

Comprehensive Progress Report

Mission:

Our Mission

Bethany Community School will be the premier school of choice where academic rigor and character excellence are standards to cultivate college ready learners and strengthen community.

BETHANY'S VISION

Vision:

Our guiding passion is to prepare each of our students to be citizens of exceptional character through community involvement, academic innovation, and scholastic excellence.

Goals:

By June 2026, the school will reduce the number of students receiving at least one out-of-school suspension by 15%, decreasing from 113 students in 2024–25 to 96 or fewer. The total number of out-of-school suspension days will also decrease by at least 15%, from 399 days to 340 or fewer, through consistent implementation of restorative practices, targeted behavioral interventions, and staff professional development in de-escalation and positive behavior support strategies.

By the end of the 2025–26 school year, the school’s overall composite performance score will increase from 63 to at least 70, and the school will meet or exceed expected EVAAS growth for the second consecutive year. This includes ensuring that students with disabilities achieve an EVAAS three-year growth index of 1.0 or higher. These improvements will be driven by data-informed instruction, targeted intervention for at-risk learners, and strengthened instructional planning aligned to state standards.

By June 2026, the school’s Average Daily Attendance (ADA) will increase from 93.63% to at least 95%, as measured by Infinite Campus attendance data. This will be accomplished through consistent attendance monitoring, parent communication protocols, and implementation of student attendance incentive programs



Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
	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:			Beginning at the start of the 2025-2026 school year, we have implemented weekly SLT meetings with the HS Principal, MS Principal, HS Department Chairs, Middle School Grade Level Chairs, SEL and Academic School Counselors, and the Instructional Coach. Once a month, we meet as an Executive Leadership Team that involves the CEO, Principals, Director of Operations, Communications, Finance Director and Athletic Director. We have specific agendas for each meeting and each meeting is calendared in the master calendar.	Full Implementation 11/01/2023		
	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:			2025-2026 All teachers have a daily planning period of at least 85 minutes. Teachers have monthly department and grade level meetings for instructional planning.	Full Implementation 11/01/2023		

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	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:			Our Instructional Leadership Team is setting goals for regular walkthrough and providing timely feedback. Currently 9-week pacing guides have been reviewed. Future ILT meetings will look at strengthening these practices.	Limited Development 11/02/2023		
How it will look when fully met:			Once fully implemented, administration will give timely, specific feedback that will drive school improvement. Administration will conduct teacher cycle coaching schedules in order to provide coaching for all teachers. The school culture will shift where teachers expect administration to conduct walkthroughs and provide specific, timely feedback that will drive instruction.		Shaun Trepal	02/02/2026
Actions				0 of 1 (0%)		
		9/5/24	Staff Professional Development will be provided based on teacher walkthrough data trends from walkthrough tool. PD or individualized teacher support to provide consistency among all teachers.		Maegan Parker (2023)	06/01/2026
Notes:						
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We are currently fully staffed and are now focusing our resource allocation towards programs and after-school tutoring.	Limited Development 11/02/2023		
How it will look when fully met:			Once fully implemented, we will have staff fully trained on all new academic programs and maximize tutoring.		Scott Lewis (2023)	06/12/2026
Actions				0 of 1 (0%)		
		11/25/25	Provide extended learning opportunities through tutoring that focuses on essential standards, unfinished learning, and mastery of key concepts, prioritizing students who need additional academic support.		Shawuan Coles-Wilson (2024)	12/15/2025
Notes:						

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2A: Recruit, develop, retain, and sustain talent			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			C3.04: The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. Currently we attend select college fairs to recruit new teachers that are about to graduate from college. We advertise vacancies on our website and Indeed. We also use word of mouth from current teachers and the school community. Teachers will be evaluated on NCEES this school year.	Limited Development 11/03/2023		
<i>How it will look when fully met:</i>			C3.04: The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. When the objective is fully implemented, teachers will receive timely feedback to make instructional improvements based on teacher and school needs. Highly qualified teachers will be selected for employment at BCS in which we have a qualified talent pool to choose from. Teachers will be rewarded for instructional gains and commitment to the BCS mission.		Scott Lewis (2023)	06/10/2026
<i>Actions</i>						
<i>Notes:</i>						

