



School Improvement Plan
2016-2018

Brevard High School
Tammy Bellefeuille, Principal
John Hogan, School Improvement Chair

Transylvania County Schools
Strategic Plan
Mission, Vision, Motto, Goals, and Values

Adopted December , 2016 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.
- 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

Committee Position	Name
Principal	Tammy Bellefeuille
Assistant Principal	David Galloway
Assistant Principal	Allen Credle
Chair and Faculty Representative	John Hogan
Faculty Representative	Josh Tinsley
Faculty Representative	Bethany Bagwell
Faculty Representative	Heidi Bullock
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	Ashley Dickson
Faculty Representative	Lt. Col. Charles Megown
Faculty Representative	Patti Lance
School Counselor	Hallie Moore
School Counselor	Courtney Owen
Parent Representative	Susan Huter
Parent Representative	Zia McConnell
Parent Representative	Tamesha Whiteside
Parent Representative	Cindy Benjamin
Parent Representative	Kenny Jenkins

Parent Representative	Sonya Jenkins
Parent Representative	Cameron Austin
Community Representative	Frank Patton
Community Representative	Donna Patton
Community Representative	Rob Rhodes
Community Representative	Citlalmina Gonzalez
Community Representative	Linda Martinson
Student Representative	Madison Pulley
Student Representative	Jessica Austin
Student Representative	Sam Farrar

School Data and Summary Analysis

Strengths

A brief examination of the recent past reveals that Brevard High School has historically been 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.” What these accolades demonstrate is that BHS is a school in which its students demonstrated a high level of proficiency in most measures of student academic growth.

Delving deeper into the 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 (92% and 94.6% respectively for the 2014-2015 school year and 92% for the four-year graduation rate cohort for 2015-2016). These figures exceed the state results for the same time period and the four-year and five-year graduation rate cohorts exceed significantly the target rate established by the DPI. Buttressing this argument is evidence from the other end of the spectrum, which demonstrates 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 2017, 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 five students for 2015-2016. This figure represents an 82% reduction in the number of dropouts at BHS in the past nine 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 0.55 acts in 2015-2016. This figure is roughly half the number for the district as a whole and is substantially less 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 have 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 730 full-time students enrolled in classes. These numbers 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, though this may be more illustrative of the overall state of the local economy rather than a reflection of the school itself. A figure that is more indicative 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 2015-2016, 59% of the students in the county received free- and reduced-lunches, with 42% of Brevard High School students receiving free- and reduced-lunches, which is the same percentage it has been for the past four years. This figure may also reflect significant underreporting since 61% of the students at Brevard Middle School were on free- and reduced-lunches in 2015-2016 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. These figures would, therefore, seem to indicate that the economy of Transylvania County has not improved significantly in the last six years based upon evidence drawn from the past two School Improvement Plans.

Of the full-time students at BHS, 11 identify themselves as Asian, 4 as Pacific Islanders, 52 as Black, 36 as Hispanic, 47 as Multiracial, 3 as American Indian, and 577 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. At present, 117 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 in terms of building 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 exceeds both the district average and the state 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 has made significant gains over the past two 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 number of students passing Math III to the statewide standard of 95%, increasing the ACT proficiency to 70% and the ACT WorkKeys percentage to 73% with the percentage of students taking the WorkKeys test rising from 70% to 100%. Additionally, BHS met its student academic growth goals by rising from -3.19 (and not meeting expected growth in 2014) to 1.63 (and meeting expected growth in 2016) based upon the North Carolina School Report Card and EVAAS data. Finally, the EVAAS Growth Total Effectiveness Composite showed that BHS achieved a score of 6.34, which translate to BHS exceeding expected growth based on scores achieved on all EOC, NCFE, and CTE tests.

These data illustrate that the most recent School Improvement Plan for BHS was able to realize a significant 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 insure that every one who should be taking an EOC, NC Final Exam, ACT, or WorkKeys test was actually taking that test. While BHS has met that requirement according to the latest NC School Report Card, this requirement will need to be met year-after-year in order to continue to improve its School Performance Grade.

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 diatribe 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 opportunities to improve its performance grade over the next two years. The areas of opportunity contained in the School Report Card are the EVAAS Growth Status where BHS did meet expected academic growth for its students, the ACT Proficiency percentage, and the ACT Workkeys percentage. With respect to the 2015-2016 NC School Report Card, BHS has opportunities to increase its scores in all five academic achievement levels for reporting student performance on the EOCs with Level 3 and above being determined as meeting the grade-level proficiency standard and Level 4 and above being determined as having met the college-and-career readiness standard. Though nearly 2/3 of the students

taking the Math I, Biology, and English II EOCs scored Level 3 and above, BHS still has work to do in this area.

