Transylvania County Schools
Mid-Point School Improvement Plan Review
Fall 2015

Brevard High School
Jennifer M. Anderson, Principal
John Hogan, SIP Chair

Executive Summary

Description of the School
Our School System

Our school system is comprised of 9 schools which educate students from Pre-kindergarten through grade twelve. We provide exceptional learning and 21st century global preparedness through a nurturing and comprehensive educational approach that prepares children for lifelong success, responsibility, and citizenship. Our school system has wonderful teachers, staff, and administrators in North Carolina. In order to ensure success and improve learning, for our students our system is committed to meeting and exceeding the goals set forth by the Transylvania County Board of Education and North Carolina. Those goals include:
- Every Transylvania County Schools student has a personalized education graduating from high school prepared for work, higher education, and citizenship.
- Every Transylvania County Schools student, every day has excellent educators.
- Every Transylvania County Schools student is healthy, safe, and responsible.
- Our students will be globally competitive, educated by caring professionals, become healthy and responsible students, be innovative, and be provided strong support.

Our system has a strategic plan filtered through a community lens with our students as the main focus. This focus includes the beliefs that:
- All children learn differently, but all can learn;
- Students will learn the value of community and place;
- Students, parents, and our community will feel pride in their schools;
- Students will know that their teachers, administrators, and staff care about them;
- Our schools will be part of the community and not merely in the community;
- Children are our most valued and protected resource;
- Respect is mutual, deserved, and earned;
- We will improve learning;
- Students will be successful in education and life; and
- We are here to help them succeed.

Our School

Brevard High School has a long tradition of excellence. We seek to be viewed both as a model school in our state and as a central point of pride in our community. We are a community of stakeholders that fully supports each student in his or her academic and personal growth. We work diligently to ensure every student exceeds goals in all measurable outcomes, is cared for through nurturing relationships, and is seen and valued as an individual. As a community we work collaboratively to support student learning goals and to provide

high-quality classroom instruction that is relevant to learners at all levels. We are committed to do whatever it takes to ensure all students will graduate from high school and do so confident that they are well-prepared for the future. Furthermore, the community at large will rest assured that our graduates are leaders who will guide us into a promising future.

Mission, Vision, and Purpose

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.

Mission: Believe in Education, Honor All People, and Succeed in Life!

Demographics of BHS

Total number enrolled	737
12th Grade Students	167
11th Grade Students	156
10th Grade Students	193
9th Grade Students	221
Males	381
Females	356
Asian	1.49%
African American	7.3%
Native American	.08%
Caucasian	80.6%
Hispanic	3.5%
Two or more races	5.57%
EC Students	12.6%
Students with 504s	.04%

Additional School Information

Our released school report card for the 2014-2015 school year is indicated below:

Brevard High

609 Country Club Rd
Brevard, NC 28712
(828)884-4103

Grade Range: 9-12

Regular School

Traditional Calendar

Transylvania County Schools

http://bhs.tcsnc.org/

SCHOOL PERFORMANCE GRADE

Achievement Indicators	Score
English II Proficiency	69
Math I Proficiency	54
Biology Proficiency	63
The ACT Proficiency	70
ACT WorkKeys	79
4-Year Graduation Rate	93
Passing Math III	94

Growth Status
Met

	Score	Grade
Achievement	73	
Growth	77.8	
School Performance	74	B
EOG Reading	.	
EOG Math	.	

Formula for determining the School Performance Grade:

· 80 percent of the School Performance Grade is based on the school achievement score. The school achievement score is calculated using a composite method based on the points earned by a school on all of the tests measured for that school

· 20 percent of the School Performance Grade is based on academic growth

· If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade

A+NG Schools: A+NG schools earned a score of 85-100 and do not have significant achievement or graduation gaps.

