

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [X] Charter [] Magnet [] Choice

Name of Principal Mr. Mike Sinclair
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Brashier Middle College Charter High School
(As it should appear in the official records)

School Mailing Address 1830 West Georgia Road
(If address is P.O. Box, also include street address.)

City Simpsonville State SC Zip Code+4 (9 digits total) 29680-7212

County Greenville County

Telephone (864) 757-1800 Fax (864) 757-1850

Web site/URL http://www.brashiermiddlecollege.org E-mail tfreeman@brashiermiddlecollege.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr Cameron Runyan E-mail crunyan@erkinecharters.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Charter Institute at Erskine Tel. (803) 849-6464

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr David Conley
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 9 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 5 High schools
 - 9 K-12 schools
- 26 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	56	75	131
10	72	41	113
11	49	56	105
12 or higher	44	56	100
Total Students	221	228	449

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 2.7 % Asian
 - 6.9 % Black or African American
 - 7.1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 78.6 % White
 - 4.7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 5%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	23
(3) Total of all transferred students [sum of rows (1) and (2)]	23
(4) Total number of students in the school as of October 1, 2020	445
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Latvian, Cantonese, Vietnamese

English Language Learners (ELL) in the school: 3 %
13 Total number ELL

7. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 17

8. Students receiving special education services with an IEP or 504: 17 %
78 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>3</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>61</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>17</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 16
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	98%	95%	88%	99%	98%
High school graduation rate	99%	100%	94%	98%	99%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	97
Enrolled in a 4-year college or university	63%
Enrolled in a community college	34%
Enrolled in career/technical training program	0%
Found employment	2%
Joined the military or other public service	0%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Brashier Middle College Charter High School's mission is to provide a supportive educational environment where each student is expected to seize the opportunity to graduate prepared for college and career.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

Brashier Middle College Charter High School does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, or immigrant status in its programs and activities. For questions pertaining to Title IX, or to report sexual discrimination, sexual harassment and/or assault, contact Glenn Wile, Guidance Counselor, at 1830 West Georgia Road, Bldg. 203, Simpsonville, SC 29680 or 864-757-1870.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Students are chosen to attend Brashier Middle College Charter High School through a lottery system, per South Carolina state law. Students complete a form with basic demographic and contact information to express their interest in attending. Students are assigned a number, and a computer program generates random numbers equaling the amount of spots available for students to attend. A waiting list is maintained.

PART III – SCHOOL OVERVIEW

Relationships are key to success in life, and nowhere is a sense of belonging more crucial than in a school. Brashier Middle College Charter High School, located in the upstate of South Carolina, places an emphasis on interpersonal relationships to ensure each student is successful in a supportive environment. While Brashier is part of the Charter Institute at Erskine district, it is geographically located within Greenville County Schools, the largest district in South Carolina and 44th largest in the nation, serving 76,000 students. Brashier serves as a unique option for Greenville County students and their families who want a smaller learning environment. With a current enrollment of 449 students, we are considerably smaller than the three high schools closest to us, each with over 2,000 students. We have less than half the students than even the smallest public high school within the county. This smaller school community provides opportunities for all stakeholders to forge strong relationships; thus, “Brashier Family” is how many describe our school.

Brashier’s school leadership is one of our greatest strengths. The current principal started the school in 2006 with a goal of “College for Everyone;” and, one of the assistant principals became the school’s first assistant principal in 2008 after teaching here in 2007. Consistency of leadership affords Brashier the opportunity to increase momentum from year to year, keep the focus on students rather than adjustments to new leadership, and understand the full history of the school. Strong and consistent leadership enables teachers to feel supported and valued. Teachers are empowered to make their own instructional decisions, including curricular materials, instructional strategies, and course pacing. By empowering teachers, providing targeted professional development, and avoiding micromanagement, our teacher retention rate over the last two years has remained at 95% or higher.

