

Comprehensive Progress Report

Mission:

Provide students with a strong academic and character-based foundation which will instill a desire to explore, lead, and serve in a global society.

Vision:

At Beverly Woods Elementary, we will maximize student potential by meeting each student's individualized academic needs.

Goals:

School Goal #1: The percentage of Kindergarten through 2nd-grade students scoring at or above benchmark in early literacy, as measured by DIBELS will increase from 85.2% in 2024-25 to 92.6% by June 2026. BWE will achieve this growth by increasing our AA/Hispanic subgroup performing at or above benchmark from 59.3% in 2024-25 to 85% by June 2026. (Aligns to A2.04, A4.01, B3.03 and CMS Goal 2, Guardrail 1)

School Goal #2: The percent of students scoring CCR (college and career-ready) on reading end-of-grade assessments in grades 3-5 will increase from 63.1% in 2024-25 to 71.9% in SY2025-26. (Aligns to A2.04, A4.01, B3.03 and CMS Goal 2, Guardrail 1)

School Goal #4 - The percentage of chronically absent students will decrease from 6.8% in SY2024-25 to 5% in SY2025-26. (Aligns to A4.06, and CMS Guardrail 3)

School Goal #5: The number of OSS/ISS incidents will decrease from 10 incidents in SY2024-25 to 7 incidents in SY2025-26. The number of student with OSS/ISS incidents will continue to be proportionate to our school demographics. (Aligns to A4.06 and CMS Guardrail 2)

School Goal #6: The school will retain 95% of its highly effective classroom teachers throughout the 2025-26 SY. (Aligns to B3.03 and CMS Guardrail 4).

School Goal #3: The percent of students scoring Grade Level Proficient (GLP), ML subgroup, on (reading) End of Grade assessments in grades 3-5 will increase from 37% in SY2024-25 to 45% in SY2025-26. (Aligns to A4.01, B3.03, and CMS Guardrail 1)



! = 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

Initial Assessment:	<p>Assessment of Current Implementation in April 2025: progress made through the action steps of this Indicator. The indicator has not been fully met.</p> <p>As of June 2025, our 3rd grade African American (AA) and Hispanic (Hisp.) EOG results for reading increased from 33.3% GLP (23-24) to 41% GLP (24-25)% and increased from 14.3% CCR (23-24) to 25.6% for 2025 (unofficial). Other data points to consider include the insight survey result topic of "Observation and feedback," which directly relates to this indicator. There was an increase in positive ratings for 24-25 in comparison to 23-24. Our biggest successes related to this indicator were the following actions and strategies in our SIP: implementing the coaching model to be more individualized and actionable, increasing the use of positive feedback and the "Joy" notes, and enhancing the use of data related to the Getting Better Faster Framework. Challenges we may face next year would be continued issues that arise, requiring immediate action from administration preventing them from providing instructional coaching. As we move into the next school year, we look forward to the opportunity to utilize additional staff to decrease the disciplinary workload on administration and increase our presence in classrooms for instructional coaching and observations. We also look forward to the opportunity to expand clinics and receive feedback surrounding the implementation of clinic content.</p>	Limited Development 07/10/2024		
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How it will look when fully met:	Full implementation of this indicator will include all staff members being observed/coached regularly, both formally and informally, with immediate feedback provided. The admin. team will identify struggling teachers using various data, plan additional observations/coaching, provide one on one meetings, develop support plans, and provide resources to assure success. Full implementation also includes an open forum in which staff members are comfortable discussing teaching concerns and providing constructive criticism to help their peers. Staff members will conduct peer observations on a volunteer basis. Feedback will focus on positives such as strategies or resources that were noticed to be an effective use of instruction time.		Andrew Bell	06/30/2026
Actions		1 of 4 (25%)		
8/11/25	The admin. team will implement a differentiated coaching model to provide levels of support that meet the needs of the teachers. Coaching will include weekly/bi-weekly grade-level walks to provide consistent feedback across all grade levels (EOG Reading and Math CCR and DIBELS performance, FAM-S 29).	Complete 09/25/2025	Andrew Bell	06/30/2026
<i>Notes:</i>				
8/11/25	The MCL and Master Teacher will service caseloads of 5 or fewer with weekly/bi-weekly coaching sessions to include observations, coaching meetings, data meetings, planning support, modeling, peer observations, etc.to build the capacity of staff. (EOG CCR and DIBELS performance, Guardrail #4 & School Goal #6)		Andrew Bell	06/30/2026
<i>Notes:</i>				
8/11/25	The Admin. Team will meet weekly to review coaching data and provide EITs, MCLs, and Master Teachers coaching points to review during planning to increase collaboration and instructional effectiveness across grade levels (EOG Reading and Math CCR and DIBELS performance, FAM-S 29).		Andrew Bell	06/30/2026
<i>Notes:</i>				
9/25/25	Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)		Andrew Bell	06/30/2026