SCHOOL PERFORMANCE GRADING SCALE

Grade Range	Letter Grade
85-100	A
70-84	B
55-69	C
40-54	D
Below 40	F

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Roster of Elected School Improvement Team Members

Name	Relationship	Status of Participation
Jennifer Anderson	Principal	Active
Missy Ellenberger	Assistant Principal	Active
David Galloway	Assistant Principal	Active
Halie Thoele	School Counselor	Active
Jenita Pace	School Counselor	Active
John Hogan	Chair/ Teacher	Active
Josh Tinsley	Teacher	Active
Mauren Hankala	Teacher	Active
Bethany Bagwell	Teacher	Active
Matt Tuckey	Teacher	Active
Katrina Ronnenberger	Teacher	Active
Patty Lance	Teacher Assistant	Active
Shelia Norman	Parent/Community Member	
Laura Raintree	Parent/Community Member	Active
Florance Allbaugh	Parent/Community Member	Active
Linda Martinson	Parent/Community Member	Active
Rob Rhodes	Parent/Community Member	Active
Kenny Jenkins	Parent/Community Member	Active
Sonya Jenkins	Parent/Community Member	Active
Susan Huter	Parent/Community Member	Active
Donna Patton	Community Member	Active
Frank Patton	Community Member	Active
William Boyd	Community Member	

Cindy Benjamin	Community Member	

Goals for Spring 2016 and Future

Goal #1: Aligned with TCS goal 1. Every Transylvania County Schools' student has a personalized education, graduating from high school prepared for work, higher education, and citizenship.
School Goal 1: Demonstrate student academic success in the following areas:

- Meet the 95% participation of students who take measurable assessments
- Increase student readiness as indicated on ACT benchmarks
- Increase student graduation rates in both the 4 and 5 year cohorts
- Increase achievement as indicated by EOC proficiency
- Increase attainment in CTE certifications

We will be employing the following strategies in order to operationalize this goal:
Strategy 1: Utilize structures, programs and human capital to support all students as evidenced by master schedule, Powerschool student coding, teacher assignment and course offerings.

Strategy 2: Focus on student achievement and growth in all course
- using data to place all students appropriately
- creating opportunities and structures for all students

Strategy 3: Develop a best practices plan to improve college and career readiness as evidenced by the ACT Suite and by offerings of soft skills instruction.

Strategy 4: Increase the 4 and 5 year cohort graduation rates

Goal #2: Aligned with TCS goal 2. Every Transylvania County Schools' student, every day has excellent educators.
School Goal 2: Demonstrate an increase in the following areas:
- teacher EVAAS growth
- teacher qualitative evaluation components
- use of highly correlated, instructional best practices

We will be employing the following strategies in order to operationalize this goal:
Strategy 1: Offer whole faculty and prescriptive professional development on research-based, high correlation practices and strategies

Strategy 2: Perform administrative walkthroughs with feedback centered on professional development follow up and effective practices

In addition to these strategies we are focused on the following:
- celebrating our faculty and staff
- growing and supporting our teachers in formal and informal activities
- ensuring an authentic, caring and professional environment
- providing opportunities for input and decision making

Goal #3: Aligned with TCS goal 3.   Every Transylvania County Schools' student is healthy, safe and responsible.

School Goal 3: Improve campus safety and student/community relations
- Provide a structured lunch model that provides physical activity, enrichment and remediation opportunities, and social (club) opportunities.
- Increase student participation in community service activities.
- Utilize positive student centered programs and teams.

We will be employing the following strategies in order to operationalize this goal:
Strategy 1: Create an inclusive schedule, training pieces and communications related to faculty and student norms and expectations as related to lunch intervention program.

Strategy 2: Utilize clubs and other organizations to seek more community outreach projects.

Strategy 3: Incorporate student leadership and student centered programs.

District Strategic Plan Goal:1. Every Transylvania County Schools' student has a personalized education, graduating from high school prepared for work, higher education, and citizenship.	School Goal 1: Participation (Brevard High School students will meet the minimum threshold of test participation and increase college/career readiness by improving the number of students who meet these benchmarks by 5%.) Strategy 1: Meet the minimum threshold of 95% participation of students who take all measurable assessments. Strategy 2: Increase the number of students who meet the college readiness benchmarks in the suite of ACT tests. Strategy 3: Improve the graduation rates of four and five year cohorts

What data is needed to complete a review of the goal?
- *Powerschool report on percentages of students in regards to test participation*
- *No correlated data will be available to determine increase in percentage of students testing and an increase in readiness*