A key strategy at Brashier is mastery learning with enrichment provided to support students in their academic progress. While most students in South Carolina need only a 60% to receive credit for a course, students at Brashier must earn an 80% to achieve course mastery. We have multiple supports embedded in our mastery learning program to ensure students are successful in their courses. Students are allowed to retest any major assessment that results in below an 80% after they receive additional instruction provided by their teachers after school. By focusing on learning for mastery, students are encouraged to do their best and truly understand the content, rather than getting by with a low passing grade. Enrichment time on Fridays provides each student with a small group of peers and a caring adult, who monitors each student’s progress. Additionally, twice a year students lead conferences with the Enrichment teacher and their parents to discuss academic strengths and challenges, reflect on their performance in each class, and provide evidence of their progress with samples of work. At Brashier, our expectations of students are high, but we provide a structured support system to ensure each is successful.

During COVID-19 closures, Brashier became a 1:1 Chromebook school. While these devices had previously been used to supplement instruction, they quickly became vital for all instruction during the transition to virtual learning. The entire faculty and staff pivoted to deploy devices, learn best practices for teaching with technology, adjust to using a Learning Management System (LMS) to house assignments and communicate with students, and become proficient in a wide variety of technological tools. Our students, faculty, and staff rose to the challenge, as demonstrated by our test scores remaining some of the best in the state.

When the whole world came to a standstill during the pandemic, students at Brashier Middle College Charter High School continued to make academic gains. Because we foster relationship building and put them first, students showed resilience when it was most needed. Our “Brashier Family” environment of supportive and caring staff continues to be our greatest strength as a school and the foundation upon which student achievement is built.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

The instructional philosophy at Brashier Middle College Charter High School is that students learn best when they know they are in a supportive environment where others care about their well-being. All decisions—curriculum, instruction, and assessment—are made with the individual student and his/her success in mind. Each course is based on the South Carolina College and Career-Ready Standards and the SC Profile of a Graduate, which includes skills such as creativity and innovation, collaboration and teamwork, critical thinking and problem solving, and knowing how to learn. Teachers use a variety of instructional approaches appropriate for the content of a specific standard and the needs of the students. Project-based learning is used throughout the school and was the focus of a year-long partnership with the Wake Forest School of Medicine Center of Excellence for Research, Teaching and Learning (CERTL). Formative assessment data, particularly Measures of Academic Progress (MAP) data, is used to inform instruction and support each student’s needs. Summative assessment data, including the South Carolina End-of-Course Exam results, is used to make curricular adjustments year-to-year.

Closures due to COVID-19 encouraged us to reflect on assessment practices and ensure that higher-order thinking skills were being assessed rather than measuring easily searchable knowledge-level questions. Projects, essays, and creation activities allowed students to focus on using knowledge in a meaningful way rather than reiterating information that can be found with a search engine. Both curriculum and instruction were adapted for online learning. Recorded lessons were made available for fully remote work; and, synchronous class meetings and help sessions were also provided for students in all subject areas.

1b. Reading/English language arts curriculum content, instruction, and assessment:

Brashier’s core English curriculum is based on the South Carolina College and Career-Ready Standards for English and includes a typical progression of English 1, English 2, English 3, and English 4 or Dual Credit College English. While the state requires only four English credits for graduation, we encourage dual credit students to take both English 101 and 102, which results in most of our school population graduating with five English courses. Students are also encouraged to take English electives, such as Poetry, Creative Writing, or Ancient Myths that continue to develop their interests outside of the main English canon. Additionally, each student takes a Senior Project course which involves reading and writing, research and inquiry, and communication, addressing all of the South Carolina English standards.

English teachers use differentiated instruction and student choice by assigning independent reading projects. Students have a variety of options, which include creating a talk show with characters from their novel, writing an alternative ending to the book, or creating a board game that includes important aspects of a novel. Senior Project is an exemplar of students employing problem-solving techniques as they use action-based research to resolve issues that arise throughout the duration of their projects.

