Comprehensive Progress Report

Mission:

Bunn High School, through the collaborative efforts of all stakeholders, will provide a safe and innovative learning environment. We will empower each student to develop the knowledge and skills necessary to become Twenty-first Century global citizens.

Vision: Our school will be an educational community which fosters equity and fairness for all learners - with a focus on academic rigor and positive relationships between students, staff, and community members - driving excellence for all.

Goals:

During the 2019 - 2020 school year, our focus will be on Math I, English II, and Biology. We have completed a plan of action using the following template which can be viewed using this URL. https://docs.google.com/document/d/1zZApS2CoJzzzWOPCMBt1ab_D5PwGsrdAH95pt-U4r3M/view

During the 2020 - 2021 school year, Bunn High School strives to continue directing our focus to Math I, English II, and Biology, and will now also include Math III in our work. We have completed a plan of action using the following template which can be viewed using the following URL: https://docs.google.com/document/d/1qZ8_J4xfwrDRdOXDSqQWR9oLm_6Gs7HxnSbHOOGbuG4/view

During the 2022-23 school year, Bunn High School will work towards academic goals in several key indicator areas. Each area's goal represents an increase over the prior year's performance indicator. More information for achieving these goals can be found here: http://bit.ly/3UZ3nax

! = 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: | Our school has created a Positive Behavior and Interventions Support team, PBIS, who will begin to undertake the task of restructuring our approach to student behavior during the 2019-2020 school year. The team will work to identify ways to foster positive and trusting relationships between the adults and students in our building and will develop new and innovative approaches to student discipline, hence decreasing the number of disciplinary referrals our students receive each year. | Limited Development 06/18/2019 | | |

				Heather Lane	05/23/2023
How it will look when fully met:	**Fully Implemented**: Bunn High School will have received the proper certification to be a PBIS school and all members of the team will have completed the required training courses. The team will have developed and distributed a classroom management plan created to guide staff through the decision-making process while determining an appropriate course of action when students exhibit certain behaviors. Data will indicate a significant decrease in the number of incidents resulting in exclusionary discipline for students and an increase in their academic achievement. Additionally, teachers will report an increase in the perception that their work environment is one of mutual trust and respect and that all students know and understand expectations for their conduct. A proper PBIS school will show evidence that 80% of students have 0-1 referrals, 15% will have 2-5, and 5% will have 6+ referrals for the year along with a baseline from last year. **Resources:** Discipline referral data collected from Educator's Handbook, NC Teacher Working Conditions Survey, NC School Report Card, Parent Contact logs, PBIS matrix, Student Behavior Matrix, Informal Survey Data, Bunn High School Student Handbook.				

Actions			**4 of 5 (80%)**		
	8/8/19	A culture survey will be conducted to determine current staff attitudes regarding student behavior and relationships, as well as, the current climate of the school.	Complete 08/19/2019	PBIS Team	08/29/2019
	Notes:				
	8/8/19	The team will create a PBIS Matrix outlining our "P.R.I.D.E." acronym which will teach students our expectations for proper behavior through a positive channel.	Complete 08/19/2019	PBIS Team	08/30/2019
	Notes:				
	8/8/19	The team will develop and distribute a classroom management plan created to guide staff through the decision-making process while determining an appropriate course of action when students exhibit certain behaviors.	Complete 08/30/2019	PBIS Team	08/30/2019
	Notes:				

8/8/19	The team will develop a system for reinforcing and rewarding positive student and staff behavior and attitudes, which will include a Student of the Month campaign.	Complete 09/11/2019	PBIS Team	12/01/2019
Notes:				
8/8/19	Members of the team will complete the training courses needed to certify Bunn High as a PBIS school.		PBIS Team	05/31/2023
Notes:	Based on District course availability. Due to COVID-19, no professional development opportunities for PBIS became available during the course of this school year.			

