

Comprehensive Progress Report

Mission: Mission: “Child, parent, teacher, community...each a teacher, each a learner, and each a success.”

Vision: Vision: Berryhill’s instructional vision is - Educating Students for Success!

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 59.6% in SY2024-25 to 64.9% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on Reading End of Grade assessments in grades 3-8 will increase from 19.1% in SY2024-25 to 24.1% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring Grade Level Proficient (GLP), students with disabilities, on Reading End of Grade assessments in grades 3-8 will increase from 8.9% in SY2024-25 to 12% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The number of OSS/ISS incidents will decrease from 35 in SY2024-25 to 25 in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percent of Chronic Absenteeism will decrease from 20.8% in SY2024-25 to 15% in SY2025-26.(Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 100% of its highly effective classroom teachers throughout the 2025-26.(Aligns to C3.04 and CMS Guardrail 4)

The percent of students scoring Grade Level Proficient (GLP), on Math End of Grade assessments in grades 3-8 will increase from 47.3% in SY2024-25 to 59% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 45.5% in SY2024-25 to 100% in SY2025-26.(Aligns to A2.04 and B3.03 and CMS Goal 3)



! = 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>		<u>2024 -2025 Narrative of Current Implementation:</u> During the 2024–2025 school year, Berryhill School focused on enhancing curriculum and instruction through regular monitoring by	Limited Development 07/30/2024			

the principal and leadership team. Their goal was to provide timely, constructive feedback to teachers to improve overall teaching practices. A weekly walkthrough calendar was developed to target specific areas such as curriculum implementation, social-emotional learning (SEL) instruction, tiered interventions, and classroom management. Data from these observations were recorded in a tracker and discussed during weekly leadership meetings to help inform coaching and support strategies for teachers. A tiered coaching model was also introduced, assigning leadership team members to teachers based on their specific needs, further enhancing the focus and consistency of the support provided.

Success: Berryhill's approach to regular monitoring and feedback led to more intentional and effective teacher support. The use of a walkthrough calendar and the development of a coaching tracker allowed the leadership team to observe and address key instructional practices, ensuring greater alignment between curriculum, SEL instruction, and classroom management. This data-driven approach helped identify specific gaps in instruction and led to the creation of targeted professional development clinics. Additionally, the staff check-in survey provided valuable insights into the usefulness of the feedback and support, allowing the leadership team to refine their approach. As a result, teachers became more responsive to feedback, leading to improved instructional practices and a more aligned curriculum across classrooms.

Challenges: While the systems in place proved effective, Berryhill faced challenges in balancing the demands of frequent walkthroughs, coaching, and data analysis. Maintaining consistency in feedback across the leadership team was particularly difficult, as differing interpretations of observations could lead to variations in the support provided.

2023 -2024 Narrative of Current Implementation:

At Berryhill, the Principal and AP monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

This year, there were many successes for this indicator. The Admin Team (Principal, AP, and Dean) conducted calibrated walkthroughs a few times throughout the year with facilitators. These walkthroughs will incorporate "look fors" based on the Get Better Faster Scope and Sequence. Handwritten notes are given for feedback.

The Principal walked the school after morning duty each morning. The administrator visits every room to speak to the teachers and students.

There were informal walkthroughs for coaching caseloads or targeted grade levels, as needed based on weekly leadership team meeting conversations around coaching.

The Leadership Team used Teach Like a Champion and What Great Teachers Do Differently techniques to guide ongoing professional development. Administrators and facilitators had a coaching caseload of teachers whom they observe and coach every three weeks. The 3 week cycle consists of week 1 - observation and feedback meeting. Week 2 & 3 - teacher adjustments and informal discussion. Next Cycle - Discuss previous coaching points and may move on to new coaching points.

The outcome from coaching and walkthroughs was an increase from 24.6% to 29.4% composite in Reading. This is an increase of 4%.

