


Comprehensive Progress Report

Mission: Our mission is to engage, enlighten, and enrich our students.

Vision: Learning for All

Goals: During the 2019-20 School Year, our Blue Ridge Early College 7th and 8th grade Mathematics students will increase the level of growth scores on the state EOG Mathematics assessment by 5%. This will increase our scores from 80.5% to 84.5% During the 2019-20 School Year, our Blue Ridge Early College 7th and 8th grade Reading students will increase the level of achievement scores on the state EOG Reading assessment by 5%. This will increase our scores from 67.4% to 70.9%. This will occur by creating a 7th and 8th grade daily Intervention Block and tracking Standard Mastery. During the 2019-20 School Year, our Blue Ridge Early College High School overall growth scores will increase by 5%. This will increase our scores from 69.3% to 72.8%.

 Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We will continue PBIS professional development, implement LiveSchool to reward and track students who meet our PBIS expectations, and ensure that every classroom has the PBIS expectations posted.		Limited Development 08/24/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		With consistent use of Live School as a positive reinforcement, we will see an increase in students meeting PBIS expectations and a decrease in discipline referrals.		Objective Met 10/13/19	Amy Fahey	10/26/2018
Actions						
	10/31/18	Mr. Speckhardt will communicate the complete plan for this year's roll-out of Live School by Nov 15, 2018		Complete 05/13/2019	Brent Speckhardt	10/15/2018
<i>Notes:</i>						

10/31/18	Mrs. Amy Fahey will share the LiveSchool Data monthly through email and at staff meetings.	Complete 05/13/2019	Amy Fahey	12/01/2018
<i>Notes:</i>				
10/31/18	Each teacher will be trained how to use LiveSchool using the tutorial and a personal session during their planning time.	Complete 05/13/2019	Amy Fahey	12/01/2018
<i>Notes:</i>				
Implementation:		10/13/2019		
Evidence	10/12/2019 Completed by Amy Fahey and Brent Speckhardt			
Experience	10/12/2019 Completed by Amy Fahey and Brent Speckhardt			
Sustainability	10/12/2019 Completed by Amy Fahey and Brent Speckhardt			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>We designed our master schedule around the need to provide middle school and high school core teachers common Professional Learning Community blocks of time.</p> <p>We will follow our PLC template to ensure we are addressing academic needs throughout the year.</p>	Limited Development 09/23/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		This objective will be met by our core teachers being able to implement to PLC Process. 1. Select Priority Standard • Unpack Standard • DOK • Create Learning Target 2. Create Rubric • Create Pre Common Assessment • Administer Pre Assessment 3. Score Pre Common Assessment and rank based on rubric • Chart data • Create Smart Goal 4. Select Instructional Teaching Strategies • Teach • Administer Post Common Assessment 5. Score Post Common Assessment and rank based on rubric • Chart data • Revisit Smart Goal • Design Enrichment / Remediation Groups Evidence of objective being met will be: 1. Team Norm 2. PLC Meeting Templates 3. Documentation through PLC Templates of at least two completed cycles.		Tracie Metz	04/01/2020
Actions			1 of 3 (33%)		
10/6/17	A PLC Template based on team needs will facilitate the PLC meetings.		Complete 10/01/2019	Tracie Metz	10/01/2019
<i>Notes:</i>		This work was started over the summer of 2019. With new Administration, the team collaborated and completed the format to be used during the 2019-20 school year.			
10/12/19	The team will assess our progress through the PLC process.			Tracie Metz	04/01/2020
<i>Notes:</i>		We will assess in November and April.			

