

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.



! = Past Due Objectives

KEY = Key Indicator

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
|----------------------------------|-----------|---|-----------------------------------|----------------|-------------|
| Effective Practice: | | High expectations for all staff and students | | | |
| | A1.01 | The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | We have worked hard to implement this policy; however, it is not universally being implemented at this time. | Limited Development 10/11/2022 | | |
| How it will look when fully met: | | Staff will universally understand how to improve student learning through commitment, discipline, and effective practices. | | David Galloway | 06/07/2024 |
| Actions | | | | | |
| Notes: | | | | | |
| | A1.02 | ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | All faculty members are regularly observed at least twice a year in a formal class setting and the principal meets with all teachers to discuss the methods of teaching their curriculum. | Full Implementation 11/03/2022 | | |
| | 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 |
| Initial Assessment: | | <ul style="list-style-type: none"> Current efforts are through department level PLCs, mentoring programs for BT teachers, Ed Handbook software program to manage and track discipline. PD in Instructional strategies and differentiation. Monitor through NCEES, walkthroughs, informal observations, etc. SMART PASS system to utilize instructional time and class engagement. | Limited Development 11/07/2023 | | |
| How it will look when fully met: | | <ul style="list-style-type: none"> By utilizing Ed handbook software the analytics of classroom management, referrals is tracked, monitored and adjustments are made where necessary. SMART PASS is also being used in order to increase instructional time and streamline class management processes. | | David Galloway | 06/07/2024 |
| Actions | | | | | |

Notes:

| | | 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 |
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| 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 | | |
| | | | Priority Score: 2 Opportunity Score: 2 | Index Score: 4 | | |
| 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. | Objective Met 12/01/21 | Kathryn Bailey | 06/04/2022 |
| Actions | | | | | | |
| | 11/30/20 | Continue technology staff development with Ms. Bailey throughout the year. | | Complete 06/04/2021 | Kathryn Bailey | 06/04/2021 |
| <i>Notes:</i> | | | | | | |
| Implementation: | | | | 12/01/2021 | | |
| Evidence | | 12/1/2021 - 100% of BHS teachers completed the district technology PD. | | | | |
| Experience | | 12/1/2021 - Ms. Bailey, the Digital Learning Specialist, held monthly PD sessions to enhance technology use in the classroom and provide support for completing district technology PD. | | | | |
| Sustainability | | 12/1/2021 - Ms. Bailey will periodically meet with PLCs, departments, and individuals to reinforce training and provide support as needed. | | | | |

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
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| 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 | | |
| | | Priority Score: 2 Opportunity Score: 2 | Index Score: 4 | | |
| <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. | Objective Met 09/30/22 | Jessica McCall | 09/05/2022 |
| Actions | | | | | |
| | 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. | Complete 10/20/2021 | Tonya Treadway | 06/04/2021 |
| <i>Notes:</i> | | | | | |
| Implementation: | | | 09/30/2022 | | |
| Evidence | | 12/2/2021 - On 10/20/21 during our Fall Academic Day all 9th and 10th graders completed our screening tool (Edmentum Exact Path) | | | |
| Experience | | 12/2/2021 | | | |
| Sustainability | | 12/2/2021 - This screening tool will be administered annually and results used by counselors and administration to make better decisions on course assignments and offerings. | | | |

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
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| 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. The care team also works with MTSS to achieve goals established by this objective. | 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. Continued work on the MTSS rollout is occurring and the Care team is instrumental in this process. | | Jessica McCall | 09/05/2024 |
| <i>Actions</i> | | | 4 of 5 (80%) | | |
| | 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. | | | |

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| 2/3/21 | 09/14/2020 Meeting: Edmentum. Planning the testing phase. Planning for the administration of the Edmentum testing for all freshmen students in both Reading and Math. | Complete 10/14/2020 | Jenna Sorrells | 10/14/2020 |
| <i>Notes:</i> We will be administering a test to all freshmen in both Reading and Math to get a baseline for all students so we can target students in need of intervention in both those areas. | | | | |
| 2/3/21 | 10/28/2020 Meeting: Edmentum Testing Results (Math only). We tested all student on 10/14/2020 to gather data for next steps. All freshman were tested in both Math and Reading and we identified struggling students and topics to target with interventions. | Complete 12/21/2020 | Jenna Sorrells | 12/21/2020 |
| <i>Notes:</i> We will be targeting one skill (solving equations) in each of our math classes for a short time each class. This skill was identified as a weak spot for most students. | | | | |
| 2/3/21 | 01/25/2021 Meeting: Analysis of individual student needs. Planning assessment for this semester and discuss individual students. | Complete 12/01/2021 | Jenna Sorrells | 01/25/2021 |
| <i>Notes:</i> We are planning for assessment for a new semester of students, working on a MTSS tier documentation process and discussing strategies and interventions for individual students. | | | | |
| 11/7/23 | Using I & E (Intervention and Enrichment) daily for 30 minutes in order to provide specific core instruction to all students. Students will receive additional instructional help through these I and E opportunities. | | Jessica McCall | 06/07/2024 |
| <i>Notes:</i> | | | | |

| | 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 |
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| Initial Assessment: | | | <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 | | |
| | | | Priority Score: 2 Opportunity Score: 2 | Index Score: 4 | | |
| How it will look when fully met: | | | <p>When this objective is 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.</p> <p>This is an ongoing process that involves the entire school with new processes being utilized on a regular basis.</p> | Objective Met 11/03/22 | Josh Tinsley | 09/02/2022 |
| Actions | | | | | | |
| 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.

