

Comprehensive Progress Report

Mission: At Brevard High School, we believe that all students can learn and can be contributing members of society. Additionally, we believe that student learning is the chief priority of the school. Given these core beliefs, we believe that students learn best when we provide them with the skills and aptitudes to be successful, give them appropriate opportunities for success, and allow them to grow intellectually in an environment that is safe and physically comfortable.

Vision: Brevard High School will continue its long tradition of excellence and will be viewed both as a model school in our state and as a central point of pride in our community. The school itself is a community of stakeholders that fully supports each student in his or her academic and personal growth. Each year, every student exceeds goals in all measurable outcomes. Staff members work collaboratively to support student learning goals and to provide high-quality classroom instruction that is relevant to learners at all levels. All students will graduate from high school and do so confident that they are well-prepared for the future. Furthermore, the community at large will rest assured that our graduates are leaders who will guide us into a promising future.

Goals:

1. Every Transylvania County Schools student has a personalized education graduating from high school prepared for work, higher education, and citizenship.
2. Every Transylvania County Schools student, every day, has excellent educators.
3. Every Transylvania County Schools student is healthy, safe, and responsible.



Activity in the last 12 months

! = Past Due Objectives 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>		The BHS PBIS team has begun researching behavior and intervention strategies, and teachers currently have Teacher Classroom expectations developed by BHS administration and BHS admin launched a positive behavior referral program.	Limited Development 12/12/2018		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		When this objective is being fully met all staff will retrieve formal training on a behavioral and intervention strategy (PBIS) and the PBIS team will develop a formal matrix that will result in fewer office referrals and increase positive student referrals. Disciplinary data and training materials will serve as evidence.	Objective Met 12/04/20	Bryan Abernethy	09/01/2020
Actions					
	2/4/19	Meeting: We decided to join PBIS team, then emailed each other to set up a meeting. At this meeting we created a draft matrix. Resources used: NC PBIS DPI training manual from Dr. A, Ms. Taylor's old schools PBIS matrix, Pisgah Forest Elementary's matrix, Google to find other ideas for the high school setting	Complete 01/08/2019	Leslie Taylor, Meredith Copeland	01/08/2019
		<i>Notes:</i> We are waiting on Dr. A to let us know what he wants next.			
	11/15/19	Meeting: Figuring out what incentives we want to offer	Complete 02/20/2019	Leslie Taylor	02/20/2019
		<i>Notes:</i> Working towards incentives,			
	11/15/19	Print off matrix in poster size to post around the school.	Complete 03/22/2019	Leslie Taylor	02/20/2019
		<i>Notes:</i> Since Last Meeting: made a presentation for staff. We sent the matrix to the staff for feedback and suggestions. No one had any suggestions. Sent Matrix to MEC to be printed poster size.			
<i>Implementation:</i>			12/04/2020		
	<i>Evidence</i>	12/4/2020 PBIS team minutes, Educator Handbook data.			