Finally, we also have to look at disaggregating the data and breaking it out into performance numbers for each subgroup performance objective measured by the state. Basically these outline the performance and targets for the 2015-2016 School Year by all students performance and by disaggregating the data according to American Indian, Asian, Black, Hispanic, Two or More Races, White, Economically Disadvantaged, Limited English Proficient, Student with Disabilities, and AIG. Unfortunately, the data currently available from the DPI does not show whether BHS met or did not meet its targets for every group, in many instances because the N (size of the subgroup tested) was too small to provide a statistically reliable measure. 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. That is, BHS must seek to enlarge the number of students in English II, Math I, and Biology who have either a “solid command” or “superior command” of the knowledge and skills in these areas of intellectual inquiry. In the case of those subgroups where no determination can be made largely due to the size of the subgroup tested, we need to infer that their performance and participation can be enhanced thereby contributing to an increase in the performance indicators for all students.

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. And we need the data which will give us the ability to determine whether specific subgroups met or did not meet performance level goals even if their subgroup N is too small to be determined by the state. 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 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, our school met 26 out of 26 targets with respect to the Annual Participation Requirements 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 continue the high 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 Total Effectiveness Composite while seeking to improve the level of proficiency 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. Expected growth is defined by the state, using a predictive-based model, as the difference between a 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 *œuvre* 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 disturbing trends that have occurred at BHS during the recent past. Over the last ten years there has been a significant level of turnover at the administrative level at BHS, whether that is due to promotion, retirement, or administrators seeking positions elsewhere. During this period of time students at BHS have continued to achieve at relatively high levels in spite of these changes at the administrative level. This suggests that the faculty may only need a light hand on the tiller in order to maintain a high level of student achievement, but most studies of institutional or organizational behavior suggest that a measure of continuity in the leadership structure is likely to produce better results than high rates of turnover and the concomitant changes brought about by a procession of new administrators at the building level.

The second major trend is the relatively high rate of annual teacher turnover at BHS over the last five years. In three of those years the rate ranged from 14% to 22% with the last two 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 (except for the last two years). 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.

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School Name: Brevard High School	Year: 2016-2017	Principal: Tammy Bellefeuille	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 their departments and across the faculty.

Students: 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. The establishment of an MTSS team that incorporates the FIT teaching model as outlined in *Intentional and Targeted Teaching* (Fisher, Frey, and Hite, 2016) by coming up with various strategies for teachers to use and develop in their classrooms to assist in reaching 80% of the student body reaching growth in the different subject areas will be a way to incorporate and share teaching ideas and strategies to deliver lessons as well as helping students be successful.

Students: 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><u>Teachers:</u> The availability of EVAAS data in which to analyze student data to</p>	<p>2. What opportunities for improvement do you notice?</p> <p><u>Teachers:</u> 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</p>	<p>3. What seems to be the root cause of the problem and how do you know?</p> <p><u>Teachers:</u> There are two issues at the root of the</p>
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<p>refine classroom instruction where the majority of students can obtain 80% growth in each of their subject areas.</p> <p><u>Students:</u> 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>the content areas.</p> <p><u>Students:</u> There can be continued data that is used for course offerings, master schedule development and the registration process.</p>	<p>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><u>Students:</u> 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 FIT teaching model and EVAAS data as 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.

Students: By December 2017, 90% of all freshmen will complete a 4 year plan by using multiple data sources for

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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 a flexible lunch schedule will allow for teacher collaboration both inter and intra departmental so that staff can share thoughts and ideas through the reading and discussion of *Intentional and Targeted Teaching* by Fisher, Frey, and Hite, 2016. The development of the MTSS Team will assist in combining the different committees so that staff is able to focus on expanding our vision for how to implement SIT goals.