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| 11/15/19 | Meeting with DRS Counselor | Complete 02/06/2019 | Josh Tinsley | 02/06/2019 |
| | <p><i>Notes:</i> Mandy provided me (Tinsley) with some resources to aid my group in thinking about mindfulness in school and in considering changes to ISS and OSS.</p> <p>Next Step: Tinsley will meet with Katie Faust, a mediator at the Mediation center of TC, in order to continue to amass resources.</p> | | | |
| 11/15/19 | Meeting with Mediation Center Counselor (Katie Faust) | Complete 02/07/2019 | Josh Tinsley | 02/07/2019 |

Notes: I (Tinsley) asked her(Faust) for a brief overview of their services and how we might incorporate some of them into BHS procedures, specifically dealing with student conflicts, ISS, OSS, and educating teachers about mediating conflicts.

"Ms. Faust outlined the programs The Mediation Center can currently provide and programs they hope to provide in the future:

1. Educating teachers on mediation.
2. Specific mediation services for teachers, students, parents, etc.
3. Guided Problem Solving
4. Aggression Replacement Training (seeking funding for next year)

Difficulties as identified by BHS Counselors and Faust:

1. Students and parents are not generally willing to go.
2. Right now, the Counselors are required to get parental permission. Why? We can send kids to ISS or OSS without parent permission.

Questions moving forward:

1. What incentives can we provide to encourage students to use these sources? "

Next Step:

Meet with guidance, administration, and The Mediation Center to establish next steps and how we can coordinate with one another and not engage in duplicate work.

11/15/19 We will continue our discussions about the best programs and delivery methods for helping students be more resilient and emotionally stable.

Complete 04/12/2019

Josh Tinsley

02/26/2019

Notes:

We are continuing to research resources to provide services for students' social and emotional needs.

Email discussion with The Mediation Center regarding future involvement with health classes and delivering content concerning conflict resolution.

4/12: "We are continuing a discussion on the best way of setting up a mechanism to identify students in need of interventions regarding attendance, ISS, OSS, etc.

We are discussing the need to continue providing training for staff by The Mediation Center staff."

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| 11/15/19 | <p>We will continue meeting and working with The Mediation Center and BHS health teachers to aid in authentic buy-in for these teachers and students.</p> <p>I (Tinsley) met with Smatana to discuss ways to incorporate The Mediation Center's programming on helping students with conflict resolution and how we might fit it into the existing ninth grade health curriculum.</p> <p>We are continuing to have discussions about a variety of ways to deliver this type of curriculum.</p> | Complete 02/26/2019 | Josh Tinsley | 02/26/2019 |
| <i>Notes:</i> | | | | |
| 11/15/19 | <p>Corey Hinson, the Conflict Resolution Trainer at the Mediation Center will be coming to BHS to provide an overview of conflict resolution for BHS staff.</p> | Complete 04/05/2019 | Josh Tinsley | 04/05/2019 |
| <i>Notes:</i> | | | | |
| 11/15/19 | <p>Meeting with Katie Lowe at Mediation Center about Professional Development Opportunities for BHS Staff.</p> | Complete 10/07/2019 | Josh Tinsley | 10/07/2019 |
| <i>Notes:</i> Our next steps include getting approval to deliver PD and finalizing the content to be covered. | | | | |
| Follow up 11/14/19: Date for PD set for 3/23/2020 | | | | |
| 11/15/19 | <p>We will deliver the content for two one-hour sessions on March 23rd, an early release day. Just found out we will have to change the date because the March date is an optional teacher workday. We are trying to move the date to either Feb 14th or April 10th.</p> | Complete 11/15/2019 | Josh Tinsley | 11/14/2019 |
| <i>Notes:</i> We outlined the content of the PD they will offer in March. We received permission from admin to conduct the PD. We are extending the training from 30 minutes to 1 hour. | | | | |
| Research regarding de-escalation techniques and conflict resolution. | | | | |
| Definitely one time this year. We are discussing a more in-depth conflict resolution course, but it is only under discussion at this point. | | | | |