10/12/19	<p>Because we only have one teacher per content area, we will select goals that can be measured in each content area. The team has determined to focus on these core areas:</p> <p>Vocabulary - teaching content vocabulary with fidelity and integrating with other content standards as appropriate.</p> <p>Analyzing data - deliberately selecting one activity a week in which students must analyze a piece a data, which can include graphs or info-schematics.</p> <p>Creating intervention groups based upon two main areas: students with high motivation/low comprehension and those with low motivation/high comprehension.</p>		Tracie Metz	04/01/2020
<i>Notes:</i> Our team meets weekly.				
Implementation:			10/12/2019	
Evidence	10/12/2019 Weekly notes; shared with team members in the schools "shared folder".			
Experience	10/12/2019 This was a work of collaboration among team members.			
Sustainability	10/12/2019 Format will be adjusted per need and recommendation from the team members.			
A2.14	Units of instruction include specific learning activities aligned to objectives.(5104)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Limited Development 08/10/2018		
Priority Score: 2		Opportunity Score: 3	Index Score: 6	
How it will look when fully met:	Teachers creating and submitting richer learning targets that will include how the student will show mastery of the objective. This will require PD and PLC's that are facilitated.	Objective Met 10/13/19	Tracie Metz	12/20/2019
Actions				
8/10/18	Teachers will receive in-service, collaboration, and PD to analyze their standards and learning targets to include aligned activities.	Complete 05/01/2019	Brent Speckhardt	12/15/2019

Notes:

Implementation:		10/13/2019		
Evidence	10/12/2019 Completed by Brent Speckhardt			
Experience	10/12/2019 Completed by Brent Speckhardt			
Sustainability	10/12/2019 Completed by Brent Speckhardt			

	A2.22	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Limited Development 08/10/2018			
	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	By December 20th 2019, all teachers will incorporate content specific text which students will analyze and summarize in writing their understanding.	Objective Met 10/13/19	Kristina Kaylor	12/20/2019	
Actions					
	10/12/19 merged into A2.04	Complete 10/01/2019	Kristina Kaylor	10/01/2019	
<i>Notes:</i>					
Implementation:		10/13/2019			
Evidence	10/12/2019 After reviewing this goal, the team determined to move this action item to goal A2.04.				
Experience	10/12/2019 After reviewing this goal, the team determined to move this action item to goal A2.04.				
Sustainability	10/12/2019 After reviewing this goal, the team determined to move this action item to goal A2.04.				

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>		Currently we have in place a Tier team that will schedule professional development based on the tier process that will be delivered during common planning time.	Limited Development 09/23/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		BREC will implement a tiered instructional system where all teachers deliver evidence-based instruction to all students aligned with the individual needs of students across all tiers.	Objective Met 10/13/19	Tracie Metz	06/01/2018
Actions					
	9/24/17	The initial MTSS leadership team will attend professional development, which contains 3 standalone courses over 2 days focusing on MTSS implementation at the school level. Day 1 will include a focus on Leadership within a Multi-Tiered System of Support. Day 2 will include a course on Strengthening Core and Data Evaluation. The dates for this professional development are 6/28/2017 through 6/29/2017	Complete 06/29/2017	Brent Speckhardt	06/29/2017
<i>Notes:</i>					
	9/24/17	A professional development session will be provided to teachers that will aligned with the state and county goals. The introduction of the framework of the Multi Tiered System of Supports will be delivered to BRS/BREC faculty and staff. Topics to be covered: MTSS provides multiple levels of support for all learners (struggling through advanced).	Complete 08/09/2017	Brent Speckhardt	08/09/2017
<i>Notes:</i> The initial MTSS leadership team will develop this professional development session to introduce the MTSS framework to BRS/BREC faculty and staff.					
	9/15/17	MTSS Leadership team will attend a meeting in September to start work on Module 1 of the MTSS framework.	Complete 09/18/2017	Holly Whisnant	09/18/2017
<i>Notes:</i>					
	9/15/17	MTSS Leadership team will attend a meeting in October to continue to work on Module 1 of the MTSS framework.	Complete 10/26/2017	Holly Whisnant	10/26/2017
<i>Notes:</i>					
	9/15/17	MTSS Leadership team will attend a meeting in November to continue to work on Module 1 of the MTSS framework.	Complete 11/14/2017	Holly Whisnant	11/14/2017
<i>Notes:</i>					