Formative assessment is used daily to adjust instruction and comes from a variety of sources including quick writes, which give students an opportunity to reflect on their learning and teachers focal areas for adjusting their instruction. MAP data from freshmen is used to develop additional supports needed, particularly for English 1 students. Summative assessment data from the SC End of Course Exam is used to make curricular adjustments from year-to-year.

1c. Mathematics curriculum content, instruction, and assessment:

Our core math curriculum is based on the South Carolina College and Career-Ready Standards for Mathematics and includes a typical progression of Algebra 1, Geometry, Algebra 2, Pre-Calculus, and either Probability and Statistics or Dual Credit College Math. While the state requires only four math credits for

graduation, we encourage students to take one each year which often results in students completing five or six math credits prior to graduation, as many students complete Algebra 1 during middle school. Instruction focuses on the Mathematical Process Standards, which are very similar to the Common Core Standards for Mathematical Practice. These standards describe how students should approach mathematics and develop conceptual understanding.

Project-based learning is used in math classes at Brashier. One example is a business project that students complete in Algebra 2. In this project, students create a business that includes two products or services. As they create the business, students must consider constraints of time, money, and space. Linear programming is used to determine how much of each service/product must be produced in order to meet the constraints and result in the largest profit. Students develop a business plan that includes these considerations.

Formative assessment is used daily to adjust instruction and comes from a variety of sources including exit tickets, which allow teachers to assess mastery of content and adjust instruction for the following day as necessary. MAP data from freshmen is used to develop additional supports needed, particularly for Algebra 1 students. Summative assessment data from the SC End-of-Course Exam is used to make curricular adjustments from year-to-year.

Both curriculum and instruction were adapted for online learning. Recorded lessons were made available for fully remote work, synchronous class meetings and help sessions were available, and an online tool called Floop was used to provide specific feedback on written mathematical work. The original school closure in March 2020 came at a perfect time to adjust the unit on exponential functions in Algebra 2. Rather than focus on abstract applications, students analyzed the spread of the disease in South Carolina as they learned about exponential growth. They then applied this knowledge as they analyzed the spread of COVID-19 in different countries and researched reasons for any differences they noted between countries.

1d. Science curriculum content, instruction, and assessment:

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The core science curriculum is based on the South Carolina College and Career-Ready Standards for Science and includes a typical progression of Biology, Chemistry, Physics, and either Anatomy or Dual Credit College Science. The state requires only three science credits for graduation, but we encourage students to take one course each year. When students explore core ideas, they will do so by thinking and solving problems the way scientists and engineers do to help them better see how science is relevant to their lives.

Inquiry-based learning is used in science and math classes at Brashier. One example is a gas pressure lab that students complete in Chemistry. In this lab students connect a syringe to a pressure sensor while changing the volume inside the syringe. They are able to collect and analyze data from the pressure sensor in order to understand the relationship between pressure and volume of a gas. By discovering this concept in a hands-on lab, students are able to make a deeper connection to the content. Science teachers use observation and conferencing as formative assessment during labs to adjust their feedback and individualize instruction for greater student performance.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

The core social studies curriculum is based on the South Carolina College and Career-Ready Standards for Social Studies for Human Geography, Modern World History, US History and the Constitution, United States Government, and Economics and Personal Finance. The state of South Carolina requires US History, US Government, and Economics as well as one social studies elective for graduation. We encourage students to take a social studies class every year to develop critical thinking skills and continuity of knowledge across these subjects because the content overlaps significantly.

The social studies department focuses on good citizenship, critical thinking, and the ability to connect content across courses and to modern life. We emphasize the importance of understanding history as a

means of understanding the future. This emphasis allows students to take ownership of the world they live in and to understand how their participation in government, social groups, and activism can impact their communities and their future.

