



School Improvement Plan  
2014-2016

Brevard High School  
Jason Ormsby, Principal  
John Hogan, School Improvement Chair

# Transylvania County Schools 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.

# 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	Jason Ormsby
Assistant Principal	Missy Ellenberger
Assistant Principal	David Galloway
Chair and Faculty Representative	John Hogan
Faculty Representative	Josh Tinsley
Faculty Representative	Jane Fuller
Faculty Representative	Heidi Bullock
Faculty Representative	Kathryn Bailey
Faculty Representative	Tonya James
Faculty Representative	Matt Tuckey
Faculty Representative	Amanda Lippard
Faculty Representative	Mark Robinson
Faculty Representative	Dan Harris
Faculty Representative	Eva Cavros
Faculty Representative	Patti Lance
Student Services Representative	Hallie Thoele
Student Services Representative	Jenita Pace
Student Services Representative	Stephen Shields
Parent Representative	Susan Huter
Parent Representative	Linda Martinson
Parent Representative	Florence Allbaugh
Parent Representative	Kenny Jenkins
Parent Representative	Laura Raintree

Community Representative	Frank Patton
Community Representative	Donna Patton
Community Representative	Rob Rhodes

## **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 five 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 (84.8% and 91.1% respectively for 2013-2014). Both figures exceed the state results for the same time period, with the five-year graduation rate cohort exceeding the target rate established by the DPI by six percent. 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 2015, but evidence from a number of sources suggests that the dropout rate has declined by roughly sixty-eight percent from the most recent high of twenty-eight, which occurred in the 2007-2008 school year.

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” school as there were only eight acts of crime or violence in 2012-2013, and only seven acts in 2013-2014.

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 its student body. The following description is a snapshot of BHS meant to provide some context for the analysis to come. BHS has 716 students currently enrolled with 20 students spending half of the day at BHS and half of the day at DRS or roughly 726 full-time equivalents. These numbers mirror the student population over the last four 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 though this may be more illustrative of the condition of the local economy rather than a reflection of the school. A figure

that is indicative of the impact of the local economy on students' lives is the number of students currently receiving free- and reduced-lunch. According to the most recent figures, 61% 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 exact same percentage as two years ago at this time. This figure may also reflect significant underreporting as 55% of the students at Brevard Middle School are currently on free- and reduced-lunches. These figures would seem to indicate that the economy of Transylvania County has not improved significantly in the last four years based upon evidence drawn from the past two School Improvement Plans.

Of the full-time students at BHS, 7 identify themselves as Asian, 6 as Pacific Islanders, 57 as Black, 27 as Hispanic, 36 as Multi-Racial, 3 as American Indian, and 580 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 123 students are currently being served by the self-contained classrooms, the EC department, and the OCS programs. At present, 113 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 and financial support or in terms of building our AIG program. Finally, over the last two years, BHS has recorded an attendance rating that has exceeded 95%.

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 some significant opportunities for improvement in two major areas: student participation and student academic growth. With respect to student participation, BHS was identified as a "consistently low participating school" according to the NCDPI/Division of Accountability Services. This means 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 will convey certain consequences for not meeting participation rate requirements. So BHS must first insure that every one that should be taking an EOC, NC Final Exam, ACT, or Workkeys test is taking that test.

With respect to the issue of student 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 and in terms of whether they met or did not meet performance and participation targets for each of the Annual Measurable Objectives (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 a long 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; as well as the percentage of AMO targets that were met, our EVAAS Growth Status, the ACT percentage, the ACT Workkeys percentage, the percentage of students passing Math III, the Four-Year Cohort Graduation Rate percentage, the Five-Year Cohort Graduation Rate percentage, as well as whether the total of all students and various subgroups met their AMO targets for the 2013-2014 school year (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 and student academic performance/expected growth. Having already examined the issue of participation we need to turn to those measures of performance/expected growth for which BHS has opportunities to improve its student performance over the next two years. The areas of opportunity contained in the Other Level Indicators Report (all figures are for the 2013-2014 school year) are the percentage of AMO targets which were met, the EVAAS Growth Status where BHS did not meet expected academic growth for its students, and the ACT Workkeys percentage. With respect to the 2013-2014 State, District, and School Level EOG and EOC Report, 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 more than 2/3 of the students taking the Math I, Biology, and English II EOCs scored Level 3 and above with the percentages of Level 3 scores on each of these tests outdistancing the state’s results, 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 in the Annual Measureable Objectives Targets chart and the 2013-2014 State, District, and School Level AMO Targets Report. Basically these outline the performance and targets for the 2013-2014 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 released in this chart by 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 to us, BHS has work to do with respect to all students, ED students, and white students on Math Rigor. 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 AMO targets even if their subgroup N is too small to be determined by the state. Finally, with respect to participation we need for the Student Services department to run audits of students' transcripts and current schedules to insure that they participate in NC Final Exams and EOCs so that the minimal requirement standard of 95% participation is met.