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	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:			The administrative team regularly reviews data points regarding school performance, grade distributions, benchmarks, discipline, attendance and more. Work is ongoing to create a dashboard of data to analyze and update regularly which will provide a visual representation of data trends. The administrative team, with informal feedback from teacher leaders, uses the data to provide course correction, points of emphasis, staff meeting discussion points, PLC agenda items, student programs, and professional development.	Limited Development 11/02/2023		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			When the objective is fully met, Bethany Community School will: Have a fully developed data dashboard that is accessible to school leadership that includes data points from discipline, attendance, state testing, classroom progress, and teacher evaluations Regularly discuss the data in SLT meetings as decisions are made regarding school improvement and professional development. To monitor our progress, we will utilize SLT, PLC and staff meeting agenda, notes, and minutes that emphasize the review of data and demonstrate how data informs our decisions regarding professional growth and school improvement		Scott Lewis (2023)	06/10/2026
Actions				3 of 6 (50%)		
3/14/24		Students will be progress monitored Reading and Math at the BOY, MOY and EOY. Students that needed the most intensive support were referred to MTSS for Interventions.		Complete 06/05/2025	Melinda Gibson	06/05/2025
Notes:						

12/7/23	We will develop Vertical Alignment meetings within contents (English, SS, Science and Math) with the focus on similar academic vocabulary, content expectations, writing expectations, Learning Targets, and State Standards.	Complete 06/08/2025	Scott Lewis	06/08/2025
<i>Notes:</i>				
12/7/23	By using 2024-2025 walkthrough tool for teacher observations, we determine the Professional Development needs through the trend data from the tool. We have identified Discourse Strategies as a way for our students to collaborate and communicate with one another as the teacher becomes the facilitator. Teachers are using an activator to begin class in order to activate prior knowledge and set the tone for the class period. We are currently using an Inquiry Based Approach using the 5E's. We embedded these practices into ELA/Math pacing guides/lesson plans during Summer of 2024 and plan to place these instructional practices into remaining contents in Summer 2025.	Complete 06/08/2025	Maegan Parker	06/08/2025
<i>Notes:</i>				
11/25/25	Implement targeted, data-driven interventions: Use assessment data to identify at-risk students and provide targeted supports, including small-group instruction, skill-building activities, and progress monitoring to address specific learning gaps.		Kristin Nuckles	06/01/2026
<i>Notes:</i>				
11/25/25	Design and administer common benchmark assessments during scheduled Data Days to monitor student progress, inform instructional adjustments, and calibrate expectations across classrooms.		Maegan Parker (2023)	06/01/2026
<i>Notes:</i>				
11/25/25	Utilize Achieve3000 and ALEKS effectively during intervention Maximize Intervention periods by using Achieve3000 and ALEKS to deliver personalized, adaptive practice in literacy and math, ensuring students receive targeted instruction at their readiness levels.		Kristin Nuckles	06/01/2026
<i>Notes:</i>				
Implementation:		06/26/2025		

Evidence	6/26/2025. Guidance Counselor utilized SEL screener with all students in the Fall/Spring of 2025. She was able to identify student small groups to meet with and monitor regularly. Department meetings in Spring of 2024 and continued monthly during the 2024-2025 school year. June 2024 teachers in EOC tested subjects created inquiry based pacing guides and lesson plans.			
Experience	6/26/2025. Guidance Counselor utilized SEL screener with all students in the Fall/Spring of 2025. She was able to identify student small groups to meet with and monitor regularly. Department meetings in Spring of 2024 and continued monthly during the 2024-2025 school year. June 2024 teachers in EOC tested subjects created inquiry based pacing guides and lesson plans.			
Sustainability	6/26/2025. Continue to screen students for SEL support. Teachers will continue to participate in department meetings. We will continue to review and assess pacing guides for the upcoming school year.			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
	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
Initial Assessment:			We are in the early stages of training our staff on the MTSS framework and tier interventions. Intervention programs will be purchased to identify and address student learning gaps. Additional personnel is needed to spearhead and implement the MTSS process.	Limited Development 11/01/2023		
How it will look when fully met:			All students will have their individual learning needs met through the three tiers in MTSS. We will have the core defined and grade level plans in place to serve all students in high school. We will have Tier II interventions in place, scheduled, and provided by ELA/Math teachers. We will have an Interventionist to provide Tier III supports for students that are not responding to the core and Tier II interventions.		Scott Lewis (2023)	08/12/2026
Actions				0 of 1 (0%)		
	11/25/25	Provide staff-wide training on MTSS implementation.			Shaun Trepal	09/01/2026
<i>Notes:</i>						

