

Comprehensive Progress Report

Mission:

VISION STATEMENT Balfour Elementary School will be a school of excellence where students are honored, learning is valued, and our community is dedicated to the success of all. MISSION STATEMENT The faculty and staff of Balfour School, working together with parents and community members, will create a culture that empowers students to become informed and active citizens and lifelong learners.

Goals:

A 4.16 All students will successfully transition between grade levels and between elementary school and middle school so that minimal time is lost in meeting student needs, thus maximizing student engagement in grade level curriculum.

C 2.01 By June 2018, through modification of instruction, curriculum and environment, 80% of students will be proficient in reading as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS for K-5) and 60% as measured by End of Grade Assessment (3-5).

E 1.06 80% of Balfour families will be engaged in their student's learning.

E1.06 Balfour will develop 1 new community relationship.

C 2.01 By June 2018, through modification of instruction, curriculum and environment, 80% of students will be proficient in math as measured by Math End of Grade Assessment (3-5), North Carolina Department of Public Instruction Math Summative (K-2).



! = Past Due Actions

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently follow a Positive Behavior Intervention Behavior Support model and use the BARK acronym. B is for being respectful, A is for acting responsibly, R is for remembering kindness and K is for keeping safe. Students receive bulldog paws for following these school wide expectations. We are also starting a school wide behavior management program called Class Dojo. Every teacher in the school will be implementing this in their classroom throughout the school year.	Limited Development 08/27/2017		
<i>How it will look when fully met:</i>		At full implementation, a school wide behavior management system (ie Class Dojo) will be in place. Students will clearly demonstrate expectations and understand consequences.		John Beard	06/05/2019
<i>Action(s)</i>	<i>Created Date</i>		0 of 4 (0%)		
1	8/27/17	Specifically teach PBIS lessons for various areas of the school so that all students have the same expectations. <i>Notes:</i> 10/4, 2/7, 5/2		Christopher Tuft	05/31/2018
2	8/27/17	Have a system in place where rewards for positive behavior are frequently and meaningfully carried out. <i>Notes:</i>		Emily Cappello	12/06/2017
3	8/27/17	Have a system in place where schoolwide positive reinforcers and consequences are consistently carried out throughout the school. <i>Notes:</i>		Myra Howell	12/06/2017
4	8/27/17	There is a process of self-reflection on the effectiveness of the behavior management system. <i>Notes:</i>		Penny Crooks	01/03/2018
Core Function:		Dimension A - Instructional Excellence and Alignment			

Effective Practice:		Curriculum and instructional alignment			
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>		Teachers meet together three times a week as a grade level with the instructional facilitator to plan for English Language Arts, math, and discuss and analyze data.	Limited Development 08/27/2017		
<i>How it will look when fully met:</i>		<p>Upon full implementation, instructional teams consisting of grade level teachers, EC teachers, ESL teachers, and the instructional facilitator will meet 3 days per week as a team to plan for all subjects. Teachers will also discuss and analyze data during these meetings to help align instructional units to the needs of the students within their classrooms and adjust units as needed. The instructional facilitator will use these meetings to provide differentiated PD for grade levels to help support unit development and insure that all units meets the Standard Course of Study.</p> <p>Unit development will include:</p> <ul style="list-style-type: none"> • ELA units on instruction that include the use Engage NY Materials for ELA (K-5). • ELA units on instruction that include the use Engage NY Materials for Math (K-5). • Science units that include the use of Discovery Techbook as a resource for 3-5 students. • Unit development for Word Study that directly and indirectly provide instructional strategies for vocabulary instruction. • Units will also include common and formative assessments that align to the current NC Standard Course of Study and to the Asheboro City Schools Pacing Guides provided by the district. 		Keisha Dawalt	06/06/2018
Action(s)			0 of 4 (0%)		
Created Date					
1	8/27/17	Classroom teachers will use Engage NY materials in daily lessons.		Keisha Dawalt	06/06/2018

Notes:					
2	8/27/17	Classroom teachers participate in professional development to learn best practices for implementing Engage NY curriculum.		Amanda Hinshaw	02/07/2018
Notes:					
3	8/27/17	Classroom teachers participate in grade level planning and CASAs in the data room with the instructional facilitator.		Keisha Dawalt	11/08/2017
Notes:					
4	10/23/17	Extended Planning sessions will occur monthly beginning in October and ending in May to provide uninterrupted time for teachers to map out upcoming instructional units.		Keisha Dawalt	12/06/2017
Notes:					