Did we meet our goal/objective? (If yes, describe your current state and next steps for improvement) -OR-
Is the goal in-progress or not yet addressed: *The participation portion of this goal is in progress. It has been addressed by coding students correctly and changing participative status indicators at the end of the year, rather than throughout the year.*

If in progress, note status: *We will have an increase in participation*

If not yet addressed, explain why and your plan for starting: *We will not be able to address, through this goal, an increase in readiness simply due to an increase in percentage participating in the assessment. We would need to rewrite a portion of this goal.*

How are we doing over time (trend)?
Graduation rate:
See chart below for BHS
The 4 year graduation rate stayed approximately the same from 2010-2012, but experienced a decrease in dropouts in 2013. There was a significant increase in the dropout rate from 2013-2014 and then a decrease in 2015. The 5 year cohort saw a decrease from 13-14 to 14-15.

ACT- See chart below for BHS
BHS showed a decrease in ACT from 2013-2014 and then an increase in 2015.
The current composite score is at state average; however, has shown a decline from 2011-2015. The five year trend also indicates that the scores in English, Math, Reading, and Science declined from 2011-2014, with only a 0.1 increase in math from 14-15.
How are we doing compared to the district (comparison)?
4 year and 5 year Graduation rate: See chart below for RHS and TCS
BHS consistently has a lower graduation rate than RHS; however, has had a higher graduation rate as compared to the county and NC from 2010-2015.

ACT- See chart below for RHS and TCS
BHS has higher ACT percentages than RHS, TCS, and NC in 2013, 2014, and 2015.

How are we doing compared to like schools (competitive)?
Graduation rate 4 year cohort: See chart below for like schools.
Of the 8 like schools used in comparison the following was determined:
2010- BHS had a higher graduation rate than Swain High, SMHS, EHHS, NHHS
2011- BHS had a higher graduation rate than Polk High, Swain High, SMHS, EHHS, NHHS
2012- BHS had a higher graduation rate than Swain and EHHS
2013- BHS had a higher graduation rate than Polk, Swain, SMHS, EHHS, NHHS
2014- BHS had a higher graduation rate than Polk and Swain
2015- BHS had a higher graduation rate than all like schools with the exception of Hendersonville, RHS, WHHS
Schools that were consistently higher than BHS were WHHS and Hendersonville High.

5 year cohort
Significantly fell behind like schools in 2014-2015.

ACT: See chart for like schools.
Of the 8 like schools used in comparison the following was determined:
2013- BHS is higher than all schools except Hendersonville High.
2014- BHS is higher than all schools except Polk, EHHS, WHHS, and Hendersonville High.
2015- BHS is higher than EHHS, NHHS, RHS, SMHS, Swain.
Hendersonville High is the only school that was higher than BHS all 3 years.

ACT:% meeting minimum composite score of 17.

	2013	2014	2015
NC	58.50%	59.30%	59.70%
BHS	76.10%	64.80%	70.20%
RHS	63.20%	58.90%	61.20%
TCS	67.90%	59.80%	63.70%
Polk High	73.80%	66.00%	70.30%
Swain High	55.50%	53.10%	63.50%
Smokey Mtn. High	51.70%	52.50%	63.30%
East Henderson	60.00%	66.50%	55.60%
North Henderson	64.8	61.7	63.70%
West Henderson	72.2	73.1	76.70%
Hendersonville	78.5	85.3	78.50%

Graduation: Completing in 4 years of cohort start

	2010	2011	2012	2013	2014	2015
NC	74.20%	77.90%	80.40%	82.50%	83.90%	85.60%
BHS	85.60%	87.00%	86.50%	90.60%	84.80%	92.60%
RHS	86.40%	90.30%	95%	95%	95%	95%
TCS	78.90%	78.00%	82.20%	86%	79.90%	84.50%
Polk High	86.00%	86.80%	89.20%	82.80%	82.60%	89.20%
Swain High	70.20%	73.30%	79.90%	80.80%	84.20%	84.30%
Smokey Mtn. High	80.40%	81.10%	88.80%	90.20%	91.40%	90.00%