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
Initial Assessment:	At Bunn High, select teachers have collaborated with colleagues throughout the district to create pacing guides and share sample lesson plans which are aligned to their course-specific standards. Additionally, some of these teacher-leaders have also worked to develop common assessments, assignments and grading practices to ensure students are receiving equitable learning opportunities and data-driven instruction in their specific courses. The results of these common assessments and assignments are reviewed among teachers at our school and decisions regarding student learning are based upon this data. Going forward, we envision these best practices becoming the norm at Bunn High and occurring regularly within each of our departments to ensure academic success for all students.	Limited Development 07/02/2019		
How it will look when fully met:	Vision for Full Implementation: The objective will be fully met when each course taught in our school has established a set of standards-based instructional units that are fully implemented in the classroom. Additionally, teachers are able to provide clear evidence that these resources are being used to create common assessments, assignments and grading practices. The data collected from these assignments are then reviewed to monitor and tailor instruction to further support and enhance student learning. Resources: Course pacing guides, common assessments, common assignments, common grading practices, PLC Meeting Minutes, Benchmark Results, NC School Report Card. NC Teacher Working Conditions Survey		Heather Lane	07/01/2024
Actions		6 of 10 (60%)		
10/21/20	Create a BHS PLC Leaders Team that will be responsible for determining the policies, procedures, and protocols to be used in all building-level PLC meetings.	Complete 10/01/2019	Laura Wilson	10/01/2019

	Notes: Designate teachers who are exemplary teacher-leaders within the school and would be willing to take the next step in leadership development. We will begin with a small roll-out of our PLC initiative during the 2019 - 2020 school year, then move forward with full and intentional implementation during the 2020 - 2021 school year.			
10/21/20	Communicate expectations for PLCs and set the direction for the school year. The focus for the 2020-2021 school year will be created standards-based units for the first half of each curriculum. We will slowly introduce the idea of structured PLC time beginning in the 2019 - 2020 school year and will then move forward with full and intentional implementation during the 2020 - 2021 school year.	Complete 08/12/2020	Laura Wilson	08/13/2020
	Notes: Mrs. Wilson will lead the PLC initiative at our school with the help of Ms. Jasmine Manley, Mrs. Heather Lane and Mrs. Jodi Hearn.			
10/21/20	Create a template for PLC Meeting Minutes that clearly communicates meeting expectations and includes a team-building activity.	Complete 09/01/2020	Laura Wilson	09/01/2020
	Notes: Team members will take turns researching team-building activities for the meetings and creating the agenda template. Templates will be housed in the BHS Staff Canvas page and will also be emailed to the staff on the 1st and 3rd Mondays of each month. The team-building activities are to be included as a means of addressing a concern documented within our TWC survey data that demonstrates a lack of mutual trust and respect among our staff.			
10/21/20	EOC PLCs will meet bi-monthly to develop standards-based instructional units and pacing guides for the first half of each curriculum.	Complete 03/23/2021	Laura Wilson	03/23/2021
	Notes: Once an instructional unit has been completed, it should not have to be recreated again unless the course undergoes a realignment of goals and objectives.			
4/12/21	Non-EOC PLCs will meet bi-monthly to develop standards-based instructional units and pacing guides for the first half of each curriculum.	Complete 05/10/2021	Laura Wilson	04/30/2021
	Notes: Once an instructional unit has been completed, it should not have to be recreated again unless the course undergoes a realignment of goals and objectives.			
10/21/20	Meet with the BHS PLC Leaders Team monthly during the school year to discuss progress towards our goals in each group and to address any concerns or barriers to success the groups may encounter while working to reach this target.	Complete 06/01/2021	Laura Wilson	06/01/2021
	Notes: Evidenced via Google Calendar Meet links.			

