of resources and strategies shared by the school. The staff have a common understanding of the power of the school-family partnership and their role in strengthening that. Regular school communication is accessible to our community regardless of language barriers.		LaQuisha Brown (elected 2024)	06/10/2028
Actions				1 of 5 (20%)	
	10/15/25	Create a family engagement calendar.		Complete 08/29/2025	08/30/2025
Notes:					
	10/15/25	Use Title I funds to hire a parent & family engagement school advocate to help plan and execute our PFE plan and support families with accessing school events, communication, translation		Xiomara Barco	06/11/2026
Notes:					
	10/15/25	Use Title I funds to purchase materials to distribute at grade level curriculum nights, leadership night, and literacy night that families can use at home to support foundational skills in reading and math.		Emma York	06/11/2026
Notes:					

10/15/25	Use Title I funds to purchase food and drinks to distribute at curriculum night, leadership night, and math night	Fanny Cardenas	06/11/2026
Notes:			
10/15/25	Incorporate our school family engagement data and strategies into monthly staff meetings to build capacity and shared understanding within the staff.	Kayla Ritchie	06/11/2026
Notes:			