

## 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 is a community of stakeholders working together to assist each student in their academic and personal growth. In order to do so, every member of the faculty, staff, administration, parents, and community works collaboratively to support student learning and to provide instruction that is both rigorous and relevant for learners at all levels and of all abilities. Thus, we seek to ensure that every student will leave Brevard High School confident in their education, secure in their abilities and that they are well prepared for whatever the future holds.

**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.



! = 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		
<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.		Bryan Abernethy	09/01/2020
<i>Actions</i>					
<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,		Bethany Bagwell	09/01/2020
<i>Actions</i>					
<i>Notes:</i>					

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
<b>Initial Assessment:</b>			<p>Student Support Services Team (SSST) is gathering research on the effectiveness of disciplinary programs such as ISS and OSS with the goal of presenting results and recommending changes to school and district administration.</p> <p>The SSST is also planning on researching programs such as Mindfulness and Restorative Justice, and an organized framework for teacher check-ins with students to assist teachers in recognizing students' emotional states and arranging support measures.</p>	Limited Development 12/12/2018		
<b>How it will look when fully met:</b>			When this objective is being fully met the SSST will submit a report of research on discipline to school and district leadership and make recommendations based on their findings. This will allow them to revise, refine, or improve how BHS handles discipline at the school level. The report and recommendations will serve as evidence.	<b>Objective Met 01/18/19</b>	<b>Josh Tinsley</b>	<b>09/01/2020</b>
<b>Actions</b>						
		1/18/19	Team Meeting	Complete 01/15/2019	Josh Tinsley	01/15/2019

*Notes:* We had a discussion about our goals for this year:

1. ISS research about strategic programming. There is no data to support the efficacy of the programming we have now.
2. OSS research. With the help of administration and guidance, we are attempting to reduce, if not eliminate, the number of students who receive OSS. There is no data that suggests exclusionary discipline actually achieves any desirable results.
3. Mindfulness curriculum. There is an abundance of research to support a mindfulness curriculum at BHS. Several professional organizations, including the American School Counselor's Association, endorse this curriculum, and we hope to research programs this year and begin implementation over the next several years.

We got approval from administration and guidance to continue our research, and we obtained their full support of all initiatives.

I have created three documents, one for each of our goals, with links to resources relevant to our goals so team members can easily research the rationale for the changes in programming and next steps.

Our SIT subgroup will continue researching ISS, OSS, and mindfulness programs that are supported by peer-reviewed research, and we will reach out to the WNC Youth Mediation Services for additional support.

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>	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			
<i>How it will look when fully met:</i>	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.	<b>Objective Met 12/19/18</b>	<b>Hallie Moore</b>	<b>09/01/2020</b>	
<b>Actions</b>					
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.					

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		
<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.		Hale Durant	09/01/2020
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	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.		Hale Durant	01/29/2019
<i>Notes:</i>					

	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
<b>Initial Assessment:</b>			BHS Administration has been working at revising existing duty schedules and planning times to maximize instructional planning time and supervision.	Limited Development 01/10/2019		
<b>How it will look when fully met:</b>			When this objective is fully met BHS will have organized planning times and assigned duties to maximize opportunities for collaboration and ensure that students are fully supervised at all times throughout the school day.	<b>Objective Met 01/18/19</b>	<b>Bryan Abernethy</b>	<b>09/01/2020</b>
<b>Actions</b>						
		1/18/19	Examine the Planning Times/Duty Free times of BHS compared to other schools in TCS.	Complete 01/11/2019	Bryan Abernethy	01/11/2019
<i>Notes:</i> The Team for this objective will compare BHS to other schools and discuss where we are and what changes (if any) might be implemented in a new duty schedule.						

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>				
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>				
	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
<b>Initial Assessment:</b>			Currently the BHS administrative team conduct scheduled evaluations as part of NCEES as well as Walk-through and Peer evaluations.	Limited Development 12/12/2018		
<b>How it will look when fully met:</b>			When this objective is being fully met BHS administrative team will meet all NCEES evaluation deadlines, teachers will receive regular walk-through evaluations and peer observations including feedback on their practice. The BHS admin team will meet regularly to ensure evaluations are conducted on time. NCEES percentage of completed evaluations and admin tracking data on walk-throughs will serve as evidence.		<b>Bryan Abernethy</b>	<b>09/01/2020</b>
<b>Actions</b>						
<i>Notes:</i>						

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
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
<i>Initial Assessment:</i>		TWCS data, EVAAS data, and MTSS data	Limited Development 09/06/2018		
<i>How it will look when fully met:</i>		When completed, this objective should allow for a demonstrable increase in the scores of students on EOCs and NCFEs. It should also denote a marked increase in the number of students achieving or exceeding expected growth on teachers' EVAAS numbers -- that is, more teachers should have students meeting or exceeding expected growth. Additionally, there should be an improvement in the scores of specific sub-groups as well as indicated by the data from the school report cards issued in the Fall of 2020.		John Hogan	09/01/2020
<b>Actions</b>			<b>0 of 1 (0%)</b>		
12/12/18	"An IES study of successful school turnarounds found that turnaround schools considered data at three levels: at the school level to focus on areas that needed schoolwide improvement to meet adequate yearly progress, at the classroom level to focus on teachers' instructional strengths and weaknesses, and at the student level to focus on the instructional needs of individual students." As a consequence, it is incumbent on us to utilize data from the TWCS, the North Carolina School Report Card and the disaggregated data that it contains concerning sub-groups, MTSS information, and EVAAS data concerning the performance of students in the aggregate in all teachers' classrooms with respect to EOC scores and NCFE scores in order to ascertain what kinds of professional development should be offered and to whom it should be directed.			John Hogan	12/01/2020
<i>Notes:</i>					



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		
<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.		Missy Ellenberger	09/01/2020
<i>Actions</i>					
Notes:					

	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>	<p>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.</p>	<p>Limited Development 12/04/2018</p>		
	<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>	<p><b>Objective Met</b> <b>12/14/18</b></p>	<p><b>Hale Durant</b></p>	<p><b>09/01/2020</b></p>
<b>Actions</b>					
	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

Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
	E2.04	The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		BHS currently has a number of partnerships with local businesses, organizations, and outside agencies to meet the needs of students and improve services offered to students. Individual staff or departments identify needs and seek administrative help or approval to create partnerships.	Limited Development 12/12/2018		
<i>How it will look when fully met:</i>		When this objective is being fully met the Community Outreach/Partnership Team (COPT) will develop clear guidelines for staff to follow when pursuing and creating partnerships with outside groups and agencies, as well as a tracking tool for existing partnerships.		Heidi Bullock	09/01/2020
<i>Actions</i>					
Notes:					