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East Henderson	84.70%	80.80%	81.30%	86.70%	86.80%	86.60%
North Henderson	79.20%	86.40%	91.40%	86.70%	88.50%	88.30%
West Henderson	91.60%	93.70%	94.50%	95%	94.60%	95.00%
Hendersonville	91.60%	95.00%	95.00%	93%	95.00%	95.00%

5 year cohort graduation rate

	14-15	2013-2014
BHS	86.0	91.1
TCS	82.9	88.4
NC	86.3	84.9
RHS	0.95	>95
Swain	86.3	80.8
Smokey Mt.	92.6	90.2
NHHS	89.3	88.7
WHHS	>95	>95
EHHS	89.2	88
Hendersonville	>95	>95
Polk	83.1	83.9

1. What are the celebrations and the data to support them?

BHS is above state average in both ACT proficiency in 2013, 2014, and 2015. We exceed graduation rate in relation to the state. BHS has stayed above the graduation rate from 2010-2015.

2. What are the opportunities for improvement and the data to support them?

Improvements need to be made in meeting ACT benchmark readiness and increasing our ACT composite score, which is below the state's average.

Graduation rates need to be improved. Utilizing the BOOST program, senior meetings with administration and counselors, and providing opportunities for standards based credit recovery and/or edgenuity will assist in increasing graduation rates. We are looking at special graduation options for differing diploma types for students who qualify.

3. What other data do we need?

Teacher benchmark assessment data.
EOC, NCFE, CTE Post-Assessment scores.
EVAAS data- student growth.
Exit interview data from students who drop out.

4. What are our next steps as indicated by the data?
ACT prep courses
Continue BOOST
Continue classroom guidance
Individual senior meetings with administration and guidance.
Providing opportunities for credit recovery through standards based packets and/or edgenuity.
Alternate graduation types

5. What recommendations does the team have for mid-course corrections, changes, or improvements to this goal? *The goal may need to be reworked so that there is no attempt to correlate participation and an increase in percentage. Increasing percentage of participation is a worthy and correctable goal. Increasing achievement is as well. Consideration for separating parts of this goal should be discussed. Consideration should also be given to addressing ACT as a separate goal due to its importance as an indicator for college and career readiness, as well as its ability to be benchmarked with the PLAN.*

6. Describe how you obtained feedback from stakeholders to develop this mid-point assessment of the school's School Improvement Plan. Be sure to include information on what stakeholders are represented in this feedback and on which methods you used to obtain information from them (i.e. meetings to include dates, surveys, and/or other methods). Specifically address how you involved parents as well as community members who do not have children in your school in this assessment. *Data was discussed at SIT meetings with a variety of stakeholders. Data was gathered from the NC Report Card SAS site.*

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<u>Proposed Goal #1 for Spring 2016 and School Year 2016-2017</u>

Tied to TCS goal #1. Every Transylvania County Schools' student has a personalized education, graduating from high school prepared for work, higher education, and citizenship.

School Goal 1: Demonstrate student academic success in the following areas:

- **Meet the 95% participation of students who take measurable assessments**
- **Increase student readiness as indicated on ACT benchmarks**
- **Increase student graduation rates in both the 4 and 5 year cohorts**
- **Increase achievement as indicated by EOC proficiency**
- **Increase attainment in CTE certifications**

Strategy 1: Utilize structures, programs and human capital to support all students as evidenced by master schedule, Powerschool student coding, teacher assignment and course offerings.

Strategy 2: Focus on student achievement and growth in all course
- using data to place all students appropriately
- creating opportunities and structures for all students

Strategy 3: Develop a best practices plan to improve college and career readiness as evidenced by the ACT Suite and by offerings of soft skills instruction.

Strategy 4: Increase the 4 and 5 year cohort graduation rates

Accept __X_____

Reject _____

Table_____

The SIT unanimously voted to accept this goal. The faculty voted unanimously to accept this goal.