Document-based questions help develop critical thinking skills as they require students to analyze primary sources, consider perspectives and bias, come to conclusions, and defend stances on important issues and historical events. In several courses, students are required to look up events from the week's news, identify types of bias from news sources, compare coverage of news stories from different outlets, evaluate quality of sources, make historical connections to these events, and research background information to better understand the context of what is happening.

1f. For secondary schools:

Brashier Middle College Charter High School (BMCCHS) supports college and career readiness through a wide variety of strategies and offerings. A required senior project capstone course affords students the opportunity to select a year-long focus on something of interest to them. Students complete a project throughout the year, including a final product, community presentation, and digital portfolio. Projects completed in the past have included a 5K event to raise money for breast cancer research, a sports podcast called Gameball that includes interviews with college and professional athletes, and a book about different birth stories and issues faced during pregnancy. In this course, students also have the option to participate in an internship. Internships this year include the Ronald McDonald House doing media marketing for a fundraising campaign and interning with the local 911 dispatch office. Throughout this experience, students learn valuable communication skills, time-management strategies, and self-awareness.

All students at BMCCHS are offered free Dual Credit courses at Greenville Technical College, which is located on our campus. We support our dual enrollment students by providing a college seminar class on the high school campus. This teacher serves as a liaison with college professors and assists in students' transition to a college environment while still in high school. By providing this support to our students, we are ensuring their success in college coursework.

Civic responsibility is addressed through our required service hours. Each student is required to document 50 hours of community service per year, 10-20 of which must be service to the school. This requirement encourages our students to be involved in both the school and surrounding community, serving others and contributing to the greater good.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Brashier Middle College Charter High School offers a wide variety of curriculum opportunities to support acquisition of essential skills and knowledge. All freshmen take Freshman Success. In this course, students first focus on getting to know one another and the school. Students get to know themselves through a variety of personal interest surveys and a personal experience speech. Students learn how to conduct research, create an image essay, and make a presentation to their peers. Freshmen learn how to communicate appropriately through email and a variety of study skills. Learning about themselves, what it means to be a high schooler, how to research, and how to speak in front of others are invaluable skills that serve them throughout their high school career and beyond. During this class, students also participate in Live Free, an abstinence education program that teaches students about the health risks of sexual activity.

All students in South Carolina must have one physical education credit in order to graduate, and most students take that during their freshman year. Physical health, including nutrition and mental health, are emphasized during this course. Students at Brashier are also offered the opportunity to take three years of a world language, one of which is required for high school graduation. Students can continue their language studies at Greenville Technical College in our dual enrollment program if they choose.

We offer three years of art to students at Brashier. Art 1 is designed to introduce students to the elements and principles of art, while exploring a variety of media including drawing, painting, pastels, pen and ink, and mixed media of both 2-dimensional and 3-dimensional art. Students are taught how to communicate ideas, engage in a creative mindset, work cooperatively, and appreciate the history of art and the art of different cultures. Art 2 builds and expands on the concepts learned in Art 1, with students developing an ability to make skillful design choices concerning media, techniques, subject matter, methods of interpretation, and composition. Art 3 is a more independent practice focused on building individual art portfolios for presentation. Students use their prior knowledge from Art 1 and Art 2 to investigate art more thoroughly through 2-dimensional and 3-dimensional portfolio pieces.

Brashier offers a wide variety of elective courses to expand the knowledge of our students. One is Data Science, based on the work of Jo Boaler at Stanford University. In this course, students learn how to gather data, how to use data to make informed decisions, and why ethical considerations are so important. Another elective is Broadcast Journalism in which students produce a video show entitled BTV about events at Brashier and in the surrounding community. Courses, such as Science, Cinema, and Literature, along with Pathophysiology enable students to explore science in a variety of ways. Literature and Film as well as Ancient Myths expose students to current and ancient literature in a variety of ways. College Seminar is a course required of all students taking dual credit courses at the college level. This course provides students with a high school teacher to help monitor their progress in their college courses and encourage them throughout.