### **Improvement Priorities for the School**

As noted previously, the priorities that emerge as a result of the analyses of the data are, broadly, increasing participation in testing so that we exceed the 95% threshold and enhancing student academic performance so that, as a school and according to the EVAAS data, our students meet or exceed expected growth. This means that we must insure that students take the proper tests at the appointed times and that when they take these tests that they score well enough to have, at a minimum, met their expected growth. This will be achieved by pursuing the following priorities:

1. Targeting participation;
2. Targeting professional development for BHS teachers in order to enhance their ability to promote the skills necessary for students to meet or exceed expected academic growth;
3. Increase teacher collaboration and interdisciplinary cooperation as a way of sharing best practices that transcend specific content areas;
4. Pursue research-based strategies concerning skills that students will need to employ on EOCs, NC Final Exams, the ACT, and Workkeys tests so as to enhance their performance;
5. Improve students decision-making skills and their general well-being (as much as BHS as an institution possibly can) in order to enhance their test-taking skills.



## Goal 1

Area for improvement and supporting data:	Student Academic Growth
School Goal:	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%.
Supports District Goal(s):	1
Target(s):	By 2016, ensure complete participation in required assessments to address your 95% tested issue, demonstrate expected or high growth and increase proficiency on assessments.
Indicator(s):	Graduation rate, EOC participation audit, ACT benchmarks, final transcript requests, Workkeys, attendance rates, BRCC enrollments, CTE pathways/certifications, student drop-out exit interviews,
Milestone:	Fall 2016

### Improvement Strategies

**Strategy 1:** Meet the minimum threshold of 95% participation of students who take all measurable assessments.

<b>Action Steps:</b>
1. Educate students through course registration to encourage relevant and rigorous course selection
2. Students and counselors will develop and audit the 4 year plan annually

**Strategy 2:** Increase the number of students who meet the college readiness benchmarks in the suite of ACT tests.

<b>Action Steps:</b>
1. Educate students on the timeline of the tests
2. Educate students on the test preparation review materials available
3. Educate students on the interpretation of results
4. Each academic department will specifically review courses in order to enhance preparation for ACT testing

**Strategy 3:** Improve the graduation rates of four and five year cohorts.

<b>Action Steps:</b>
1. Personalized Education Plans will be implemented for students not passing two classes at the 4.5 and 9 week grading periods
2. Student Services will educate all students on the importance of graduation in relation to their future

plans through classroom guidance each year

**Funding:** No additional funding needed

**Review Frequency:** Quarterly

**Assigned Implementation Team:** Student Services, BHS staff stakeholders

<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>
EVAAS, ACT data, NCDPI data
<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>
EVAAS, ACT data, NCDPI data

**Future Steps and Monitoring**  
(To be reviewed in the 2015-2016 School Year)

<b>What does data show regarding the results of the implemented strategies?</b>
<b>Based upon identified results, should/how should strategies be changed?</b>

## Goal 2

Area for improvement and supporting data:	Professional Development and Student Proficiency
School Goal:	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.
Supports District Goal(s):	1, 2
Target:	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, English 10 and other core content areas so that benchmark percentages are (at a minimum) met on an annual basis.
Indicator(s):	EOC results Math I, Biology, and English 10; NC Final Exam results, CTE Post-Assessment results, ACT results, Workkeys results; and Analysis of Student Work results.
Milestone:	Fall 2016

### Improvement Strategies

**Strategy 1:** Provide with multiple methods to implement in the classroom to reach maximum growth through teacher development sessions.

<b>Action Steps:</b>
1. Teachers will learn literacy and writing based strategies to be used in all content areas
2. Teachers will learn Universal Designs for Learning strategies in order to challenge all levels of students while meeting mastery of content concepts
3. Teachers will learn research based strategies to incorporate multiple levels of Bloom's Taxonomy in their classroom
4. General and Special education teachers will receive staff development on techniques incorporating the inclusion/co-teaching model in order to meet the needs of regular and special education students in EOC tested classes

**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.

<b>Action Steps:</b>
1. Faculty will develop a model SMART lunch program that allows teachers to monitor both attendance during tutorials and a method of assessing the impact of SMART lunch on the students' grades
2. Consequences for not attending SMART lunch when required will be put into place to encourage attendance