Students: 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	Read and discuss as faculty <i>Intentional and Targeted Teaching</i> text	Administration, Staff	Implementation of strategies by teachers across school, within departments and individual classrooms	Aug. 2016	June 2017
	Development of an MTSS Team	Administration, MTSS facilitator	Use of SAM (NC Self-Assessment of MTSS Implementation for annual review	Dec. 2016	June 2017
	Use of EVAAS data to plan and implement subject area curriculum	Administration, Staff	Evaluate EVAAS data for 2016-2017	Dec. 2016	June 2017, annually
	Integrating literacy	Administration,	EVAAS, NC State	Aug.	June 2018

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	strategies into the reading and writing of content areas	Staff	Evaluations, Work Keys, ACT	2017	
	Learning Walks	MTSS Team, Staff	Teachers will acquire a variety of different strategies for experiential learning	Dec. 2016	June 2017, annually
Students	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			
	Increase course offerings with industry certifications	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.

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

Teachers: Instruction by Dr. Jeremy Gibbs on how to use EVAAS in the planning and implementation of curriculum. The continued discussion of *Intentional and Targeted Teaching* in teacher meetings as staff and departments.

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

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<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> *Successful development of an MTSS team that works with faculty, guidance, and administration *The use of the various strategies as outlined in <i>Intentional and Targeted Teaching</i> text</p> <p><u>Students:</u> *Completion of 4 year plans *Course data for continued or new offerings *Needed sections and courses for new master schedule</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><u>Teachers:</u> *Study of EVAAS data 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.</p>	<p>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</p>
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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:		
<p>1. What worked and how do you know?</p>	<p>2. What didn't work and how do you know?</p>	<p>3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No</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)?

Target goal has been met and is changed to a new target goal.
 Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.

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.
 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.

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.				

Implementation Plan Quality Check:

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

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

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

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answering the following questions

A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)	B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)	C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)
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S	Study – Analysis of data after implementing an approach
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At the end of cycle 2, 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?	2. What didn't work and how do you know?	3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No From whom do you need assistance?
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Reflect on the data analysis for the year so far and check the option below that best describes your direction for the next SIP.

A	Act – Continue with the Target Goal or revise the Target Goal for next year.
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- Overall goal has been met and School Improvement Plan focus will change for next year.
- Or...
- Target goal has been met and is changed to a new target goal.
- Target goal not met but current plan is effective so we will continue current plan and repeat it for the 2013-14 SIP to take our work to sustaining.
- Target goal not met, so we will continue current plan for 2013-14. We will make improvements to the plan based on what didn't work through this year.

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P	PLAN: Identify the gap and the approach
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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 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

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noted on the Teacher Working Conditions Survey. A revised lunch schedule might well address this concern, as well.

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.)?

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School Improvement Plan

A Continuous Improvement Strategic Plan

Survey faculty and students for concerns
 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.	Guidance Task Force	We identify a program.	March 2017	April 2017
	Implement program.	Task Force	Program implementation	April 2017	Ongoing
	Identify student participants	Teachers; Admin; Guidance	Students identified	March 2017	April 2017
	Student participants devise a way to implement the revised lunch schedule	Teacher facilitators,	Implementation of revised lunch schedule through student direction	Jan. 2017	Jan 2017

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		Admin., Guidance	

Implementation Plan Quality Check:

What resources/budget needs do you have for the first cycle? Lunch Task Force; Community input for creating student-solution group.

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

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

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: monitor discipline records Monitor the number of lunches purchased Monitor club participation</p>
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S	Study – Analysis of data after implementing an approach
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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:

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1. What worked and how do you know?	2. What didn't work and how do you know?	3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No
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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)?

<input type="checkbox"/> Target goal has been met and is changed to a new target goal. <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.	<input 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. <input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.
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A	Act – Revise or continue with implementation plan based on data analysis.
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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.

Step # Cycle 2 List the specific steps your team will complete during the second 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

Implementation Plan Quality Check:

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

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

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

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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)	B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)	C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)
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S Study – Analysis of data after implementing an approach

At the end of cycle 2, 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?	2. What didn't work and how do you know?	3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No From whom do you need assistance?
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Reflect on the data analysis for the year so far and check the option below that best describes your direction for the next SIP.

A Act – Continue with the Target Goal or revise the Target Goal for next year.

- Overall goal has been met and School Improvement Plan focus will change for next year.
- Or...
- Target goal has been met and is changed to a new target goal.
- Target goal not met but current plan is effective so we will continue current plan and repeat it for the 2013-14 SIP to take our work to sustaining.
- Target goal not met, so we will continue current plan for 2013-14. We will make improvements to the plan based on what didn't work through this year.

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. <u> </u>
✓	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		

Jary Bellefroid
Signature of the Principal

12/7/16
Date

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

12/7/2016
Date