Experience	12/4/2020 The PBIS Team has created uniform expectations for student behavior as well as positive incentives schoolwide.			
Sustainability	12/4/2020 Continued review and discussion of classroom management strategies schoolwide.			
A1.10	All teachers use online curricula with content, assignments, and activities clearly aligned to identified standards (state or national). (5307)	Implementation Status	Assigned To	Target Date
Initial Assessment:	The BHS Staff is currently completing a district-wide staff development opportunity that will enhance online/remote instruction throughout the school and will also increase curricular alignment with course objectives by using the resources available to all teachers in the district.	Limited Development 11/30/2020		
How it will look when fully met:	When this objective is met, the BHS Staff will have an overall completion rate of 100% for the district-mandated Technology Professional Development Initiative.		Kathryn Bailey	06/04/2021
Actions		0 of 1 (0%)		
	11/30/20 Continue technology staff development with Ms. Bailey throughout the year.		Kathryn Bailey	06/04/2021
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.08	Online programs generate accessible and actionable student data about their use, performance, and progress.(5305)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Universal screeners will be utilized to determine individual student levels of mastery in specific subject areas. From this data, individualized learning plans will be created and updated periodically.	Limited Development 11/30/2020		
<i>How it will look when fully met:</i>		The school will have accurate assessments of all students' learning levels in the areas of Reading and Math. The Leadership Team and the school's administration can use this data to drive course assignments and course offerings.		Jenna Sorrells	06/04/2021
<i>Actions</i>			0 of 1 (0%)		
	12/4/20	95% of incoming Freshmen will participate in the universal screening process by being administered these online assessments via the Edmentum Exact Path Program.		Jenna Sorrells	06/04/2021
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		The current BHS MTSS tracking tool is a spreadsheet where teachers can enter their students who are struggling and note to what degree and what strategies they have used which can be used by admin and colleagues to assist students in current and future classes.	Limited Development 12/12/2018		
<i>How it will look when fully met:</i>		When this objective is being fully met BHS will have a formal MTSS team that has constructed an improved MTSS tracking tool, identified best practice interventions and put those into place for teachers and staff to use for struggling students,	Objective Met 11/18/19	Bethany Bagwell	06/04/2021
Actions					
	2/5/19	Meeting: 11/8/2018 Meet and begin to create an MTSS Spreadsheet that allows teacher to choose from a menu of research based strategies as they implement them for an individual on a certain tier, and restructure the spreadsheet so that teachers are informed when a student is added in order to spark cross curricular planning for a student on Tier 2 or 3.	Complete 11/08/2018	Bethany Bagwell	11/08/2018
<i>Notes:</i>		Members Present: Matthew Tuckey, Erica Thompson, Bethany Bagwell, Adria Hardy, Amanda Chapman, Missy Ellenberger, Jonathan Owen Our team will try and pinpoint the problems or failures of the current MTSS system that is in place and will try and create a better system that helps teachers identify specific strategies to try and informs all teacher when a student is in trouble so that all teacher involved with that student on a daily basis has support throughout the school. We will also form a team that will review the spreadsheet regularly to address those students of greatest concern.			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, BHS Student Services works with each student to develop a four-year plan to help guide the students as they transition at each grade level. These plans are revised yearly as students with school counselors.	Limited Development 12/12/2018		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:			When this objective is being fully met each student upon graduation will have their completed four-year plan that will indicate participation in four 9th grade focused programs/initiatives and have been updated each year upon meeting with a school counselor to revise/refine based on student growth and change in interests. Completed four-year plans will serve as evidence.	Objective Met 12/04/20	Hallie Moore	09/01/2020
Actions						
	12/19/18	Meeting to formalize working group members		Complete 12/17/2018	Hallie Moore	12/17/2018
<i>Notes:</i> This working group met to discuss future meetings and objectives and formalize members: Hallie Moore, Courtney Owen, Leanna Hall, Charisma Arbogast, Scott Russell.						
	2/4/19	Meeting: Discussed update on 4 year plans. Counselors have met with fall English 9 classes for classroom guidance and 4 year plans. Major Clarity is not working out for 4 year plans but will be used for career exploration, resumes, and college exploration. Counselors will soon meet with spring English 9 classes and use the Google Form for 4 year plans. They can then be linked into the student's graduation portfolio. Counselors have conducted classroom guidance and 4 year planning with fall English 9 classes and will continue with spring English 9 classes in early February.		Complete 02/28/2019	Hallie Moore	01/24/2019
<i>Notes:</i> Members present: Arbogast, Moore, Owen, Russell						
	11/18/19	1st Quarter Update: Freshmen will be starting 4 year plans in December-Feb. Class of 2022 completed over 95%.		Complete 10/24/2019	Hallie Moore	10/24/2019
<i>Notes:</i>						