3. Academic Supports

3a. Students performing below grade level:

Brashier Middle College Charter High School offers a variety of supports for students who are performing below grade level. One such support is Academic Assistance (AA) that is offered each day Monday through Thursday after school for one hour. Each subject is assigned a specific day of the week, and students are highly encouraged (and sometimes required) to attend if their grade or a major assignment is below a mastery score. During AA, students have the opportunity to get 1-on-1 or small group re-teaching and support from their regular classroom teacher. Another support for students performing below grade level is our Academic Intervention Committee (AIC). AIC is comprised of classroom teachers and a school counselor and meets monthly to review test scores and class grades for all students. They meet with students and parents, work together to create academic intervention plans, and follow up with students on their progress. A final support offered for students performing below grade level is our Student-Led Conferences. These conferences are held with the student's Enrichment teacher at the end of the first and third quarters on a teacher workday. During these conferences, students lead a discussion of how they are doing, why, and what they can do to improve their grades. Enrichment teachers and parents work together to provide encouragement, make recommendations, and support students through this process.

Due to our small size, we have very few statistically significant subgroups. ACT does report a 10-12% discrepancy between African American students and Caucasian students. No other discrepancies from SAT or state assessments were reported. We have created an Academic Interventionist position who will be responsible for providing additional supports beyond those already mentioned in this application.

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3b. Students performing above grade level:

Brashier offers several supports for students who are performing above grade level. We offer Honors level courses in each core subject area, and those students may also take dual credit courses at the technical college on our campus. Students just above grade level qualify for basic college prerequisites and general education courses, such as psychology, sociology, English 101 and 102, and Math 110 and 111. Students significantly above grade level are eligible to begin coursework geared toward their desired major and degree requirements. Examples include Math 140 and 141 (Analytical Calculus) and Business Marketing. Highly motivated students can even complete an Associate's Degree while enrolled in high school. In the fall of 2021, 180 students (40% of our school population) successfully completed a total of 1035 hours. In the spring of 2022, 181 students are completing 956 hours.

3c. Special education:

The Special Education Department at Brashier Middle College provides instruction, interventions, and assessments based upon each student's Individualized Education Program (IEP) and state and federal law. Students are provided instruction throughout the year according to each student's IEP goals. Special Education students are provided with their individualized instruction in the special education classroom. Students also have the opportunity to earn elective credit for these classes.

Accommodations are provided in the general education setting for each student and are based on the IEP. General education teachers are provided with a list of accommodations prior to a student attending their class. The special education coordinator works with the general education teachers to ensure they are meeting the individual needs of each student.

MTSS (Multi-Tiered Systems of Support) are in place at BMCCCHS. Interventions and assessments are used when a parent or a teacher recognizes that a student is struggling and may need additional help. A parent or teacher requests an A-team be convened, and interventions are put in place. The team continues to meet to determine if the student needs to be assessed. Once it is determined that a student needs to be assessed, consent is requested, and the student is tested by the school psychologist. Once all data is gathered, the team meets in order to decide if a student meets the qualifications for special education. If the team decides the students meet the qualifications, then consent to provide services is signed by the parent, and the team works together to write the student's Individualized Education Program. MTSS and the Special Education Department at BMCCCHS work very closely to ensure the individual needs of each student are met.

Special Education students are monitored by their case manager, and parents receive updates on their goals and progress every nine weeks. Annual review meetings are held within a year of the previous annual review, and special reviews are held whenever necessary or at parent request.