**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.

<b>Action Steps:</b>
1. Students will be identified based upon EOG scores, formative assessments, both informal and formal, and classroom teacher recommendations at the middle school level
2. Students who are enrolled in Literacy class will take the course during 1st semester to be followed up with 9th grade English during 2nd semester
3. Student growth of Literacy students will be tracked using ACT Plan, ACT, and ACT Work Keys test scores and electronic cumulative portfolios throughout the duration of the Literacy class
4. Teacher will explicitly teach soft skills directly related to future employment and other life endeavors, and these lessons serve as the foundation of motivation for the students in the Literacy class

**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.

<b>Action Steps:</b>
1. Identified special and regular education teachers will be identified for co-teaching opportunities and provided with staff development to learn inclusion model methods of teaching in order to meet maximum growth potential in high needs classes
2. Special education students that have been deemed appropriate for inclusion classes by the individual IEP teams will be clustered into Math I, English 10, and Biology classes
3. Special education teachers will be assigned to co-teach with regular education teachers in Math I, English 10, and Biology classes with high concentrations of special education students in order to individualize their educational experience while meeting the needs of the IEP

**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)

<b>Action Steps:</b>
1. Review requirements with staff
2. Arrange schedule according to state 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.

<b>Action Steps:</b>
1. Discuss issues related to student learning and the ways the issues are addressed in their individual classrooms

2. Choose one of these factors and identify what student or teacher behaviors, activities, etc. best support student learning
3. Observe one another's classrooms and record observations concerning aforementioned learning factors
4. Teachers will meet for a debriefing after each session, discussing their observations of one another, developing ways to combine individual strategies for more effective instruction, and reflecting on their own instructional practices

**Funding:** No additional funding needed.

**Review Frequency:** 2016

**Assigned Implementation Team:** Every teacher will need to be involved in the process, with each individual PLC being responsible for the academic performance levels of students in its content area.

<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>
Teacher surveys, student test scores and work samples, notes / strategies from classroom walkthroughs.
<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>

**Future Steps and Monitoring**  
(To be reviewed in the 2015-2016 School Year)

<b>What does data show regarding the results of the implemented strategies?</b>
<b>Based upon identified results, should/how should strategies be changed?</b>

### Goal 3

Area for improvement and supporting data:	Student safety, positive school climate, responsible/healthy students
School Goal:	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.
Supports District Goal(s):	3
Target:	Decrease number of incident referrals resulting in disciplinary action from 7 incidents in 2013-2014 to 4 by 2015-2016, students indicating their desire to make safe choices by using anecdotal evidence and evidence gleaned from student surveys, and more students involved in community service – by their senior year at least half of the graduating class should have performed a minimum of ten hours of community service.
Indicator(s):	Incident reports, student surveys, Peer mediation referrals, graduation rates, electronic misconduct, number of students involved in volunteer activities
Milestone:	Fall 2016

#### Improvement Strategies

**Strategy 1:** Maintain a safe and orderly learning environment.

<b>Action Steps:</b>
1. BHS will continue to enhance building security with limited door access
2. BHS will perform regular, practice safety drills: fire, tornado and lockdowns
3. Students will be able to confidentially report concerns about situations with their peers electronically using a Peer Help email

**Strategy 2:** Provide education to students on the importance of avoiding risky behaviors

<b>Action Steps:</b>
1. Save-a-Life Tour will provide education on the importance of safe driving
2. Safe Dates will be invited to provide education on relationship safety
3. Student Council will provide education on recent trends and dangers in drug and alcohol use
4. A Guidance Advisory Council will be formed to assist counselors in creating assessments on needs of student body and best practices in successfully helping students

**Strategy 3:** BHS students will have opportunities to develop and enrich specific strategies and skills on how to make healthy choices.

<b>Action Steps:</b>
1. Peer Mediation program will be expanded; students will be trained to help their peers with conflict
2. Freshman Year Experience retreats will provide freshmen with specific strategies on how to relate to each other
3. Student Services will educate all students on social/emotional issues through classroom guidance
4. Student services will offer small groups for students to learn and practice social skills

**Strategy 4:** BHS students will have more opportunities to be involved in benefiting the greater community

<b>Action Steps:</b>
1. Student Services will start a Volunteer Club that will actively participate in helping BHS and local organizations
2. Student Services will host a volunteer fair whereby organizations that do different types of outreaches can educate students on ways to impact their community
3. Teachers will investigate best practices to implement on teaching local, state and national concerns into their classrooms and process ways students can impact their world

**Funding:** No additional funding needed

**Review Frequency:** Quarterly

**Assigned Implementation Team:** Student Services, Teachers

<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>
Student Surveys, Working Conditions Survey
<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>
Student Surveys, Working Conditions Survey

**Future Steps and Monitoring  
(To be reviewed in the 2015-2016 School Year)**

<b>What does data show regarding the results of the implemented strategies?</b>
<b>Based upon identified results, should/how should strategies be changed?</b>