

Section 6: Implementation of the Plan and Documentation of Results

Annual Progress Report on the Implementation of the School Improvement Plan

School Name: Brevard High School

Principal: Doug Odom

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I. Introduction

A. General Comments

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B. Globally-Competitive Students

The district's first strategic priority states, "Transylvania County Schools will produce globally competitive students." The indicator of that priority is that BHS will be an Honor School of Excellence with High Growth. Five action steps were developed to support that goal. The five action steps include: aligning pacing and lesson plans to the North Carolina Standard Course of Study, revising the academic remediation program to provide support outside of the regular school day, realigning the guidance department to provide comprehensive student services, and fully implement the articulated Safety Net plan.

Action Step 1 required that all probationary teachers turn in weekly lesson plans to school administrators who monitored teacher compliance and reviewed plans to ensure that they align to North Carolina Standard Course of Study. Career teachers are required to have plans available upon request.

Action Step 2 required that instructional leaders, teachers, and administrators revisit and revise the remediation program to ensure that additional opportunities for student support are provided outside of the regular school day. BHS implemented both winter school and summer school for students who failed an EOC which provided them with an opportunity to remediate 20 hours before retesting.

Action Step 3 dictated that the guidance department would be realigned to provide comprehensive student services. The guidance department has been reorganized to include counseling, small-group counseling, academic advisement, college preparation, and transition programs.

Action Step 4 states that BHS will review, revise, and fully implement the Safety Net Plan. The Safety Net Plan was reviewed and revised with teacher, parent, and administrator input. The SIT collected input, drafted a revised version, twice asked for teacher commentary on the draft, and presented the new plan to the School Board in the fall of 2009.

Finally, Action Step 5 was included in the School Improvement Plan (SIP) so that departments might redirect state textbook funds to more adequately address individual department and student needs. None of the Action Steps were purposefully abandoned; however, Action Step 5 was a necessary amendment to the previous SIP. After discussions with Jill Barger, the SIT added this Action Step to allow BHS to best meet the needs of student and teachers.

C. 21st Century Professionals

Several major initiatives were undertaken in order to achieve 84% of staff believing that there were adequate opportunities for staff development at BHS.

To fulfill Action Step 1, all departments at BHS undertook a book study using *Classroom Instruction That Works*.

Action Step 2 required that all BHS staff complete one HQ staff development opportunity. Although other departments' members participated in staff development, only the English department offered its members a PLC.

In reference to Action Step 3, all staff completed CII Self Assessment forms and met with Principal Doug Odom to discuss these goals; however, these discussions and documents did not focus specifically on teachers identifying subject specific staff development for creating learning communities with BHS.

Action Step 4, which states that BHS will communicate traditional and alternative staff development, and Action Step 5, which states BHS will offer two high quality staff development opportunities, were not addressed during the 2008-2009 school year. Confusion existed regarding whose impetus must direct the staff development offered on campus; BHS did host several activities sponsored by the district, but BHS did not offer any beyond those.

D. Healthy and Responsible Students

Action Step 1 for Priority 3 required that the SIT members research and evaluate the problems of and perceptions of the use of illegal substances by the student population at BHS. SIT members met with students, parents, law enforcement, community members, and staff about these issues to obtain a general sense of the view of substance abuse in Brevard High School. SIT members discussed current trends and perceptions of what substance students are abusing and also discussed the relation of community substance abuse to student population substance abuse.

The committee also created two surveys about substance abuse at BHS. These surveys consisted of one Internet based survey submitted to the entire staff and one written survey submitted to a random sampling of students. Each survey was multi-question and covered a broad spectrum of questions pertaining to substance abuse and the views of the survey participants.

Action Step 2 was evaluated, but not to the extent that was initially intended. The initial action step was to conduct quarterly evaluations of staff perceptions of substance abuse. Rather than submit multiple surveys involving the same questions, SIT members submitted one comprehensive survey to gather data on staff perceptions feeling that staff perceptions of substance abuse would remain the same for longer than one quarter.

Action Steps 3 and 4 were not addressed during the 2008-2009 school year directly, but the committee has requested some additional information to monitor these very serious issues at BHS. Available data for the past several years was looked at to determine the number of students who were long-term suspended for substance abuse. Discussions amongst committee members were held about the current policy of automatic LTSU for second career substance abuse offenses and the effectiveness of the policy.

E. Leadership

Priority 4 of the 2008-2009 SIT plan revolved around students' parents feeling informed about academic progress and several major initiatives were undertaken to increase regular communication between parents, students, and faculty.