10/21/20	Non- EOC PLCs will meet bi-monthly to develop standards-based instructional units and pacing guides for the second half of each curriculum.		Heather Lane	07/01/2024
Notes:	Depending on the status of school due to the pandemic, we may or may not be able to accomplish this goal in its entirety this year, but we hope to make adequate progress.			
4/26/21	EOC PLCs will meet bi-monthly to develop standards-based instructional units and pacing guides for the second half of each curriculum.		Heather Lane	07/01/2024
Notes:	Depending on the status of school due to the pandemic, we may or may not be able to accomplish this goal in its entirety this year, but we hope to make adequate progress.			
9/9/21	EOC PLCs will meet bi-monthly to develop standards-based instructional units and pacing guides for Honors and Inclusion level courses.		Heather Lane	07/01/2024
Notes:	This is an add-on from the work that we accomplished for the 20-21 school year. Teachers will develop different pacing guides this school year that shows differentiation for honors courses compared to "regular," and for inclusion courses compared to "regular."			
9/9/21	Non-EOC PLCs will meet bi-monthly to develop standards-based instructional units and pacing guides for Honors and Inclusion level courses.		Heather Lane	07/01/2024
Notes:	This is an add-on from the work that we accomplished for the 20-21 school year. Teachers will develop different pacing guides this school year that shows differentiation for honors courses compared to "regular," and for inclusion courses compared to "regular."			

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
Initial Assessment:			We are guiding teachers to develop lesson plans based on the needs of their students.	Limited Development 07/08/2019		
How it will look when fully met:			All teachers will develop lesson plans based on the need of their students. Lessons will be differentiated in order to reach all learners.		Nowell Brooks	05/31/2022
Actions						
	Notes:					

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
Initial Assessment:		All staff will receive beginner training through the NC Resilience & Learning Project to learn about Adverse Childhood Experiences (ACES) and how these experiences affect learning. Professional Development time for this will be held on 9/30/19, staff will watch the documentary Resilience and participate in a guided discussion. Additionally, staff will receive de-escalation training and de-escalation spaces will be established within the schools to allow a calm space for students to de-escalate and reflect. School counselors will review and refer students to the county's school-based mental health program and manage the program at the Bunn High School.	Limited Development 07/08/2019		
How it will look when fully met:		**Vision for Full Implementation:** All staff trained will receive beginner training on ACES (Professional Development Attendance) All staff trained on beginning de-escalation verbal technique (Professional Development Attendance) Through the PBIS program, 2 staff members (AKA Wildcat Whisperers) on planning per period will be assigned to have a de-escalation space in their room that teachers can send students to when necessary. These teachers will have beginner de-escalation training and receive a calming kit to be used with students. (Professional Development Attendance). Google form will be used to see the number of students referred to the de-escalation spaces. School counselor referral and therapy times for the school-based mental health program will be tracked by Google referral form and therapist log sheets.		**Caroline Royall**	**05/31/2023**
Actions					
	Notes:				

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Franklin County Schools has begun the process of developing and structuring a district-level support and improvement team. Currently, specific members of the team are assigned to each grade span and will work with them collectively to provide tailored support to those schools. Building-level leaders within each grade span meet monthly with their district-level support leader to discuss pertinent issues and challenges they are currently facing. In turn, district-level leaders work to identify avenues of support and attempt to secure resources which can be used to mitigate some of those challenges.	Limited Development 08/11/2019		
How it will look when fully met:					
Actions					
	Notes:				

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 Team exists as outlined by state law, with our principal, instructional leaders from each department, and other professional staff and community members participating in our regular meetings. Currently, we convene once per month, but to achieve this goal, we will need to meet twice per month. Additionally, our team would like to take a more targeted approach to increasing student achievement and become more intentional with the actions we take to address our deficits as a school.	Limited Development 06/12/2019		
How it will look when fully met:		**Vision for Full Implementation:** Our School Improvement team will have met twice per month for at least one hour throughout the duration of the school year. One of these meetings will include our full team, while the second will be focused on our PBIS initiative, with at least one SIT member present at those meetings. At the conclusion of each session, we will have ensured our focus remained on providing fundamental support for our school's vision and mission through the important work of increasing student achievement. We will also have logs to show our meeting time was used by the team to analyze data, set goals, and plan actions to take to address issues and barriers to student success. We will have written records of our discussions regarding progress towards these goals and evidence of intentional, open and honest conversations about the current state of the school. **Resources:** Meeting Agendas, Meeting Minutes, Calendar Invites, NC School Report Card, Benchmarks, informal and formal assessment data		Tyler Morris	06/01/2023
Actions			1 of 3 (33%)		
	8/12/19	Leadership Team will meet in August to form by-laws that outline meeting norms. During this meeting the team will also look at indicators and discuss action steps.	Complete 08/12/2019	Leadership Team	08/31/2019
	Notes:				
	8/12/19	Leadership Team will meet without MTSS on the first Wednesday of the month. During this time, the team will look at data that the MTSS team has evaluated and presented about student achievement. The team will look at different barriers that can hinder student success and agree on new strategies that will improve student success.		Leadership Team	06/01/2023

Notes:			
8/12/19	Leadership Team members will report back to their department monthly to discuss the data from the MTSS team, and talk about implementing the new strategies that will improve student success.	Leadership Team	06/01/2023
Notes:			

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:	Teachers at Bunn High School are required to meet bi-monthly within their Professional Learning Communities, or PLC's. While teachers adhere to this requirement, more needs to be done to ensure these meetings are productive, show support of our school's mission and vision, and have a clear and directed focus on student achievement. As a leadership team, we will need to determine appropriate data protocols and specific procedures we would like for the groups to use when disaggregating data. Additionally, we will need to provide teachers with a more structured platform for hosting and recording their meetings to ensure consistency throughout the building for comparative purposes and best practice.	Limited Development 08/11/2019		
How it will look when fully met:	**Vision for Full Implementation:** When this indicator has been fully implemented, all teachers at Bunn High School will actively participate in bi-monthly meetings within their PLC and department, and have the time afforded during the workday to do so, when feasible. During these meetings, teachers will be assigned various roles to assume which may change at each meeting, fostering teacher-leader development and both individual and group accountability. Data protocols and directed decision-making processes are implemented to ensure progress is made towards student, teacher and school-wide goals. Data will be disaggregated to show strengths and weaknesses in student achievement, and best practices for teaching and learning will be shared among colleagues in a professional manner, increasing student achievement throughout the school. **Resources:** Master Schedule, PLC Meeting Minutes, PLC Meeting Agendas, Department Meeting Minutes, Department Meeting Agendas, Benchmarks, NC School Report Card		Tyler Morris	05/31/2024
Actions				
Notes:				

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:		Currently, classroom instruction is monitored by the principal, but not consistently. During this time, data is collected, either formally or informally, and shared with other members of the administrative team when appropriate. Formal observations are conducted and completed with fidelity in accordance to the polices and procedures required by state law. The principal employs distributive leadership tactics by allowing assistant principals to also participate in both formal and informal observations. A formal observation matrix is created and shared among members of the administrative team early in the school year, allowing time for each leader to rate most staff members at least once during an academic year. Walk-thrus are conducted when time permits, however, a more prescriptive process needs to be implemented to ensure complete fidelity with this indicator. Additionally, procedures and concrete time tables for descriptive feedback for walk-thrus must also be addressed by the administrative team.	Limited Development 07/08/2019		
How it will look when fully met:		**Vision for Full Implementation:** The administrative team will develop both an observation and a walk-thru schedule with the purposeful intention of visiting each classroom on a weekly basis. A Google Form will be developed to monitor walk-thru visits and will record the duration of time the administrator is in each classroom. Additionally, the team will identify a time table and proper protocol for providing timely and descriptive feedback to the teacher. Data collected from the process will be presented, when appropriate, to the School Improvement team as a means of continually monitoring classroom instruction and student achievement. Similar procedures will exist for formal observation data, with personally identifiable information redacted from any reports shared with the School Improvement team. Individual teacher Professional Development Plans (PDPs) will also be monitored and discussed as part of this goal.

Resources: Formal Observation and Walk-thru Schedule Matrices, Google Form for collecting data, PDP monitoring, Benchmarks, NC School Report Card, SIT Meeting Agendas, SIT Meeting Minutes | | Tyler Morris | 05/31/2023 |
| **Actions** | | | **4 of 5 (80%)** | | |
| | 8/12/19 | Administration will develop a walk-thru schedule for visiting each classroom weekly | Complete 09/20/2019 | Daniel Wright | 09/30/2019 |

Notes:				
8/12/19	Administration will create a Google form to monitor walk-thru visits and provide feedback in a clear, concise way	Complete 09/13/2019	Daniel Wright	09/30/2019
Notes:				
8/12/19	Administration will communicate that relationships are part of informal walk-thru feedback and are reflected in PDP Goals.	Complete 09/30/2019	Daniel Wright	09/30/2019
Notes:				
9/5/19	Administration will meet with teachers, both formally and informally, throughout the year to provide clear and timely feedback immediately following walk-thrus and formal observations.	Complete 06/01/2020	Daniel Wright	06/01/2020
Notes:				
11/14/22	The administrative team will develop a walk-through form that is aligned with the district's framework for success and provide informal feedback for teachers by sharing feedback from walk-throughs digitally and following up in person when necessary to highlight positives and address areas of concern		Tyler Morris	05/31/2023
Notes:				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	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:			Bunn High School receives and disseminates data regarding student performance, but the disaggregation of the data is extremely limited. Several teachers on staff do work with their professional learning community at the district level, however, this practice is not widespread. This data is not currently used to make decisions about professional development plans and course offerings. At its current state, aggregated classroom observation data, both formal and informal, is not used to make judgments about effective teaching strategies nor professional development.	Limited Development 07/08/2019		
How it will look when fully met:			Vision for Full Implementation: Teachers will regularly use aggregated classroom data to make determinations about teaching strategies, remediation, reteaching and enrichment. The School Improvement team will partner with the administration to make decisions regarding professional development based on observation data. Resources: Observation data, NC School Report Card, Benchmark data, common assessments, funding for professional development		Nowell Brooks	06/01/2023
Actions				4 of 5 (80%)		
		8/12/19	Create a PLC leaders team which will be responsible for determining the policies, procedures, and protocols which will be used in all building-level PLC meetings.	Complete 09/17/2019	Laura Wilson	09/18/2019
		Notes:	Team members are Wilson, Hearn and Manley.			
		8/12/19	Create a template for PLC meeting minutes that clearly communicates meeting expectations. This document should also include an area for teachers to share questions and concerns about future professional development needs based on the PLC meetings for the SIT to address.	Complete 10/03/2019	Laura Wilson	10/07/2019
		Notes:				

8/12/19	Communicate expectations for PLCs and set the direction for the school year.	Complete 10/07/2019	Laura Wilson	10/07/2019

Notes:	

| 11/8/22 | Identify students that did not reach the level on the ACT that are WorkKeys completers. Offer a WorkKeys Prep day for the identified students to allow for interventions on the applied math, graphic literacy, and workplace documents tests. | Complete 11/09/2022 | Jamie Beckham | 11/09/2022 |

Notes:	WorkKeys Prep days were offered on 11/2/22 and 11/9/22 and lasted from first to third period. Students were required to attend.

| 8/12/19 | Identify and participate in professional development geared toward effective collection and use of data, both individually and as a PLC. | | PLC Leaders Team | 06/01/2023 |

Notes:	

Core Function:	Dimension C - Professional Capacity			
Effective Practice:	**Talent recruitment and retention**			
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**

Initial Assessment:		Limited Development 08/11/2019		
	Bunn High School currently hosts events and celebrations for the staff throughout the school year, however, there is no formal process, procedure, or protocol for doing so at this time. Yearly celebrations for staff include a Welcome Back breakfast, staff tailgate, holiday-themed celebrations, Wildcat Award for Outstanding teachers, bus driver, cafeteria and custodial staff recognitions, and PBIS for staff with prizes. We do have an informal hiring team that joins the principal in evaluating prospective candidates for vacant positions. The team consists of one assistant principal and at least one established member of the particular department the candidate would work with should they be offered the job. The principal is the main point of contact who addresses any employee who is not completing their job requirements or whose performance is in question and adheres to state requirements and district protocols for dismissing employees. Each year, Franklin County Schools hosts a district job fair that is open to any current or prospective teacher. All schools are invited to attend, and Bunn High consistently participates in this event. Otherwise, members of the administrative team will occasionally serve on the recruitment team and may travel to job fairs at major colleges and universities in search of highly qualified candidates. Again, this is not currently a prescriptive or well-defined process.			

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	**Vision for Full Implementation:** Bunn High will have a formal committee designated to review all candidates who have been selected to interview for a position vacancy. This team will consist of the principal, an assistant principal, a culture and climate representative, and a rotating member who specializes in the content area. The committee will review and update the current interview questionnaires and make any needed revisions. The administrative team will discuss and review the formal process for reviewing any case involving an employee whose performance is in question and will take any necessary actions in accordance with governing policies and procedures. Rewards and celebrations will continue to be a part of the culture at Bunn High. A Staff Spotlight board will be created and maintained to illustrate the strengths of our staff members and give them the recognition they deserve as educators. This new initiative, along with our current strategies, will be used as a retention tool to keep our highly-qualified teachers in our building. Members of our administrative team and select teacher-leaders will serve on Recruitment and Retention teams for both our school and the district. **Resources:** Hiring Team Roster, Candidate Assessment Questionnaire, Memos or written information about upcoming staff celebrations, Staff Spotlight Bulletin board	**Objective Met 12/01/21**	**Daniel Wright**	**06/01/2022**
Actions					
10/21/20	Implement a Staff Spotlight program that will highlight different staff members to make them feel as though they are a valued part of our school community. The Sunshine Committee will randomly select the names of various staff members throughout the building to be celebrated each week. Other staff members are encouraged to leave anonymous sticky notes of accolades and positive feedback to those specified recipients on their classroom door.	Complete 09/28/2020	Stormi Barham	12/01/2020

Notes:		Since Ms. Barham is head of the Sunshine Committee, we will task her team with working on this project. Mrs. Wilson has already laid the groundwork for the program and Mr. Elliott has created the PowerPoint template to project on the televisions around the school. Perhaps we can get Ms. Woods involved and potentially promote our teaching staff on our social media pages.			
	10/21/20	Form a retention and recruitment team for our school which will include the principal, an assistant principal, and department representatives from a wide array of professional experience levels and background experiences. The team's goals are as follows: * Organize a Retention and Recruitment Team with representatives from each department. *Schedule and host a meeting(s) with administration and RRT to review the interview questions and make recommendations for improvement. *Schedule and host meetings with administration and RRT to promote retention and recruitment activities. *Maintain accurate meeting minutes and share with SIT Chair - Mrs. Lane & Mrs. Wilson *Determine and implement strategies for increasing retention. *Determine and implement strategies for increasing recruitment. *Consider the impacts and implications of remote learning on the work of the team.	Complete 12/01/2020	Kirsten Smith	12/01/2020
Notes:		Since Mrs. Lane is the chair of our SIT, she can oversee the creation and organization of the hiring/recruitment team.			
	10/21/20	Evaluate the current departmental interview questionnaires with the Retention and Recruitment team and make any necessary revisions, additions, or retractions.	Complete 04/28/2021	Kirsten Smith	05/01/2021
Notes:					
	10/29/21	The Sunshine Committee will serve as the retention piece of the Retention and Recruitment Team. Sunshine celebrates staff members, spreads positivity, builds morale, and reminds everyone at BHS why they do what they do. The purpose of Sunshine is to make sure no one forgets how much they mean to each other and the school as a whole.	Complete 12/01/2021	Stormi Barham	06/01/2022
Notes:					
Implementation:			12/01/2021		

Evidence	12/1/2021 Our artifacts have been uploaded to our folder for this indicator. They include photos, agendas, meeting minutes, and sample interview questions that support our efforts to improve our school via retention and recruitment initiatives.			
Experience	12/1/2021 Our BHS Retention and Recruitment team were formed by recruiting representatives from most of our departments on campus. Our representatives were Kirsten Smith (Chair, Social Studies), Laura Wilson (member, administrative team), Stormi Barham (member, Exceptional Children's), Renee Shearin(member, Science), Ashlea Barlett (member, English), Kevin Markham (member, Math) and Liena Dilone (member, Foreign Languages), Bradley Murphy (member, Physical Education) and Daniel Wright (member, administrative team). The team met to define retention and recruitment. We soon realized that in order to recruit highly-qualified staff, we needed to have a solid understanding of factors that encourage staff to continue to work for our school each year despite opportunities in neighboring districts. To address this, we created a teacher survey where we could gain a better understanding of the positives and negatives of our culture and climate here at Bunn High School. A main takeaway from the survey was that acclimating new teachers to our school was daunting and we needed a way to help make that process as seamless as possible. We discussed the pros and cons of electronic versus tangible binders and opted for the hard-copy resource. Our binders included information about PowerSchool, leave, discipline, and hard copies of sports and other important calendar dates. Binders would be available for new staff for the first three years of their onboarding process. A struggle we encountered during this process was that several team members opted to leave our school. We were able to ultimately benefit from learning what caused these members to leave and to learn from new staff members about what they desired from us. In addition to these binders, we also reviewed current interview questions and updated them to contain pertinent information. Revisions included inquiring about a candidate's comfort level with educational technology and their ability to incorporate diversity and social-emotional wellness into their teaching practice. We hope to learn more from these experiences as we continue to evolve as a school community. We also created the Bunn High School Sunshine Committee. The goal of this committee was to celebrate our staff members, acknowledge special events occurring in their personal lives, and provide appreciation throughout the year. We also desired to increase morale			

and create a sense of camaraderie and community amongst staff from all departments across our campus. We felt that was especially important as we were confined to our offices and classrooms during virtual learning. The Sunshine Committee was able to recruit nearly twenty faculty members during its first year of existence. Some of the key members were Stormi Barham(chair, Exceptional Children), Jasmine Manley (member, Science), Rachel Murphy(member, Math), Joan Stone (member, Science), and Jodi Hearn (member, English). The committee met once per month and discussed which treats would be provided on a monthly basis. Although meetings were virtual, treats were distributed to individual classrooms or at grab-and-go stations. As a result, many staff members voluntarily reported feeling acknowledged and seen as vital members of our school. These events allowed us to mingle with our colleagues and foster a sense of community and oneness within our building. Individual staff members received birthday surprises and cards. Surveys were administered at the start of the school year to learn more about individual staff members' preferences. This allowed us, in turn, to provide personalized birthday treats. We found words of encouragement were also very helpful in raising morale during such a difficult time. As a result, we opted to implement an initiative to flood different team members' doors with anonymous notes of appreciation and affirmation. One staff member from each hall was selected at random each week to receive these messages. Sunshine Committee members also created Sunshine Shoutouts which were distributed to staff on a monthly basis. These notes were collected outside of Ms. Barham's room and were entered into a raffle for additional prizes. All notes were placed in the mailboxes or offices of recipients after the conclusion of the drawing. These efforts have proven to be effective and advantageous when attempting to increase the mental health and well-being of our staff.

| Sustainability | 12/1/2021
To continue with this important work, the Sunshine Committee will continue meeting on a consistent, monthly basis and strive to find new ways to shower staff with appreciation. This will entail the continued commitment of our members and dedication to serving the staff in our school. We hope to maintain the same initiatives and involvement. Our BHS Retention and Recruitment team will continue to update the Bunn Binders and will strive to maintain consistent contact with new teachers and understand their needs during the onboarding process. We will continue to include teachers and other staff in the creation process for these resources. Our team will also remain involved in the active monitoring of interview questions and revise, as needed, to meet the needs of our school. | | | |

| **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
Initial Assessment:			Bunn High utilizes a variety of tools to communicate with the families of our students which include SchoolMessenger, PowerSchool, Principal's Weekly Messages, our school website, and attendance letters. We also frequently update our electronic sign at the front of our school near the main road and some teachers have classroom websites either through Google Classroom or Canvas. While the channels of communication exist, we are not using them to share ideas regarding what can be done to support student learning at home.	Limited Development 08/12/2019		
How it will look when fully met:			**Vision for Full Implementation:** Bunn High will identify and routinely use communication mediums which can be utilized to share information regarding ways for parents to support students at home. All teachers in the building will create, maintain and frequently use a classroom website to post important information, classroom assignments and due dates, upcoming test dates, and tips for increasing student academic success at home. Additionally, we will have opportunities for other departments, such as our Guidance staff, to share ideas for social and emotional support outside of the school day. Events such as Open House will include success advice and will encompass the whole student in terms of academic, social and emotional development. We will continue to use SchoolMessenger, PowerSchool and other tools to communicate logistical information to ensure our parents feel informed and that the school eludes a sense of transparency in all that we do. **Resources:** School Messenger, PowerSchool, Canvas, Google Classroom, Weekly Messages, School Website, Counseling Website, NC School Report Card, Open House Pamphlets		Melissa Miller	06/01/2023
Actions				5 of 6 (83%)		
		10/21/20	Conduct research about the types of parent organizations that currently exist at comparable high schools. Determine the advantages and disadvantages of forming a PTA versus a PTO and learn what type of commitment you must have from teachers, students, and their families in order for this to be successfully implemented.	Complete 01/08/2020	Tara Southerland	01/08/2020

Notes:	Mrs. Southerland will work to find out this information and will share out with the group at the upcoming SIT meeting.			
10/21/20	Based on the research, hold a vote to determine the best course of action for forming a PTO.	Complete 02/05/2020	Tara Southerland	02/05/2020
Notes:				
10/21/20	Designate a Parent-Teacher Organization station at Curriculum Night for parents to sign up if they would like to attend an interest meeting at the end of the month on Tuesday, March 31st, 2020.	Complete 03/10/2020	Tara Southerland	03/10/2020
Notes:				
10/21/20	Designate a station at Open House and Curriculum Night for parents to create Parent Observer accounts for PowerSchool, Canvas, and Google Classroom or provide support for those parents that may have already enrolled but have questions or concerns.	Complete 03/10/2020	Charles Elliott	03/30/2020
Notes:				
10/21/20	Teachers will collaborate by departments to curate a document full of support resources for students and parents to be able to use at home.	Complete 10/28/2021	Melissa Miller	12/01/2022
Notes:	We have created a Parent centered Canvas page that houses documents from each department. These documents include resources that students and parents can use at home to help with them specific subjects. The document also included the office hours for each teacher in the department, so students who are quarantined are able to schedule one-on-one help with their teachers.			
10/21/20	Host a Parent-Teacher Organization meeting on Tuesday, March 31st, 2020 to elect a leadership team, comprised of parent and teacher volunteers, and to determine the next steps in the formation process.		Melissa Miller	12/31/2022
Notes:				