Implementation:			12/04/2020		
Evidence	11/18/2019 There are completed 4 year plans in the majority of students' graduation portfolios.				
Experience	11/18/2019 The process in addressing the objective the past year has been successful overall. The 4 year plan format was altered once to experiment a new method but it was soon replaced with the original Google form/document output format.				
Sustainability	11/18/2019 The counselors will continue to work with current freshmen from December through February each year to create the new cohort's 4 year plans through Classroom Guidance. It has worked so far to accomplish this through freshmen English classes and then catching anyone missed during spring semester. In the fall, any new students are called in to create theirs as well.				
	A4.19	All teachers employing blended learning methods make sure that technology and data enhance relationships, but do not pretend to substitute for them.(5317)	Implementation Status	Assigned To	Target Date
Initial Assessment:	During Plan B and OLP due to the pandemic, ALL teachers have been trained in online learning and have been provided resources aimed at student academic success while learning remotely, either fully or partially.		Limited Development 12/04/2020		
How it will look when fully met:	We will continue to provide quality professional development related to online instruction by utilizing our full time Digital Leadership Specialist.			Kathryn Bailey	06/04/2021
Actions			0 of 1 (0%)		
	12/4/20	All staff members will participate in at least two offered Professional Development opportunities offered by the Digital Leadership Specialist (DLS).		Kathryn Bailey	06/04/2021
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Staff Wellness Committee has launched a Staff "Self-Care" Initiative with 2-3 events each month for staff to participate in such as yoga, massages, social events, and hikes. The Wellness Committee is planning to work with school administration to develop a staff survey to evaluate how the BHS staff feels 1) about their physical, social, emotional, and behavioral health and 2) how supported they feel currently by BHS and TCS leadership in each of these areas. Survey results will then be used to identify which areas need the most support. Develop plan to offer activities designed to improve staff health in each of the identified areas.	Limited Development 12/12/2018		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		When this objective is being fully met the Staff Wellness Committee will be working closely with school administration to address areas that have been identified as needing improvement by staff surveys and developing activities and strategies that develop and maintain a school culture that effectively supports staff health. Survey results will serve as evidence.	Objective Met 12/04/20	Bryan Abernethy	09/01/2020
Actions					
	12/12/18	Team Members will meet to discuss development of a staff survey to evaluate current perceptions of school culture and staff wellness with input and approval from BHS administration.	Complete 02/01/2019	Hale Durant	01/29/2019
<i>Notes:</i>					
	11/15/19	Meeting with Carrie Morrison to discuss 2018-2019.	Complete 10/15/2019	Hale Durant	10/15/2019
<i>Notes:</i> Carrie and I (Durant) discussed efforts of the Staff Self Care last school year and how it might move forward in 2019-2020. She and Smatana had discussed this as well and identified a number of challenges, as well as ideas for moving forward.					
Implementation:			12/04/2020		
<i>Evidence</i>		12/4/2020 Reduces employee absenteeism/turnover.			

Experience	12/4/2020 Multiple committees have been established aimed at addressing staff morale and mental health needs. The CARE Team has been created for this purpose and continually provides opportunities for the improvement of staff morale and the overall school culture.			
Sustainability	12/4/2020 Continued meetings of the BHS CARE Team with minutes to record the progress of this committee.			

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Quality of professional development
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KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
		Initial Assessment: EVAAS data, school proficiency data, and TWCS data are all used to drive instructional decisions by the school's leadership team.	Full Implementation 12/04/2020		