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| 2/2/21 | 02/14/2020 Meeting: Reviewed/utilized The Mediation Center materials. This was the second professional development opportunity provided by The Mediation Center. It focused on identifying ways of dealing with conflict and identifying our values and the values of others. This type of professional development provides staff with a chance to evaluate how they can help model conflict resolution styles and help students during times of upheaval. This supports our goal of helping students grow emotionally as well as academically. | Complete 02/14/2020 | Josh Tinsley | 02/14/2020 |
| <i>Notes:</i> | | | | |
| 2/3/21 | 02/18/2020 Meeting: SAFE information obtained during PE regarding violence, bullying (whether emotional or physical), sexual assault, cyber-bullying, etc. This was the first fact to fact meeting to start gathering information to justify implementing the Green Dot program. We are currently working on setting up a call with me, Darcie from Green Dot, Kevin Smith, and Bryan Abernethy. | Complete 02/21/2020 | Josh Tinsley | 02/21/2020 |
| <i>Notes:</i> | | | | |
| 2/3/21 | 12/02/2020 Meeting: Anecdotal evidence regarding failures at BHS. S Set up meetings with TC Child Advocacy group and CARE> Create programming to help teachers adjust expectations by understanding the impact of COVID on students. | Complete 12/07/2020 | Josh Tinsley | 12/07/2020 |
| <i>Notes:</i> | | | | |
| 2/3/21 | 12/08/2020 Meeting: Discussion of failing/emotionally struggling students. Meet with Ashley's supervisor to discuss ways to adjust their Guided Problem Solving program for the stressors of the pandemic. | Complete 01/06/2021 | Josh Tinsley | 01/06/2021 |
| <i>Notes:</i> Guided Problem Solving program is usually used to help students with conflict; however, we are attempting to tweak it in order to help students address internal/academic conflicts that have arisen during the pandemic. | | | | |
| 2/3/21 | 12/07/2020 Meeting: Discussed specific needs at BHS for teachers to adjust expectations and understand how the pandemic is impacting students. Compiled anecdotal evidence from admin and guidance; discussed specific programming and delivery of information. We asked for and received permission for content delivery in 15 minute increments during BHS faculty meetings; we must crate a proposal and determine content. | Complete 01/08/2021 | Josh Tinsley | 01/08/2021 |

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| <i>Notes:</i> | | | | |
| 2/3/21 | 01/08/2021 Meeting: Proposal generated by Huter; group discussion on content and how it was received at Brevard Academy. We have our first presentation created by Huter. Deliver the information. | Complete 01/15/2021 | Josh Tinsley | 01/15/2021 |
| <i>Notes:</i> | | | | |
| 2/3/21 | 01/15/2021 Meeting: We reviewed the services offered by the Mediation Center. Tinsley met with Ashley and Corey twice to refine their service offerings and tailor them to BHS's needs for students during the pandemic (and hopefully beyond). At this meeting, we presented our ideas to BHS admin. Admin and MEC agree to us the Center's services. MEC, BHS admin, and The Mediation Center will work together to identify struggling students and help them access resources provided by The Mediation Center. | Complete 01/25/2021 | Josh Tinsley | 01/25/2021 |
| <i>Notes:</i> We looked at current Mediation Center services and identified two we thought were promising for BHS, Guided Problem Solving and Attendance Mediation. We tweaked the approach in the GPS and hope to use it to help struggling students at BHS. | | | | |
| 2/3/21 | 01/22/2021 Meeting: We reviewed expertise from mental health workers and community support groups, as well as SIT goals for BHS. We began brainstorming our Professional Development regarding trauma, grief, PTSD, and anxiety reduction strategies for BHS staff and students. Meet again once information / delivery method is complete to review and revise materials. | Complete 02/05/2021 | Josh Tinsley | 02/05/2021 |
| <i>Notes:</i> | | | | |
| 2/8/21 | 02/02/2021 Meeting: Finalize PD for Feb. 12th Latter completed the presentation. I created notes to intro PD. Deliver PD on 2.12.21 | Complete 02/12/2021 | Josh Tinsley | 02/12/2021 |
| <i>Notes:</i> | | | | |
| 2/12/21 | 02/11/2021 Meeting: Reviewed presentation by Latter to see if it needed changing for tomorrow's meeting. Presentation complete. We will deliver the presentation twice for PD during tomorrow's noon dismissal. | Complete 02/12/2021 | Josh Tinsley | 02/12/2021 |
| <i>Notes:</i> We will deliver two sessions of PD in order to inform BHS (and possibly DRS) staff about how students are impacted by Trauma and trauma. We will be discussing how this type of stress impacts students' mental and emotional health, behavior, and academic progresss. | | | | |