District Strategic Plan Goal:	School Goal 2: Professional Development (To increase teacher knowledge of research-based strategies to be incorporated in content areas in order to increase growth in the EOC tested areas of Math I, Biology, and English 10 and in order to enhance student performance on NC Final Exams in other content areas.)
1. Every Transylvania County Schools' student has a personalized education, graduating from high school prepared for work, higher education, and citizenship.	Strategy 1: Provide with multiple methods to implement in the classroom to reach maximum growth through teacher development sessions.
2. Every Transylvania County Schools' student, every day has excellent educators.	Strategy 2: Require students who are making a 77% or below in content area classes will be required to attend smart lunch for remediation and skill-building exercises.
	Strategy 3: Provide a literacy class to rising freshmen, who are consistently not meeting their literacy goals on EOGs in reading, in order that additional individualized assistance in the areas of literacy, vocabulary, and comprehension is available to them.
	Strategy 4: The inclusion model will be developed in classes tested by an EOC where there is a heavy concentration of special education students in order to co-teach with regular education teachers to meet maximum growth potential.
	Strategy 5: Provide state required instructional planning and duty free lunch for each teacher per requirements of NC G.S. 115C-105.27. (This strategy is added to comply with statutory requirements)
	Strategy 6: Provide teachers with access to collaborative opportunities to discuss, observe, and reflect on educational practices, including lesson delivery, classroom management, formative assessments, best practices, others.

What data is needed to complete a review of the goal?
- *EVAAS Data (teacher and school)*
- *Achievement data (EOC and NCFE)*
- *Qualitative evaluation data*
- *Walkthrough observation data*
- *Agendas, materials, artifacts from PD*
- *Master Schedule*

Did we meet our goal/objective? (If yes, describe your current state and next steps for improvement)
-OR-
Is the goal in-progress or not yet addressed: *Portions of this goal are in progress and other portions are not as they have been discontinued. Some of the strategies are not connected or are loosely connected to the actual goal. Additionally, there are some correlation/alignment issues with the annotated strategies.*

We have increased teacher knowledge through effective PD practices, feedback, training on instructional practices correlated with school effectiveness and student growth (clear targets, ensuring rigor, feedback and instructional planning) however we will not know if the PD practices increases achievement/growth scores as the PD occurring in the 15-16 school year will be tied to state data released in Fall 2016.

Some of the initiatives/practices we are implementing include
- *limiting preps in EOC course*
- *we are utilizing a looping structure for Math 1*
- *we are shifting math EOC teaching assignments to an inclusion/content area trained team*
- *provide inclusion teachers with a common planning period*
- *provide all teachers with a PLC time common for their department*
- *provide all teachers with a planning period*
- *provide vertical collaboration opportunities*
- *revised Smartlunch schedule and program*
- *data meetings across departments during planning time and with departments during PLC time*
- *looking at literacy programs and curriculum (Scholastic read 180 or RICA) for 16-17 school year*
- *looking at freshmen interventions in the summer of 16-17 and teaming in the 16-17 school year*
- *looking at creating a collaborative, cross curricular team to study and transform grading practices*
- *looking at ACT initiatives/prep programs*

      If in progress, note status: *We do not yet have released data for last year, this semester or year*

      If not yet addressed, explain why and your plan for starting: *We are not currently holding a literacy class for incoming freshmen and are not scheduling a spring literacy class for 2016. This*

class, while taught by a reading teacher, was not grounded in a curriculum or data based program. Furthermore there was no evidence that the students were placed in accordance with data or had grown in reading comprehension/fluency/ability.

How are we doing over time (trend)? *This is the first year of the looping structure for EOC Math 1, inclusion training and blocked planning, or EOC middle school data being used to place 9th grade students. Furthermore, the strategic focus on lesson planning and PD centered on effect data had not occurred in the last several years.*

How are we doing compared to the district (comparison)? *No formally released data. There does appear to be evidence that we are performing at the same level as our sister school, RHS.*

How are we doing compared to like schools (competitive)? *We are doing similar to schools that look like us. There has been a decline in comparison to higher risk, eastern NC schools. ACT is one area of decline. Historically we have performed slightly above state average. Last year's ACT data has us at average and for the composite score, slightly below.*

1. What are the celebrations and the data to support them?
The implementation of clear targets is an area of celebration and the growth in the usage of clear targets as evidenced in PD sessions. Other celebrations include evaluations that are more aligned to the actual instruction being delivered. We anticipate an increase in achievement data as well as in growth data. Restructuring Smartlunch to return this time to a more academic focus.