3d. English Language Learners, if a special program or intervention is offered:

Brashier Middle College does not currently have a population of ELL students that receive direct services through direct programs. Student progress is monitored by individual classroom teachers who communicate observations and needs with the Title III Coordinator. Together, this team determines if any additional supports are needed, and these are addressed on an individual basis with students who need additional language support.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Providing a positive environment for students is what makes Brashier truly unique. Our “Brashier Family” as referenced earlier is something to be experienced. One way we engage students is through an Enrichment class held each week. Every Friday, students meet with their same-grade peers and Enrichment teacher. During this time, lessons specific to each grade level are offered, and individual relationships are built and strengthened. Students discuss academic progress and needs, participate in social and emotional growth activities, plan for course registration, and receive support and attention from a caring adult.

Another fun way we engage students is through First Fridays and Spirit Week. The first Friday of every month, we have a dress down day of a particular theme. Rather than wear their usual uniform of a black polo and khaki pants, students wear the theme of the month. Examples include ugly holiday sweaters in December, pink or red in February for Valentine’s Day, and awareness day in March, where students wore the color of an organization or cause of interest to them. Spirit Week is held each year as a way to engage, motivate, and excite students while raising money for a local charity. This year’s recipient was Project Hope Foundation, a local organization that provides a wide range of services to the autism community. We have dress up days, bake sales, profit sharing with local restaurants, movie nights, class competitions, and pep rallies. This year we raised \$12,700 for Project Hope.

At the onset of the pandemic, COVID-19 closures brought a new set of challenges for our student; and, the Brashier staff demonstrated their commitment and flexibility as they met the needs of students during the transition to virtual learning. Students without reliable internet access were provided with wireless hotspots throughout the community. To accommodate high schoolers who had to watch younger siblings, classes were offered both synchronously and asynchronously. Office Hours each Friday provided students with the opportunity to get small-group assistance directly from their teacher, much like the AA model used during non-closure times. Teachers were asked to post weekly plans each week by Sunday evening to enable students to review the assignments and synchronous class sessions for the week and plan accordingly. Teachers and school counselors called students who were not engaged to check on them and encourage them to re-engage in their schoolwork.

2. Engaging Families and Community:

At Brashier Middle College Charter High School we use a variety of strategies to work with family and community members to ensure student success and school improvement. As a charter school, we have a board of directors made up of parents and community members who oversee the school. A traditional district school board governs multiple schools, but our eleven-member board governs only Brashier. This focus allows them to be better informed about our students’ performance and make very intentional decisions directly impacting the success of our students and staff. These members work tirelessly to support the school in a variety of ways, including advocating with the state government for equitable resources, reviewing schoolwide data, and creating policies and the annual budget. During the height of the pandemic in 2020 and 2021, this group worked closely with the administrative team to monitor state and federal mandates, health related statistics, and the impact the pandemic had on our students and staff. This focused collaborative leadership led to our attendance/participation rate remaining high, and the standardized test results and graduation rate reflects that success as well.

Parents are engaged through our volunteer network, student-led conferences, and individual graduation plan meetings. Parent volunteers work the lunch shifts each day, allowing them to contribute to the school in a visible, tangible way. Student-led conferences held twice a year and individual graduation plan meetings held once per year enable parents to have face-to-face conversations with staff about their student’s strengths, weaknesses, and future plans. A volunteer reception held annually in April helps parents know just how appreciative we are for the work they do.

A strong relationship has been established between Brashier and Greenville Technical College, the college

campus on which our high school is located. We work very closely with the Early College office at the college to get our students enrolled and to ensure they are in the appropriate classes for what their future career path requires. We work closely with the college to ensure we provide our students with the correct textbooks and with the billing department to ensure we have paid the correct tuition for our students.

We believe the best way to build connections with our community is by inviting them in to see what our students are doing. A college and career fair is held each year, and many members of our community participate. Doctors, lawyers, dentists, small business owners, and many others host tables for our students to visit.

By requiring 50 hours of community service per year, we ensure our students are building relationships in the community outside of the school. Students volunteer at elementary school carnivals, the Harvest Hope food bank, local churches, 5K events for local charities, animal shelters, the local Chamber of Commerce, and many others.