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| 2/3/21 | 01/15/2021 Meeting: Input from BHS admin regarding PD. We received permission to deliver PD on Feb. 12th regarding PTSD, trauma, and grief. We will deliver 3 45-60 minute PD opportunities on Feb 12. | Complete 02/13/2021 | Josh Tinsley | 02/12/2021 |
| | <i>Notes:</i> This PD opportunity will offer info regarding PTSD, grief, and trauma so that BHS teachers can better identify struggling students so they can refer them to mental health services, offer class-wide tips to reduce stress, and/or adjust academic expectations that take into account how our current situation (with pandemic and ongoing political unrest) is impacting our students. | | | |
| 2/3/21 | 01/15/2021 Meeting: Huter presented scientifically based info regarding how the pandemic is increasing anxiety and depression in our students and methods for helping them and ourselves. We successfully delivered our first session's content! Our SIT , in addition to TC Ad Co and CARE, will deliver at least 3 more presentations to the faculty, all related to the impacts students are experiencing during the pandemic and how teachers can help the students. | Complete 02/12/2021 | Josh Tinsley | 02/12/2021 |
| | <i>Notes:</i> We are currently asking some of our community partners to deliver a more in-depth presentation during our next PD day. We hope to present information on trauma, PTSD, and grieving at our next noon dismissal. | | | |
| 12/2/21 | 11/23/21 SHAC Meeting: (Tinsley attending from BHS) Monthly meeting with a focus on S/E health Brainstormed more resources for suicide prevention Discussed collaboration among all stakeholders and community resources | Complete 11/23/2021 | Josh Tinsley | 11/23/2021 |
| | <i>Notes:</i> "Monthly meeting with a focus on S/E health Brainstormed more resources for suicide prevention Discussed collaboration among all stakeholders and community resources" Focused, appropriate, and engaging ways for teachers to learn coping skills and to teach them to students in a meaningful way. Goal: Fewer students in crisis. Students possessing more coping skills. | | | |
| 1/31/22 | Meeting with Jameson's Joy | Complete 12/08/2021 | Josh Tinsley | 12/08/2021 |
| | <i>Notes:</i> Held meeting with Rick Emaus and Dan Courtine from Jameson's Joy to discuss pursue events that community organizations might hold over Holiday Break to support student wellness. | | | |

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| 1/31/22 | Chill Out Room | Complete 01/10/2022 | Josh Tinsley | 01/10/2022 | |
| | <i>Notes:</i> Blue Zones furnished and equipped a "chill out" room for BHS teachers and staff to utilize when they need a break; it features soft lighting, comfortable chairs, artwork, a teakettle, and privacy. | | | | |
| Implementation: | | 11/03/2022 | | | |
| Evidence | 11/3/2022 | | | | |
| Experience | 11/3/2022 | | | | |
| Sustainability | 11/3/2022 | | | | |
| | A4.09 | The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | Monitoring attendance, home visits, proposing district wide attendance policy changes, attendance contracts | Limited Development 12/01/2021 | | | |
| | Priority Score: 3 | Opportunity Score: 1 | Index Score: 3 | | |
| How it will look when fully met: | Increase graduation rate and reduce chronic absence rates. Reduce CA from 38% (as of October 2021) to under 20%. | Objective Met 11/03/22 | Jessica Sharp | 09/02/2023 | |
| Actions | | | | | |
| 1/31/22 | Updated attendance policy | Complete 10/21/2021 | Jessica Sharp | 10/21/2021 | |
| | <i>Notes:</i> The BHS Administration, Leadership Team, and Ms. Sharp collaborated to develop an update to our attendance policy in response to the challenges and difficulties of students being quarantined due to COVID-19 exposure. Following this policy taking effect, Ms. Sharp and BHS Administration worked to get at-risk students on attendance contracts. | | | | |
| 1/31/22 | New Graduation Coach | Complete 01/31/2022 | Jessica Sharp | 01/31/2022 | |

Notes: For the 2021-2022 school year (and beyond) BHS has a new Graduation Coach, Jessica Sharp. She is familiarizing herself with her role, working with students, making home visits, and collaborating with local agencies to reduce chronic absenteeism and increase graduation rates. At this time it is too early to evaluate or quantify the impact of her efforts.

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| Implementation: | | 11/03/2022 | | |
| Evidence | 11/3/2022 | | | |
| Experience | 11/3/2022 | | | |
| Sustainability | 11/3/2022 | | | |

| | 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 |
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| <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 | | |
| | | | 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 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. | | Hallie Moore | 06/07/2024 |
| Actions | | | | 4 of 5 (80%) | | |
| 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> | | | | | | |

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| 2/2/21 | 02/19/2020 Meeting: We discussed updates which include upcoming registration for 20-21 and progress of freshmen 4 year plans for this school year. | Complete 12/06/2021 | Hallie Moore | 05/31/2020 |
| | <i>Notes:</i> At this point, counselors have completed fall 2019 freshmen 4 year planning with fall English 9 classes and will be meeting with spring English 9 classes this week and next. There are also students who have been caught up who were either absent or have moved in since freshmen year. In regards to registration, we have our upcoming Showcase Day for rising freshmen and other registration events to ensure proper course placement for the 20-21 school year. | | | |
| 11/7/23 | Processes are in place since 12/2018 and will continue to be implemented and monitored with 4 year cohort through guidance counselors, transition coordinator and other support personnel. | | Kayla Byrd | 06/07/2024 |
| | <i>Notes:</i> | | | |
| Implementation: | | 12/01/2021 | | |
| 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 |
|--|-------|--|-----------------------------------|----------------|-------------|
| <i>Initial Assessment:</i> | | 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. All staff continually receive training in implementing their curriculum in a blended learning environment. | Limited Development 12/04/2020 | | |
| <i>How it will look when fully met:</i> | | We will continue to provide quality professional development related to online instruction by utilizing our full time Digital Leadership Specialist. | | Kathryn Bailey | 06/07/2024 |
| 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 | 06/07/2024 |
| <i>Notes:</i> Faculty completed one PD opportunity in October 2021 and will complete the 2nd in February 2022. | | | | | |