Looking ahead, it is important that the Leadership Team continues to prioritize the importance of monitoring curriculum and classroom instruction regularly. The Leadership Team needs to conduct calibrated walkthroughs more often throughout the school year, and the Admin Team needs to make sure they are walking through classrooms every week. If we prioritize these two things, we will continue to grow in this area.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

<p>How it will look when fully met:</p>	<p>When this objective is fully met, Berryhill’s administrative team will be consistently present and engaged in the daily life of the school, fostering a culture of visibility, support, and instructional excellence. The principal will greet teachers and students during morning arrival, setting a positive tone for the day and reinforcing relationships. Throughout the instructional day, the admin team will be actively present in classrooms for 30–60% of the time when in-person, demonstrating a strong commitment to instructional leadership and teacher support.</p> <p>Walkthroughs and feedback will be prioritized and scheduled, with the principal and assistant principal alternating grade levels biweekly to ensure every teacher receives timely, written feedback on a consistent two-week cycle. Additionally, the admin team and facilitators will conduct calibrated walkthroughs every two weeks, focusing on smaller groups to allow for deeper engagement and more meaningful coaching. The effectiveness of these practices will be measured through staff check-in surveys and one-on-one meetings with the principal, providing insight into how observation and feedback are impacting teacher morale and instructional quality.</p> <p>Evidence of full implementation will include documented walkthrough schedules, feedback logs, survey results, and notes from principal check-ins. These resources will help leadership assess the consistency, quality, and impact of their visibility and feedback efforts, ensuring that administrative practices are aligned with the school’s goals for instructional improvement and staff support.</p>		<p>Cara Bahnson</p>	<p>06/30/2028</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
	<p>7/30/24 Develop a weekly walkthrough calendar with strategic look-fors focused on curriculum implementation, tiered interventions, and classroom management. Use a walkthrough/coaching tracker to monitor how well teachers are applying strategies from professional development. Link walkthrough findings directly to agenda items in weekly PLCs, and review data during team meetings to drive instructional decisions. The goal is for at least 80% of classrooms to consistently meet look-for expectations.(Aligns to All goals and FAM-S 3)</p>		<p>Cara Bahnson</p>	<p>11/14/2025</p>
<p><i>Notes:</i></p>				
	<p>7/30/24 Develop a list of coaching needs based on tiers/need.(Aligns to All goals and FAM-S 3)</p>		<p>Jesse Hall (elected 2025)</p>	<p>02/14/2026</p>

		<i>Notes:</i>			
	9/24/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.		Cara Bahnson	06/10/2026
		<i>Notes:</i>			
Implementation:			08/27/2025		
	Evidence	6/5/2025 Berryhill's approach to regular monitoring and feedback led to more intentional and effective teacher support. The use of a walkthrough calendar and the development of a coaching tracker allowed the leadership team to observe and address key instructional practices, ensuring greater alignment between curriculum, SEL instruction, and classroom management. This data-driven approach helped identify specific gaps in instruction and led to the creation of targeted professional development clinics. As a result, teachers became more responsive to feedback, leading to improved instructional practices and a more aligned curriculum across classrooms.			
	Experience	6/5/2025 Berryhill School focused on enhancing curriculum and instruction through regular monitoring by the principal and leadership team. Their goal was to provide timely, constructive feedback to teachers to improve overall teaching practices. A weekly walkthrough calendar was developed to target specific areas such as curriculum implementation, social-emotional learning (SEL) instruction, tiered interventions, and classroom management. Data from these observations were recorded in a tracker and discussed during weekly leadership meetings to help inform coaching and support strategies for teachers. A tiered coaching model was also introduced, assigning leadership team members to teachers based on their specific needs, further enhancing the focus and consistency of the support provided.			
	Sustainability	6/5/2025 We will use what worked and didn't work this year and make improvements for next year.			
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:

2024 -2025 Narrative of Current Implementation:

During the 2024–2025 school year, Berryhill School focused on aligning resource allocation with its instructional priorities to address identified inequities. The school recognized human resources as a significant area of need and took proactive steps to mitigate this by using Title I funds to recruit highly effective tutors. These tutors were aimed at providing targeted support to students and enhancing overall achievement and growth. Additionally, differential funds were allocated to recruit highly effective teachers to further strengthen instructional capacity, ensuring that all students received the support they needed to succeed.

The success of these actions was seen in the recruitment of qualified tutors and teachers, which helped address gaps in instruction and provided more individualized support for students. The targeted allocation of resources allowed the school to respond directly to areas of need, increasing student engagement and improving academic outcomes. By focusing on human resources, the school created a more supportive environment for both teachers and students.