2/15/18	The MTSS leadership team will present information to the faculty from Module 1.	Complete 01/19/2018	Brent Speckhardt	01/19/2018
<i>Notes:</i>				
9/15/17	MTSS Leadership team will attend a meeting in February to continue to work on Module 1 of the MTSS framework.	Complete 02/15/2018	Holly Whisnant	02/15/2018
<i>Notes:</i>				
9/15/17	MTSS Leadership team will attend a meeting in March to continue to work on Module 1 of the MTSS framework.	Complete 03/22/2018	Holly Whisnant	03/22/2018
<i>Notes:</i>				
9/15/17	MTSS Leadership team will attend a meeting in April to continue to work on Module 1 of the MTSS framework.	Complete 04/19/2018	Holly Whisnant	04/19/2018
<i>Notes:</i>				
1/23/19	We will build in an Intervention Block into the master schedule for 7th and 8th grade.	Complete 05/13/2019	Amy Fahey	01/01/2019
<i>Notes:</i> We will build in an Intervention Block into the master schedule for 7th and 8th grade.				
1/23/19	We will support the PLC process for MS teachers to collaborate and target specific deficient standards for the Intervention Block. MS Teachers will utilize their standard tracking, NC Check-Ins, and Benchmarks to analyze specific standards.	Complete 05/13/2019	Brent Speckhardt	01/01/2020
<i>Notes:</i> We will support the PLC process for MS teachers to collaborate and target specific deficient standards for the Intervention Block. MS Teachers will utilize their standard tracking, NC Check-Ins, and Benchmarks to analyze specific standards.				
Implementation:		10/13/2019		
Evidence	5/13/2019 Completed by Brent Speckhardt			
Experience	5/13/2019 Completed by Brent Speckhardt			
Sustainability	5/13/2019 Completed by Brent Speckhardt			

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We do have an Early College program. However, our ACT college readiness assessment scores need significant improvement. Currently we do not have an ACT preparation program.	Limited Development 10/06/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		We will dedicate a regular scheduled block of time to review PreACT data to set specific goals for students as we prepare them for the ACT. We will analyze student PreACT data to address individual student needs. We will create a transition plan to help students as they move from elementary to middle school as well as middle school to high school using academic and social data.	Objective Met 10/13/19	Tracie Metz	05/31/2019
Actions					
	10/6/17	We will create a scheduled block of time for ACT preparation intervention.	Complete 09/15/2017	Brent Speckhardt	09/15/2017
<i>Notes:</i>					
	10/6/17	We will create an ACT student goal sheet using PreACT data.	Complete 09/15/2017	Brent Speckhardt	09/15/2017
<i>Notes:</i>					
	10/6/17	We will conference with individual students review PreACT data and to set goals for the ACT test.	Complete 10/13/2017	Amy Fahey	10/13/2017
<i>Notes:</i>					
	10/6/17	We will purchase ACT preparation materials for the students to use during ACT intervention/preparation time.	Complete 10/13/2017	Amy Fahey	10/13/2017
<i>Notes:</i>					
	10/6/17	We will plan lessons based on individual student data and needs which will be used for intervention groups.	Complete 10/27/2017	Max Lanning	10/27/2017
<i>Notes:</i>					
	11/2/17	We will implement intervention groups to prepare students for the ACT using the materials purchased and lesson plans developed.	Complete 03/02/2018	Eleanor Young	02/28/2018
<i>Notes:</i>					
Implementation:			10/13/2019		
Evidence		6/18/2018 Our ACT Test results went from 30 % of our students receiving a score of 17 or above to 70% receiving a score of 17 or above.			