These action steps included increasing the number of parents in Proactive Auto-Call, decreasing

the time between progress reports from every four and one half weeks to every three weeks, the development of Good News Cards to facilitate more frequent positive contacts, and the creation of an email bank.

Action Step 1 was addressed through the principal's newsletter, the collection of teacher/parent contact logs, and attendance letters sent by the Attendance Office. Furthermore, CARE Team scheduled PEPs for all students failing more than one class at every midterm, requested recommendations from all classroom teachers, and asked that teachers assist in leading meetings among faculty, parents, and students. Also, the Guidance department followed up on these PEPs throughout the second nine weeks to monitor student progress.

These concerted efforts allowed us to maintain our previous year's gains in promoting parent/teacher communication.

F. 21st Century Systems

Priority 5 focuses on improving communication between staff and administration to 90% percent of faculty feeling that this communication is effective. Several action steps were implemented in an attempt to address this issue, while others were not undertaken.

Action Step 1 required that staff participate in root cause analysis to identify specific communication issues that required improvement, and Action Step 3 stated that several interim surveys would be conducted to appropriately monitor these issues throughout the year. However, neither of these Action Steps were addressed during the 2008-2009 school year.

Action Step 2 addressed the need for monthly Instructional Leader meeting to more adequately disseminate information to all faculty.

It is important to note that several other areas of communication were addressed by Priority 5, including streamlining the Principal's Communication process, focusing the daily school announcements to more directly focus important information, and asking that SIT minutes were provided to all faculty and staff. Considering the indicators for this priority, this is an area that continues to need further evaluation and additional action steps.

II. Summary of Results

A. Globally-Competitive Students

The focus of this priority is to produce globally competitive students which is narrowly defined as achieving the status of an Honor School of Excellence with high growth. There were several action steps for this initiative. The first action step was that all probationary teachers would complete and submit their lesson plans weekly. On average, 67% of probationary teachers submitted weekly lesson plans in the 2008-2009 school year.

The second action step was to revisit and revise the remediation program to provide academic support outside of the regular school day. Each teacher offered a minimum of 2 academic coaching sessions per week either before or after school. Each department used data from quarterly and benchmark assessments to identify students who failed, and offered targeted, teacher-led academic coaching sessions. Students who failed an EOC were provided with 5 hours in the fall and 7 hours in the spring of teacher-led remediation prior to retesting. In total 194 of 1,127 EOC tests given, or 6%, resulted in failing scores during the 2008-2009 school year, a significant decrease from the 22% for the previous year. In 2008-2009, 45% of those EOCs were passed after the 5 or 7 hour remediation whereas in 2007-2008, 36% passed after the 5 hour remediation. Students who failed the first retest were offered either winter or summer school to remediate 20 hours prior to the second retest. 9% of students passed after the 20 hours of remediation, whereas in 2007-2008 only 2% of students passed.

The third action step was to realign the guidance office to provide comprehensive student services. This resulted in many new programs and services: one-on-one student/counselor registration; college and career planning activities; 4-year plan development with every student; individual and group counseling; a comprehensive 8th to 9th grade transition program; classroom guidance sessions; and a new CARE team process. 74% of Brevard High School students felt like a counselor at their school helped them with interpersonal skills and/or career planning, which is an increase from 63% in the 2007-2008 school year..

The fourth action step was to fully implement the articulated Safety Net Program at Brevard High School. There are 6 sections to the Safety Net Plan: Parental Communication, Academic Coaching, Curriculum Alignment and Pacing, Benchmark Assessments, Personalized Education Plans, and Other Interventions (which includes the completion of transcript audits and 4-year plan development with all students). Academic Coaching, Curriculum Alignment and Pacing, Benchmark Assessments, and Other Interventions were all addressed in the previous paragraphs in regards to all probationary teachers aligning and submitting weekly lesson plans, academic coaching practices, remediation results, and the documented completion of transcript audits and 4-year plans on all BHS students. In regards to parental communication, an accurate number of parental contacts made was difficult to determine because the definition of parental contact varied greatly between staff members. However, we do have accurate numbers of contacts made for attendance concerns. 1,869 notification letters were sent home in an attempt to make parents aware of their child's 3rd, 5th, and 10th absence, and 3rd tardy. Brevard High School also had 60 attendance contracts on file last year. In regards to development of Personalized Education Plans, 61 PEPs were completed last year for students identified as at-risk (failing 2 or more classes, or having excessive absences). After the completion of the PEP, 46% of those students ended up passing all 4 of their semester classes. 38% passed 3 of their 4 semester classes. 16% or 10 of those students made no improvement.