However, challenges arose in fully addressing staffing needs. Despite efforts to recruit highly effective tutors and teachers, the school faced difficulties in attracting and retaining qualified staff, particularly for specialized roles. The recruitment process was more time-consuming than anticipated, and the school struggled to fill all positions in a timely manner, which delayed the full implementation of some support strategies.

2023 -2024 Narrative of Current Implementation:

Within the 2023-24 school year, our school identified the following resource inequity, Human Resources, as a result, our school planned to mitigate this inequity by recruiting highly effective teachers with the use of differential funds to increase student achievement and growth. Going into the 2024-2025 school year we will be a TLP school and hope to recruit teachers through that program which we have not had money for in the past.

Limited Development
09/20/2023

	Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	<p>When this objective is fully met, all teaching vacancies will be filled with highly effective educators within the first 20 days from the start of the school year, ensuring that no mid-year vacancies occur due to strong retention and proactive hiring practices. Success will be measured by key indicators such as 100% of positions filled by Day 20, 0% mid-year vacancies, and 85% or more of students in EIT-supported classrooms meeting or exceeding growth targets. Evidence of full implementation will include staffing and HR data, teacher evaluation scores, participation and completion rates in leadership development programs, student achievement data, and qualitative feedback from staff and students. These data points will be reviewed regularly to ensure the objective is being sustained and continuously improved.</p>			Cara Bahnson	06/30/2028
Actions			0 of 1 (0%)		
	9/20/23	<p>Within the 2025-2026 school year, our school identified the following resource inequity, Human Resources, as a result, our school plans to mitigate this inequity by recruiting highly effective teachers with the use of differential funds to increase student achievement and growth. (Goals 1-3)</p>		Cara Bahnson	06/30/2026
	<i>Notes:</i>				
Implementation:			06/05/2025		
Evidence	6/5/2025	<p>6/5/2025 The success of these actions was seen in the recruitment of qualified tutors and teachers, which helped address gaps in instruction and provided more individualized support for students. The targeted allocation of resources allowed the school to respond directly to areas of need, increasing student engagement and improving academic outcomes. By focusing on human resources, the school created a more supportive environment for both teachers and students.</p>			

Experience	6/5/2025 Berryhill School focused on aligning resource allocation with its instructional priorities to address identified inequities. The school recognized human resources as a significant area of need and took proactive steps to mitigate this by using Title I funds to recruit highly effective tutors. These tutors were aimed at providing targeted support to students and enhancing overall achievement and growth. Additionally, differential funds were allocated to recruit highly effective teachers to further strengthen instructional capacity, ensuring that all students received the support they needed to succeed.			
Sustainability	6/5/2025 Despite efforts to recruit highly effective tutors and teachers, the school faced difficulties in attracting and retaining qualified staff, particularly for specialized roles. The recruitment process was more time-consuming than anticipated, and the school struggled to fill all positions in a timely manner, which delayed the full implementation of some support strategies. We have worked hard to make sure we are fully staff at the start of the next school year.			

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
--	-----	-------	---	------------------------------	--------------------	--------------------

Initial Assessment:	<p><u>2024 -2025 Narrative of Current Implementation:</u></p> <p>During the 2024–2025 school year, Berryhill School focused on strengthening its tiered instructional system to provide all students with evidence-based instruction tailored to their individual needs. Teachers implemented both supplemental and intensive intervention groups, taking responsibility for monitoring student progress and documenting data as part of the Multi-Tiered System of Supports (MTSS). To ensure effective implementation, the leadership team provided ongoing professional development on intervention planning, data usage, and fidelity. The Student Services team also regularly reviewed data on course failures, attendance, and at-risk indicators to identify trends and guide intervention efforts. Through collaborative work in grade-level Professional Learning Communities (PLCs), educators developed targeted academic interventions aimed at</p>	Limited Development 07/30/2024		
----------------------------	--	-----------------------------------	--	--

improving student outcomes, particularly for English Learners.

