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OVERVIEW OF BECHS

Bertie Early College High School's (BECHS) demographics and characteristics are:

Student Population: 179

African American	60%
White	34%
Other	6%

Student Daily Attendance (Compared to State):

	2018-2019 Target	2017-2018	2016-2017	2015-2016
Bertie Early College			97.2%	98.8%
State			94.6%	95.1%

Short-Term+ Suspension (Comparison to State):

	2018-2019 Target	2017-2018	2016-2017	2015-2016
Bertie Early College	1.00%		5.59%	4.09%
State			17.8%	14.02%

Graduation Rate (Comparison to State):

	2018-2019 Target	2017-2018	2016-2017	2015-2016
Bertie Early College	>95%	>95%	>95%	90.9%
State			86.5	85.9



2018-2019 Bertie Early College High School Staff: 9 Certified

Years of Experience	BECHS 2018-2019
0 to 3	0
4 to 10	3
10 plus	6

Technology

The student per internet device at BECHS is 1:1 compared to the State at 1.01.



DATA COLLECTION

Describe the process used for data collection and analysis including the participation and sharing with appropriate stakeholders (including parents).

- Demographic achievement data: NC Report Card, Progress Monitoring thru such programs as Schoolnet and Case 21
- Perception Data: Teacher Working Conditions Survey, Student Survey and Parent Survey
- Process Data: Discipline data collected thru PowerSchool, IEP, 504 and Attendance

DEFINITIONS

Multi-Tier System of Support (MTSS): a framework that's used to provide targeted support to struggling students. Bertie Early College continues to refer to this plan as **GST**, Guidance-Students-Teachers.

Research Triangle Institute (RTI): a nonprofit organization headquartered in the Research Triangle Park in North Carolina that provides research and technical services. They work closely with BECHS teachers and principal to deliver professional development based on the needs and goals of the school.

College & Career Readiness(CCR): EOC scores of levels 4 and 5

Grade Level Proficiency(GLP): EOC scores of levels 3, 4 and 5



DATA REVIEW (OUTCOMES AND TARGETS)

PROFICIENCY DATA

OVERALL

SUBJECT	2018-2019 TARGET	2017-2018	2016-2017	2015-2016
MATH 1	84%	76.2%	61.2%	76.6%
ENGLISH 2	94%	85%	75.6%	95%
BIOLOGY	97%	88.24%	53.7%	85.0%
ACT	88%	80.6%	72.7%	60.7%
ACT WORKKEYS	>95%	N/A	67%	73%
GRADUATION RATE	>95%	95%	95%	95%
HIGHER MATH	95%	95%	95%	91%
OVERALL	A-Exceed Growth	87%	71.4%	85.7%



GLP & CCR PROFICIENCY COMPARED TO STATE BY EOC SUBJECT

Biology

	2018-2019 Target	2017-2018	STATE	2016-2017	STATE	2015-2016	STATE	2014-2015	STATE	2013-2014	STATE
GLP (3,4,5)	97%	88.2%		74.1%	56.1%	85%	55.5%	76.8%	53.7%	55.3%	53.9%
CCR (4,5)	77.7%	70.6%		53.7%	47.5%	75%	47.3%	66.1%	41.9%	44.7%	45.1%

English II

	2018-2019 Target	2017-2018	STATE	2016-2017	STATE	2015-2016	STATE	2014-2015	STATE	2013-2014	STATE
GLP (3,4,5)	94%	85%		75.6%	60.7%	95%	58.8%	73.7%	59.6%	71.4%	61.2%
CCR (4,5)	71%	59.5%		55.6%	50.1%	80.4%	49.6%	61.4%	50%	60%	51.7%

Math 1

	2018-2019 Target	2017-2018	STATE	2016-2017	STATE	2015-2016	STATE	2014-2015	STATE	2013-2014	STATE
GLP (3,4,5)	84%	76.2%		61.2%	64.3%	76.6%	60.5%	79.5%	59.8%	50.9%	60%
CCR (4,5)	72.1%	65.5%		49%	54.1%	48.9%	49.8%	52.3%	48.6%	32.7%	46.9%



LONG-TERM GOALS (set by NCDPI)

Subject	Subgroup	Baseline Perf (2016)	Annual % Increase	2017-18 Target	2017-2018 Perf	2018-2019 Target
	All					
	Black					
	ED					
	SWD					
	White					
	All					
	Black					
	ED					
	SWD					
	White					

(State long-term goals are based on the # of level 4's and 5's)



GROWTH DATA

2017-2018	2016-2017	2015-2016
0.79 (Met)	-1.32 (Met)	1.91 (Met)

SCHOOL PERFORMANCE GRADE

2017-2018	2016-2017	2015-2016
A (Met)	B (Met)	A (Met)



STAKEHOLDER PERSPECTIVE

PARENT SURVEYS

BECHS use parent surveys, teacher working condition surveys and any other feedback from staff and students to provide a summary of results. A parent survey was given in August to gain an understanding of parent and community perception of parent night the results are as follows: What night(s) of the week would you prefer to have parent nights? (4th Thursdays), What time frame do you prefer to have parent meetings? (6:00 pm).

TWC SURVEYS

Strengths

- 100% of the curriculum taught in the school is aligned with the NCSCOS.
- 90% of the teachers believe what is taught will make a difference in students; lives
- 87% of the teachers use digital content and resources in their instruction.
- 100% of the teachers use assessment data to inform their instruction.
- 90% of the faculty work in a school environment that is safe.

