School Name: **Bassett High School**   **Date: October 5, 2020**

SECTION I: HCPS STRATEGIC PLAN & GOALS

HCPS Vision	Inspiring learners to positively impact their world.

HCPS Mission	Henry County Public Schools provides our diverse community of learners with meaningful educational experiences that prepare them for a successful future.

HCPS Core Values	- We value respect. - We act with integrity. - We strive for excellence. - We promote equity. - We put students first.

HCPS Strategic Plan	INSPIRE 2025

HCPS Goals	- Henry County Public Schools will provide high quality curriculum, instruction, and assessment to prepare students for success. - Henry County Public Schools will be supported by highly qualified professionals. - Henry County Public Schools will provide a safe, supportive, and innovative learning environment for all students. - Henry County Public Schools will engage the school community to ensure open communication and facilitate partnerships to meet student needs.

School Mission Statement
Bassett High School empowers diverse individuals to be lifelong learners and well-rounded citizens who contribute meaningfully in a progressively global society.

School Profile
Bassett High School has a total student population of 1,108 students. Of the total population, 561 are male and 547 are female. The racial/ethnic breakdown of the student population is as follows: 64% White, 14% Black, and 13% Hispanic. Bassett High School has a total student to teacher ratio of 17:1.

Special Programs
Bassett High School offers several special programs for students. Bassett offers several Advanced Placement and Dual Enrollment courses through Patrick Henry Community College. Starting in 11th grade, students can participate in ACE Academy where students can graduate with an Associate's Degree. Students also partner with PHCC through the IDEA Academy. Bassett High also partners with the Piedmont Regional Governor's School. Bassett students can participate in Bengal Tech, which is a Project Based Learning program that focuses on college and career readiness. Bassett has an award-winning Fine Arts program, offering courses in Band, Choir, Drama, Art and Graphic Design. Finally, Bassett offers the following Career and Technical programs both on and off campus to students: Culinary Arts, Cosmetology, Horticulture and Agriculture, Motorsports, Industrial Maintenance, HVAC and JROTC.

Community Partners
Harvest Foundation
MHC After 3
Henry County Sheriff's Dept
Patrick Henry Community College
Chick-Fil-A
Piedmont Community Services
CrossPoint Church
New College Institute
Salvation Army
Eastman
Oh Henry Program
Virginia Tech Talent Search and Upward Bound
Radford University
American Legion
Roanoke Symphony Orchestra
Piedmont Arts
TheatreWorks Community Players

Achievements, Recognitions, Awards
Band - 6 time State Champion, 10 time Grand National Semi-Finalist

Multiple athletic district championships
US News & World Report - Best High Schools Silver Award 2013
Virginia Band and Orchestra Directors Association: BHS Honor Band 2012-2013
Henry County Teacher of the Year: Trey Harris 2013 and Brandon Johnson 2017
Regional Teacher of the Year: Trey Harris 2013
Citation of Excellence Award: Trey Harris
VHSL Marshall Johnson Sportsmanship Award - Girls' Basketball
One US Army All-American Band Selection
Green Ribbon Schools Award: 2017
Beta National Creative Writing Award Recipient

Section III: SCHOOL DATA & GOALS

School Data	Bassett High School achieved accreditation for the 2018-19 school year (2019-2020 not available due to COVID-19 Pandemic).

English Performance
- Overall: 85%
- Gap Groups
    - Black: 73%
    - Economically Disadvantaged: 81%
    - English Learners: 69%
    - Hispanic: 76%
    - Students with Disabilities: 62%
    - White: 91%

Mathematics Performance
- Overall: 78%
- Gap Groups
    - Black: 74%
    - Economically Disadvantaged: 81%
    - English Learners: 74%
    - Hispanic: 77%
    - Students with Disabilities: 65% (R10)
    - White: 80%

Science Performance
- Overall: 78%

Social Studies Performance
- Overall: 71%

Chronic Absenteeism
- 15% (R10)