3. Creating Professional Culture:

One of the most important ways we create an environment where teachers feel valued and supported is through treating them professionally. We hire professionals and trust them to do their jobs well without the need to be micromanaged. We do not require lesson plans to be submitted, but we do expect that lesson plans are being developed. We do not have a set curriculum and instead allow teachers the flexibility to choose the best approaches based on their knowledge of the standards and their students. We support our teachers by providing help and assistance whenever it is needed, including providing professional development opportunities, materials, and resources as much as possible given our budget requirements.

Our Instructional Team, made up of the instructional coach and facilitators from each department, plan the professional learning opportunities that will be offered throughout the year. Once monthly, all professional staff meet for professional learning together. Our early release time on Fridays makes it possible for this to occur during contract hours. To follow up whole group professional learning sessions, each department facilitator hosts a professional learning session for his/her department. In these sessions, the new learning from the whole-group session is applied, discussed, and reflected on with respect to each particular content area. The focus of each year's professional learning series is chosen by the Instructional Team, based on teacher surveys and observation data. Thus, each year's focus is on something teachers both need and want to learn. This year's focus was on Social and Emotional Learning (SEL), a hot button topic as we begin to recover from the effects of the pandemic. By focusing on incorporating SEL throughout a lesson rather than as a separate curriculum, our teachers were able to increase their capacity in both addressing the SEL needs of their students and in planning the various components of a lesson: entry activity, discovery activity, direct instruction, formative assessment, and closure.

We provided a variety of supports to teachers during the transition to distance and hybrid learning as a result of the pandemic. During the original closure in Spring 2020, the instructional coach worked very closely with teachers to adjust to find technological tools for a variety of purposes and use Google Classroom as an LMS. Over the summer of 2020, teachers were offered an asynchronous training on the basics of using Google Classroom. Teachers were provided with a stipend for completing the training. Teachers were also offered the opportunity to earn the Google for Education Certified Educator Level 1 or 2 certification for a stipend. In addition, we held a training on best practices and strategies for using Zoom for synchronous instruction. These trainings provided teachers with the skills needed to be successful in the remote and hybrid learning environments throughout the 2020-2021 school year. Successful performance was demonstrated by a high school graduation rate of 99% and a daily student attendance rate of 98.2%, which was incremental growth from 94.5% in 2019-2020.

Teachers are reminded that they are valued through our Bengal Pride organization and Teacher Appreciation Week. Bengal Pride provides meals and treats throughout the year to show appreciation for our teachers and staff. Examples include breakfast on the morning of parent/teacher conference day and a treat in everyone's mailbox for Valentine's Day. Teacher Appreciation Week, held in May each year, is full of fun activities and surprises for teachers. During the

4. School Leadership:

The leadership philosophy at Brashier Middle College is to focus on what is best for students and to think outside the box. As a charter school, we are not limited by traditional district mandates and oversight. We have the freedom and flexibility to be creative in addressing the unique needs of our students.

Leadership roles and responsibilities are distributed throughout the staff. The principal is not only responsible for day-to-day operations of the school but also serves as the liaison between the charter district and local school board. In addition, he does a great deal of advocating for charter schools at the state level. The two assistant principals assist with day-to-day operations while focusing on other tasks such as student academics, instructional support, event planning, and standardized testing. A variety of committees composed of faculty and staff members allow for even greater distributed leadership throughout the school. Examples of committees include Policies & Procedures, Safety & Wellness, and Parents & Community. By encouraging and structuring for teacher input, all staff members at Brashier feel part of the leadership and direction of the school.

Creating a sense of community and belonging is part of the leadership philosophy at Brashier. A dress code of black polo shirts and khaki pants helps to ensure that all students are seen and known for their personality rather than through external appearance. Student leadership and a sense of community are established through our Link Crew program. Upperclass student leaders serve as mentors for 9th grade students. They host several activities in the summer prior to school beginning as a way for students to get to know one another. Because students come from all across the county, it is important for them to make connections as quickly as possible. These Link Crew leaders and groups continue to meet throughout the school year in both large and small group activities.