| 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 |
| Initial Assessment: | | 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 | | |
| | | Priority Score: 2 Opportunity Score: 3 | Index Score: 6 | | |
| How it will look when fully met: | | 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. | Objective Met 12/01/21 | Scott Strickler | 09/01/2020 |
| Actions | | | | | |
| | 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. | | | |
| Implementation: | | | 12/01/2021 | | |
| | Evidence | 12/1/2021 | | | |
| | Experience | 12/1/2021 - Duty Schedule has been revised and reformatted to ensure fairness and equitable responsibility. | | | |
| | Sustainability | 12/1/2021 | | | |

| Core Function: | | Dimension B - Leadership Capacity | | | |
|---|-----------------------|--|-----------------------------------|------------------------|-------------------|
| Effective Practice: | | Monitoring instruction in school | | | |
| KEY | B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | 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 | | |
| | | 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 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. | Objective Met 11/03/22 | Scott Strickler | 09/01/2022 |
| Actions | | | | | |
| | 2/5/19 | 2/4/19 Meeting: Discuss catching up on observations that we are behind on. All observations should be up to date by the next meeting. Snow days delayed the schedule. New strategies have been developed to ensure that observations are completed in a timely manner. | Complete 05/03/2019 | Bryan Abernethy | 05/03/2019 |
| <i>Notes:</i> Members present: Abernethy, Ellenberger, Galloway | | | | | |
| | 2/2/21 | 01/10/2020 Meeting: Reviewed NCEEs timeline. Observations are up to date as well as PDP. We have increased the number of walkthroughs. Block off certain days for walkthroughs only and assign peer observers. | Complete 03/01/2020 | Bryan Abernethy | 03/01/2020 |
| <i>Notes:</i> | | | | | |
| Implementation: | | | 11/03/2022 | | |
| | <i>Evidence</i> | 11/3/2022 | | | |
| | <i>Experience</i> | 11/3/2022 | | | |
| | <i>Sustainability</i> | 11/3/2022 | | | |

| Core Function: | | Dimension C - Professional Capacity | | | |
|--|--------|---|-----------------------------------|-----------------------|-------------------|
| Effective Practice: | | Quality of professional development | | | |
| | C2.03 | The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | BHS leadership will work in conjunction with district leadership to ensure quality professional development opportunities are available for BHS faculty. More professional development is being offered on a regular basis | Limited Development 02/01/2022 | | |
| | | 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 BHS teachers will have local access to professional development opportunities to ensure they meet their CEU requirements and help them develop as education professionals. Evidence will include rate of teacher license renewal and report of pd opportunities provided at the district and school level. | Objective Met 11/03/22 | Jessica McCall | 09/02/2023 |
| Actions | | | | | |
| | 2/1/22 | Current PD opportunity update | Complete 01/31/2022 | Tonya Treadway | 01/31/2024 |
| <i>Notes:</i> Update on current PD opportunities/requirements: District level SEL/mental health PD course being facilitated by Ms Ellenberger School level Digital Learning PD being facilitated by Ms. Bailey ELL PD facilitated by Ms. Anderson | | | | | |
| <i>Implementation:</i> | | | 11/03/2022 | | |
| <i>Evidence</i> | | 11/3/2022 | | | |
| <i>Experience</i> | | 11/3/2022 | | | |
| <i>Sustainability</i> | | 11/3/2022 | | | |

| 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 10/07/22 | Scott Strickler | 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:

10/07/2022

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> | <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. School safety is one of the paramount concerns of the Administration and the faculty. Little has changed due to the failure of the County Commission to fund the structural changes that need to be made to the school.</p> | 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 | Scott Strickler | 09/05/2023 |
| 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 |
|--------|--|---------------------|-------------|------------|

Notes: We met and discussed a number of scenarios and agreed to revisit the topic with local emergency management at a future time TBD.

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|--------|---|---------------------|--------------|------------|
| 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 |
|--------|---|---------------------|--------------|------------|

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 |
|----------|---|---------------------|-------------|------------|

Notes: Alan Justice conducted Stop the Bleed Training for new BHS Faculty and refresher training for those trained last year.

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|----------|--|---------------------|--------------|------------|
| 11/15/19 | Trauma/Resiliency for the Classroom Training | Complete 10/24/2019 | Hallie Moore | 10/24/2019 |
|----------|--|---------------------|--------------|------------|

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.

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|----------|---|---------------------|-------------|------------|
| 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 |
|----------|---|---------------------|-------------|------------|

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.