Core Function:	Dimension A - Instructional Excellence and Alignment
-----------------------	---

Effective Practice:	Student support services
----------------------------	---------------------------------

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:		Classroom teachers reinforce standards through daily intervention time. Other teachers, including the reading specialist, EC, ESL, music, PE, art, media, and guidance, are supporting intervention instruction as well by working with small groups on specific skills.	Limited Development 08/27/2017		
How it will look when fully met:		A tiered instructional system inclusive of daily intervention block and evidence based interventions are implemented with fidelity.		Mary Jessup	06/06/2018
Action(s)	Created Date		0 of 3 (0%)		
1	8/27/17	Administrators will revisit and revise classroom and schoolwide schedule as needed to make intervention time meaningful.		Penny Crooks	05/02/2018
Notes:					
2	8/27/17	Administrators will conduct consistent walkthroughs during intervention blocks throughout the school year.		Christopher Tuft	12/06/2017
Notes:					
3	8/27/17	Teachers continue to discuss evidence based instruction and interventions during planning and CASA.		Keisha Dawalt	12/06/2017
Notes:					

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		A schoolwide PBIS system is in place to manage student behavior. Students who require additional behavior or emotional support can be referred to the PBIS committee for Tier 2 interventions. Students participate in biweekly Guidance classes that address emotional wellness with the school counselor. Morning announcements include a character trait of the month and a social skill of the week, which are reinforced in Guidance classes. The school counselor counsels students individually as needed.	Limited Development 08/27/2017		
<i>How it will look when fully met:</i>		A schoolwide PBIS system is in place to manage student behavior. Students who require additional behavior or emotional support can be referred to the PBIS committee for Tier 2 interventions. Student social and emotional well-being is discussed in CASA meetings and referrals are made to the PBIS team and school counselor if appropriate. Students participate in biweekly Guidance classes led by the school counselor that address emotional wellness, and are tied to needs established in CASA. Morning announcements include a character trait of the month and a social skill of the week, which are reinforced in Guidance classes. The school counselor meets with students individually and in small groups as needed.		John Beard	06/05/2019
Action(s)	Created Date		0 of 4 (0%)		
1	8/27/17	EC and ESL teachers are represented in appropriate CASA regularly with school nurse and social worker participating as needed.		Melissa Skoglund	02/07/2018
<i>Notes:</i>					
2	8/27/17	Professional development will be provided from the school counselor on emotional states and support.		John Beard	06/06/2018
<i>Notes:</i>					
3	8/27/17	Professional development will be provided from EC and ESL staff on emotional states with learning of Special Populations.		Melissa Skoglund	03/07/2018
<i>Notes:</i>					
4	8/27/17	Professional development will be provided from the school nurse and/or social worker.		Melissa Skoglund	04/04/2018

Notes:						
		A4.11	The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs).(5129)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have Junior Mustache Fraternity, the Academic and Social Achievement Program, Battle of the Books, after school tutoring, the Esteemed Club, Soccer Club, Volleyball Club, and Cooking Club.		Limited Development 09/20/2017		
<i>How it will look when fully met:</i>		There will be accessible data by program participants. There will be professional development based on the needs and gaps in the extended learning programs. There will be implementation of research based strategies in the extended learning programs.			Christopher Tuft	06/08/2018
<i>Action(s)</i>	<i>Created Date</i>			0 of 3 (0%)		
1	9/20/17	Students will be grouped in data warehouses using mClass and Powerschool.			Keisha Dawalt	05/09/2018
<i>Notes:</i> According to cumulative progress. 10/4 and 5/8 10/3 mClass groups for Exceptional Children, English as a Second Language, After school program, Read to Achieve, Grade Levels.						
2	9/20/17	Professional development opportunities will be provided for extended learning instructors.			Keisha Dawalt	11/08/2017
<i>Notes:</i>						
3	9/20/17	Administrators will analyze trends within disaggregated subgroups.			Christopher Tuft	11/08/2017
<i>Notes:</i>						
		A4.13	The LEA/School provides all high school students with opportunities to enroll in and master rigorous coursework for college and career readiness.(5131)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Balfour does not have P-K.		No Development 10/17/2017		
<i>How it will look when fully met:</i>						
<i>Action(s)</i>	<i>Created Date</i>					
<i>Notes:</i>						