Resources are allocated with a focus on student achievement. A recent example was the allocation of Elementary and Secondary School Emergency Relief (ESSER) funds for a mental health counselor and academic interventionist, both of which will support student academic achievement.

The mastery learning policy at Brashier is yet another example of school leadership that supports student achievement. An end-of-year awards ceremony honors not only the highest performing student for each course but also the most improved student for each course. This school wide focus on improvement and mastery ensures that student achievement and growth are valued and rewarded.

5. Culturally Responsive Teaching and Learning:

Brashier addresses the diverse needs and backgrounds of students, families, and staff in a variety of ways. One of the greatest ways we ensure equity and respect is through direct relationships with our students and creation of the “Brashier family” culture. Each student in the building is known by name by multiple adults in the building: school counselors, administrators, classroom teachers, and Enrichment teacher. While we do not participate in the federal school lunch program due to not having a cafeteria, we do offer free and reduced price lunch to students who qualify to ensure any student who wants to attend Brashier can do so. Each year we celebrate Kindness Counts Week, a week modeled after the national Random Acts of Kindness Foundation. During this week, we host a variety of activities designed to foster respect and appreciation for others. Examples are an Appreciation Station where students were encouraged to write notes of appreciation to faculty or staff members, a canned food drive to collect items to donate to local food pantries, an ice cream social held directly after school to promote a culture of togetherness, and a lollipop with activity suggestions to show kindness given to each student.

Our professional development focus for this year is social and emotional learning. By incorporating SEL skills into our classroom lessons, students are learning how important it is to be aware of themselves and others. Fostering relationship skills and social awareness, in particular, go a long way in helping students respect others and have an appreciation for viewpoints different from their own.

The school addresses current events and social movements by providing students with a safe space to process their emotions and share their thoughts. Conversations are held with guidance counselors, individual

teachers, administrators, and even the school nurse. Class-wide conversations happen as appropriate in the regular classroom and during Enrichment on Friday afternoons. Students at Brashier understand their thoughts and feelings are valued and that a caring adult is always available to support them.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice that has been most instrumental to the success of Brashier Middle College Charter High School and its students is our facilitation of a culture focused on growth and improvement. Every decision made or strategy implemented promotes and supports this culture of growth.

Our mastery learning approach at Brashier contributes to that culture by encouraging students to improve beyond simply “passing” at the threshold of 60% required by most other schools in South Carolina. Teachers provide additional instruction through Academic Assistance for students who have not met the mastery goal, and we allow students to retake major assessments to improve their performance and master content. Students learn from their mistakes, which demonstrates our commitment to help students approach academics with a growth mindset.

Brashier’s intentional planning of professional development to address known needs of staff and students contributes to this culture of growth and improvement, not only for our students but for our staff as well. The Instructional Team uses data from teacher observations and surveys to develop professional development opportunities. We provide specific feedback after classroom observations and targeted training for teachers to refine their instructional skills. Because of Brashier’s inclusive approach to professional learning, teachers approach their craft from the perspective of continuous improvement, which empowers them in their professional growth.

Brashier students are active contributors to our culture of growth during their individual graduation plan meetings and student-led conferences. These strategies provide parents, students, and staff an opportunity to work together for the growth and improvement of each individual student. Using self-reflection, students not only participate in these conferences, but they also serve in a role of facilitator. These opportunities afford students the key leadership role in making decisions for their ongoing improvement.

Because at Brashier Middle College Charter High School student needs are at the forefront of every decision made, we established and continue to facilitate a culture of growth and improvement. By providing students and staff with multiple avenues for progress, they feel encouraged rather than discouraged when they meet challenges. Maintaining and improving our supportive environment is the most effective practice we use to ensure everyone in the “Brashier Family” is successful.