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|---|--|-----------------------------------|------------------------|--------------------|
| 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 | | |
| | Priority Score: 2 Opportunity Score: 2 | Index Score: 4 | | |
| <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. | Objective Met 12/01/21 | Scott Strickler | 09/05/2022 |
| Actions | | | | |
| 12/4/20 | Continually reinforce expectations communicated by the district to all staff regarding professional development in the area of blended learning. | Complete 06/04/2021 | Kathryn Bailey | 06/04/2021 |
| <i>Notes:</i> | | | | |
| <i>Implementation:</i> | | 12/01/2021 | | |
| <i>Evidence</i> | 12/1/2021 | | | |
| <i>Experience</i> | 12/1/2021 | | | |
| <i>Sustainability</i> | 12/1/2021 | | | |

| | | D2.09 | All students receive adequate, up-to-date equitable access to technology. (6828) | Implementation Status | Assigned To | Target Date |
|---|-----------------------|--------------|--|-----------------------------------|-----------------------|--------------------|
| Initial Assessment: | | | 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 | | |
| | | | Priority Score: 2 Opportunity Score: 2 | Index Score: 4 | | |
| How it will look when fully met: | | | 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. | Objective Met 12/01/21 | Kathryn Bailey | 12/06/2021 |
| Actions | | | | | | |
| | 12/4/20 | | 95% of students will have reliable internet and a working device. | Complete 12/06/2021 | Bryan Abernethy | 06/04/2021 |
| <i>Notes:</i> | | | | | | |
| Implementation: | | | | 12/01/2021 | | |
| | Evidence | | 12/1/2021 - At the last update BHS had fewer than 30 students without home internet and 100% of students have chromebooks. | | | |
| | Experience | | 12/1/2021 - The District Social Worker has worked to ensure students without internet access at home have access to "hot spots" for use at home. 100% students have chromebooks at home. | | | |
| | Sustainability | | 12/1/2021 - Periodic monitoring by school counselors and district social worker to make sure students have access | | | |

| 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> | | <p>BHS Weekly Newsletter Updates via Smore</p> <p>Back to School Bash/Open House</p> <p>Parental Contact logs</p> <p>PTSO/VOS</p> <p>SIT parent involvement</p> <p>Social Media Platforms (BHS Senior Center)</p> | Limited Development 11/21/2023 | | |
| <i>How it will look when fully met:</i> | | <p>Newsletter analytics/feedback</p> <p>Teacher/parent digital contact logs</p> <p>PTSO and VOS parental involvement</p> <p>Increase in ADMs</p> | | David Galloway | 06/07/2024 |
| Actions | | | 0 of 1 (0%) | | |
| | 11/21/23 | Continued transparency via various platforms to communicate, encourage and foster parent and community support in our student's learning | | David Galloway | 06/07/2024 |
| <i>Notes:</i> | | | | | |

| | E1.12 | The school ensures that all parents understand social/emotional competency and their role in enhancing their children’s growth in (1) understanding and managing emotions, (2) setting and achieving positive goals, (3) feeling and showing empathy for others, (4) establishing and maintaining positive relationships, and (5) making responsible decisions.(6330) | Implementation Status | Assigned To | Target Date |
|---|---|---|-----------------------------------|------------------------|-------------------|
| Initial Assessment: | BHS administration is working with parent representatives of the School Improvement Team to form a Parental Advisory Committee to address SEL and other supports at the parent/guardian level. | | Limited Development 12/01/2021 | | |
| How it will look when fully met: | When this objective is fully met BHS will have a functioning Parental Advisory Committee and provide supports and resources to families to address SEL at home. We will also partner with the BHS PTSO in order to further this goal. | | Objective Met 02/01/22 | Scott Strickler | 09/05/2022 |
| Actions | | | | | |
| 2/1/22 | Organization of PTSO | | Complete 01/31/2022 | Julie Workman | 01/31/2021 |
| <i>Notes:</i> Ms. Workman has been working on the organization and structure for the newly formed Parent Teacher Student Organization (PTSO). She has partnered with a local non-profit so that the PTSO can accept funding and donations, recruited membership from parents, teachers, and students, and begun identifying needs around BHS that the PTSO can address. | | | | | |
| 1/31/22 | Initial meeting with parents | | Complete 01/24/2022 | Bryan Abernethy | 01/24/2022 |
| <i>Notes:</i> Dr. Abernethy held initial meeting with a group of parents who are working to organize a PTSO spearheaded by SIT parent representative Julie Workman. | | | | | |

| 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 BHS will have a diverse and rich network of partnerships with outside agencies, businesses, and individuals. Appropriate designees will manage these partnerships rather than one individual or group of individuals attempting to manage partnerships overall (i.e FFA faculty sponsors will manage partnerships that relate to FFA, etc) with expectations and guidelines for partnerships set by school leadership. | Objective Met 02/01/22 | Heidi Bullock | 09/05/2023 |
| Actions | | | | | |
| | 2/5/19 | 1/30/19: Committee members tweaked questions; responded positively to "Community Honor Roll" idea; and found that the "internal use" section of the spreadsheet was adequate. | Complete 01/30/2019 | Heidi Bullock | 01/30/2019 |
| | | <i>Notes:</i> [Electronic collaboration] Participants included: Candice Burchill, Chris Dodson, Dan Harris, Tammy Moman, and Laura Patch. | | | |
| | 2/5/19 | 2/4/19 Meeting. Face to face meeting, reviewing Google Spreadsheet (draft form) | Complete 03/05/2019 | Heidi Bullock | 03/05/2019 |

Notes: Members present: Heidi Bullock, Candice Burchill, Chris Dodson, Missy Ellenberger, Dan Harris, Matthew Tuckey, Jessica Whitmire

Finalized questions; clarified requirement that volunteers be vetted and background checked through district office, and adding that language to the form; clarified that teachers can use form to enter information of existing volunteers/partners; verbal approval for Community Honor Roll; clarified variety of roles/gifts; clarify "internal use only" section of spreadsheet includes teachers/staff supplying key words; Candice volunteered to make flyer (which may also double as banner on website).