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	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:			Teachers have expectations for student behavior in the classroom and throughout the school based on personal expectations and the school's code of conduct. We have several inconsistencies and variation from teacher to teacher. The administration team is consistently enforcing the student code of conduct and working to get consistency among teachers. Weekly newsletters and updates are distributed to help communicate a common message on school-wide expectations.	Limited Development 10/20/2023		
How it will look when fully met:			When this objective is fully met, students will know and understand the expectations and policies in place and teachers will feel supported as they do their regular work in the classrooms and throughout the school. The student and staff handbook will reflect clear expectations and delineate the consequences. To monitor and ensure progress towards full implementation: We will use student and staff surveys with at least 80% of staff and students affirming our goals. We will see a decrease of total discipline referrals and the number of suspension days over the 25-26 school year.		Melanie Wilson (2023)	06/01/2026
Actions				0 of 3 (0%)		
	11/25/25	Implement Peer Mentoring and Peer Mediation Programs Establish and support structured peer mentoring and mediation opportunities to help students resolve conflicts, build relationships, and access positive peer role models.			Melanie Wilson (2023)	03/01/2026
Notes:						

11/25/25			Expand and Strengthen SEL Instruction During Advisory and Intervention Enhance social-emotional learning opportunities by integrating consistent SEL lessons, reflection activities, and skill-building routines. Continue leveraging Ms. Gibson's existing SEL framework and screener-based groups to provide targeted support for students with identified needs.		Melinda Gibson	03/01/2026
Notes:						
11/25/25			Implementation of Capturing Kids' Hearts program to develop consistent language and approaches to building relationships and handling conflict.		Jessica Ellington	06/01/2027
Notes:						
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, teachers are responsible for following NC Standards and developing pacing guides to ensure scope and sequence of the curriculum is taught and aligned to the standards. Teachers have used other district pacing guides to align their instruction. We need to ensure all instruction is aligned to the NC Standards and pacing guides are developed for all courses.	Limited Development 11/01/2023		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			We need to ensure all instruction is aligned to the NC Standards and pacing guides are developed for all courses. Resources needed will be NC State Standards, NC Check-In Standard Schedule, EOC/EOG alignment.		Scott Lewis (2023)	06/10/2026
Actions				1 of 2 (50%)		
5/2/24			We have introduced Department Team Meetings that meet twice a month to meet as a PLC to share instructional strategies and align curriculums.	Complete 06/13/2025	Maegan Parker	06/05/2025
Notes:						
11/25/25			Provide individualized instructional planning meetings to support alignment, rigor, and coherence across grade levels.		Maegan Parker (2023)	06/01/2026

Notes:				
Implementation:		06/26/2025		
Evidence	6/26/2025. Running agendas from department meetings in the 24-25 school year.			
Experience	6/26/2025. We identified department heads and created monthly agendas to meet the needs of each department.			
Sustainability	6/26/2025. Department chairs will continue to meet monthly.			
Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	Practice 3C: Remove barriers and provide opportunities			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Currently, we offer new to Bethany students a face to face scheduling meeting with administration. We offer back to school, walk your schedule night in which students locate their classrooms and meet their teachers. Consistent expectations and procedures are established from 6th-12th grade in Advisory and followed by most teachers.	Limited Development 11/02/2023		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>			When fully implemented, our new to 9th grade ambassadors program will answer questions to our prospective 8th grade students, so that they know what to expect during their 9th grade year. Academics, classroom behavior expectations, workload management, how to balance academic schedules with athletic/club schedules. Individual graduation plans created for each high school student beginning in Spring of the rising 9th grade student's 8th grade year. Grades and GPA will be discussed with each rising 9th grader. Upper class men will know the options they have upon graduation and take steps towards achieving their post secondary goals. Seniors are prepared for post secondary goals and know how to achieve their goals.	Objective Met 11/25/25	Charlie Walker	08/25/2025
<i>Actions</i>						
	11/2/23	Implementation of the new to 9th grade ambassador program beginning in Spring 2024.		Complete 05/10/2024	Trevor Hewitt	04/01/2024

Notes: Prior to the class room visits, the ambassadors met in Mr. Hewitt's room to review talking points, anticipated questions, and what to expect with each classroom visit. The ambassadors then went to their assigned visits with no supervision from their group leader.

Following the visits, the 8th grade social studies teacher reported back as follows: "I think the ambassadors represented a very strong part of the 9th grade student body; they all gave accounts of how responsibility, self-accountability, and perseverance are key traits to develop for a high schooler. The addition of student athletes in the ambassadors was especially effective; a lot of our middle schoolers needed the reminder that low grades will exclude them from playing sports."