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>Assessment of Current Implementation in April 2025: progress made through the action steps of this Indicator. The indicator has not been fully met.</p> <p>24-25 unofficial EOY results show our 3rd grade reading scores decreased for GLP from 75%, (23-24) to 73% (24-25) with a decrease in CCR from 57.6% (23-24) to 54.6% (24-25). Our overall EOG composite saw an increase in GLP from 79.2% (23-24) and 80.6% (24-25 unofficial) and 67.5% (23-24) to 67.7% (unofficial 24-25) for CCR. Our biggest successes as it related to this indicator were the following actions/strategies in our SIP: MTSS quarterly meetings to review our MVPA subgroup data and regrouping for our Bear Block (literacy small group instruction) for grades 2nd through 5th. As a result, 80% of our reading and 71% of our Math MTSS students made their projected progress, met their goal, or qualified for EC services. The biggest challenge we faced was the action/strategy surrounding branching minds. Lack of accurate data, delays in importing data, and other logistical issues prevented Branching Minds from being an effective tool for teacher use. This tool is being discontinued and a new platform will be utilized by the district. Challenges for next year will be navigating whichever new platform the district will utilize to monitor MTSS and increasing the use of subgroup MVPA data as it was not available this year. As we move into next school year we look forward to the opportunities that come from gaining a new school psychologist to continue managing our MTSS process and needs as they relate to academics. We also look forward to the continued additional help from our social worker with attendance and other barriers that may exist outside the school building through.</p>	Limited Development 07/10/2024		

How it will look when fully met:		Fully implemented, our teachers will use assessment data and observations to determine students who need additional support above the core curriculum. The MTSS Committee will have a system to organize and track student data across the school and monitor the effectiveness of MTSS interventions. Students will receive Tier 2 and Tier 3 support as needed. Teachers will progress monitor, as required, and document interventions. Parents with students on plans for Tier 2 or Tier 3 will be communicated with regularly (at least once per month). The MTSS team will meet weekly to discuss intervention progress and adjust plans based on student data.		Andrew Bell	06/30/2026
Actions			0 of 3 (0%)		
8/11/25	All Grade levels will create and refine the instructional expectations for literacy, math, and science instruction. Literacy small group instruction will include details of rotations, resources, instructional techniques, etc. Staff will integrate review of data into their grade-level planning to provide more regular feedback on students' needs and create instructional plans aligned to grade-level standards to increase student performance. Staff will provide written feedback on students' work to ensure students and parents know their progress and what additional support is needed.(EOG Math & Reading CCR and DIBELS performance).			Whitney Anderson	06/30/2026
<i>Notes:</i>					
8/11/25	All grades will use "Bear Block" to regroup students (minimum review of groups every 6-9 weeks) and provide small group differentiated instruction aligned to grade level standards to decrease academic gaps in literacy based on student needs. Bear Block expectations will include 15-20 minute rotations. PLCs will establish systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data. (EOG CCR and DIBELS performance).			Andrew Bell	06/30/2026
<i>Notes:</i>					
9/25/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Guardrail 2 and 3)			Whitney Anderson	06/30/2026
<i>Notes:</i>					

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
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:

Assessment of Current Implementation in April 2025: progress made through the action steps of this Indicator. The indicator has not been fully met.