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
D2.02		ALL teachers enable students to place selected work into a digital portfolio that is updated throughout the student's school experiences and provides a picture of interests, skills, competencies, and growth over time.(5174)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		With the new graduation project guidelines, BHS is starting the process of creating portfolios down to the 9th grade classes, with all teachers supervising a group of students. Current 11th and 12th graders will use the old "Graduation Project" portfolio guidelines, but current 9th and 10th graders and future upcoming classes will use the new digital portfolio system that will reflect their growth and achievement over time.	Limited Development 12/12/2018		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		When this objective is being fully met all teachers will be trained and cooperating to ensure that their assigned students are meeting established milestones on their digital portfolios with a tracking system for administration and the Digital Portfolio Team (DPT) to monitor student progress.	Objective Met 12/04/20	Bryan Abernethy	09/01/2020
Actions					
2/5/19	Meeting: Our group is responsible for creating a plan for going into different Devil's Den classes to assist with turning in links to student Graduation Portfolios. Worked on a clear plan for getting Google Sites Links submitted for all students.		Complete 12/17/2018	David Cornett	12/17/2018
<i>Notes:</i> Members Present: Cornett, Ellenberger, McCall, Licht, Reinhart, Cubero					
2/5/19	Meeting: Schedule created to float into Devil's Den Rooms with at least 3 days per group. Goal: Directing students to set up and turn-in links to portfolios to try and get 100% participation.		Complete 02/08/2019	David Cornett	02/08/2019
<i>Notes:</i> Members present: Licht, Cubero, Cornett, Ellenberger, Morrison, McCall, Reinhart					
2/5/19	Meeting: Discuss checking in to make sure that teacher leaders are floating in to different Devil's Dens and seeing progress being made in link submission participation.		Complete 02/08/2019	David Cornett	02/08/2019

Notes: Members Present, Cornett, Licht

11/18/19

Portfolios continue to be managed in Devil's Den by teachers.

Complete 10/24/2019

Bryan Abernethy

10/24/2019

Notes: Grade-level Devil's Den Supervisors will ensure students remain on track and assist Devil's Den teachers as needed.

10/24 update: 9 Weeks Update: Devil's Den teachers are managing student portfolios with oversight from grade-level Devil's Den supervisors and school administrators.

Implementation:

12/04/2020

Evidence

11/18/2019

Submitted student portfolio links on Google Sites as well as the Grade-Level Google Classrooms for all Devil's Dens is sufficient evidence that graduation portfolios have been implemented.

Experience

11/18/2019

Devil's Den Teachers have more insight on how to fully implement graduation portfolios for their respected grade levels through the use of grade level-specific teacher leaders. The vast majority of students have submitted portfolio links to be monitored as they continue to build their portfolios over their high school careers.

Sustainability

11/18/2019

Teachers still require support and pacing from the grade-level teacher leadership team so that students can create a functioning graduation portfolio. Continued monitoring by Devil's Den teachers is also still necessary to make sure that students are on task.

	D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>	The BHS Safety Committee will meet to update membership and review the School Safety Assessment and the BHS Safety Upgrade Proposal developed by the Safety Committee during the 2017-2018 school year. Since the Upgrade Proposal, BHS Administration worked with law enforcement and district staff to re-position some security cameras, tinted the windows at the front entrance to the school, and reduced the number of doors to the school which remain unlocked during the school.	Limited Development 12/04/2018		
	<i>How it will look when fully met:</i>	<p>Physical Safety: The Safety Committee will review available information and make annual formal recommendations to school and district level administration on making the existing BHS campus more secure. The Safety Committee will also make recommendations for new campus once formal planning begins. These recommendations will serve as evidence.</p> <p>Social/Emotional: School administration, in conjunction with Student Services will build a survey for students and parents to assess to what degree students feel safe, welcome, and socially and emotionally welcome at BHS. School administration will work with Student Services to address any shortcomings illuminated by the survey results. A report of survey results and planning/actions taken in response will serve as evidence.</p> <p>Behavioral: School administration and/or the Safety Committee will analyze school disciplinary data to identify times and locations where increased supervision or surveillance is needed, and students who might benefit from Student Services interventions or counseling services. A report of disciplinary analysis and planning/actions taken in response will serve as evidence.</p>	Objective Met 12/04/19	Bryan Abernethy	09/01/2020
Actions					
	12/12/18	The BHS School Safety Committee will update its membership.	Complete 12/14/2018	Hale Durant	12/14/2018