2. What are the opportunities for improvement and the data to support them?
We need to continue to grow in grading and feedback practices, both as teachers and administrators.

3. What other data do we need?
2015-2016 EVAAS data
Achievement data
School Report Card

4. What are our next steps as indicated by the data?
Continuing PD targeted at clear targets, rigor and grading practices.
Looking at qualitative teacher evaluation data and walkthrough observation data to design future PD.
Implementing a literacy intervention program.
Implementing an ACT program.
Articulate a clear measurable goal along with aligned strategies in order to meet this goal.

5. What recommendations does the team have for mid-course corrections, changes, or improvements to this goal? *Improvements to this goal may be that we tie PD to qualitative elements*

on the NC teacher evaluation rubric. We could also consider focusing on the specifics of EOC growth in relation to our lowest area (Math) or all EOCs in relation to increasing them through PD, course structures, teacher support, and benchmarking.
Consideration should be given to realign strategies with the goal. Some of the strategies may not be fully actionable or related to the goal. Some new strategies might be to look at curriculum, teaming, master schedule alignment, etc.

6. Describe how you obtained feedback from stakeholders to develop this mid-point assessment of the school's School Improvement Plan. Be sure to include information on what stakeholders are represented in this feedback and on which methods you used to obtain information from them (i.e. meetings to include dates, surveys, and/or other methods). Specifically address how you involved parents as well as community members who do not have children in your school in this assessment. *We have conducted a number of meetings where we elicited feedback, gathered responses, vetted proposals, etc.*

Proposed goal #2 for Spring 2016 and School Year 2016-2017

Tied to TCS Goal #2: Every Transylvania County Schools' student, every day has excellent educators.

School **Goal 2: Demonstrate an increase in the following areas:**
- **teacher EVAAS growth**
- **teacher qualitative evaluation components**
- **use of highly correlated, instructional best practices**

Strategy 1: Offer whole faculty and prescriptive professional development on research-based, high correlation practices and strategies

Strategy 2: Perform administrative walkthroughs with feedback centered on professional development follow up and effective practices

Accept __X_____

Reject _____

Table_____

The SIT unanimously voted to accept this goal. Thirty-four faculty members voted to accept this goal, one faculty member voted to reject this goal.

District Strategic Plan Goal 3: Every Transylvania County Schools' student is healthy, safe and responsible.	School Goal 3: By 2016, Brevard High School will increase the safety of the campus and provide more opportunities where students can learn and demonstrate healthy choices and be responsible and active citizens. Strategy 1: Maintain a safe and orderly learning environment Strategy 2: Provide education to students on the importance of avoiding risky behaviors Strategy 3: BHS students will have opportunities to develop and enrich specific strategies and skills on how to make healthy choices Strategy 4: BHS students will have more opportunities to be involved in benefiting the greater community

What data is needed to complete a review of the goal?
- *Artifacts of PSA, health and safety surveys, clubs and organizations and events*
- *Discipline referrals as reported in PowerSchool*
- *NC school report card (safe and orderly schools)*

Did we meet our goal/objective? (If yes, describe your current state and next steps for improvement)
-OR-
Is the goal in-progress or not yet addressed: *In progress...*

> If in progress, note status:
> *Revision of SMART lunch to address student accountability*
> *Completed PSA on "Digital Tatoos" (Internet safety)*
> *Safe Dates*
> *Computerized Babies*
> *Breast Cancer Awareness and money raised for Brevard Cancer Center*
> *Red Ribbon Week*
> *PSA in Progress "Tell me…" (reaching out to students who need food, clothing, housing, etc.)*
> *Veterans Day 5k and money raised for Veterans Home*
> *Class Meetings*
> *Expectation assemblies*
> *Classroom discipline expectations*
> *Hall pass usage*

Admin flow chart and admin for the day
Counseling groups
School within a school
Talk it Up Day
Health Fair
TCS Safe School online anonymous tip line
Substance abuse curriculum in grade 9
Random drug testing for all students in competitive clubs/sports and with parking permits
Post online strategies to combat bullying
Backpack buddies program
Tactical site surveys each year
Monthly fire drills and lockdown drills performed quarterly

If not yet addressed, explain why and your plan for starting:

How are we doing over time (trend)?