Areas of Opportunities

- Only 50% of teachers have time available to collaborate with colleagues.
- Only 50% of teachers are protected from duties that interfere with their essential role of educating students
- Only 30% of teachers feel supported by community members

STUDENTS' VOICE

Student Clubs:

- BETA
- FFA (Future Farmers of America)
- RFL (Relay For Life)
- Yearbook
- SGA (Student Government Association)
- Student Ambassadors (students as leaders)

Principal Grade Level Meetings

Student Surveys



PERSONNEL

57.10% of the teacher are fully licensed, 28.60% of the teacher have advanced degrees, and 2 teachers are national board certified.

1 Principal, 1 Administrative Assistant/Bookkeeper, 1 School Counselor, 1 CTE teacher, 2 Math teachers, 2 English teachers, 2 Science teachers, 2 Social Studies teachers, 1 Part-time Health & PE teacher, 2 Computer Lab Facilitators, 2 Cafeteria Staff, 1 Custodian, 1 College Liaison employed by MCC



NARRATIVE

Bertie Early College High School of Agriscience and Biotechnology has approximately 180 students in grades 9-13 and 19 faculty and staff members (when fully staffed). Students at BECHS are enrolled in high school courses and online college courses with Martin Community College (MCC) as the institute of higher learning. Upon graduation, students earn a high school diploma from BECHS with an Associate's Degree from MCC.

Going Well: The principal and staff hold high expectations of all students and work closely with them individually to ensure a successful completion of high school. *US News* has ranked BECHS among all high schools in the nation and for the third consecutive year, BECHS receives the Bronze Medal. BECHS receives a letter grade A on school report card.

Challenges: Because BECHS is not on a college campus, students must enroll in college courses virtually. BECHS has a theme of Agriscience and Biotechnology, however, the vision of the agriscience department needs to be fully implemented.

Areas of Focus: The agriscience department will grow stronger throughout the community. Evidence will help the community understand that Bertie Early College is not just an ordinary early college but has an agriscience (and biotechnology) theme. The proficiency of the College & Career Readiness (CCR), levels 4 and 5, will increase.

GOALS AND STRATEGIES

GOALS

1. Support a school-wide culture where all instructional staff analyze student data, reflect on their practice, collaborate with their peers, and incorporate best-practice teaching strategies to ensure high levels of learning for all students.
2. Implement high-quality behavioral models and interventions to support the social and emotional needs of all students.
3. Ensure all students are engaged and connected to their school, peers, and community in a safe and secure educational setting.



STRATEGIES/OUTCOMES

Contracting with Research Triangle Institute (RTI) to assist with the Implementation of effective Professional Learning Communities (PLC) for the principal and staff. RTI will conduct professional development collectively and individually to help teachers understand inquiry-based learning. Inquiry-based learning is a form of active learning that starts by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge. Improving or changing the teaching styles of teachers so that students are completely involved in their learning should help students better understand the content, thus resulting in higher test scores.

Ensuring that the greenhouse is usable, the Ag teacher and students will be able to conduct labs and test studies which increases learning as it involves the student. Partnering and connecting with community businesses will strengthen the Ag program and afford a better understanding of Agriscience.

PROGRESS MONITORING

Case 21 EOC Benchmarks

Case 21 ACT Benchmarks, ACT practice test website, PreACT data

GST Remediation

An increase in Agriscience Partnerships

Surveys

An increase in Community Connections and Participation

Social Media (school website, BECHS FB page)



PROFESSIONAL DEVELOPMENT PLAN

Contracting with Research Triangle Institute (RTI) to assist with the Implementation of effective Professional Learning Communities (PLC) for the principal and staff. RTI will conduct professional development collectively and individually to help teachers understand inquiry-based learning. Inquiry-based learning is a form of active learning that starts by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge. Improving or changing the teaching styles of teachers so that students are completely involved in their learning should help students better understand the content, thus resulting in higher test scores.

RTI will conduct professional development with the teachers and principal.



BUDGETS

TITLE 1 BUDGET

I. Basic Planning Allotment		
1. PRC 50 Title I School Allocation		\$12,305.84
2. Personnel (Include teacher's assistants, tutors)	(-)	\$4,022.34
3. Staff Development (Staff development required or necessary for school improvement)	(-)	
4. SUBTOTAL remaining after you deduct personnel and staff development from the basic allotment	(-)	\$8283.50
5. Allocate SUBTOTAL from line 4 to the following applicable codes:		
A. Supplies & Materials 3.5330.050.411 (Use state allotment first.) (Max. 25 boxes of paper)		\$5,182.50
B. Computer Materials & Software 3.5330.050.418		\$1,301.00
C. Library Books & AV Equipment 3.5330.050.414		
D. Equipment (under \$500) 3.5330.050.461		
E. Computers (under \$500) 3.5330.050.462		
F. Field Trips (incentives) 3.5330.050.333		\$1,800.00
II. Focus School Planning Allotment		
1. Focus School Allocation		
III. Staff Development Planning Allotment		
1. Allocate Staff & Professional Development subtotal on line 3 above to the following codes:		



A. Workshops/Conferences/Retreats 3.5330.050.312		
B. Course/Praxis Reimbursement 3.5330.050.351		
C. Substitutes to Attend the Workshop 3.5330.050.163		
D. Workshop Supplies & Materials 3.5330.050.411		
2. SUBTOTAL	(=)	
IV. Parent Engagement Allotment		\$689.92
1. Planning Allocation		
2. Parent Workshop Supplies & Materials 3.5880.050.411		

You cannot purchase food with Title I funds.