The fifth action step, stated that Brevard High School could transfer funds from its State textbook

allotment for the purchase of instructional supplies, instructional equipment, or other classroom materials. Brevard High School received \$67.00 per student for textbooks. BHS spent \$35,191.97 on Career Development Education textbooks, Trade and Industrial Education Textbooks, and Health Occupation textbooks.

Under the North Carolina ABC's Program accountability model, Brevard High School's total proficiency results for the 2008-2009 school year show an increase from 79.01% proficient to 86.2% proficient. These results are nearing our 90.5% proficiency scores of the 2004-2005 school year. Scores increased from the 2008-2009 school year in all academic areas with exception to US History, Geometry, and Chemistry. Physical Science had the largest increase with 90.99% pass rate of students compared to a 68.4% pass rate in 2007-2008, which is almost a 23% gain. Algebra II had the next highest increase with a proficiency rate of 92.3% compared to the 82.1% in 2007-2008. This significant gain is nearing the highest proficiency score of 95% in 2004-2005. English I showed the next highest proficiency increase with a 88.5% proficiency rate compared to the 81.6% proficiency rate of 2007-2008, which is nearing the highest proficiency score of 91.3% in 2005-2006. The next highest gain was in Civics and Economics with a 78.5% proficiency rate which is a 4% increase from the 72.9% proficiency rate of 2007-2008. Followed by Biology which had an 87.2% proficiency rate, over the 83.1% proficiency rate of 2007-2008. Algebra I also showed an increase from 72.2% proficient in 2007-2008 to 75.8% proficient, however is still significantly lower than the high of 90.8% proficient during the 2005-2006 school year. Physics continued to show consistently strong scores of 100% proficient in both the 2007-2008 and 2008-2009 school years. Brevard High School's 10th grade writing proficiency scores continue to increase with 77.3% proficient in 2009 compared to 74.4% proficient in 2008 and 64.2% proficient in 2007 which is a 13% increase over the past 3 years. Three academic areas showed a slight decrease in proficiency over the 2007-2008 school year. U.S. History proficiency scores went down 4% with 71% proficient in 2008-2009 compared to 75.4% proficient in 2007-2008. Geometry also showed a 4% decrease in proficiency with 88.3% proficient in 2008-2009 compared to 92.4% proficient in 2007-2008. Lastly, Chemistry showed a slight decrease in proficiency from 98.7% proficient in 2007-2008 to 97.5% proficient in 2008-2009. Comparing locally Brevard High School has the highest proficiency rate with 86.2% proficient compared to Rosman High School with 79.7% proficient, and lastly Davidson River School with 48.3% proficient. During the past year a gain of 7.2 percentage points was achieved which moves Brevard High School closer to the goal of 90% overall proficiency.

Perhaps more indicative of our goal of producing globally competitive students is how we compare nationally in SAT scores and our reports of where our students go after high school. Brevard High School students continue to score higher than both national and state averages on the SAT. In the 2008-2009 school year, Brevard High School averaged 543 on the Math section of the SAT compared to the national average of 515 and the state average of 511. Brevard High School also averaged higher on the verbal section of the SAT in 2008-2009 earning a 519 average compared to the national average of 501 and the state average of 495. Also, on the rise is the number of students who advance to post-secondary schools. Last year, 88% of graduating seniors went to either a University or a Community/Tech college, where in 2007-2008 72% of graduating seniors went to a University or Community Tech College which resulted in a 16% increase.

B. 21st Century Professionals

The target outcome for this Priority was an 84% rating on item STF-22 of the annual Stakeholder Satisfaction Survey, "There are adequate opportunities for professional staff development focused on instruction." At the inception of the SIP in 2007, satisfaction level was 63%, but the 2008-2009 school year saw a further decline, with survey data indicating only a 49% satisfaction

rating. While 100% of core subject area instructors did complete at least one HQ staff development activity, fulfilling Action Step 2, no whole-staff analysis of needs based on student performance was conducted and no interdisciplinary discussions within the school fostered whole-school professional learning communities, leaving Action Steps 1, 3, and 5 inadequately addressed. BHS did not need to address Action Step 4, communication of various staff development opportunities, because a district-maintained website began providing this information.