As of June 2025, our 3rd grade African American (AA) and Hispanic (Hisp.) EOG results for reading increased from 14.3% CCR (23-24) to 25.6% (unofficial 24-25). Spring 3rd grade DIBELS results indicated 82.1% of students were at or above grade level for the BOY implementation and 87.1% at or above grade level for the EOY (24-25) administration. Overall, our K-3 DIBELS increased from 85.6% BOY to 85.7% EOY. Other data points to consider would be grade level planning agendas, coaching data, cultural book study PD calendar, data action plans for AA/Hispanic students, EVAAS growth with our AA/Hispanic cohort, etc. Our biggest successes as it related to this indicator were the following actions/strategies in our SIP: completion of our cultural book studies, use of insight results to modify PDP process, subgroup performance data action plans, and changes to weekly planning to incorporate GLEAM and book studies content. Coaching visits and core action walks were incorporated to ensure fidelity of these practices. Additionally, administrative and facilitator presences in planning occurred. Planning was differentiated based upon grade level needs and abilities.

As we move into the 2025-2026 school year, the challenges we still face are increasing our subgroup performance for all minorities. The challenge we have specifically at Beverly Woods is a wide variance in cohort levels due to a smaller school population with wide fluctuations in subgroup performance. Monitoring cohort performance for subgroups will be a much more effective tool to monitor this success. We have opportunities to address these challenges by further implementing the use of MVPA data and modified planning practices to increase a focus on standard aligned instruction more than curriculum aligned. We plan to modify our planning to include increased focus on standards, and creation of DOK questions to embed in instruction. Additional use of the MVPA data throughout the year should contribute toward increasing the growth of our minority students.

Limited Development
07/10/2024

How it will look when fully met:	Instructional teams will collaborate, unpack, and refine lessons from grade level content standards aligned with the EL and Open-Up curriculum during planning meetings. The focus in planning will be on how to make the curriculum engaging and rigorous for all students, creating common high expectations aligned with content standards, how to monitor these expectations, and how teams respond to the data and create differentiated learning activities to close achievement gaps. Time will be spent intentionally focused on what the rigor of the standards requires, as well as ongoing data analysis using informal and formal assessments such as daily/weekly exit tickets, unit tests, MVPA performance to determine mastery. Planning will be 90 minutes weekly and an additional 45 minutes focused on adoption of our new math curriculum until internalized. Instructional teams will include the ELL, TD, and EC teachers.		Andrew Bell	06/30/2026
Actions		2 of 4 (50%)		
8/11/25	Weekly grade level planning, agendas and meeting minutes will reflect conversations regarding increased focus on standard alignment, higher level questioning, and equity to increase the consistency within teams to provide standard aligned rigor and for all students. Instructional/PLC expectations will build upon standard alignment with an increased focus on instructional feedback to students, regular data collection, and data planning to increase student outcomes. (EOG CCR and DIBELS performance, FAM-S-29).		Whitney Anderson	06/30/2026
<i>Notes:</i>				
8/11/25	During weekly planning, teams will identify where core standards appear in student work and develop plans to academically monitor, provide specific feedback to students, and monitor data to increase student performance on these standards. (EOG CCR and DIBELS performance, FAM-S-29)		Whitney Anderson	06/30/2026
<i>Notes:</i>				
8/11/25	Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)	Complete 09/25/2025	Andrew Bell	06/30/2026
<i>Notes:</i> 9/25: Reflected in master schedule				

9/25/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Guardrail 2 and 3)	Complete 09/25/2025	Andrew Bell	06/30/2026
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Notes: 9/25: Reflected in master schedule