Our Direction

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 ensure 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.

Values:

1. All children can learn; however, they learn differently, and we must both value and understand those differences;

2. High expectations of our students will result in high achievement;

3. Through the shared responsibility of our students, our teachers, parents, and the community as a whole, we can reach our goals;

4. Children are our most important resource and all children deserve a safe, comfortable, attractive, and inviting atmosphere that fosters learning;

5. All educators, students, and parents deserve respect;

6. Minds and hearts are the focus of education.

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.

Goals:

-

  2. Every Transylvania County Schools student, every day, has excellent educators.

  Performance Measure(s)

Performance Indicator: Percentage of highly qualified teachers.		
Data Source: https://ncreportcards.ondemand.sas.com/src/school?school=880308&year=2017&lang=english	Baseline Year: 2017-2018	Baseline:
Target Date:	Target:	Actual:

Performance Indicator: Teacher retention data.		
Data Source: https://ncreportcards.ondemand.sas.com/src/school?school=880308&year=2017&lang=english	Baseline Year: 2017-2018	Baseline:
Target Date:	Target:	Actual:

- 1. Every Transylvania County Schools student has a personalized education graduating from high school prepared for work, higher education, and citizenship.

  Performance Measure(s)

Performance Indicator: Graduation Rate		
Data Source: NC School Report Card	Baseline Year: 2018-2019	Baseline:
Target Date:	Target:	Actual:

Performance Indicator: NC School Report Card Grade		
Data Source: NC School Report Card Grade	Baseline Year: 2018-2019	Baseline: 79
Target Date:	Target:	Actual:

- 3. Every Transylvania County Schools student is healthy, safe, and responsible.

  Performance Measure(s)

Performance Indicator: Student Discipline Data in PowerSchool			
Data Source: PowerSchool	Baseline Year: 2018-2019		Baseline:
Target Date:	Target:		Actual:

Performance Indicator: Student Survey			
Data Source: https://goo.gl/forms/G6FrhYGuCkFyAAfH2	Baseline Year: 2018-2019		Baseline:
Target Date:	Target:		Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Subgroup data which indicates achievement gaps:

https://docs.google.com/spreadsheets/d/1E49r19CceThAPmyTPqn-3Ks3KIqO2nX5tgszIFpkU-4/edit?usp=sharing

TWCS Comparison Data:

https://drive.google.com/file/d/1Ssf3Qmw8ZC6mMjiag_m24VO5r6Cal4wU/view?usp=sharing

TCS Safe Schools Plan 2015-2018:

https://docs.google.com/document/d/1Wwd--nyxXgTVT17ULDQ9WFH6dIySPZp9UBfa5h-di5s/edit?usp=sharing

Student Outcome Data:

ESSA Data

https://drive.google.com/file/d/0B3dALXALP4icMUpmeHUxY0VDd1VXY3Rpd05TcTJNdzh6cklR/view?usp=sharing

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

Community Engagement

| E2.04 | The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191) |

Distributed leadership and collaboration

| B2.03 | The school has established a team structure among teachers with specific duties and time for instructional planning.(5143) |
| B2.01 | School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855) |

Facilities and technology

| D2.02 | ALL teachers enable students to place selected work into a digital portfolio that is updated throughout the student's school experiences and provides a picture of interests, skills, competencies, and growth over time.(5174) |
| D2.05 | The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854) |

High expectations for all staff and students

| A1.07 | ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088) |

Monitoring instruction in school

| B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) |

Quality of professional development

| C2.01 | The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159) |

Student support services

A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)
A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)
A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)