Notes: Members of School Safety Committee updated. The BHS School Safety Committee:
 Dr. Bryan Abernethy
 Missy Ellenberger
 Mick Galloway
 Officer Mark Ellenberger
 Chris Whitlock
 SgtMaj Tom Hall
 Hale Durant
 Alan Justice

2/4/19	Meet with Safety Committee member Chris Whitlock to discuss meeting with Emergency Management to build a timetable for emergency response capabilities of local and regional agencies (i.e. how soon BHS can expect ambulances (and how many) from Transylvania and/or surrounding counties, as well as fire/rescue vehicles, air ambulances, police and SWAT)	Complete 01/07/2019	Hale Durant	01/07/2019
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Notes: We met and discussed a number of scenarios and agreed to revisit the topic with local emergency management at a future time TBD.

2/4/19	Safety Committee will obtain a map of where the Blue Spear Bleeding Control Kits are deployed throughout the school to be placed in the Critical Incident Kits.	Complete 01/21/2019	Tamera Moman	01/21/2019
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Notes: Tammy has completed the map of BCKs throughout BHS.

11/18/19	Stop The Bleed Training (New Staff and Refresher)	Complete 10/03/2019	Hale Durant	10/03/2019
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Notes: Alan Justice conducted Stop the Bleed Training for new BHS Faculty and refresher training for those trained last year.

11/15/19	Trauma/Resiliency for the Classroom Training	Complete 10/24/2019	Hallie Moore	10/24/2019
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Notes: Moore coordinated professional development/training for BHS Faculty with Jay Reybel from Meridian Counseling on recognizing trauma and fostering resilience with students in the classroom.

11/15/19	Discussion with Alan Justice and other administrators re: threat assessment/troubling behavior training	Complete 11/14/2019	Hale Durant	11/11/2019
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Notes: Alan Justice (District Safety Director) offered via email to conduct training with BHS Faculty on threat assessment. Dr. Abernethy noted that (via same email conversation) that School Psychologist Anna Galloway was also at the BHS's disposal to conduct training on recognizing troubling behavior in students.

12/4/19	Safety Team Meeting 4 DEC 2019: Discussed lockdown procedures, reunification plan, Digital Citizenship, Green Dot Program, Run/Hide/Fight program, Threat Assessment Team, First Responders, Crisis Response Plan, location of First Aid Kits and other Emergency Equipment on campus.	Complete 12/04/2019	Hale Durant	12/04/2019
<i>Notes:</i> Present: Abernethy, Sorrells, Blankenship, Moman, Leatherwood, Morrison, Durant				
D2.08	All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5312)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	The BHS Staff will complete the technology Professional Development Opportunities related to blended/remote learning as required by the superintendent for the year. The staff will also complete all required tasks assigned during the five Remote Learning Days that are embedded in this year's school calendar.	Limited Development 12/04/2020		
<i>How it will look when fully met:</i>	100% of staff will have all tasks referenced above completed by the end of the school year.		Bryan Abernethy	06/04/2021
Actions		0 of 1 (0%)		
12/4/20	Continually reinforce expectations communicated by the district to all staff regarding professional development in the area of blended learning.		Bryan Abernethy	06/04/2021
<i>Notes:</i>				
D2.09	All students receive adequate, up-to-date equitable access to technology. (6828)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Students who live in homes without internet access will be provided mobile hotspots. In addition, the school's social worker, in cooperation with the school's administration will write a grant aimed at providing these families with reliable, long term internet access.	Limited Development 12/04/2020		
<i>How it will look when fully met:</i>	By the end of the school year, 95% of students will have reliable access to the internet at home. In addition, 100% of students will have access to a working Chromebook that will enable them to complete schoolwork online or, if necessary, offline.		Bryan Abernethy	06/04/2021
Actions		0 of 1 (0%)		
12/4/20	95% of students will have reliable internet and a working device.		Bryan Abernethy	06/04/2021

Notes: