



Transylvania County Schools

School Improvement Plan
2016-2018

Brevard High School

Dr. Bryan Abernethy, Principal

John Hogan, School Improvement Chair

School Improvement Plan

A Continuous Improvement Strategic Plan

Document Contents

<i>Item</i>	<i>Page</i>
District Mission, Vision, Goals, and Values	3
School Mission	4
Team Membership	4
School Data and Summary Analysis	5
Goal 1 (Plan/Do)	9
Goal 1 Year 2 Update (Study/Act)	14
Goal 2 (Plan/Do)	18
Goal 2 Year 2 Update (Study/Act)	22
Original Assurances Form	26
Year 2 Addendum (Professional Development, Assessment, & Homework)	27
Year 2 Assurances Form	28

School Improvement Plan

A Continuous Improvement Strategic Plan

Mission, Vision, Motto, Goals, and Values

Adopted October 20, 2014 by a unanimous vote of the Transylvania County Board of Education

Mission Statement: The mission of Transylvania County Schools is to prepare students to become caring and productive citizens in an ever-changing society through the shared responsibility of students, parents, educators, and the community.

Vision Statement: Transylvania County Schools provides a bright and promising future for its students; both recruits and retains a professional, caring, and talented workforce; engages with parents, families and the community at large; drives economic development and opportunity for our citizens; and exists as the central point of pride in our community.

Motto: Teaching Everyone Takes Everyone

Goals:

1. Every Transylvania County Schools student has a personalized education graduating from high school prepared for work, higher education, and citizenship.
2. Every Transylvania County Schools student, every day has excellent educators.
3. Every Transylvania County Schools student is healthy, safe, and responsible.

Values:

- All children can learn; however, they learn differently, and we must value and understand those differences.
- High expectations will result in high achievement.
- Through the shared responsibility of students, teachers, parents, and community, we can reach our goals.
- Children are our most important resource.
- All children deserve a safe, comfortable, attractive, and inviting atmosphere that fosters learning.
- All educators, students, and parents deserve respect.
- Minds and hearts are the focus of education.

School Improvement Plan

A Continuous Improvement Strategic Plan

Brevard High School

Vision

Brevard High School is a community of stakeholders working together to assist each student in their academic and personal growth. In order to do so, every member of the faculty, staff, administration, parents, and community works collaboratively to support student learning and to provide instruction that is both rigorous and relevant for learners at all levels and of all abilities. Thus, we seek to insure that every student will leave Brevard High School confident in their education, secure in their abilities, and that they are well prepared for whatever the future holds.

Mission

At Brevard High School, we believe that all students can learn and can be contributing members of society. Additionally, we believe that student learning is the chief priority of the school. Given these core beliefs, we believe that students learn best when we provide them with the skills and aptitudes to be successful, give them appropriate opportunities for success, and allow them to grow intellectually in an environment that is safe and physically comfortable.

School Improvement Team Membership

Dr. Bryan Abernethy, Principal
Carrie Norris, Assistant Principal and SIT Process Manager
Mick Galloway, Assistant Principal
John Hogan, SIT Chair and Faculty Representative
Josh Tinsley, Faculty Representative
Heidi Bullock, AIG Coordinator
Jennifer Williams, Faculty Representative
Bethany Bagwell, Faculty Representative
Jake Raines, Faculty Representative
Tonya James, Faculty Representative
Jennifer Williams, Faculty Representative
Meredith Licht, Faculty Representative
Candice Owen, Faculty Representative
Dan Harris, Faculty Representative
Chris Dodson, Faculty Representative
Lt. Col. Charles Megown, Faculty Representative
Patti Lance, Teacher Assistant Representative
Hallie Moore, School Counselor
Courtney Owen, School Counselor
Susan Huter, Parent Representative
Zia McConnell, Parent Representative
Cameron Austin, Parent Representative
Frank Patton, Community Representative
Donna Patton, Community Representative
Rob Rhodes, Community Representative
Citlalmina Gonzalez, Community Representative
Linda Martinson, Community Representative
Earl Hunter, Community Representative
Corey Mackey, Student Representative
Zeena Abdulkarim, Student Representative

School Improvement Plan

A Continuous Improvement Strategic Plan

School Data and Summary Analysis

Strengths

A brief examination of the recent past reveals that Brevard High School has historically proven to be an institution that set high standards for the academic growth of its students and generally achieved those standards. Over the last ten years, BHS has earned recognition as an “honors school of excellence,” and a “school of distinction” from the NC State Board of Education/Department of Public Instruction. During that same period of time, BHS also earned recognition for having exceeded the standards required by the federal government for “high growth.” Additionally, Brevard has seen several of its students awarded Morehead-Cain scholarships to the University of North Carolina at Chapel Hill, Levine Scholarships to the University of North Carolina at Charlotte, Benjamin N. Duke scholarships to Duke University, and the United States’ Military Academy at West Point – these scholarships generally being considered the most prestigious awards made to undergraduate students by these universities. What these accolades clearly demonstrate is that BHS is a school in which its students achieved a high level of proficiency in subject area tests, and met or exceeded most measures of student academic growth while receiving recognition from some of the most distinguished universities in the country that our students are receiving an excellent education according to most individualized measures of that standard.

Delving deeper into the recent historical record suggests that BHS has also done an admirable job of increasing the number of students graduating within both four- and five-year graduation rate cohorts (more than 95% for the four-year graduation rate cohort for the 2016-2017 school year and 92.6% for the five-year graduation rate cohort for the same period). These figures exceed, significantly, the state results for the same time period (86.5% for the four-year graduation rate cohort and 87.5% for the five-year graduation rate cohort for 2016-2017) and the four-year and five-year graduation rate cohorts for BHS exceed the target rate established by the DPI. Buttressing this argument is evidence from the other end of the spectrum, which shows that there has been a long-term reduction in the number of students that have dropped out of BHS. Current finalized data will not be available until the spring of 2018, but evidence from a number of sources suggests that the dropout rate has declined significantly from the most recent high of twenty-eight, which occurred in the 2007-2008 school year, to two students for the 2016-2017 academic year. This figure represents a **93% reduction** in the number of dropouts at BHS over the past ten years.