Next steps:

- 1) Designated committee member: work with office staff and student services to display flyers in areas where adults are likely to see them.
 - 2) Designated committee member: work with Vera Cubero to post flyer electronically (website & announcements slideshow).
 - 3) All committee members: prepopulate spreadsheet with information about existing partners/volunteers
 - 4) As needed: seek partner/volunteer permission to highlight him/her/them on Community Honor Roll
 - 5) Designated committee member: work with Vera Cubero to create Community Honor Roll page
- >important considerations: who will resupply flyers? how do we "close the loop" when volunteers register with district office?
--->for further in the future: create a Volunteer Satisfaction form regarding volunteer's perceptions."

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| 2/5/21 | 12/20/2018 Meeting: Meeting with Dr. Scott Sheffield, Brevard College VP for Academic Affairs; Brevard College student handbook, NC Community Colleges' College and Career Promise articulation agreements for dual enrollment, 2016-2019 TCS AIG Plan, rosters of advanced math students who are underclassmen. Laid out formal lines of communication and delineated roles for students/families, school system counselors/advisors, and Brevard College registrar and office of admissions. Increase student/family awareness of and access to Brevard College's dual enrollment program (esp. relevant for students needing math beyond AP Calculus AB) at its new \$25 price-point | Complete 05/30/2019 | Heidi Bullock | 05/30/2019 |
|--------|---|---------------------|---------------|------------|

Notes:

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|---------------|--|---------------------|---------------|------------|
| 2/5/21 | 05/08/2019 Meeting :NCSSM STEM Scholars memorandum of understanding (MOU) to locally develop advanced STEM elective sequence(s) for STEM Scholars cohorts; Code.org Hour of Code resources; College Board Advanced Placement curriculum guidelines for Computer Science Principles; roster of current NCSSM STEM Scholars and rising 8th graders; CTE curriculum for middle school. Each department/entity will develop advanced STEM electives options in time for current NCSSM STEM Scholars cohort to continue seamlessly into third and fourth semester electives. | Complete 03/04/2020 | Heidi Bullock | 03/04/2020 |
| <i>Notes:</i> | | | | |
| 2/5/21 | 01/10/2019 Meeting: Established lines of communication and types of opportunities that El Centro would welcome as appropriate to pass on to parents/families. At this time, El Centro explicitly states they have no interest in facilitating/hosting outreach from BHS to parents/families regarding student scheduling or transition from middle to high school (they indicate already-limited parent involvement as primary obstacle). Continue to build bridges? Demonstrate good will to build trust? | Complete 03/04/2020 | Heidi Bullock | 03/04/2020 |
| <i>Notes:</i> | | | | |
| 2/5/21 | 12/14/2020 Meeting: Discussion: perceived obstacles for DACA students to participate in dual enrollment courses through College & Career Promise then transitioning into full time enrollment after high school graduation. Communicating in Spanish with Spanish-speaking families about dual enrollment/College & Career Promise and AIG/Adv Learning identification and support. Continue to translate official communications into Spanish. Continue to use Google Translate and/or Talking Points App in other communications. | Complete 05/05/2020 | Heidi Bullock | 05/05/2020 |
| <i>Notes:</i> | | | | |

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|---------------|--|---------------------|---------------|------------|
| 2/5/21 | <p>11/04/2019 Meeting: Live broadcast webinar "Promoting Scholar Identity and College Competitiveness for High Achieving Black Students" sponsored by NCAGT (NC Assoc. for Gifted & Talented) and promoted by NCDPI DALGE (Division of Advanced Learning and Gifted Education).</p> <p>Promote and enhance scholar identity among students of color and other traditionally underrepresented populations of students by developing, increasing access to, and recruiting/retaining students in advanced learning opportunities.</p> | Complete 06/04/2020 | Heidi Bullock | 06/04/2020 |
| <i>Notes:</i> | | | | |
| 2/5/21 | <p>01/12/2021 Meeting: Brevard College proposal to create a "future teacher pipeline" for BMS middle school students through to high school graduation. Dr. Abernethy's DRIVE Task Force recommendations. Gathered potential resources/models and brainstorming program characteristics to increase likelihood of earning grant monies. Established tentative window for drafting outline and formal proposal as April 2021.</p> <p>Work with Brevard College, NAACP, and stakeholding TCS departments (eg CTE, AIG) to draft proposal, gather input from parent/family, community, and student stakeholders, and present to school/district leadership.</p> | Complete 04/15/2021 | Heidi Bullock | 04/15/2021 |
| <i>Notes:</i> | | | | |
| 2/5/21 | <p>12/11/2020 Meeting: NCSSM STEM Scholars program, existing MOU. BHS registration for 2nd semester (piggy backing off changes related to OLP re-scheduling).</p> <p>Registered two B&GClub "homework club" participants in NCSSM STEM Scholars (although one subsequently dropped). Established appropriate contact person for communicating other advanced learning opportunities to B&G members/families. Informed B&G staff of where/how to nominate students for AIG/Adv Learning program in TCS with "talent scouting" link on webpage.</p> <p>Provide advanced learning opportunities and registration-support materials to Boys & Girls Club and communicate with B&GClub point of contact to coordinate registration help meeting(s).</p> | Complete 04/30/2021 | Heidi Bullock | 04/30/2021 |
| <i>Notes:</i> | | | | |

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|---------------|--|---------------------|---------------|------------|
| 2/5/21 | <p>01/29/2021 Meeting: NCDPI Division of Advanced Learning and Gifted Education's "CALL TO ACTION: Critical Actions to Realize Equity and Excellence in Gifted Education." Local artifact "What Kind of English Student Am I?"</p> <p>Developed "talent development" spreadsheet to support data-driven decisions in recruiting students from traditionally underrepresented populations for English 11 Honors and/or AP English Language and Composition.</p> <p>Intentionally recruit traditionally underrepresented populations for advanced junior-year English courses by "talent scouting" and strategically retain new students by using professional learning community (PLC) support and professional learning network (PLN) resources.</p> | Complete 05/31/2021 | Heidi Bullock | 05/31/2021 |
| <i>Notes:</i> | | | | |
| 2/5/21 | <p>02/04/2021 Meeting: Reviewed https://www.indistar.org/app/wiseways/5191.pdf, Google Forms, Google Sites</p> <p>Although indicator has formally been finished, Candice and I are resuming work on our committee's previously articulated "ideal goal" -- showcasing partnerships on our school website in a way which 1) publicly thanks those partners, 2) encourages both ongoing and invites new partnerships/volunteerism, and 3) helps individual teachers or departments/programs connect to willing partners/volunteers.</p> <p>Finalize teacher input form; build webpage with Google Sites; schedule periodic time for teachers to reflect on partnerships/volunteer use and/or need & update and/or browse webpage.</p> | Complete 06/04/2021 | Heidi Bullock | 06/04/2021 |
| <i>Notes:</i> | | | | |
| 2/5/21 | <p>02/03/2021 Meeting: Spreadsheet of current and historical enrollment in NCSSM STEM Scholars program, including completion of two required NCSSM classes plus progress/completion of two additional advanced STEM electives through locally-developed/locally-recognized sequence through Advanced Placement or Career/Technical Education programs, NCSSM open enrollment courses, and/or dual enrollment with Blue Ridge Community College and/or Brevard College.</p> <p>Use of NCSSM open enrollment courses for non-traditional BHS populations (home-school dual enrollment students, Covid-19 Online Learning Platform students).</p> <p>Maintain current partnership- and student-achievement monitoring processes.</p> | Complete 06/04/2021 | Heidi Bullock | 06/04/2021 |
| <i>Notes:</i> | | | | |

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| 2/5/21 | <p>11/04/2020 Meeting: Preliminary data about minority participation in advanced math courses and advanced math opportunities for new, state-mandated, annual Advanced Math Reports (2). "Talent development" spreadsheet listing all current freshmen not enrolled in an advanced/above-grade-level math course AND not enrolled in Foundations of Math. NCSSM STEM Scholars Memorandum of Understanding (MOU).</p> <p>Increased enrollment in 9th grade cohort of NCSSM STEM Scholars, including students who are English Language Learners and students of color.</p> <p>Continue to use two-pronged approach to STEM Scholars recruitment: seeking students who are achieving above-grade level in math and who have strong records of academic success when measured by state/national norms and students who are advanced in math when measured by local norms.</p> | Complete 10/29/2021 | Heidi Bullock | 10/29/2021 |
| <i>Notes:</i> | | | | |
| 12/2/21 | <p>Meeting(s) - Summer 2021:</p> <p>Establishment of annual Ethel K Mills awards recognizing the academic accomplishments of 3-12 grade students who identify as Black or who identify as more than one race including Black. 12th grade Ethel K Mills awards recipients who earn highest academic honors also receive a Kente honor cord among official BHS/RHS/DRS regalia to wear at graduation ceremonies.</p> | Complete 01/31/2022 | Heidi Bullock | 12/01/2021 |
| <i>Notes:</i> Routine implementation requires quarterly input of internal or school-based honors/awards/recognitions from principals. | | | | |
| 12/2/21 | <p>Meetings (throughout November 2021):</p> <p>Cooperation among BHS, RHS, BRCC to offer in-school information/support sessions for English learner and Hispanic students seeking financial aid through FAFSA and DACA scholarship/sponsorship opportunities.</p> <p>Establish meeting date/s and topic sequence/s for early Feb. 2022.</p> <p>Promote event/s with students through Mrs. Anderson's I&E period, Ms. Bullock's or "BHS Class of" Google Classes, and El Centro.</p> | Complete 01/31/2022 | Heidi Bullock | 02/28/2022 |
| <i>Notes:</i> Assess effectiveness after Feb 2022; adjust action step if necessary. | | | | |