Graduation and Completion Index
- 90%

Dropout Rate
- 8%

School Goals	Goal #1: Increase the English proficiency of Students with Disabilities from 62% to 70%, English Learners from 69% to 75%, and Black students from 73% to 78%.
	Goal #2: Decrease the dropout rate for students from 8% to 6%
	Goal #3: Increase the Math proficiency of Students with Disabilities from 65% to 70%
	Goal #4: Decrease the percentage of students who are chronically absent from school from 15% to 13%
	Goal #5: Increase Social Studies proficiency from 71% to 76%

Additional Support needed from Central Office	1. Additional resources and support for students with disabilities and English Learners. 2. Professional development opportunities providing evidence-based strategies for teachers to utilize with students with disabilities and English Learners. 3. Funding to provide remediation/enrichment opportunities for students after school.

SECTION IV: SMART GOALS

Goal #1	BHS will increase the proficiency rate on the English 9 Writing Assessment from 54% from fall 2019 to 70% during the 2020 – 2021 school year. BHS will increase the proficiency rate on the English 10 Writing Assessment from 73% from fall 2019 to 75% during the 2020 – 2021 school year.
HCPS Goal Alignment	High Quality Instruction: Identify and implement research-based instructional practices and provide ongoing professional learning opportunities to support these efforts.
Baseline Data	During the fall 2019 semester, 54% of English 9 students achieved proficiency on the English 9 Writing Assessment and 73% of English 10 students achieved proficiency on the English 10 Writing Assessment.
Identification Process	100% of English 9, 10 and 11 grade teachers in collaboration with Special Education Inclusion teachers and the English Learner teacher will examine formative and summative data, student growth assessments, benchmarks, IXL, SDBQs, and writing prompts from their students with disabilities in order to identify those who are at risk of failing the Writing or Reading SOL test. Teachers will design Instructional responses that include high-yield teaching strategies (Marzano, Hattie, DI) to respond to the data. Teachers will review Lexile data to determine reading levels.
Person (s) Responsible	English 9, 10, and 11th grade teachers and Special Education Inclusion Teachers
Monitoring Process	English 9, 10 and 11 teachers along with special education inclusion teachers will monitor the grades and summative assessment performance of SWDs and EL students who are at risk of failing the local

	performance assessment. Teachers will monitor students' progress every three weeks and Ms. Largen will monitor the identification process.

Action Steps	Evidence of Implementation	Date of Completion
Implement a school-wide reading across the curriculum program that will have students practice reading comprehension skills like inference, tone and determining an author's thesis through Canvas and on Zoom. All teachers will use reading strategies (ex. BHH, One Pager, SWBS, Article of the Week, 5 W Summary, Graphic Organizer, Hide the Text).	Lesson plans and activities that incorporate reading strategies (BHH, One Pager, SWBS, Article of the Week, 5 W Summary, Graphic Organizer, Hide the Text)	5/21/21
Assign IXL practice activities throughout the school year based on identified weaknesses of students.	IXL data Lesson Plans	5/21/21
Provide individualized instruction, read alouds,and assess reading comprehension and writing skills, and analyze the data for specific weaknesses to drive further instruction.	Whoos's Reading quiz results, lesson plans that reflect response to the data, small group interventions, reteaching, remediation, DI	5/21/21
Collaborate with Special Education inclusion partners and English Learner teacher daily, before/after school, during planning, on Canvas, and through Zoom to develop lessons that will address the needs of students with disabilities and provide accommodations.	Lesson Plans	5/21/21
Provide independent reading opportunities for 9th grade students, utilizing Silent Sustained Reading (SSR) daily on Canvas.	SSR Conference Log Weekly, Lesson plans, walkthrough & observation documentation	5/21/21
Conduct data conferences with teachers each six weeks to identify students' strengths and weaknesses and design an instructional response on Zoom.	Benchmark data, data conference questionnaire, lesson plans, small group instruction, remediation, reteaching	5/21/21
Facilitate a variation of effective co-teaching approaches (One teach, one observe; station teaching; Parallel teaching; alternative teaching; teaming, one teach, one assist) through Canvas and on Zoom.	Lesson plans, walk-throughs, observations	5/21/21
Participate in Friday Share	Professional Development Sign-in sheet, walkthroughs, observations	5/21/21
EL teacher will facilitate instructional strategies to support English Learners (pictorials to teach vocabulary, audio and closed captions to reinforce learning, and offer translation applications as needed) through Canvas and on Zoom.	Walk-throughs, observations, small group	5/21/21
The EL teacher will use Duolingo to teach English vocabulary to Newcomer and Beginner Level EL students. English teachers can incorporate Duolingo in their class for 15 minutes.	Duolingo Data, Use Duolingo for Schools and create classroom	
Peer-to-peer tutoring will be utilized to aid English Learners in language acquisition through Canvas and on Zoom.	Walkthroughs and observations	5/21/21
Utilize Ellevations software for English Learners to access data to enable effective instruction, provide electronic feedback and complete EL monitor forms.	Ellevations data report, lesson plans, walkthroughs, observations,	5/21/21

