

Our Direction

Bertie High School

Date of Report: 3/11/2021

Vision:

Bertie High School will provide high quality research-based instruction while empowering students to be courageous, responsible, collaborative, problem solving citizens in a diverse and ever-changing world.

Values:

We have decided on 5 core values that we believe are the basic elements of how we go about our work (as a student or staff members) at Bertie High School. These core values are: Perseverance, Relationships, Integrity, Direction and Empathy because we have Falcon P.R.I.D.E.

Perseverance

Mental toughness and courage

Relationships

Works well with others in an effort to achieve something

Integrity

Honesty and being accountable for your actions

Determination

Setting a goal and taking a step toward that goal each day with passion

Empathy

Understands and shares another person's experiences, thoughts and emotions without having the feelings, thoughts, and experience fully communicated

Mission:

Bertie High School will provide each student with an educational experience that will serve as a foundation for success in college, career and life accomplishments.

Goals:

- All students will graduate college and career ready as evidenced by:
 - a) Proficiency on ACT, NCRC or ASVAB
 - b) Successful CCP course completion
 - c) CTE student certifications
 - d) OCS students meeting work hour requirements

Indicator(s): A2.04, A4.01, A4.16

Performance Measure(s)

Performance Indicator: All students will be proficient on the ACT, NCRC, or ASVAB upon graduation.		
Data Source: ACT, NCRC, ASVAB	Baseline Year: 2021	Baseline:
Target Date: 2026	Target: 100%	Actual:

Performance Indicator: Bertie High School will consistently analyze and monitor student data/ performance.		
Data Source: Data Tracker, Benchmarks, and EOCs,	Baseline Year: 2020	Baseline: 0%
Target Date: 2021	Target: 55%	Actual:
Target Date: 2022	Target: 65%	Actual:
Target Date: 2023	Target: 75%	Actual:
Target Date: 2024	Target: 85%	Actual:
Target Date: 2025	Target: 95%	Actual:
Target Date: 2026	Target: 100%	Actual:

- All students will have at least one adult advocate to support their academic and social development.

Indicator(s): A4.16

Performance Measure(s)

Performance Indicator: Bertie High School will create advisor/advisee time that will take place twice a month.		
Data Source: Observations/Promotions/ Retentions	Baseline Year: 2020	Baseline: 0
Target Date: 2021	Target: 100%	Actual:

Performance Indicator: The advisor and advisee sessions will focus on career and college preparation as well as life skills.		
Data Source: Lessons/Observations/promotions/retentions	Baseline Year: 2020	Baseline: 0
Target Date: 2022	Target: 100%	Actual:

- All teachers will incorporate writing across the curriculum.

Indicator(s): A2.04

Performance Measure(s)

Performance Indicator: A school-wide rubric will be created for clarity and consistency across the school.		
Data Source: Rubric/Writing Samples	Baseline Year: 2020	Baseline: 0%
Target Date: 2023	Target: 100%	Actual:

Performance Indicator: There will be professional development on writing across the curriculum.		
Data Source: Agenda and Sign-in Sheets	Baseline Year: 2020	Baseline: 0%
Target Date: 2023	Target: 100%	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

The following results are from the 2020-2021 Multi-Tiered System of Support FAM-S:

Leadership Percentage: 38.8%

Building the Capacity: 39.3%

Communication and Collaboration: 41.6%

Data-Based Problem Solving: 47.6%

Three-Tiered Instruction and Intervention Model: 42.8%

Data Evaluation: 44.4%

FAM-S Total Percentage: 42%

Based upon the MTSS Team analysis of the FAMS self-assessment there is a need to work on all areas especially the areas of Leadership and Building Capacity/Infrastructure for Implementation. The analysis indicates the ratings for the following key indicators:

Indicator A1.07 Capacity/Infrastructure (Emerging), Three-Tiered Instruction (Operationalizing-School-Wide Behavior Expectations)

Indicator A2.04 Capacity/Infrastructure (Emerging), Three-Tiered Instruction (Emerging)

Indicator A4.01 Three-Tiered Instruction (Emerging-Instruction), (Operationalizing- School-Wide Behavior Expectations)

Indicator A4.06 Three-Tiered Instruction (Emerging)

Indicator A4.16 Leadership (Emerging), Capacity/Infrastructure (Emerging)

Indicator B1.01 Not Applicable

Indicator B1.03 Leadership (Emerging)

Indicator B2.03 Leadership (Emerging), Capacity/Infrastructure (Operationalizing-Scheduling)

Indicator B3.03 Capacity/Infrastructure (Emerging-PD/Coaching Staff on Multi-tiered Instruction and Intervention)

Indicator C2.01 Leadership (Emerging), Capacity/Infrastructure (Emerging), Communication (Emerging, Operationalizing-Engaging students, family and stakeholders), Problem-Solving (Emerging), Data Evaluation (Emerging)

Indicator C3.04 Leadership (Emerging)

Indicator E1.6 Communication (Emerging)

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Student Outcome Data:

Graduation Rate	English	NC Math I	Biology	Composite
2015-16 (79.8%)	2015-16 (17.5/13.3)	2015-16 (17.7/7.3)	2015-16 (28.7/23.8)	2015-16 (20.7/14.1)
2016-17 (79.5%)	2016-17 (27.9/17.8)	2016-17 (9.5/<5)	2016-17 (27.9/17.8)	2016-17 (17.9/9.4)
2017-18 (79.4%)	2017-18 (19.9/10.9)	2017-18 (27.6/20.5)	2017-18 (15.2/9.0)	2017-18 (20.6/13.1)
2018-19 (73.3%)	2018-19 (34.3/25.0)	2018-19 (17.4/<5)	2018-19 (23.3/14.7)	2018-19 (19.9/10.3)

By the end of the 2020 - 2021 school year, BHS will achieve 35.7% GLP total composite proficiency and a CCR total composite proficiency of 29.1%.

By the end of the 2020- 2021 school year, BHS will achieve 36.1% GLP proficiency and a CCR proficiency of 27.6% on the English II EOC.

By the end of the 2020 - 2021 school year, BHS will achieve 41.9% GLP proficiency and a CCR proficiency 34.6% on the Biology EOC.

By the end of the 2020 - 2021 school year, BHS will achieve 36.8% GLP proficiency and a CCR proficiency of 15.1% on the Math I EOC.

By the end of the 2020 - 2021 school year, BHS staff and students will achieve a 95% attendance rate every 20 days.

Our Leadership Team’s progress in fully implementing Indicators and meeting Objectives:

Selected Indicators:

Curriculum and instructional alignment

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

Distributed leadership and collaboration

B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)

Family Engagement

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)

High expectations for all staff and students

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

Monitoring instruction in school

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

Quality of professional development

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)

Strategic planning, mission, and vision

B1.01 The LEA has an LEA Support & Improvement Team.(5135)

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)

Student support services

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)

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)

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)

Talent recruitment and retention

C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)