Experience	6/18/2018 This goal was met and it provided teacher and student growth.			
Sustainability	6/18/2018 We will continue with this plan for school year 19-20.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our School Improvement will recommend and support three school improvement goals. We will meet quarterly and share results with our entire school team.	Limited Development 09/23/2016		
How it will look when fully met:		The team will excute a system of stakeholder feedback and data analysis to determine school instructional plans.		Tracie Metz	10/30/2020
Actions			1 of 2 (50%)		
	9/27/16	There will be data implementation meetings/reviews on Tuesdays and Thursdays. There will also be a SIT focus on the PLC process and how it impacts student academic performance.		Brent Speckhardt	09/01/2019
		<i>Notes:</i>			
	9/23/16	Minutes will be uploaded to the shared BREC folder.	Complete 05/13/2019	Tracie Metz	10/30/2020
		<i>Notes:</i>			

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
Initial Assessment:		Under new leadership, we are currently assessing this standard.	Limited Development 09/23/2016		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		In addition to formal observations, each teacher will have at least three informal observations lasting an unspecified time. Teachers will receive feedback in a timely manner.	Objective Met 10/13/19	Tracie Metz	05/31/2019
Actions					
	3/17/17	With collaboration of teachers, a form will be designed to provide timely feedback in the most helpful manner.	Complete 03/29/2017	Kristina Kaylor	03/29/2017

<i>Notes:</i>				
3/17/17	Principal will complete 3 formal NCESS observations for every staff member over the year.	Complete 05/31/2017	Brent Speckhardt	05/31/2017
<i>Notes:</i> As of 2/28/2017, 2 of 3 formal observations have been completed.				
10/6/17	Principal will complete 3 formal NCESS observations for every staff member over the year.	Complete 06/15/2018	Brent Speckhardt	05/31/2018
<i>Notes:</i>				
10/6/17	The principal will complete classroom feedbacks once a semester to give teachers information on instruction and classroom management.	Complete 05/02/2019	Brent Speckhardt	05/31/2019
<i>Notes:</i> We will continue this practice for the next school year.				
Implementation:		10/13/2019		
Evidence	10/12/2019 Completed by Brent Speckhardt			
Experience	10/12/2019 Completed by Brent Speckhardt			
Sustainability	10/12/2019 Completed by Brent Speckhardt			

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Quality of professional development
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KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Both our LEA and our school regularly look at data through DART meetings, during PLC's, and at faculty meetings. The LEA designs PD from data indicated needs. We have a need for vertical unpacking of standards, K-12.	Limited Development 09/23/2016		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		Through a comprehensive approach to data review, the team will evaluate student progress.		Tracie Metz	06/01/2020
Actions			1 of 5 (20%)		
10/12/19	Establish a MTSS leadership Team.		Complete 09/16/2019	Tracie Metz	10/01/2019
<i>Notes:</i> Staff will have the option to participate in the leadership team.					