Goal #2	Bassett High School will decrease the dropout rate for students from 8% to 6% during the 2020 – 2021 school year.
HCPS Goal Alignment	High Quality Instruction: Identify and implement research-based instructional practices and provide ongoing professional learning opportunities to support these efforts.
Baseline Data	During the 2018-2019 *(2019 - 2020 data not available due to COVID-19)* school year, the Dropout Rate for Bassett High School was 8%.
Identification Process	Students will be identified as at risk to not graduate on time based on grades, attendance, credits earned towards graduation, and SOL test scores.
Person (s) Responsible	Administration, Guidance, Teachers
Monitoring Process	Progress towards meeting the goal will be monitored monthly by administration and guidance counselors in order to make sure students who are at risk are making progress towards graduation.

Action Steps	Evidence of Implementation	Date of Completion
The school will hold individual meetings with seniors who are at risk of not graduating on time and their parents in order to determine a plan of action that will get them on schedule. Parents who do NOT attend will receive a conference call and/or home visit.	Letters home to parents Google Documentation Log	5/21/21
Guidance will meet with students on their caseload who have failed a class after each grading period in order to determine a plan of action towards working towards making improvements during the next grading period.	Meeting logs Action plans	5/21/21
Perform home visits for students who are not attending school on a regular basis in order to get students back to school.	Meeting logs	5/21/21
Remediation for Seniors struggling in classes and in need of verified credits to graduate.	Remediation logs	5/21/21
Students who are identified as not being able to graduate on time will be referred for the ISAEP program.	ISAEP referrals	5/21/21
Students who are not meeting graduation requirements will be allowed to participate in online learning programs for credit recovery (Success Academy/Edgenuity).	Edgenuity Score Report	5/21/21
Freshmen Mentors will meet with their mentees during the year to check in and offer guidance towards high school success.	Meeting logs	5/21/21
Teachers will be assigned an at risk 9th grade student to mentor throughout the year in order to help them transition successfully to high school.	Mentor assignments Meeting logs	5/21/21
School-wide implementation of Positive Behaviors & Interventions Supports to impact school climate. Academic and behavioral interventions delivered by classroom teachers to mitigate factors that would lead to students dropping out.	Meeting Agendas, Documentation Logs	5/21/21
A Community Assistance & Resource Effort (CARE) closet is available to provide food, clothes, and hygiene products to students in need.	Referral Log	5/21/21

Goal #3	Bassett High School will increase the proficiency rate of students with disabilities who pass the Math SOL tests from 65% to 70% during the 2020 – 2021 school year.
HCPS Goal Alignment	High Quality Instruction: Identify and implement research-based instructional practices and provide ongoing professional learning opportunities to support these efforts.
Baseline Data	During the 2018 – 2019 *(2019 - 2020 data not available due to COVID-19)* school year, 65% of students with disabilities achieved proficiency on the Math SOL tests.
Identification Process	100% of Algebra I, Geometry and Algebra II teachers in collaboration with Special Education inclusion partners will examine formative and summative data during the 2020 – 2021 school year in order to identify those students with disabilities who are at risk of failing the Algebra I, Geometry and Algebra II SOL tests.
Person (s) Responsible	All Math teachers and Special Education Teachers
Monitoring Process	All Math and Special Education teachers will monitor the progress of their students with disabilities by monitoring the grades and formative and summative assessments of students to determine their mastery of the subject material.

Action Steps	Evidence of Implementation	Date of Completion
Administer common formative assessments to use in Algebra I, Geometry and Algebra II.	CFA and DFA data (DI, small group instruction, reteaching, peer tutoring (available through Canvas discussions), individual tutoring)	5/21/21
Assign students activities through IXL, Khan Academy, or Virtual Virginia based on identified weaknesses throughout the year.	IXL, Khan Academy, and Virtual Virginia data Lesson Plans	5/21/21
Collaborate with Special Education inclusion teachers and the EL teacher in order to provide differentiated and targeted lessons to support students with disabilities and provide accomodations.	Formative & Summative Data Small Group Instruction via Zoom meetings Lesson Plans	5/21/21
Facilitate after-school or before-school remediation via Zoom for students with disabilities who are targeted based on identified weaknesses. Teachers will reach out to parents in order to communicate with them the need for their child to meet for remediation.	Remediation calendars Canvas calendar Call logs to parents	5/21/21
Utilize formative assessments daily in lessons, and use the data to drive instruction.	Lesson Plans, Formative Assessment Data, instructional response, small group instruction, reteach, peer tutoring, individual tutoring	5/21/21
Facilitate effective co-teaching approaches (One teach, one observe; station teaching; Parallel teaching; alternative teaching; teaming, one teach, one assist; flipped classroom lessons)	Walkthroughs and observations	5/21/21
Provide individualized learning opportunities for students, utilizing Khan Academy.	Khan Academy Score Report	5/21/21
Participate in professional development provided by TTAC for Improving Outcomes in Special Education and present information to teachers.	Professional Development sign-in sheet	5/21/21

Goal #4	Bassett High School will lower the rate of chronic absenteeism from 15% to 12% during the 2020 – 2021 school year.

HCPS Goal Alignment	Family & Community Engagement: Build capacity and create tools to foster partnerships among families, schools, and the community that result in shared responsibilities for student success. Safe & Innovative Learning Environment: Maintain a positive social and emotional climate for all students and staff.
Baseline Data	During the 2018 – 2019 *(2019 - 2020 data not available due to COVID-19)* year, Bassett had a chronic absenteeism rate of 19%. During the last three years, the rate of chronic absenteeism was 18.6%
Identification Process	Students who are chronically absent will be identified by daily attendance data generated from the attendance office.
Person (s) Responsible	Guidance Counselors, Administration, Attendance Office Staff, Teachers
Monitoring Process	Bassett High School administration will monitor student attendance weekly in order to determine if attendance interventions are working to improve chronic absenteeism.

Action Steps	Evidence of Implementation	Date of Completion
Monitor the attendance of students and call parents/guardians when a student has missed five school days and hasn't logged into Canvas during the week.	Call logs	5/21/21
Mail letters home notifying parents of a student's fifth unexcused absence from school.	Postcards Attendance Counts	5/21/21
Conduct attendance meetings and develop an attendance contract for students once they have accumulated 7 unexcused absences for the school year.	Attendance Contracts	5/21/21
Refer students to Truancy once they have broken an Attendance Contract and continue to accumulate unexcused absences.	Truancy Referrals	5/21/21
Provide professional development and implement strategies to improve student engagement in a hybrid and virtual learning environment.	Professional Development logs Lesson Plans	5/21/21
Conduct home visits of students who have been identified as chronically absent in order to make contact with families and students, and determine the cause of the absence.	Visit Logs	5/21/21
School-wide implementation of Positive Behaviors & Interventions Supports to impact school climate. Academic and behavioral interventions delivered by classroom teachers to mitigate factors that would lead to students dropping out.	Meeting Agendas, Documentation Logs	5/21/21

Goal #5	BHS will increase the proficiency rate on Social Studies SOL tests from 71% to 76%, during the 2020 – 2021 school year.
HCPS Goal Alignment	High Quality Instruction: Identify and implement research-based instructional practices and provide ongoing professional learning opportunities to support these efforts.
Baseline Data	During the 2018 - 2019 *(2019 - 2020 data not available due to COVID-19)* school year, 71% of students achieved proficiency on Social Studies SOL tests.
Identification Process	100% of Social Studies teachers will examine formative and summative data, student growth assessments, benchmarks, and SDBQs in order to identify those who are at risk of failing the SOL

	tests. Teachers will design Instructional responses through Canvas and on Zoom that include high-yield teaching strategies (Marzano, Hattie, DI) to respond to the data.
Person (s) Responsible	Social Studies Teachers and Mr. Weaver.
Monitoring Process	Social Studies teachers will monitor the grades and summative assessment performance of students who are who are at risk of failing Social Studies SOL tests. Teachers will monitor students' progress every three weeks and Mr. Weaver will monitor identification process.

Action Steps	Evidence of Implementation	Date of Completion
Administer benchmark assessments to students during each semester and analyze data for specific weaknesses that will drive further instruction and provide an instructional response through Canvas and on Zoom.	District Benchmark, and instructional response (DI, small group instruction, reteaching, peer tutoring, individual tutoring, through Canvas and on Zoom)	5/21/21
Administer cornerstone tasks to students during each semester and analyze data for specific weaknesses that will drive further instruction.	District Cornerstone Tasks	5/21/21
Utilize formative assessments daily in lessons, and use the data to drive instruction through Canvas and on Zoom.	Lesson Plans Formative Assessment Data	5/21/21
Provide individualized instruction and assess geographical and historical thinking skills and analyze the data for specific weaknesses to drive further instruction through Canvas and on Zoom.	Quiz results, lesson plans that reflect response to the data, small group interventions, reteaching, remediation through Canvas and on Zoom	5/21/21
Conduct data conferences with teachers each six weeks to identify students' strengths and weaknesses and design an instructional response through Canvas and on Zoom.	Benchmark data, data conference questionnaire, lesson plans, small group instruction, remediation, reteaching through Canvas and on Zoom	5/21/21
Facilitate a variation of effective co-teaching approaches (One teach, one observe; station teaching; Parallel teaching; alternative teaching; teaming, one teach, one assist)	Lesson plans, walk-throughs, observations	5/21/21
Participate in school-wide reading across the curriculum program that will have students practice reading comprehension skills related to SOLs. All teachers will use reading strategies (ex. BHH,One Pager, SWBS, Article of the Week, 5 W Summary, Graphic Organizer, Hide the Text) through Canvas and on Zoom.	Lesson plans and activities that incorporate reading strategies (BHH, One Pager, SWBS, Article of the Week, 5 W Summary, Graphic Organizer, Hide the Text) through Canvas and on Zoom	5/21/21
Provide professional develop through Social Studies Workshops to review updates regarding testing changes and discuss how changes may impact instructional practices/assessment, review instructional practices that focus on the 5Cs and SS Skills, create instructional activities that are appropriate for the grade level/content taught, create test items that support the new SOL testing style, create instructional activities that emphasize reading comprehension that aligns with the school-wide reading across the curriculum program, and discuss best practices regarding flipped and blended learning to benefit both hybrid and virtual students.	PD sign in sheets, lesson plans, observations of instructional responses, teacher made assessments, through Canvas and on Zoom	5/21/21