C. Healthy and Responsible Students

The desired goal for Priority 3, Transylvania County Schools' students will be healthy and responsible, was improvement in the student, staff, and parent school satisfaction survey items regarding the use of illegal substance abuse; the goals were 54%, 62%, and 77%, respectively. While student results increased 42%, up 1% from the previous year, the results remained below the desired goal. Likewise, the staff satisfaction survey saw a decrease to 20%, down 6% from the previous year and well below the desired outcome, and the parent satisfaction survey decreased to 46%, down 6% from the previous year, and below the desired goal.

For several years, BHS SIT has recognized that the language used in the survey is ambiguous and confusing to many participants, which may lead to unreliable data. Because of this ambiguity, SIT conducted two surveys separate from the satisfaction surveys to more clearly gauge the student and faculty perceptions of substance abuse at BHS. The staff survey consisted of seven questions covering a broad spectrum of substance abuse. The students survey consisted of six questions.

36 staff members elected to participate in the electronic survey. Based on the responses of those that participated, 86% felt that substance abuse is a problem among students, which clearly shows that staff feel drug abuse continues to be a problem at BHS. 44% of staff members felt that students are not educated enough about drugs and the risk associated with them. Members of the SIT felt that students were not presented enough drug awareness information in high school but were rather presented with information that designed more to scare than inform. Additionally, 22% of staff members responded that they did not feel very educated on substance abuse, its signs and symptoms, underscoring the shift in substance abuse that has occurred over the past decades. This result is a direct indicator that a multi-generational staff has seen different substances being abused over a handful of decades. Considering the rapid changes in the types of drugs available to students, it is imperative that the staff continues to receive updated and timely information concerning the newest drug trends. This also points towards the need for different approaches to handling substance abuse violations in school.

The second survey was distributed to randomly selected homerooms and was a written survey. The first three questions being yes/no answer, and the last three being short answer. 100 surveys were submitted and 91 were returned. 78% of students surveyed responded that they have never come to school under the influence of substances. While the information presented does indicate that 22% of surveyed students have come to school under the influence of a substance, we are missing a larger piece of information – what percent of students are abusing substances or are involved in recreational drug use outside of school? Even more encouraging, 92% of students responded that they have never purchased or sold drugs at school. However, this also fails to identify the percent of students purchasing drugs outside of school.

Responses to the short answer section of the survey indicated that students feel that loss of credit is the largest effect that drug use has on a students education. Students also felt that current policies for random drug testing were not very random and perceived that the consequences of

positive drug tests were not equitable to those of students caught using drugs on campus. Students surveyed also felt that long term suspension was not an effective tool to use for drug offenses in school but rather the school should look to provide some type of substance abuse counseling. Students also felt that BHS should develop an alternative to long term suspension for drug offenses, as long term suspensions can exacerbate a student's existing drug problem.

D. Leadership

The members of Priority 4 undertook several action steps to increase the level of satisfaction that parents felt about communication between parents and teachers. The previous SIP's stated goal for Priority 4 focused on question 3 from the parent survey: "My child's teachers keep me informed of his/her progress and performance in school." The committee had hoped to increase the percentage of satisfied parents from 82% in 2008 to 85% in 2009; however, the percentage of satisfied parents actually decreased to 81% in the 2009 survey. It should be noted that the percentage increased from 73% in 2007, the beginning of the SIP, to 82% in 2008. These numbers are especially interesting considering several of the action steps initiated last year.

Action Step 1 revolved around a Parent-School Communication initiative, which, included a monthly newsletter to parents, the creation of Personal Education Plans (PEPs) for students failing two or more courses at the midterm of the nine weeks, attendance letters, and parent contact logs. A monthly newsletter was created and posted on the BHS website for every week of the 2008-2009 school year. Additionally, 61 PEPs were created by CARE Team last year (see Globally Competitive Students section for more information). Furthermore, 1,869 attendance letters were sent out last year and 60 attendance contracts were logged. Finally, teachers kept parent contact logs last year, which were collected by the administration at BHS. However, only one month was documented via spreadsheet: for the months of January and February of 2009, BHS teacher made 2,559 contacts, mostly by means of email.

Action Step 2 focused on using ProActive, an automated phone and email database, to contact parents about upcoming events at BHS. As of October 17, 2009, BHS had collected 290 parent email addresses out of 1,390 parents. BHS also collected 773 home phone numbers, 1,210 cell phone numbers, and 937 work phone numbers, and entered them into ProActive.

Action Step 3 required that teachers send out progress reports every 3 weeks instead of every 4.5 weeks. Teachers were sent reminders and appointments by the administration every 3 weeks, and, presumably, all teachers adhered to this policy, though we were unable to collect concrete data to support this assertion.