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
<i>Initial Assessment:</i>		There is occasional vertical planning among grade levels.	No Development 08/27/2017		
How it will look when fully met:		A support system will be in place for student transitions for grade to grade by June 2018. A support system will be in place for student transitions for level to level by September 2018.		Myra Howell	06/06/2018
Action(s)	Created Date		0 of 7 (0%)		
1	8/27/17	End of Year transition meetings will take place between grade levels to discuss core success plans.		Keisha Dawalt	06/06/2018
<i>Notes:</i>					
2	8/27/17	There will be an End of Year transition meetings between NAMS and Balfour's fifth grade team to discuss core success plans.		Emily Ramon	06/06/2018
<i>Notes:</i>					
3	8/27/17	The fifth grade team will conduct a site visit to North Asheboro Middle School in January to identify transition needs.		Kari Dye	02/07/2018
<i>Notes:</i>					
4	8/27/17	There will be a meet and greet for teachers and students to the next grade level.		Penny Crooks	06/06/2018
<i>Notes:</i>					
5	9/19/17	NAMS will conduct Middle School Tours for current 5th graders.		Leigh Anna Marbert	12/06/2017
<i>Notes:</i>					
6	9/19/17	We will have End of Year Transition meetings between NAMS and Balfour with Exceptional Children/English as a Second Language/Academically and Intellectually Gifted students.		Penny Crooks	06/06/2018
<i>Notes:</i>					
7	9/19/17	Class Recommendations for the next school year will include EC and ESL representative input.		Melissa Skoglund	08/31/2018
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The district has an LEA Support and Improvement Team that meets weekly (every Monday). A member of this team (Dr. McWherter) is assigned to work exclusively with Balfour to support needs for our school as they arrive. He reports on progress for our school during the LEA meetings and asks for support or additional problem solving as needed. A strong partnership exists with Dr. Rich around curriculum development. The district support team leads a data review meeting twice a year.	Limited Development 08/27/2017		
<i>How it will look when fully met:</i>		A strong and consistent LEA Support and Improvement Team is in place.		Penny Crooks	06/06/2018
Action(s)	Created Date		1 of 5 (20%)		
1	8/27/17	Extended planning sessions every month.		Keisha Dawalt	11/08/2017
		<i>Notes:</i>			
2	8/27/17	Invite Dr. McWherter to School Leadership Meetings.	Complete 10/03/2017	Penny Crooks	10/04/2017
		<i>Notes:</i>			
3	8/27/17	Invite Vanessa Brooks to staff meeting.		Christopher Tuft	12/13/2017
		<i>Notes:</i> Share Parent Outreach Support.			
4	8/27/17	Invite Robin Harris to Staff Meeting.		Melissa Skoglund	02/14/2018
		<i>Notes:</i> Share Title I and ESL Support Opportunities			
5	8/27/17	Invite Dr. McCamish and Sarah Newman.		Melissa Skoglund	12/13/2017
		<i>Notes:</i> Share EC Support Opportunities.			

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
<i>Initial Assessment:</i>		SLT includes representation from all stakeholders, and currently meets once a month for at least an hour.	Limited Development 08/27/2017		
<i>How it will look when fully met:</i>		Leadership team members will meet twice a month to review and assess the effective practices and the fidelity of their implementation.		Christopher Tuft	06/06/2018
<i>Action(s)</i>	<i>Created Date</i>		1 of 3 (33%)		
1	8/27/17	Schedule SLT meeting the first Tuesday of each month.	Complete 09/19/2017	Penny Crooks	09/20/2017
<i>Notes:</i>					
2	8/27/17	Set an agenda for each meeting that includes a timeline of specific Actions and their implementation.		Melissa Skoglund	05/02/2018
<i>Notes:</i>					
3	10/23/17	A Multi Tiered System of Support Team meeting will be scheduled each month to monitor the implementation of Core Success Plans, Small Group Plans and Individual Student Plans. The team will make recommendations for Professional Development and changes in practices and/or policy.		Penny Crooks	12/06/2017
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
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
<i>Initial Assessment:</i>		Teams are provided time for instructional planning on a daily basis. The school provides a framework for instructional planning. Not all teams have specific duties for members of team for instructional planning.	Limited Development 08/27/2017		
<i>How it will look when fully met:</i>		<p>Instructional Teams will develop and follow norms for instructional planning that include accountability measures. Norms will be posted in the planning room and will be reviewed quarterly so teams can make necessary adjustments. Teams will divide specific duties as necessary and will comply with all norms during meeting times. All teams should plan to meet together on Monday and Friday in the Grade Level Chair classroom and Tuesday-Thursday in the Data/Planning room.</p> <p>The School Leadership Team will develop and follow norms for bi-weekly meetings. Norms will be re-evaluated every quarter and necessary changes will be made. The School Leadership team will discuss indicator progress and the fidelity in which the action steps have been implemented.</p> <p>A School Community Council will be developed and will meet once per quarter to discuss specific issues that impact whole school improvement.</p>		Keisha Dawalt	06/06/2018
Action(s)	Created Date		0 of 6 (0%)		
1	8/27/17	Teams develop norms for each grade level.		Keisha Dawalt	11/08/2017
		<i>Notes:</i>			
2	8/27/17	Time will be built into the last CASA of each month to review norms and discuss any necessary changes in norms or team structure.		Keisha Dawalt	12/06/2017
		<i>Notes:</i>			
3	10/23/17	Teams will determine specific duties for each team member and communicate them to the Principal.		Penny Crooks	12/06/2017
		<i>Notes:</i>			
4	10/23/17	The schedule will provide adequate time for instructional teams, the school improvement team, and PTO (School Community Council) to meeting.		Penny Crooks	12/06/2017

Notes:					
5	10/23/17	Instructional Leadership Teams (SLT and MTSS Implementation Team) will meet twice a month to review NC Star indicators (inclusive of Continuous Improvement Plan and MTSS plan) and monitor fidelity of action step implementation.		Penny Crooks	02/07/2018
Notes:					
6	10/23/17	Develop a School Community Council consisting of teachers, school social worker, principal, counselor, and parents.		Christopher Tuft	06/08/2018
Notes:					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We have Junior Mustache Fraternity, the Academic and Social Achievement Program, Battle of the Books, after school tutoring, the Esteemed Club, Soccer Club, Volleyball Club, and Cooking Club.	Limited Development 08/16/2017		
How it will look when fully met:		There will be accessible data by program participants. There will be professional development based on the needs and gaps in the extended learning programs. There will be implementation of research based strategies in the extended learning programs.		Christopher Tuft	06/08/2018
Action(s)	Created Date				
Notes:					

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:		Administrators participate in CASA meetings, and meet weekly to discuss instructional needs.	Limited Development 08/27/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		Administrators participate in weekly CASA meetings, meet weekly to discuss instructional needs. An administrator/Instructional Facilitator has walked through each classroom each week and provided feedback (positive and/or constructive) on that walkthrough to the teacher.		Penny Crooks	06/06/2018
Action(s)	Created Date		1 of 2 (50%)		
1	8/27/17	A common walkthrough tool and feedback form will be created.	Complete 09/19/2017	Penny Crooks	09/20/2017
<i>Notes:</i>					
2	8/27/17	The administrative schedule will be arranged so that walkthrough time is a priority.		Christopher Tuft	12/06/2017
<i>Notes:</i>					
Implementation:			10/23/2017		
Evidence	10/3/2017	ELEOT has been adopted by the district as a district wide walkthrough instrument. We also use https://docs.google.com/forms/d/e/1FAIpQLScnLLiXGD77iF_TtYweNoNMh92SnXwzt5LI6hD_ex5jBkPMgA/viewform for further descriptive feedback to teachers. ELEOT Walkthrough Summary Data			
Experience	10/3/2017.	Administrative staff has divided grade levels on a weekly basis for regular walkthroughs.			
Sustainability	10/3/2017	Weekly administrative meetings need to discuss aggregated walkthrough data.			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Teacher quality and experience			
	C1.07	ALL pre-K teachers have specialized education in early childhood education or child development.(5158)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Balfour does not have P-K.	No Development 10/17/2017		
<i>How it will look when fully met:</i>					
Action(s)	Created Date				
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
	KEY	C2.01	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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)	Limited Development 08/16/2017		
<i>How it will look when fully met:</i>		The leadership team will discuss walkthrough data, classroom data, and student data monthly to determine trends and needs for professional development. Evidence data will include: <ul style="list-style-type: none"> ELEOT walkthrough summary data SLT Minutes Administrative Leadership Team Minutes Curriculum Mapping 		Penny Crooks	06/15/2018
Action(s)	Created Date		1 of 6 (17%)		
1	8/16/17	The administrative team will create and refine a common walk through tool.	Complete 09/21/2017	Penny Crooks	10/04/2017
<i>Notes:</i>					