School safety is also another area where BHS can hold its head high. With school safety being defined as “the number of acts of crime or violence reported per 100 students, which includes all acts occurring in a school, on a school bus, on school grounds, or during off-campus, school-sponsored activities,” Brevard High School may generally be considered to be a “safe, orderly, and caring school” as there were only 0.56 acts in 2016-2017. This figure is slightly less than half the number for the district as a whole during that same timeframe and is substantially lower than the statewide figure.

In summing up the strengths of Brevard High School, a rather cursory glance would suggest that BHS is a safe school, which graduates more than nine-out-of-ten students within five years, and has achieved significant academic recognition for the high academic performance of its students within that same period of time.

Gaps or Opportunities for Improvement

In order to assess accurately the opportunities for improvement that we will explore later in this section, we must first develop an accurate picture of Brevard High School with respect to the composition of its student body. The following description is intended to provide a snapshot of BHS, and it is meant to offer some context for the analysis to come. BHS currently has 749 full-time students enrolled in

School Improvement Plan

A Continuous Improvement Strategic Plan

classes. These numbers roughly mirror the size of the student population over the last six years as there were 753 students enrolled in the fall of 2010. As these numbers demonstrate, enrollment still remains a long-term concern for BHS and Transylvania County Schools in general, although this may be more indicative of the overall state of the local economy rather than a reflection of the school itself --particularly as the economy in Transylvania County becomes more service-oriented with its post-industrial emphasis on tourism as the primary engine of development. A figure that is more illustrative of the impact of the health of the local economy on students' lives is the number of students currently receiving free- and reduced-lunches. According to the figures for 2016-2017, 54% of the students in the county received free- and reduced-lunches, with 38% of Brevard High School students receiving free- and reduced-lunches, which is in the same range it has been for the past four years. This figure may also reflect significant underreporting since 54% of the students at Brevard Middle School were on free- and reduced-lunches in 2016-2017 and it is likely that relatively few students have seen their family's financial situation improve enough to disqualify them from eligibility for free- and reduced-lunches. Another figure that points to the impact of the local economy on students at BHS is the state's measure of the number of students considered to be economically disadvantaged -- 41.2%. This number correlates strongly with the number of students receiving free- and reduced-lunches and given the research on the impact of poverty on student learning suggests that our students have done well in the face of significant economic challenges. These figures would, therefore, seem to indicate that the economy of Transylvania County has not improved dramatically for the average family in the last seven years based upon evidence drawn from the past three School Improvement Plans.

Of the full-time students at BHS, 9 identify themselves as Asian, 1 as a Pacific Islander, 47 as Black, 48 as Hispanic, 52 as Multiracial, 1 as American Indian, and 591 as White. BHS continues to see the demand for services from its Special Education department increasing. In 2007, sixty-six students sought Special Education services, while a total of 104 students are currently being served by the self-contained classrooms, the EC department, and the OCS programs. While the overall number of students served with Special Education services has not changed in the past two years, the mix of students has changed requiring an increase in the number of inclusion teachers. At present, 130 students have been identified as Academically- and Intellectually-Gifted (AIG) as opposed to seventy-four students being identified as AIG in 2009-2010. Taken collectively, what these numbers indicate is that BHS continues to see students that need extra attention, either in terms of academic support, financial aid, EC-related assistance or continuing to build our AIG program. Finally, over the past few years, BHS has recorded an attendance rating that has exceeded 95%. The current average percentage (95.6%) of students who attend school daily slightly exceeds both the district average and the statewide average.

This brings us to the question of what does the data available through the NCDPI and other public sources tell us about Brevard High School? In short, BHS made significant gains in the last three years in the areas described as needing improvement by the 2014-2016 School Improvement Plan. BHS was able to retain its School Performance Grade of being a "B" school while increasing its graduation rate, increasing the ACT proficiency to 70% and the ACT WorkKeys percentage to 70% with the percentage of students taking the WorkKeys test rising from 70% to 100%. Unfortunately, BHS did not meet several student academic growth goals based upon the North Carolina School Report Card and EVAAS data.

These data illustrate that the most recent School Improvement Plan for BHS was able to realize a moderate level of success in achieving many of the goals established by that plan. However, major opportunities for improvement remain in three major areas: student participation, student proficiency, and student academic growth. With respect to student participation, BHS had previously been identified as a "consistently low participating school" according to the NCDPI/Division of Accountability Services. This meant that BHS did not meet the minimum threshold of a 95% testing participation rate for a Science subgroup and a Math I subgroup for the 2013-2014 school year. In the long run, falling below this threshold meant certain consequences for not meeting participation rate requirements. So BHS had to take steps to ensure that everyone who should be taking an EOC, NC Final Exam, ACT, or WorkKeys

School Improvement Plan

A Continuous Improvement Strategic Plan

test was actually taking that test. While BHS has met that requirement according to the latest NC School Report Card and the 2016-2017 NC *State, District, and School Level Summary Data Table*, we must continue to meet this level of participation with respect to testing not only on EOC tests but on all tests.

With respect to the issue of student proficiency and academic growth, and as was noted in the 2012-2014 SIP for Brevard High School, the North Carolina ABC accountability results are now being reported using a new set of more stringent requirements that not only incorporate new measures of expected student growth but which also employ different measures of student performance than were utilized in the past. The emphasis in this new testing regime is not on proficiencies in subject or test areas, though these are expected to remain high, rather they emphasize student performance, student academic growth expectations, and progress in these areas by schools in terms of whether they met, exceeded, or did not meet growth expectations as defined and calculated in EVAAS data (a more detailed explanation of these criteria may be found in the 2013-2014 Performance and Growth of North Carolina Public Schools Executive Summary/Statistical Summary of Results, September 4, 2014, p. 1).

Without going into an extended explanation about the way that the data is broken down and analyzed by the state, what we find is the BHS had its performance measured by its scores on the EOCs in English II, Math I, and Biology; our EVAAS Growth Status, the ACT proficiency score, the ACT WorkKeys score, the percentage of students passing Math III, the Four-Year Cohort Graduation Rate percentage, and the Five-Year Cohort Graduation Rate percentage, (more information about the use of these measures may be found in the North Carolina Data Release Technical Notes for the 2013-2014 School Year available through the NCDPI/Accountability Services Division – 09/02/2014). In any event, these were the “indicators identified by the SBE focus on college-and-career readiness.” These indicators are intended “to allow districts, schools, teachers, and parents to identify areas of strength and weakness within a school, district, or the state.”

As mentioned above, for BHS it comes down to participation, proficiency (student academic performance), and student expected growth. Having already examined the issue of participation we need to turn to those measures of student performance and student expected growth for which BHS has a number of opportunities to improve its performance grade over the next year. With respect to the 2016-2017 NC *State, District, and School Level Summary Data Table* (which contains the most recent performance data that is publicly available), BHS has opportunities to increase its scores with respect to its State Performance Grade (SPG), its EVAAS Growth Status, its EVAAS Growth Index (which is a numerical indicator that measures whether or not a school has met its EVAAS Growth Status), percentage of students passing Math III, percentage of students considered college/career ready, the percentage of Biology students considered grade level proficient, and the percentage of English II students considered grade level proficient. Although roughly half of all the students taking the Math I, Biology, and English II EOCs scored Level 3 and above, BHS still has considerable work to do in this area.

Finally, we also have to look at disaggregating the data and looking into the performance numbers for each subgroup measured by the state with respect to gender, racial, ethnic, limited English proficiency (LEP), students with disabilities (SWD) and socio-economic status (denoted by the state as economically disadvantaged – EDS) in the 2016-2017 North Carolina *State, County, and School Level Drilldown Performance Data Table*. Basically this table disaggregates the data according to the above noted categories and breaks it down further by focusing on a number of performance-related indicators the most demanding of which are all EOG/EOC subjects for which students are considered college and career ready, ACT composite score, percentage of benchmarks met for all subtests of the ACT, and percentage of students that achieved a silver certificate or better for the ACT WorkKeys test. Based upon the data available, BHS has work to do with respect to increasing the number of students performing at levels 4 and 5 in English II, Math I, and Biology as well as increasing the ACT composite score, increasing the percentage of benchmarks being met for all subtests of the ACT, and significantly increasing the percentage of students achieving a silver certificate or better on the ACT WorkKeys test.

School Improvement Plan

A Continuous Improvement Strategic Plan

Missing Data/Procedure to Gather Needed Data to Make Improvements

The data that needs to be collected and analyzed to measure our progress in meeting the opportunities for improvement noted above are a breakdown along subgroup lines by gender as we are unable, at present, to compare the scores of male subgroup members with female subgroup members. Finally, with respect to participation, we need to continue the admirable job that the school counselors and assistant principals have done over the past two years in order to insure that the minimal requirement standard of 95% participation or higher continues to be met.

Improvement Priorities for the School

The improvement priorities for BHS fall broadly into three critical categories: student participation, student proficiency, and student academic growth. As discussed above and as denoted in the NC School Report Card for 2015-2016 and the 2016-2017 NC *State, District, and School Level Summary Data* Table, our school met 100 % of the participation targets established by the state. BHS must not only insure that we continue to meet the 95% participation threshold for every target group, but that we seek to test every single student in each of those target groups.

The second major improvement priority for BHS is to increase the level of proficiency demonstrated by BHS students in English II, Math I, and Biology as well as all of the components of the EVAAS Growth Index while seeking to improve the level of growth that students exhibit. What this means is that all students should demonstrate a significantly high level of competence on the standards of performance in all courses set forth in the North Carolina *Standard Course of Study* by “emphasizing what students should know and be able to do as they progress through various levels of proficiency and ultimately exit from high school.”

The third major improvement priority for BHS is to insure that as many students as possible exceed expected growth based upon measures of college and career readiness. Expected growth is defined by the state, using a predictive-based model, as the difference between an individual student’s expected score, which is predicated on their prior testing history, and their observed score. The assumption being that students demonstrate growth or exceed expected growth when their actual score is significantly higher than their predicted score. Although only twenty percent of the School Performance Grade is based on academic growth, growth is intimately linked to the development of proficiency and thus critical to a student’s overall *oeuvre* while in high school.

Finally, we would be remiss in our obligation as the School Improvement Team, if we did not call attention to two issues that have shaped our school over the past two years. First, while BHS remains an extremely safe and caring institution as evidenced by the data noted earlier, like American society as a whole, socio-economic factors and political discord have affected students on our campus. This was brought home to us by two racially charged incidents. In both instances those involved in the incidents were dealt with immediately by school authorities and law enforcement, but the school’s (and the community’s) burden does not stop there. One of the critical roles that BHS’ teachers must play in shaping the future of Transylvania County is, therefore, to increase the emphasis that teachers place on teaching tolerance, embracing diversity, and on modeling acceptance of all ethnic groups.

Finally, over the last ten years there has been a relatively high rate of annual teacher turnover at BHS. In three of those years the rate ranged from 14% to 22% with two of the last three years being at the upper end of that scale. These figures may reflect far more than conditions at BHS as the annual turnover rate statewide has equalled or been higher than the annual rate at BHS. Whether this is related to annual teacher pay in North Carolina or other issues more specific to TCS, it would seem that some investigation of this matter is warranted in order to mitigate the impact of this trend on student achievement as research has shown that high rates of turnover among classroom teachers does not correlate with an increase in academic growth.

School Improvement Plan

A Continuous Improvement Strategic Plan

School Name: Brevard High School	Year: 2016 -- 2018	Principal: Dr. Bryan Abernethy	SIT Chair: John Hogan
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P	PLAN: Identify the gap and the approach
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Overall SMART Goal (Two year projection):

Teachers: BHS will ensure teacher excellence through supported access to relevant, high-quality professional development as well as opportunities to collaborate with each other both within departments and across the faculty on student progress.

Student Services: By December 2018, 75% of all students will have an electronic, working 4 year plan aligned with their academic and career goals based on strategic course placement and access to industry certifications and career preparation opportunities.

Data Analysis. Answer the question below using any data and/or information you have about your performance.

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please attach it.)

Teachers: In order to address the goal, an important area to improve would be the availability of common time for collaboration both within and across departments. Also, the establishment of an MTSS structure whereby departments can establish recorded data to study and develop strategies as a PLC to be incorporated by individual teachers in the classroom setting before recommendations to the Tier Team. The MTSS team will be established to do further research into alternate methods to set in place for those student(s) who are not successful with current practices. This team will include administration, the counselors, the school psychologist, the faculty MTSS chair, and other interested staff members.

Student Services: In order to address the goal, an important area to improve would be the registration process and master schedule development as this creates the ability to meet the needs of all students as much as possible.

Data Analysis. Answer the data analysis questions.

<p>1. What is contributing to your success in this area and how do you know?</p> <p>Teachers: The availability of EVAAS data and student spreadsheet(s) by department</p>	<p>2. What opportunities for improvement do you notice?</p> <p>Teachers: The consistent use of EVAAS data by teachers to plan and implement necessary strategies for continued student growth. The integration of teaching literacy through reading and writing across the content areas. A</p>	<p>3. What seems to be the root cause of the problem and how do you know?</p>
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School Improvement Plan

A Continuous Improvement Strategic Plan

<p>in which to analyze student data to refine classroom instruction where the majority of students can obtain 80% growth in each of their subject areas.</p> <p>Student Services: The current master schedule and course placement has helped to properly schedule students based on multiple data sources. There have been few students that have struggled so far in their core courses due to misplacement.</p>	<p>plan has been structured and set in place for departments to gather and study data on student behavior, attendance, and academics.</p> <p>Student Services: There can be continued data that is used for course offerings, master schedule development and the registration process.</p>	<p>Teachers: There are two issues at the root of the problem. One is the lack of available time for teachers to collaborate on what strategies will be successful for teachers with a particular group of students and understanding what literacy looks like in the different subject areas. The second issue is that there are too many committees which stifles the staffs' focus reducing the time with students in the classroom.</p> <p>Student Services: There is room to improve on student accountability in the scheduling/planning process throughout high school which will help to align academic and career goals with course offerings and opportunities.</p>
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Target SMART Goal (One year projection):

Teachers: By December 2017, an MTSS team will be established in which to set-up a bank of teaching strategies and a process by which teachers can develop a support team for one another. Staff will use the information from the MTSS Department notes data spreadsheets on attendance, behavior, and academics of the student body and EVAAS data as

School Improvement Plan

A Continuous Improvement Strategic Plan

part of this process to assist in planning and implementation of the curriculum including a plan for integrating the teaching of literacy through reading and writing in the content area over the next two years.

Student Services: By December 2017, 90% of all freshmen will complete a 4 year plan by using multiple data sources for proper course placement and development of career goals.

What will you do during cycle 1 to address the root cause identified in #3(Identify key approach or strategy you will implement during cycle 1 to move toward achieving your target goal.)?

Teachers: During cycle 1, the use of common planning times and an Intervention and Enrichment (I & E Time) schedule will allow for teacher collaboration both inter and intra departmental so that staff can share thoughts and ideas. The development of the MTSS Team will assist in combining the different committees into one Tier Team so that staff is able to focus on expanding our vision for how to implement SIT goals.

Student Services: During cycle 1, most freshmen will meet with Student Services to develop an electronic 4 year plan that will include their long term academic goals and introduce planning to connect courses with postsecondary plans.

D					
DO: Develop and Implement Deployment Plan					
Step #	Cycle 1 List the specific steps your team will complete during the first cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
Teachers	Begin the process of collecting student data on behavior, attendance, and academics by department.	Administration, Staff	Implementation of strategies by teachers across school, within departments and individual classrooms	Aug. 2017	June 2018
	Development of an MTSS Team.	Administration, MTSS facilitator School counselors, school psychologist	Use of SAM (NC Self-Assessment of MTSS Implementation for annual review along with the MTSS Department Data spreadsheets	Fall 2017	June 2018

School Improvement Plan

A Continuous Improvement Strategic Plan

	Use of EVAAS data along with MTSS Department Data spreadsheets to plan and implement subject area curriculum	Administration, Staff	Evaluate EVAAS data and MTSS Department data spreadsheets for 2016-2017, Fall of 2017	Fall 2017	June 2018, annually
	Integrating literacy strategies into the reading and writing of content areas	Administration, Staff	EVAAS, NC State Evaluations, Work Keys, ACT. use of KEYTRAIN, starting Oct.30 2017 Total of 190 min of practice before the Career Readiness test	Aug. 2017	June 2018
	Learning Walks	MTSS Team, Staff	Teachers will acquire a variety of different strategies for experiential learning	Fall 2017	June 2018, annually
Student Services	Majority of freshmen will complete a 4 year plan	Student Services	Completion of electronic 4 year plans	Dec. 2016	June 2016
	Develop a master schedule to address student needs, rigor and various offerings	Administration, Student Services, Staff			
	Enhance registration process to ensure proper course placement	Administration, Student Services			

Implementation Plan Quality Check:

What resources/budget needs do you have for the first cycle?

If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

School Improvement Plan

A Continuous Improvement Strategic Plan

What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?

Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:

A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)

Teachers:

- Successful development of
- an MTSS team that works
- with faculty, Student Services, and
- Administration
- Make steps towards achieving 80% passing rate and the development of alternative strategies for Level 2 of the MTSS structure

Student Services:

- Completion of 4 year plans
- Course data for continued
- or new offerings
- Needed sections and
- courses for new master
- schedule

B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)

Teachers:

- Study of EVAAS data and MTSS spreadsheet(s) for 2016-2017 school year looking for the improvement of growth scores in the different departments.
-
- Use of SAM instrument to gauge if strategies are working and are successful.

C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)

School Improvement Plan

A Continuous Improvement Strategic Plan

S

Study – Analysis of data after implementing an approach

At the end of cycle 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

1. What worked and how do you know?

Teachers

We have been able to set up a preliminary plan to collect data on student academics, behavior, and attendance within the classroom setting. This aggregate data has assisted PLC discussions as to the development of strategies to use in the classroom. The data is also available across departments so that strategies that are successful in these other areas can be implemented across the different settings for the student(s). This system has allowed for the MTSS team to meet with individual students and their parents to discuss alternate strategies that have not already been tried in the classroom.

Student Services

Of the 2016-2017 freshman cohort, 92% completed the electronic 4 year plan aligned with their academic and career goals at this time. These plans are shared with the student and counselor which are easily accessible.

2. What didn't work and how do you know?

Teachers

Since this process has only been in place for the past two months, the administration and departments are still in the process of data collection. It has proven successful in highlighting those students who are struggling in one or more areas of study. The study of EVAAS data is being used across the school to determine teacher strengths and weaknesses, which will illicit discussion about strategies that work and possibly affect master scheduling the upcoming school year 2018-2019.

Student Services

Due to the December 2017 target date, 92% of the class of 2020 and an estimated 50% of the class of 2021 will be completed. Therefore, the target dates are off by one semester due to separate cohorts of "Freshmen".

3. Do you need any additional assistance as you look at your results and start planning for Cycle 2?

Teachers

Yes: An area that could be strengthened is building a bank of teaching strategies across content areas for teachers to pull from and utilize in their classroom. Collaboration, naturally, is key to increasing the minutes or meeting dates within a PLC that will benefit department discussions.

Student Services

No

Reflect on the answers in box 1 and 2 above for cycle 1 and check which option best describes what you will do in your plan for cycle 2 (double click the box and select "check" to check the box)?

School Improvement Plan

A Continuous Improvement Strategic Plan

<p><u>Teachers</u></p> <ul style="list-style-type: none"> • Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above. <p><u>Student Services</u></p> <ul style="list-style-type: none"> • Target goal has been met and is changed to a new target goal. 	
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A

Act – Revise or continue with implementation plan based on data analysis.

4. What is your focus for cycle 2 (Identify key approach or strategy)? If you are continuing with the approach from cycle 1, restate it here. If you are changing your approach for cycle 2, state it here.

Teachers: Our focus for Cycle #2 is to build upon the compilation of student data related to academics, and behavior in the classroom. Departments will then be able to study and design strategies to be incorporated by individual teachers in the classroom setting before recommendations to the MTSS Team. A MTSS team has been established to do further research into alternate methods to set in place for those student(s) who are not successful with current practices. This team will include administration, the counselors, the school psychologist, the faculty MTSS Chair, the students' current teachers, and other interested staff members. Student Services: In cycle 2, the focus will be on completing electronic 4 year plans with the class of 2021 and half of the class of 2022. The delivery will be the same by meeting with freshman during their English 9 class. In regards to course registration, counselors will continue to work closely with administration to develop a thoughtful and effective master schedule to ensure course placement and maximize a student's college and career readiness.

Step #	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
Cycle 2 List the specific steps your team will complete during the second cycle.				
<u>Teacher</u> Data Manager will provide weekly updates on attendance.	Teresa Raines	Will have a running tally on attendance. Will be able to track attendance patterns and compare to the data collected in PLC's	Fall Semester 2017	Continuous process to meet, then maintain the 80% passage rate for BHS.

School Improvement Plan

A Continuous Improvement Strategic Plan

Administration will deal with behavior issues and support classroom teachers and students towards success.	Dr. Abernethy, Galloway, Norris	Data is collected through Educator Handbook and kept by administration. Teachers have ability to use BOUNCE policy, as needed for short-term ISS.	Fall Semester 2017	Continuous process to meet, then maintain the 80% passage rate for BHS.
MTSS department notes on student academics and classroom behaviors. Discuss interventions to use in individual teacher classrooms.	Department Chairs at PLC meetings	Each department chair will keep data and results of interventions on MTSS Department Notes spreadsheet.	Fall Semester 2017	Continuous process to meet, then maintain the 80% passage rate for BHS.
If interventions are not working, a small group will convene to discuss alternative interventions and/or settings	Carrie Norris - Assist. Principal Chris Dodson - Faculty MTSS Chair Cathy Metcalf-Shaw - School Psychologist Hallie Moore and Courtney Owen - BHS counselors	Carrie Norris and Chris Dodson will keep track of data	Spring 2018 - Fall 2018	Continuous process to meet, then maintain the 80% passage rate for BHS.
<u>Student Services</u> Majority of the class of 2021 will complete a 4 year plan	Student Services	Completion of electronic 4 year plans	December 2017	June 2018
Develop a master schedule to address student needs, rigor and various offerings	Administration Student Services Staff		Spring 2018	July 2018
Enhance registration process to ensure	Administration Student Services	Fewer course request errors	Spring 2018	August 2018

School Improvement Plan

A Continuous Improvement Strategic Plan

proper course placement				
Increase course offerings with industry certifications	Administration Student Services Teachers with industry cert. opportunities		August 2018	December 2018
Improve Student Services meetings with students to improve course planning	Student Services	Student feedback Progress tracking effectiveness	Feb 2018	August 2018
Connect students with more career search inventories, resources and result interpretation	Student Services	Use of additional communication and tools to increase exposure to such information	December 2017	December 2018
Review assessment data to identify gaps in college and career readiness	Administration Student Services Teachers	Use of all data sources to identify gaps	December 2017	December 2018

<p>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)</p> <p><u>Teachers</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 80% or more of student body will be passing. <p><u>Student Services</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Completion of 4 year plans <input type="checkbox"/> Course data for continued or new offerings <input type="checkbox"/> Needed sections and courses for new master schedule 	<p>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)</p> <p><u>Teachers</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Look at the quality of collected data <input type="checkbox"/> Lack of progress towards 80% passing rate <p><u>Student Services</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Course request data <input type="checkbox"/> Lack of completed 4 year plans 	<p>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)</p> <p><u>Teachers</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluate if the interventions are successful at all levels using the available data on attendance, behavior, and academics. <p><u>Student Services</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Efficacy of master schedule <input type="checkbox"/> Use of 4 year plans for continued tracking of graduation progress
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School Improvement Plan

A Continuous Improvement Strategic Plan

School Name: Brevard High School	Year: 2016 -- 2018	Principal: Dr. Bryan Abernethy	SIT Chair: John Hogan
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P

PLAN: Identify the gap and the approach

Overall SMART Goal (Two year projection):

BHS will help students be safe, healthy, and responsible by establishing a lunch schedule that addresses student needs, providing enhanced student mental health services, and embedding a process that allows students to have a part in the identification of problems and creation of solutions at BHS.

Consolidated goal: BHS will work to provide a number of opportunities and support systems so that students are safe and responsible. Some of these processes and programs include a revised lunch schedule, enhanced guidance services, and the Department of Justice’s Spirit program.

Data Analysis. Answer the question below using any data and/or information you have about your performance.

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please attach it.)

The most important area that needs improvement is the opportunity for students to be involved in generating solutions to problems identified at BHS that impact student well-being. By involving students in the solution process, they take ownership in their school while learning and demonstrating responsibility.

Data Analysis:

Many student and staff concerns can be addressed through the Department of Justice’s Spirit Program, as the students identified a number of issues and presented some ways of dealing with them, including the revised lunch schedule, communication among students, teachers, and administration at BHS, and racial issues (the last is too vague).

We know that the lunch schedule is an issue for students and some teachers. We have data from the DOJ Spirit Program showing that students have a number of significant concerns, and we know that teachers also share these concerns, especially about providing time for students to become engaged in non-academic activities. Several teachers indicated a revised lunch schedule would allow for more clubs to meet and with more frequency, as noted on a staff survey. Furthermore, two teachers expressed frustration that faculty members don’t see one another. Additionally, only 70.6% of BHS faculty believe we have available time to collaborate, as noted on the Teacher Working Conditions Survey. A revised lunch schedule might well address this concern, as well.

School Improvement Plan

A Continuous Improvement Strategic Plan

Data Analysis. Answer the data analysis questions.

<p>1. What is contributing to your success in this area and how do you know?</p> <p>There has been some success in this area in terms of being able to locate students more quickly during lunch.</p>	<p>2. What opportunities for improvement do you notice?</p> <p>The lunch schedule needs to be revised to respond to student needs and concerns raised during the SPIRIT program’s discussions.</p> <p>The SPIRIT program is a one-year program and needs a program that is embedded in the school that will continue to enable students to participate in decision making processes at BHS.</p>	<p>3. What seems to be the root cause of the problem and how do you know?</p> <p>Students identified the lunch schedule is mandated tutorials as an obstacle to having their academic needs met.</p> <p>Students identified a lack of open and trusting communication between administration and students as a problem impacting their school’s wellbeing.</p>
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Target SMART Goal (One year projection):

- A. BHS will analyze student, staff, and administrative attitudes and ideas concerning SMART lunch. After doing so, we will create and implement a new lunch schedule that incorporates these ideas while keeping students safe and encouraging responsibility.
- B. By the end of the 2016-17 school year, BHS will have a program, such as Youthspeak, in place to provide a seamless transition from the SPIRIT program to another opportunity for students to be involved in identifying problems and generating solutions to issues affecting student well-being at BHS.

What will you do during cycle 1 to address the root cause identified in #3 (Identify key approach or strategy you will implement during cycle 1 to move toward achieving your target goal.)?

Survey faculty and students for concerns

School Improvement Plan

A Continuous Improvement Strategic Plan

Survey club sponsors about participation last year vs this year

Review disciplinary records from last year

Review number of lunches purchased last year vs this year

Create a committee to analyze results

Conduct an information / feedback survey / faculty meeting to discuss key findings

Create and implement a new lunch schedule

Conduct another survey to evaluate revisions

Create an informational component to apprise students of expectations at lunch.

Identify a program that can help facilitate student-driven solutions to problems at BHS.

D	DO: Develop and Implement Deployment Plan				
Step #	Cycle 1 List the specific steps your team will complete during the first cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
	Survey students, faculty, and administration for ideas.	Lunch task force	A clear consensus on the goals for the revised lunch and the methods for achieving them.	Dec 2016	Jan 2017
	Create a new lunch schedule that addresses stakeholder concerns.	Lunch task force; Admin; Student Advisers	The lunch schedule is created.	Jan 2017	Jan 2017
	Identify a program that can help facilitate student-driven solutions to problems at BHS.	Student Services Task Force	We identify a program.	March 2017	April 2017
	Implement program.	Task Force	Program implementation	April 2017	Ongoing
	Identify student participants	Teachers; Admin; Student Services	Students identified	March 2017	April 2017

School Improvement Plan

A Continuous Improvement Strategic Plan

	Student participants devise a way to implement the revised lunch schedule	Teacher facilitators, Admin., Student Services	Implementation of revised lunch schedule through student direction	Jan. 2017	Jan 2017
Implementation Plan Quality Check:					
<p>What resources/budget needs do you have for the first cycle? Lunch Task Force; Community input for creating student-solution group.</p> <p>If you identified budget needs, what budget code will you use to meet the budget needs for this cycle? N/A</p> <p>If funding is not available, identify the steps from the implementation plan that will address the funding gap.</p>					
What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach? None					
Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:					
<p>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)</p> <p>The programs, a revised lunch schedule and a student-driven solutions program, will be up and running.</p>	<p>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</p>	<p>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</p> <p>Survey faculty and a representative sample of students to determine attitudes and ideas for improvement of both programs.</p> <p>Lunch:</p> <p>monitor discipline records</p> <p>Monitor the number of lunches purchased</p> <p>Monitor club participation</p>			

School Improvement Plan

A Continuous Improvement Strategic Plan

S

Study – Analysis of data after implementing an approach

At the end of cycle 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

1. What worked and how do you know?
SMART Lunch

- A. Anecdotal evidence that students benefited from SMART lunch as reported by teachers and students (**Chart A**).
- B. Our club participation increased across the board during SMART lunch (**Chart B**). This is only so useful because we have no data on club attendance prior to SMART Lunch.
- C. Out of the 108 recorded disciplinary instances only 6 were listed as occurring in the cafeteria during SMART lunch.
- D. There were 102 F's in the Fall and Spring before SMART lunch and 56 F's / 74 F's during the 2016-17 SMART lunch period. This seems to show that there were fewer failures during the semesters when SMART lunch was still being implemented.
- E. 57% of faculty wanted SMART Lunch reinstated in the fall of 2016.

I & E

2. What didn't work and how do you know?
SMART Lunch / I & E Time

- A. This year's summer survey (2017) showed that some teachers were concerned that SMART lunch lacked enforceable accountability measures, and there were some safety concerns, especially regarding students leaving campus.
- B. 24 instances of students skipping tutorials during SMART lunch. We feel confident there were many more than that.
- C. Data collection for SMART Lunch did not always include time of incident so it is not completely valid. Chart not available because of privacy concerns.
- D. It is difficult to determine how SMART lunch and I & E time compare in regards to attendance. A staff survey showed fairly strong involvement during SMART lunch, but because I & E time requires that students attend a tutorial or club meeting, it is inevitable

3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes __X_No

School Improvement Plan

A Continuous Improvement Strategic Plan

<p>A. There are currently 42 F's as of Oct. 26. This number is lower than the SMART Lunch numbers from last year.</p> <p>B. I & E attendance (Chart C).</p> <p>C. There have been very few incidents in the cafeteria since changing to I & E Time (Chart D).</p> <p>SPIRIT Program / Connection Team</p> <p>A. We have changed the name from SPIRIT to the Connection Team.</p> <p>B. Norris has selected, with input, a group of students to identify and address problems at BHS.</p> <p>C. They met for the first time the first week in Oct and will meet once a month for the school year.</p> <p>D. They are currently brainstorming I & E activities to further engage student participation and satisfaction. Chart E shows attendance for each club.</p>	<p>that attendance is higher.</p> <p>E. SMART lunch did cause a decrease in cafeteria lunch sales (Chart F).</p> <p>SPIRIT Program / Connection Team</p> <p>Because this initiative is in its nascent stage, we have yet to evaluate its effectiveness. We do, however, need to create some metrics for evaluating it.</p>	
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Reflect on the answers in box 1 and 2 above for cycle 1 and check which option best describes what you will do in your plan for cycle 2 (double click the box and select "check" to check the box)?

<p><input type="checkbox"/> Target goal has been met and is changed to a new target goal.</p> <p><input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.</p>	<p><input checked="" type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above.</p>
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School Improvement Plan

A Continuous Improvement Strategic Plan

Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

A

Act – Revise or continue with implementation plan based on data analysis.

4. What is your focus for cycle 2 (Identify key approach or strategy)? If you are continuing with the approach from cycle 1, restate it here. If you are changing your approach for cycle 2, state it here. In Cycle 2, administration, SIT, and the Connection Team will continue to evaluate the effectiveness of I & E time in regards to increasing student achievement and student engagement. Also, The Connection Team will meet with Administration throughout the year to identify and solve problems at BHS, increase and improve the options available during I & E time, and encourage meaningful dialogue among staff, administration, and students.

Step #	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
Cycle 2 List the specific steps your team will complete during the second cycle.				
Evaluate the change from SMART lunch to I & E time in regards to student choice, club participation, grades, make up time, and PLCs.	SIT Student Connection Team	A. Increased student participation in clubs. B. Increased student achievement. This is difficult to accurately measure because of all the variables.	2017	Ongoing
Connection Team will meet once a month to identify and address student concerns.	Administration Students	Student Survey at the end of the year.	2017	Ongoing

Implementation Plan Quality Check:

What resources/budget needs do you have for cycle 2?

We need communication and cooperation from all stakeholders.

If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?

School Improvement Plan

A Continuous Improvement Strategic Plan

If funding is not available, list the steps from the implementation plan that will address the funding gap.

What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach?

Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions

A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)

- A. I & E Time is already taking place.
- B. The Connection Team is already meeting.

B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)

- A. We will track I & E involvement to understand what programs, clubs, etc are most popular and work with those teachers to find out why. We could then try different approaches with other teachers.
- B. Create a form to show who was supposed to attend tutorial and compare to those who actually attended.

C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)

I & E Time

- A. Number of F's for the 2017-18 school year.
- B. Club participation
- C. Number of FF's for the year
- D. Survey of students
- E. Survey of teachers
- F. Number of incidents during lunch

Connection Team

- G. Debriefing session with Connection Team student, along with an anonymous survey for their perspective on its effectiveness.
- H. Increased number of I & E offerings.

School Improvement Plan

A Continuous Improvement Strategic Plan

School Improvement Plan Assurances Sheet

School: Brevard High School

Please complete the following assurance items, sign, date, and attach to the School Improvement Plan for your school.

✓	Requirement
✓	1 The SIP meets all of the requirements set forth in North Carolina General Statute 115C-105.27.
✓	2 The members of the School Improvement Team and their position titled are included with this plan. _____
✓	3 All required components (student achievement, excellent educators, and healthy/safe/responsible students) have been addressed in this plan in some meaningful way.
✓	4 Relevant achievement (proficiency) targets as identified by the data have been addressed in this plan.
✓	5 Instructional objectives address growth. EVAAS is explicitly mentioned somewhere in the plan as a resource/tool/objective/strategy.
✓	6 Professional development has been included in this plan
✓	7 Safe school plans have been included in this plan. (This is managed separately and is coordinated with A. Justice).
N/A	8 Waivers have been included in this plan (if applicable, see Gibbs).
✓	9 Financial flexibility and budget information have been included in this plan.
✓	10 All eligible staff members were given the opportunity to vote on the School Improvement Plan by means of secret ballot on <u>12/5/2016</u> . The results of the vote were as follows: (Date) <u>12/5/2016</u> <u>50</u> For <u>0</u> Against <u>10</u> Abstain
For Title I Schools Only (Elementary)	
This plan reflects the requirements for Title I School-wide Schools	

Jany Bellupin
Signature of the Principal

12/7/16
Date

Robert E. Hogan
Signature of School Improvement Team Chairperson(s)

12/7/2016
Date

School Improvement Plan

A Continuous Improvement Strategic Plan

Year 2 Update Addendum Information

School Professional Development Plan (2017-2018):

Early Release

Sept. 20th: EC Goal Writing; Graduation Project Reviews; EVAAS Student Projections with EOC teachers

Oct. 18th: EC Goal Writing; Hour long tech session (SAMR) with V Cubero; Department Meetings

March 7th: tentative ACT/Boot Camp prep work (Boot Camp - 10 days during I & E); possible Edgenuity

May 2nd: tentative EOC Study Slam sessions (I & E; after school, before school). Planning session.

Mathematics Vision Project - Math Department - Fall 2017

Claudia Stack PD - Equity Training - Fall 2017

Edgenuity Training - Fall 2017 (all courses)

Technology - Google/Digital Citizenship - ongoing (Vera Cubero - Mini-PD Sessions)

Process for MTSS - ongoing Fall 2017, Spring 2018

Suicide Prevention - October 30th (Courtney Owen, counselor)

Overview of Differentiation/Modifications/Accommodations - October 30th (Toni Haley)

CASE Benchmarking - EOC Courses - Fall 2017

Keytrain - CTE courses - Fall 2017; possible all courses for Spring 2018 (T Melton, L Carter)

Educator Handbook - All Staff (Fall 2017)

Indistar Training and Integration - School Improvement Team (Fall 2017)

School Assessment Activities:

- PreACT (Sophomores Fall 2017)
- ACT (Juniors Spring 2018)
- PSAT (interested Sophomores and Juniors Fall 2017)
- Case 21 Benchmarking - All EOC Courses (Fall 2017, Spring 2018)
- KeyTrain - All CTE courses *weekly tests
- Career Readiness Alternate Exams (select students, Fall 2017, Spring 2018)
- Career Readiness Test (all Senior CTE Concentrators - December 2017)
- EOC Courses - Fall 2017, Spring 2018
- NCFE - Fall 2017, Spring 2018
- CTE Exams - Fall 2017, Spring 2018
- MTSS process through collaboration with Department Chairs and newly implemented, Tier 3 Team.
- Classroom teacher weekly/monthly unit tests, etc.

School Homework Plan/Philosophy:

Brevard High will follow and implement District Policy 3135-R. Homework shall count no more than 10% of a student's grade. Homework should be meaningful, practicing a skill that has been taught in the classroom. Homework shall not be punitive in nature (credit for a signature, participation, etc). This policy was shared on August 17th, 2017 and is located in our google folder, The Devil Drive, under Policies.

School Improvement Plan

A Continuous Improvement Strategic Plan

Transylvania County Schools
 School Improvement Plan Assurances
 Year 2 Update (2017-2018 School Year)

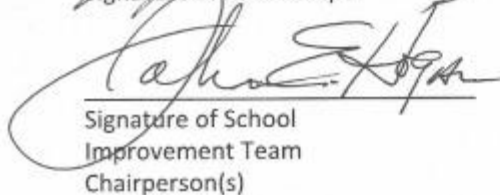
School: BREVARD High School

Please complete the following assurance items, sign, date, and attach to the updated School Improvement Plan for your school.

✓	Requirement
✓	1 The SIP meets all of the requirements set forth in <u>North Carolina General Statute 115C-105.27</u> and <u>BOE Policy 3430</u>
✓	2 Current members of the School Improvement Team and their position titled are included with this plan (note changes or updates from original membership from 2016-17).
✓	3 All required components (student achievement, excellent educators, and healthy/safe/responsible students) have been addressed in this plan in some meaningful way. An evaluation of progress is evidenced.
✓	4 Relevant achievement (proficiency) targets as identified by the data have been addressed in this plan. An evaluation of progress is evidenced.
✓	5 Instructional objectives address student growth. EVAAS is explicitly mentioned somewhere in the plan as a resource/tool/objective/strategy. An evaluation of progress is evidenced.
✓	6 Professional development information has been included in this plan.
✓	7 Safe school plans have been included in this plan. (This is managed separately and is coordinated with A. Justice).
✓	8 Waivers have been included in this plan (if applicable, see Gibbs).
✓	9 SIT and/or other Teacher Leaders have had meaningful consultation in developing the school's budget. Financial flexibility and budget information have been included in this SIP, if necessary based on goals.
✓	10 <i>No vote is required as this is year 2 of an approved plan. However, a presentation to SIT as well as the school's staff to provide an update on the plan's progress must be held.</i> Indicate date(s) of presentation to SIT: <u>11/6/2017</u> Indicate date(s) of presentation to school staff: <u>11/13/2017</u>
For Title I Schools Only (Elementary)	
✓	This plan supports the requirements for Title I School-wide Schools


 Signature of the Principal

12/4/2017
 Date


 Signature of School Improvement Team Chairperson(s)

12/4/2017
 Date