In addition to a report on the visits, the teacher was asked for feedback to make improvements to the program going forward and it was reported back:

"Something that might help; quite a few of my students are building a future for themselves that involves career success but not a Bachelor's degree. Perhaps we could have some ambassadors that can speak about why school is still important even if you don't plan to go to a 4 year college? I think this would be a major help for reaching a greater variety of students!"

Lastly, the instructor concluded: "Thank you again for all of your work in making the ambassador visits happen. I am very pleased with how they talked about high school and answered questions; many 8th graders saw a lot of benefit from these. I hope this program can continue for many years to come!"

I am happy with the outcome of this first effort for the 9th Grade Ambassador Program and look forward to working with other staff members to grow this opportunity for all students as we continue to make BCS the best school possible.

Thank you to the teachers who took the time to recommend the initial group of ambassadors, their efforts over the course of several meetings, speaking with their 8th grade peers about the challenges of high school, and the opportunity to head-up the group. All-in-all, I am happy with the feedback we've received, and hope that this spring-time talk becomes just a small part of the duties of our school ambassador program.

Implementation:		11/25/2025		
Evidence	11/25/2025 Documentation for the aforementioned can be provided upon request.			
Experience	8/25/25 9th grade ambassador program is up and running. Administration met with new-to-Bethany families over the summer to help create a smooth transition.			
Sustainability	7/15/2026 We will continue with these efforts such as ambassadors and New-To-Bethany Meetings with prospective families.			

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
	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
Initial Assessment:		We use the student code of conduct as a guide to offer consistent consequences across grade levels. We provide SEL lessons during Advisory for all students.		Limited Development 11/01/2023	
How it will look when fully met:		Teachers will consistently be able to be proactive and help students manage their emotions before larger issues arise.		Melanie Wilson (2023)	06/10/2026
Actions					
<i>Notes:</i>					

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	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
Initial Assessment:			Currently, we communicate with parents via Parent Square regarding weekly classroom updates from each teacher. Parents and teachers have an established two way communication feature using Parent Square and we have seen positive results from this platform thus far. Teachers are expected to communicate to parents which Standards they are working from the previous week and what they will be working on the next week. Parents have the opportunity to link with their students on Canvas so they are aware of their students' progress and grades. We have hired a Communications Director for the 2023-2024 school year and she is responsible for our social media influence and weekly newsletter.	Limited Development 11/03/2023		
			Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:			Once the objective is fully met, parents and the school will have a partnership that will encompass the entire school community. BCS will be the community hub for our students and parents we serve. Parent/Teacher/Student/Administration Compacts will be created and referred back to regularly as part of the school and family engagement agreement that is vital for optimal engagement. Regular curriculum nights are scheduled throughout the year to show parents what students are learning and how we are teaching their student. Weekly communication will continue with teachers giving parents a weekly report of what they have learned and what they will learn the following week. Weekly Wolf Calls will be given to parents to show what is going on around the school. Social media influence will continue to grow and reach most if not all of our parents.		Scott Lewis (2023)	06/10/2026
Actions				3 of 5 (60%)		
	5/2/24	High School teachers contact 2 students' families a week with a positive note home. The assistant principal meets with the students to give a certificate and recognize their improved efforts.		Complete 05/30/2024	Coles-Wilson	06/05/2024
Notes:						

5/30/24	1st and 2nd Semester High School Student Awards	Complete 06/13/2025	Gerry Stanek	06/05/2025
<i>Notes:</i>				
11/25/25	Send home a clearly communicated attendance expectations letter that requires a parent or guardian signature to ensure families understand procedures, the importance of attendance, and available support resources.	Complete 10/31/2025	Kristin Nuckles	10/31/2025
<i>Notes:</i>				
11/25/25	Establish consistent communication with students who demonstrate early attendance issues through check-ins, reminders, and supportive interventions designed to prevent chronic absenteeism.		Shaun Trepal	06/01/2026
<i>Notes:</i>				
11/25/25	Develop and promote attendance initiatives that encourage consistent daily attendance, recognize improvement, and build a culture that values being present and engaged.		Shawuan Coles-Wilson (2024)	06/01/2026
<i>Notes:</i>				
Implementation:		11/25/2025		
Evidence	6/26/2025. Awards assemblies.			
Experience	6/26/2025. We held semester awards for all students to celebrate academic and behavioral successes.			
Sustainability	6/26/2025. Continue the semester based awards.			