2	8/16/17	The school instructional leaders will utilize the walkthrough instrument every week.		Penny Crooks	11/08/2017
<i>Notes:</i>					
3	8/16/17	The administrative team will discuss aggregated walkthrough data twice a month.		Penny Crooks	11/08/2017
<i>Notes:</i>					
4	8/16/17	Classroom and individual student data will be collected during Collaboration Around Student Achievement meetings every week.		Keisha Dawalt	12/06/2017
<i>Notes:</i>					
5	8/16/17	The administrative team will analyze walkthrough (ELEOT) and classroom data (mClass and Aimsweb) to determine trends once a month.		Keisha Dawalt	12/06/2017
<i>Notes:</i>					
6	8/16/17	The instructional team will share data with the leadership team and discuss professional development needs.		Christopher Tuft	01/03/2018
<i>Notes:</i>					

Core Function:	Dimension C - Professional Capacity
-----------------------	--

Effective Practice:	Talent recruitment and retention
----------------------------	---

KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
-----	-------	---	-----------------------	-------------	-------------

<i>Initial Assessment:</i>	The LEA has a system and the school follows all requirements from the LEA. The school does not have a consistent system for rewarding teachers.	Limited Development 08/27/2017			
----------------------------	---	-----------------------------------	--	--	--

How it will look when fully met:	The district system of procedures and protocols for recruiting, evaluating, and replacing staff will be consistently followed. A system for recognizing and rewarding school level staff will be implemented.		Christopher Tuft	06/06/2018
---	---	--	-------------------------	-------------------

Action(s)	Created Date		0 of 2 (0%)		
------------------	---------------------	--	--------------------	--	--

1	8/27/17	We will develop and share guidelines for peer observers.		Penny Crooks	11/08/2017
<i>Notes:</i>					

2	8/27/17	We will develop a system of regularly and consistently rewarding/celebrating staff.		Mary Jessup	11/08/2017
---	---------	---	--	-------------	------------

<i>Notes:</i>					
---------------	--	--	--	--	--

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently we have three Academic Family Teacher Team nights per year for grades K-5, weekly teacher newsletters, teacher websites, an updated Facebook page with upcoming events, World Heritage Night, a school website, an interpreter onsite three days per week for parent communication, and weekly Connect 5 phone messages.	Limited Development 08/16/2017		
<i>How it will look when fully met:</i>		80% of parents will be involved with Balfour AFTT nights. 100% of teacher webpages will be updated bi-weekly. Weekly newsletters will be sent by 100% of teachers. 100% of teachers will use Class DOJO to communicate with parents.		Emily Cappello	06/05/2019
Action(s)	Created Date		3 of 6 (50%)		
1	8/16/17	The PBIS team will introduce and begin professional development on Class DOJO (online behavior management system).	Complete 08/23/2017	Christopher Tuft	10/04/2017
		<i>Notes:</i>			
2	8/16/17	Teachers will create a Class DOJO account and set up their class.	Complete 08/23/2017	Christopher Tuft	10/04/2017
		<i>Notes:</i>			
3	8/16/17	Teachers will implement Class DOJO in their classrooms and send appropriate information home to parents.	Complete 09/21/2017	Christopher Tuft	10/04/2017
		<i>Notes:</i>			
4	8/16/17	Analyze classroom trends from the first AFTT night and form a group of teachers to share tips on how to boost AFTT attendance.		Emily Ramon	12/06/2017
		<i>Notes:</i>			
5	8/16/17	Teacher websites will be checked monthly to ensure they are up to date.		Christopher Tuft	12/06/2017
		<i>Notes:</i>			
6	8/16/17	Teachers will turn in newsletters weekly to administration.		Penny Crooks	11/08/2017
		<i>Notes:</i>			