10/12/19	MTSS Leadership Team will train in Module 2 for MTSS implementation.		Tracie Metz	01/05/2020
<i>Notes:</i>				
10/12/19	MTSS Leadership team will train the BREC staff on the MTSS implementation.		Tracie Metz	05/01/2020
<i>Notes:</i> This training will happen in 2nd semester for the school year.				
10/12/19	A student support team, consisting of Administration, School Counselor, School Social Worker, and nurse will meet weekly to discuss student needs - attendance, academics, and behavior.		Tracie Metz	05/01/2020
<i>Notes:</i>				
10/12/19	BREC staff will be training in Resiliency practices to the BREC staff.		Amy Fahey	05/01/2020
<i>Notes:</i> Phase I will occur in Semester 1. Phase II will occur in Semester 2.				
Implementation:		10/12/2019		
Evidence	10/12/2019 Notes in Shared Folder.			
Experience	10/12/2019 One teacher asked to join. Other teachers were invited.			
Sustainability	10/12/2019 Once our entire team is trained on Module 2, the MTSS will enter into an annual cycle of leadership. The leadership team will be a partnership among teachers, support staff, and administration.			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
	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
<i>Initial Assessment:</i>		Currently we have general parent information nights pertaining to overall school event. We also provide individual and small group counseling.	Limited Development 02/04/2019		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Based on Educator's Handbook data for minor and major offences, we will identify needs of support for students and provide parental tools/resources to address the needs. We will also use this data to support staff with analyzing needs and creating solutions.	Objective Met 10/13/19	Amy Fahey	12/20/2019
Actions					
	2/4/19	We will schedule a parent information session with the Health Department (Tobin) to present the dangers of E-Cigarettes. Most prevalent Major Offence in Educators Handbook.	Complete 02/13/2019	Amy Fahey	01/12/2019
<i>Notes:</i>					
	2/4/19	We will schedule student sessions 6-12th grade with the Health Department (Tobin) to present the dangers of E-Cigarettes. Most prevalent Major Offence in Educators Handbook.	Complete 02/13/2019	Amy Fahey	01/28/2019
<i>Notes:</i> This is the most major offense in educator's handbook.					
	2/4/19	Resiliency training for staff & students. Adults were educated about the dangers of Adverse Childhood Experiences (ACE’s) and provided with easy to use tools to manage stress. Staff were encouraged to share these tools with their students.	Complete 01/11/2019	Amy Fahey	02/18/2019
<i>Notes:</i> Two Staff Trainings and Class Presentations					
	2/4/19	Say Something teaches students, staff, and parents on how to recognize signs and signals especially within social media, from individuals who may be a threat to themselves or others and how to Say Something to a trusted adult BEFORE it is too late. It also encourages students to foster a school culture of upstanders and not bystanders.	Complete 05/01/2019	Amy Fahey	09/01/2019

Notes:

Implementation:		10/13/2019		
Evidence	2/4/2019 Scheduled sessions 02/13/19			
Experience	2/4/2019 Phone Call			
Sustainability	10/12/2019 SS-ARS Training and implementation			

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
Initial Assessment:		School to Community Collaboration with the Blue Ridge Education Foundation, PTO, Rotary, and local churches.	Limited Development 01/23/2019		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		

How it will look when fully met:	Our vision is to create student mentoring program where adults model trust, empathy, and aspiration. As a result of our program, our students will walk across the graduation stage with a positive self-identity and aspiration for their future. At least 90% of our 11th grade students will have an assigned / screened mentor that will commit and meet with the student for two years, twice a month, for 60-90 minute targeted sessions beginning August 2019.	Objective Met 10/13/19	Tracie Metz	09/20/2019
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Actions				
1/23/19	Analyze research papers focused on school mentoring programs.	Complete 01/01/2019	Brent Speckhardt	01/01/2019
<i>Notes:</i> Analyze research papers on HS MS mentoring programs.				
1/23/19	Create a presentation to use for recruiting community members to mentor students.	Complete 01/01/2019	Brent Speckhardt	01/01/2019

	<i>Notes:</i> Create a presentation to use for recruiting community members to mentor students.			
1/23/19	Create a signup form for community members.	Complete 01/01/2019	Brent Speckhardt	01/01/2019
	<i>Notes:</i> Create a signup form for community members.			
1/23/19	Develop criteria and expectations for the mentoring program.	Complete 01/01/2019	Brent Speckhardt	01/01/2019
	<i>Notes:</i> Develop criteria and expectations for the mentoring program. Map out a schedule and topics.			
1/23/19	Schedule and present to the local Rotary and other community partners.	Complete 05/01/2019	Brent Speckhardt	08/15/2019
	<i>Notes:</i> Schedule and present to the local Rotary and other community partners. The goal is an estimated 30 qualified adults to commit to mentoring our 11th graders for 2 years.			
Implementation:		10/13/2019		
Evidence	10/12/2019 Complete by Brent Speckhardt			
Experience	10/12/2019 Complete by Brent Speckhardt			
Sustainability	10/12/2019 Complete by Brent Speckhardt			