	2010-2011	2011-2012	2012-2013	2013-2014
Short term suspension-	6.77	9.75	5.67	4.82
Long term suspension -	.15	.15	.14	
.07				
Reportable acts of violence-	1.62	1.05	1.13	1.06

*2015-2016 school year may have an increase in these reported categories to a single/school based discipline occurrence.

How are we doing compared to the district (comparison)?

2012-2013 - The number of acts of crime or violence per 100 Students:

Our School	1.13
District	0.95
State	1.34

2012-2013 Student Out-of-School Suspensions & Expulsions
The average number of short-term (10 days or less) out-of-school suspensions, long-term (more than 10 days) out-of-school suspensions, and expulsions per 100 students.
MORE INFORMATION

Short-Term Suspensions	Long-Term Suspensions	Expulsions

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Our School	5.67	0.14	0.00
District	5.20	0.09	0.00

How are we doing compared to like schools (competitive)?
Looking at Polk County High School that BHS is very similar in demographics and size:
In 2012-2013 Polk County High had 1.76 reportable acts of crime or violence compared, to BHS at 1.13
In 2012-2013 Polk County had 7.79 short term suspensions and .29 long term suspensions, compared to BHS at 5.67 and .14.

	Brevard High	Short Term suspensions (per 100 students) Hendersonville HS	Polk County HS
2013	5.67	6.70	7.79
2014	3.97	2.79	8.82

	Brevard High	Reportable Crimes or acts of violence (per 100 students) Hendersonville HS	Polk County HS
2013	1.13	1.12	1.76
2014	.99	.84	.59

	Brevard High	Long Term Suspensions (per 100 students) Hendersonville HS	Polk County HS
2013	.14	0	.29
2014	0	0	.29

1. What are the celebrations and the data to support them?
Based off the data of a 4 year span BHS has decreased in all categories; the number of short term suspensions, long term suspensions, and reportable acts of violence.

2. What are the opportunities for improvement and the data to support them?
BHS will continue to look for proactive approaches to address the safety and health of our students. Programs such as Baby Think it Over, Safe Dates,school wide assembly program on texting and

driving, Health Fair, and other programs BHS will continue to educate and model school health and safety as a priority. Revisions with SMART lunch are also an opportunity for improvement.

3. What other data do we need?
Stakeholder satisfaction survey data from parents, students and staff

4. What are our next steps as indicated by the data?
BHS will continue to be proactive and investigate opportunities to improve in the overall health and safety of each student.

5. What recommendations does the team have for mid-course corrections, changes, or improvements to this goal? *This goal may not need to be altered and is measurable, although more qualitatively than quantitatively. We may need to add one additional goal related to attendance.*

6. Describe how you obtained feedback from stakeholders to develop this mid-point assessment of the school's School Improvement Plan. Be sure to include information on what stakeholders are represented in this feedback and on which methods you used to obtain information from them (i.e. meetings to include dates, surveys, and/or other methods). Specifically address how you involved parents as well as community members who do not have children in your school in this assessment.
Data was pulled from NC School Report Card and compared to other schools at both district and statewide.
Pulled data from the TCS evaluation of healthy, active, caring school wellness policy.

Proposed Goal #3 for Spring 2016 and School Year 2016-2017

Tied to TCS Goal #3-   Every Transylvania County Schools' student is healthy, safe and responsible.

School Goal 3: Improve campus safety and student/community relations
- **Provide a structured lunch model that provides physical activity, enrichment and remediation opportunities, and social (club) opportunities.**
- **Increase student participation in community service activities.**
- **Utilize positive student centered programs and teams.**

Strategy 1: Create an inclusive schedule, training pieces and communications related to faculty and student norms and expectations as related to lunch intervention program.

Strategy 2: Utilize clubs and other organizations to seek more community outreach projects.

Strategy 3: Incorporate student leadership and student centered programs.

Accept __X_____

Reject _____

Table_____

The SIT unanimously voted to accept this goal. The faculty voted unanimously to accept this goal.