Action Step 4, like Action Step 1, was designed to create an email bank for parental email addresses. Though many teachers send out information cards to gather parent email addresses for each semester, we could discern no way of knowing how many parent emails were gathered school wide, due to the fact that many teachers' email banks overlapped.

For Action Step 5, BHS strove to send Good News Reports to parents to promote positive communication. To accomplish this, we created and distributed postcards to facilitate this Action Step. Out of the 18 teachers that responded to query, they collectively sent 126 Good News Cards. However, the totals from the January to February contact log collected by the administration shows that teachers made 1,791 positive contacts in these months.

Action Step 6 focused on the creation and recruitment of students and parents to serve on a Principal/Parent Communication Counsel; however, this Action Step was not addressed in the

2008-2009 school year.

Action Step 7 required that all teachers, administrators, and guidance counselors implement the communication strategies outlined in the BHS Safety Net Plan. Aside from surveying the staff, there was no practical way to measure the success of this Action Step, but the new parent contact database implemented in 2009-10 will allow this data to be more easily collected and assessed.

E. 21st Century Systems

The target outcome for Priority 5 was that 90% of BHS teachers agreed that “communication between staff and school administration is effective.” 60% of teachers believed that communication was effective in 2007, the beginning of the SIP. However, the survey in the 2008-2009 school year showed that satisfaction continued to decline to 33%. Even though Instructional Leaders did receive agendas for each Instructional Leaders Meeting, no one recorded or distributed the minutes formally, as required in Action Step 2. Additionally, Action Steps 1 and 3, which required that staff participate in a root cause analysis of communication issues and that staff would participate in interim surveys concerning communication, were not directly addressed. On the other hand, the Priority 5 committee experienced several successes: maintaining a 90% attendance rate at the four Principal’s Communication Council meetings, working with the Principal and the Office Assistants to decrease the number and duration of morning and afternoon announcements, and surveying the faculty to determine the appropriateness of Monday morning faculty meetings. The last of these led to a change in the faculty meeting schedule that more closely reflected the wishes of the BHS faculty and staff. Overall, communication between staff and school administration has been an area of concern since 2006, which was the first year since 2000 that the percentage of satisfied respondents dropped below 90%.

III. Reflections and Lessons Learned

Similar to last year's evaluation, SIT decided to make organizational and procedural changes during the 2008-2009 school year in order to increase the number of involved stakeholders and to increase the effectiveness of the SIT process, overall. While previous years' involvement was determined largely by the administration at BHS, the 2008-2009 Steering Committee decided that if we were to truly become a teacher led organization, we must begin to set our own priorities and to encourage faculty involvement by setting an example as opposed to issuing a mandate. We explain this change in more detail in Next Steps.

Priority 1 saw perhaps the most significant gains of all the committees, especially in terms of boosting EOC scores. By evaluating the available data, one can conclude that teacher availability for before and after school help and academic coaching labs are having at least a modest positive impact on EOC scores. Undoubtedly, the new PEP process, as addressed by Priorities 1 and 4, is also having a positive impact on test scores, though percentages of parents with a positive view of school/home communication did decline by 1%. Furthermore, it is very encouraging to see how BHS compares to other schools, both locally and nationally, in regards to EOC scores, SAT scores, and post-secondary education.

Priority 2, which focused on the availability of high quality staff development opportunities, saw a rather drastic decrease of 14% in stakeholder satisfaction. From this data, it is clear that staff development remains an area that needs more attention and evaluation. As a starting point, it is necessary that staff, administration, and central office staff work collaboratively to come up with creative ideas to address this issue.

From the surveys distributed by Priority 3, it is clear that most teachers (86%) believe that substance abuse is a problem at BHS. Furthermore, 44% of staff felt as though students were not adequately educated about the consequences of substance abuse. This data shows that drug abuse continues to be a fairly serious problem. However, in order to contextualize this data, it is important to note that roughly half of the staff responded to these surveys. Interestingly, the students surveyed did not believe that random drug testing deterred students from abusing drugs, and most students did not see long term suspension as a constructive way of dealing with substance abuse. All of this indicates that there is reason for considerable concern about substance abuse at BHS, which, though disturbing, is consistent with drug abuse statistics across the community, the state, and the nation.

In regard to Priority 4, 1% fewer parents were satisfied with the level of communication between BHS and parents, which is disheartening when one considers all the Action Steps implemented to make this goal a reality. However, both faculty and staff feel confident that their efforts support the best interest of all involved parties, especially recognizing the positive role that informed parents can play in their children's education. Therefore, we will continue to create and distribute the monthly parent newsletter, to send out progress reports every 3 weeks, to strive to make more positive contacts, to continue refining the PEP process, and to collect parent email addresses and phone numbers.