Success: Berryhill's efforts to strengthen its tiered instructional system yielded positive results, particularly in literacy and math. The school successfully implemented several evidence-based programs, including Orton Gillingham, LLI, i-Ready, Do the Math, and PACE Toolkit strategies. These interventions showed early signs of impact, especially in helping to improve outcomes for English Learners. The collaborative structure of grade-level PLCs, with clear roles and consistent meeting norms, allowed teachers to analyze student data effectively and create targeted intervention plans. This data-driven approach helped ensure that students received the appropriate level of support, fostering a more responsive and effective instructional environment.

Challenges: Despite these successes, Berryhill faced several challenges in fully realizing the potential of its tiered support system. One significant challenge was balancing teachers' workloads with the demands of delivering interventions and maintaining proper documentation. Ensuring fidelity to newly implemented programs also proved difficult, as teachers needed ongoing support to ensure consistent and accurate implementation across all classrooms. Furthermore, while PLCs made strides in analyzing data and planning interventions, deepening data discussions and refining intervention strategies remained an area for growth. Overcoming these challenges will require continued professional development, effective time management strategies, and enhanced collaboration to strengthen the impact of the tiered instructional system moving forward. Another significant challenge was the loss of two full time interventionists.

2023 -2024 Narrative of Current Implementation:

We have updated our master schedule and service delivery models to ensure we are meeting the needs of all student IEPs, LIEPs, and TD plans. Additionally, we are utilizing the district's updated Standard Treatment Protocol when providing supplemental and intensive interventions.

In terms of our MTSS leadership team, we have an Intervention Specialist and Intervention Teacher at Berryhill to implement literacy interventions and support classroom teachers to meet students' varied needs.

Teachers in grades K-5 have time built into their schedules based on the EL Literacy Model for small group instruction. Teachers use the EL Benchmark, enVision and/or Core assessments to determine student needs in reading and math. Benchmark assessments are administered quarterly to the whole class and progress monitoring is conducted with students performing below grade level.

Additionally, each grade level K-8 has a daily Bear Block (invention and enrichment) time in order to personalize student learning based on individual areas of need. Specialists' schedules have been designed to coincide with Bear Block times, for an added layer of targeted support in the classroom, promoting equity and access for all students.

The major challenge we are facing in meeting our 2023-2024 SIP goal targets aligned to this indicator is the number of students who we have in MTSS. Based on the unofficial End of Year data, we have a large number of students performing at least one grade level behind. These students will need additional support in the upcoming school year.

Even though the master schedule has time for interventions to occur in each grade level, the number of students who will need to receive support and interventions poses a challenge. In order to address the challenge of time and scheduling, we can intentionally look at the master schedule and see how, in addition to 30 minutes of intervention time, teachers can incorporate other times in their day to help support students on MTSS plans. It is also imperative to begin the MTSS process and support with students at the beginning of the school year, once all BOY data is completed.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

<p>How it will look when fully met:</p>	<p>When Berryhill’s objective is fully met, the school’s master schedule will clearly reflect a dedicated daily intervention block for all students in grades K–8 who are part of the MTSS (Multi-Tiered System of Supports) process. This block will ensure that students receive consistent, targeted support without compromising core instructional time. The leadership team will play a critical role in sustaining this implementation by conducting bi-weekly reviews of instructional plans, classroom practices, and student data from a whole-school perspective. These reviews will help identify trends, address gaps, and ensure fidelity to the intervention model.</p> <p>To determine full implementation, several key data sources and resources will be used. Progress monitoring data from DIBELS, AIMS Web, and iReady will be collected regularly—every three weeks for supplemental students and every two weeks for intensive students. This data will be systematically entered into Branching Minds, allowing for centralized tracking and analysis. Monthly MTSS team meetings will serve as a forum to review this data, discuss student progress, and make informed decisions about instructional adjustments. Evidence of full implementation will include a master schedule with clearly marked intervention times, consistent and timely progress monitoring entries, documented leadership team reviews, and MTSS meeting notes reflecting data-driven discussions and actions. Together, these elements will demonstrate a cohesive and responsive support system for all students in the MTSS process.</p>		<p>Shannon Commerford (elected 2025)</p>	<p>06/30/2028</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>7/30/24</p>	<p>Grade level PLC's will establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. (Goal 2 and FAM-S 3)</p>		<p>Shannon Commerford (elected 2025)</p>	<p>06/10/2026</p>
<p>Notes:</p>				

5/15/25	During the 2025–26 school year, our ATSI school will implement evidence-based interventions—Orton Gillingham, LLI, i-Ready, Do The Math, and PACE Toolkit strategies—to improve academic outcomes for students with disabilities (SWD). Implementation quality will be monitored through regular walkthroughs and coaching cycles, with findings linked to PLC agendas. The goal is for at least 80% of SWD students receiving interventions to demonstrate growth on benchmark assessments and progress monitoring tools. (Aligns to All goals and FAM-S 3)		Natashia McBryde (elected 2025)	06/14/2026
<i>Notes:</i> This action was met on June of 2025.				
8/21/24	Following evidenced-based interventions and programs to increase overall performance of EL students. (Aligns to All goals and FAM-S 3)		Natashia McBryde (elected 2025)	06/30/2026
<i>Notes:</i>				
Implementation:		08/27/2025		
Evidence	6/5/2025 The school successfully implemented several evidence-based programs, including Orton Gillingham, LLI, i-Ready, Do the Math, and PACE Toolkit strategies. These interventions showed early signs of impact, especially in helping to improve outcomes for English Learners.			
Experience	6/5/2025 eachers implemented both supplemental and intensive intervention groups, taking responsibility for monitoring student progress and documenting data as part of the Multi-Tiered System of Supports (MTSS). The Student Services team also regularly reviewed data on course failures, attendance, and at-risk indicators to identify trends and guide intervention efforts. Through collaborative work in grade-level Professional Learning Communities (PLCs), educators developed targeted academic interventions aimed at improving student outcomes, particularly for English Learners.			
Sustainability	6/5/2025 We will need a more structured system for MTSS and small groups for next year in order to meet the needs of more students than this year.			

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
<i>Initial Assessment:</i>			Limited Development		

2024 -2025 Narrative of Current Implementation:

During the 2024–2025 school year, Berryhill School implemented a focused strategy to ensure instructional teams developed standards-aligned units across all subjects and grade levels. This effort centered on strategic coaching, regular instructional walkthroughs, and the use of high-quality materials to improve teaching and learning.

The leadership team assigned coaching caseloads based on teacher tiers, allowing for targeted support. Monthly walkthroughs, guided by a calibrated tool aligned with the Get Better Faster framework, helped identify instructional needs and reinforce standards alignment. Although initial inconsistencies in walkthrough calibration surfaced, continued collaboration improved consistency and effectiveness.

Quarterly data dives supported PLCs in analyzing student performance and creating actionable plans, though time constraints occasionally limited their depth. Title I funds were used to purchase rigorous curriculum materials in ELA, Math, and Science, which supported collaborative lesson planning and improved instruction where implemented with fidelity.

Challenges included uneven coaching loads and inconsistent curriculum adoption early in the year. Still, the combination of coaching, walkthroughs, data use, and resource support led to clear gains in instructional quality and student outcomes. Continued focus on fidelity, planning time, and coaching alignment will be key to sustaining growth.

2023 -2024 Narrative of Current Implementation:

In the 2023-2024 school year, all grade levels received coaching from a Facilitator or a member of the Administrator Team. The coaches worked with teachers to ensure that standards-aligned instruction was taught in all content areas. Additionally, facilitators and members of the Administrative Team attended weekly PLC meetings to discuss planning for the following week and problem solving.

In the 2023-2024 school year, we faced many challenges due to staffing issues. We had teachers leave in the middle of the year, leaving us with a vacant position in 4th Grade, 7th Grade Math, and 1st Grade.

An opportunity for us to work on for the upcoming school year is to

use a consistent agenda for each PLC that will allow for teachers and coaches to really dive into the curriculum. We also need to have regular data meetings to ensure that teachers truly know and understand their students strengths and weaknesses.

SY 2023-2024 Goals and Outcomes

Goal 4: The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 4.8% in SY2021-22 to 28% in SY2023-24.

As of June 2023, we have not met this goal and according to unofficial EOY data, 0% of students are CCR. Although we were not successful in meeting this goal we did have 16.7% of students at GLP. This success related to this indicator includes developing common agendas within grade level bands and strategically used data to support student growth. A Math 8 teacher also mentored our 6th and 7th grade math teachers to build vertical connections. The challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to the indicator include time and grade level teams having different needs. The opportunities that exist to address these challenges for the 2023-2024 school year include Providing PLC supports that include common agendas, targeted focus, and use of data sources (MAP, microphase, DIBELS, classroom assessments) (3rd ELA, Math I, Math 8), Facilitating collaborative planning sessions to ensure that middle grades teachers have opportunities to develop both horizontally and vertically (Math I, Math 8), and creating a master schedule that allows for 6th/7th/8th grade math teachers to plan collaboratively to meet the needs of middle grades math students.

Goal 5: The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 7.9% in SY2021-22 to 50% in SY2023-24.

As of June 2023, we have not met the expected growth with unofficial EOY data indicating that 8.5 % of Black and Hispanic 3rd grade students combined are CCR. The successes we experienced related to this indicator include implementing the EL Education/Envision district curriculum with fidelity in most grade levels; in third grade, we began implementing with integrity and saw some results but not enough to meet our goal. The challenges that we are facing in meeting our 2023-

2024 SIP goal targets aligned to the indicator include Time; selecting appropriate supplemental materials that aren't provided through the district and Teams having different needs. The opportunities that exist to address these challenges for the 2023-2024 school year include tracking mastery of standards (even in ELA where that is more difficult with the EL curriculum), having a strong facilitator team and creating more opportunities for commonalities.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

When this objective is fully met, all K–8 teachers will consistently implement the designated math and reading curricula—EL Education, Open Up Resources, CMS Math 1, and CMS units for science and social studies—with fidelity across all grade levels and content areas. Instruction will be aligned with learning targets and will include every required component of the curriculum in each lesson. Teachers will engage in collaborative planning using backwards-design, supported by ongoing feedback from instructional coaches during PLCs and lesson plan reviews. Evidence of full implementation will be gathered through multiple monitoring strategies, including walkthroughs, coaching sessions, and data meetings. Effectiveness will be measured using performance tasks, module assessments, and both formal and informal teacher-created assessments. Weekly CFUs (Checks for Understanding) will be collected and analyzed by PLCs to inform instructional planning and ensure students are progressing toward end-of-year GLP (Grade Level Proficiency) goals. This comprehensive approach will ensure instructional integrity and continuous improvement in student outcomes.

Cara Bahnson

06/30/2028

Actions

0 of 6 (0%)

7/30/24

Develop a calibrated walkthrough document to guide monthly walkthroughs of all teachers, focusing on standards-aligned instruction and identifying coaching needs. Log all coaching needs in a tracker and address them through targeted coaching cycles. At the end of each quarter, report the percentage of teachers demonstrating growth in their identified coaching areas, with a goal of at least 80% showing measurable improvement based on walkthrough and coaching data. (Goal 2, FAM-S 29)

Natashia McBryde
(elected 2025)

11/15/2025

<i>Notes:</i>			
7/30/24	Provide guided data dives quarterly with PLCs to support strategic coaching and the development of small group action plans across all grade levels. After each PLC cycle, the leadership team will review the fidelity of plan implementation, with a goal of at least 90% of plans fully executed. Additionally, monitor student progress, aiming for at least 75% of students in small groups to demonstrate growth on targeted assessments.(Aligns to All goals and FAM-S 29)		Shannon Commerford (elected 2025) 04/14/2026
<i>Notes:</i>			
8/27/25	Provide 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, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours (A2.04).		Cara Bahnson 06/10/2026
<i>Notes:</i>			
9/12/25	Berryhill will use the \$38,750 (including benefits) of Title I funds to hire TLP positons (MCL1 16,000)(MCL2 18,250)(EIT2 4,5000) in order to increase GLP on Math End of Grade Assessments for grades 3rd -8th from from 47.3% in SY2024-25 to 55% in SY2025-26 and to increase CCR on Reading End of Grade assessments in grades 3-8 from 19.1% in SY2024-25 to 22% in SY2025-26.		Cara Bahnson 06/10/2026
<i>Notes:</i>			
9/12/25	Berryhill School will utilize \$2,155.95 of Title I Funds to fund field trips in order to increase student learning and proficiency in literacy from 19% to 22%. (Maple Springs Farm \$374.00) (Discovery Place \$1,126.84) (Schiele Museum \$580.90)		Cara Bahnson 06/10/2026
<i>Notes:</i>			
9/12/25	Berryhill School will utilize \$37,081.60 of Title 1 funds to purchase instructional supplies and materials in order to increase GLP on Math End of Grade Assessments for grades 3rd -8th from from 47.3% in SY2024-25 to 55% in SY2025-26 and to increase CCR on Reading End of Grade assessments in grades 3-8 from 19.1% in SY2024-25 to 22% in SY2025-26.		Cara Bahnson 06/10/2026
<i>Notes:</i>			
Implementation:		06/05/2025	

Evidence	6/5/2025 The combination of coaching, walkthroughs, data use, and resource support led to clear gains in instructional quality and student outcomes.			
Experience	6/5/2025 Berryhill School implemented a focused strategy to ensure instructional teams developed standards-aligned units across all subjects and grade levels. The leadership team assigned coaching caseloads based on teacher tiers, allowing for targeted support. Quarterly data dives supported PLCs in analyzing student performance and creating actionable plans, though time constraints occasionally limited their depth. Title I funds were used to purchase rigorous curriculum materials in ELA, Math, and Science, which supported collaborative lesson planning and improved instruction where implemented with fidelity.			
Sustainability	6/5/2025 Continued focus on fidelity, planning time, and coaching alignment will be key to sustaining growth.			

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
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment:	<p><u>2024 -2025 Narrative of Current Implementation:</u></p> <p>During the 2024–2025 school year, Berryhill School made a concerted effort to enhance communication with parents and guardians regarding academic expectations and ways they could support learning at home. The school organized Lunch and Learn events twice a year for each grade level, giving families the opportunity to visit the school, engage with their child’s learning environment, and connect with teachers. Additionally, the administrative team and select staff attended monthly PTO meetings to collaborate with families on increasing involvement and developing meaningful projects that supported the school community. A curriculum night, supported by Title I funds, was also held to provide families with important updates on student performance data and clarify academic expectations from Pre-K through 8th grade. Furthermore, the school used ParentSquare to</p>	Limited Development 08/07/2024		
----------------------------	--	-----------------------------------	--	--

maintain regular, clear communication at various levels, from school-wide announcements to specific grade and class updates.

Success: These initiatives significantly strengthened the partnership between parents and the school, fostering an environment of collaboration and shared responsibility for student success. The Lunch and Learn events allowed families to actively engage with their child's learning environment and establish meaningful connections with teachers, which helped improve communication and support for academic progress. Curriculum night provided parents with valuable insights into academic expectations and student performance, empowering them to better support their children at home. ParentSquare served as an effective tool to keep families informed about assignments, events, and assessments, promoting regular, transparent communication between the school and families. Overall, these efforts increased family involvement and helped create a more supportive and informed school community.

Challenges: Despite these successes, Berryhill faced challenges in ensuring that communication efforts reached all families consistently. Some families still struggled with regular engagement, particularly those who may have limited access to technology or language barriers. While the communication tools and events were well-received by many, translating these efforts into active, sustained involvement remained a challenge. Ensuring that all families felt included and empowered to support their children's learning required ongoing effort, and the school needed to continue refining outreach strategies. In the middle school grade levels, parent involvement was especially low.

2023 -2024 Narrative of Current Implementation:

This is a difficult indicator for Berryhill because it is hard to get families to regularly come to school for events. The Leadership Team, teachers, and staff all do a wonderful job communicating with parents and guardians about expectations and the importance of working together to help students succeed in school. However, we continuously have trouble getting parents into the building and attending events at school. This year we sent home the Parent Compact and Berryhill Parent Expectations in English and Spanish. They were both signed by parents. These practices keep parents informed about educational

expectations. We had two successful parent events at Berryhill in the fall and spring. This event builds relationships among families and teachers. Teachers have online communication with parents through Parent Square. All school-wide events and important information are provided to parents on Facebook and Parent Square.

Parent Square Data :

- Only 10% of parents know how to change the communication in Parent Square to Spanish. We are 78.5% Hispanic at Berryhill
- By end of SY 2023-2024 we still had 222 parents that had not registered for Parent Square.

When looking at our 2024-2025 SIP goal targets aligned to this indicator, the biggest challenge is having parents attend events at Berryhill. Even with all of our communication this year, we still had trouble getting parents to attend events. We held monthly parent workshops prior to our Mobile Food Pantry, and they were not attended by very many people. As a school, we have a lot of great ideas to get parents involved. However, we need to continue to work to have parents come into the building to learn how they can best support their children academically. We plan to have students perform at each parent event in order to increase attendance at curriculum nights.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

<p>How it will look when fully met:</p>	<p>When this objective is fully met, Berryhill will have a thriving and engaged parent community that actively contributes to the school’s culture and student success. The PTO will have grown from three to six active members, with visible involvement in projects that directly benefit students and staff—such as fundraising initiatives, event planning, and volunteer support. Parents will feel welcomed and comfortable attending curriculum workshops and school events, with student performances strategically included to boost attendance to 80% or higher.</p> <p>Communication with families will be clear, consistent, and inclusive, with expectations articulated in both English and Spanish. Multiple communication channels—including Parent Square, monthly school-wide newsletters, teacher newsletters, face-to-face and phone conferences, and Berryhill’s Facebook page—will be used to keep families informed and engaged.</p> <p>To determine full implementation, the school will track parent participation through sign-in sheets at events, monitor the growth and activity of the PTO, and measure the amount of money raised through PTO efforts. These data points, along with feedback from families and staff, will serve as key indicators of progress toward building a strong, collaborative school community.</p>		<p>Cara Bahnson</p>	<p>06/30/2028</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>9/22/25</p>	<p>Berryhill School will utilize \$3,194.00 of 23-24 carryover Title 1 funds to purchase supplies and material for Parent Engagement and Instruction Nights in order to increase GLP on Math End of Grade Assessments for grades 3rd -8th from 47.3% in SY2024-25 to 55% in SY2025-26 and to increase CCR on Reading End of Grade assessments in grades 3-8 from 19.1% in SY2024-25 to 22% in SY2025-26. (Chickfila \$1,442.57) (School Specialty \$424.03) (Lakeshore \$1,283.30)</p>		<p>Cara Bahnson</p>	<p>10/30/2025</p>
<p><i>Notes:</i></p>				
<p>8/7/24</p>	<p>The school will host monthly “Lunch & Learn” sessions to help families support learning at home. The goal is for at least 70% of families to attend one session during the year. Feedback from participants will be collected to help connect family engagement with student SEL and attendance outcomes. (Guardrail 3, FAM-S 3)</p>		<p>Shannon Commerford (elected 2025)</p>	<p>11/14/2025</p>
<p><i>Notes:</i></p>				

9/12/25	Berryhill School will utilize \$1,670.55 of Title 1 funds to purchase supplies and material for Parent Engagement and Instruction Nights in order to increase GLP on Math End of Grade Assessments for grades 3rd -8th from 47.3% in SY2024-25 to 55% in SY2025-26 and to increase CCR on Reading End of Grade assessments in grades 3-8 from 19.1% in SY2024-25 to 22% in SY2025-26.		Cara Bahnson	06/10/2026
<i>Notes:</i>				
8/7/24	Communicate using Parent Square to communicate school-wide, grade level, class, or individually with families. Updates about curriculum, assignments, school/class events, and assessments are communicated regularly. Guardrail 3, FAM-S 3)		Natashia McBryde (elected 2025)	06/14/2026
<i>Notes:</i>				
Implementation:		06/05/2025		
Evidence	6/5/2025 These initiatives significantly strengthened the partnership between parents and the school, fostering an environment of collaboration and shared responsibility for student success			
Experience	6/5/2025 Berryhill School made a concerted effort to enhance communication with parents and guardians regarding academic expectations and ways they could support learning at home. The school organized Lunch and Learns, Curriculum Nights, and PTO Involvement Night for parents to engage with their child’s learning environment, and connect with teachers.			
Sustainability	6/5/2025 We will continue to get more parent participation at these events.			