Considering the data available concerning Priority 5, the perception of communication between staff and administration remains a serious concern. With only 33% of respondents satisfied with this area of communication, SIT – along with all staff, administration, and district level personnel – need to continue addressing not only the processes in place for effective communication but also the way that each group communicates with one another. In short,

Priority 5 needs serious attention and the effectiveness of school improvement efforts needs to improve substantially; therefore, SIT remains committed to creating positive change in this area.

IV. Next Steps

Recognizing that the fall restructuring of the School Improvement meeting schedule had led to no significant change in SIT efficiency or productivity, as 2008-2009 closed Principal Odom and Assistant Principal Chapman selected ten faculty members to reinvent the School Improvement team and process. During May and June, this committee researched NC statutes governing School Improvement Plans and Teams, devised a new structure for the Team to take effect in the fall, and canvassed for faculty members to stand for election to the team in August. Additionally, to gain perspective and to begin restoring faculty confidence in the School Improvement process, the committee conducted a meeting with the full faculty to examine results of the 08-09 Staff Satisfaction Survey. The faculty first determined how each survey item correlated to the five goals for school improvement, then discussed who held responsibility or could influence each item, be it administration, SIT, faculty, or a combination of the three. These faculty perceptions will inform our writing of the 2010-2012 School Improvement Plan as well as our amendments to the 09-10 Plan.

With the formal election of faculty to the School Improvement Team in August, a new Steering Committee developed. In addition to framing a handbook to govern SIT from now on, the Steering Committee also committed to writing this Section 6 report. In doing so, we have learned first-hand of the successes and failures of the past year. With this perspective, we propose adjustments to action steps (outlined below), but we see no need to amend goals and objectives.

Priority 1. We should continue to look for ways to improve student achievement and provide early academic intervention for struggling students. We will focus on the action steps currently in place to affect student achievement by fully implementing the new Safety Net Plan, continuing to provide targeted remediation opportunities, and expanding our guidance services to ensure we are reaching every student. A reasonable expansion for action step 1 is for probationary teachers to receive timely feedback on their lesson plans, thereby ensuring that their plans are aligned with the NCSCoS or that the teachers receive additional support to improve their planning and instruction.

Priority 2. It is imperative that, to manifest success in the upcoming year, professional development not be left to chance. High quality, needs-based, goal-driven professional development can result from productive and ongoing dialogue among identified responsible parties (building administrators, central office administrators, vertical team members, and instructional leaders). These conversations should result in both site-specific offerings and county-wide offerings to supplement existing off-site offerings (WRESA, NCCAT, etc.) These staff development opportunities must then be regularly communicated to BHS education professionals.

Priority 3. The BHS administration, the Central Office, and community agencies, have begun to discuss developing an in-county day treatment program for students identified with substance abuse problems and other high-risk, emotional issues. Initial ideas for this treatment program would be piloted at DRS and then implemented at BHS thereafter. Because this treatment program will not be in effect for 2009-2010, our Action Steps need to concentrate on educating students about substance abuse and risky behaviors and educating staff about current substance abuse trends.

Priority 4. Though BHS has managed to collect a significant number of parent phone numbers for ProActive, there is still much to be desired in terms of the BHS email bank and the number of email addresses available in ProActive. We will continue to address these issues by continuing

our work in aggregating these phone numbers and addresses. Also, consistent with the new Safety Net Plan (SNP), we will continue to send out progress reports every 3 weeks and to communicate with parents in the means outlined in the SNP, as well as with the Good News Reports.

Priority 5. The Staff Satisfaction survey is the only tool currently used to ascertain the staff's perception of communications from the building administration. As this a blunt instrument that fails to probe root causes, and as it provides feedback only late in the year, we need to engage in interim surveys in order to periodically gauge stakeholders' perceptions of the communication process. Without further probing the perceptions of the staff, problems will go unnoticed and therefore unaddressed. Therefore, we suggest two interim surveys be conducted in addition to the year-end survey. These interim surveys should be composed of additional questions structured to address overall faculty concerns about the administration and communication. BHS will continue its efforts in this area by means of the Principal's Communication Council, monthly Instructional Leaders' meetings, and weekly faculty meetings. Also, we need to find an effective and efficient way to record and distribute the notes from Instructional Leaders' meetings.