

North Buncombe High School

School Improvement Plan

2018 – 2020

Buncombe County Schools

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Statement of Assurance

The School Improvement Team, with input from faculty, staff, and community members, has developed the following school improvement plan. This plan is based on an analysis of data collected in the areas of academics, climate/culture, and demographics/school characteristics. Academic information is based largely on the North Carolina accountability model which includes proficiency and growth (EVAAS) data. Further, the plan incorporates the following priorities:

Buncombe County Schools Strategic Priorities

- Academic Excellence: All Buncombe County Schools take collective responsibility to increase the academic growth and achievement of each student.
- Safety and Support Systems: All Buncombe County Schools will maintain safe learning environments and enhance wellness for all students and staff.
- Leadership Development: All Buncombe County Schools are committed to develop a diverse group of highly qualified leaders who empower others.
- Family and Community Engagement: All Buncombe County Schools will fully engage families, communities, and staff to work together for the success of each child.

North Carolina State Board of Education Goals

- Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
- Every student has a personalized education.
- Every student, every day has excellent educators.
- Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
- Every student is healthy, safe, and responsible.

Advanced Standards of Quality

- Clear Direction: The capacity to define and clearly communicate to stakeholders the strategic direction and priorities that the system is committed to achieving.
- Healthy Culture: The shared values, beliefs, written and unwritten rules, assumptions, and behavior of the system's stakeholders that shape the social norms and create opportunities for everyone to be successful.
- High Expectations: The system sets and commits to high expectations for student learning outcomes, teacher quality, leadership effectiveness, community engagement, and parent involvement.
- Impact of Instruction: The capacity of all staff in the system to purposefully and intentionally create an environment that empowers all learners to be successful and reach expected levels of achievement, including readiness to transition to the next level of learning or career pathway.
- Resource Management: The ability of a system to plan, secure, and allocate its resources (human, material, and fiscal) to meet the needs of every learner.
- Efficacy of Engagement: the ability of the system to engage learners and other stakeholders in an effective and efficient manner to achieve its goals.
- Implementation Capacity: The ability of a system to consistently execute actions designed to improve organizational and instructional effectiveness.

North Buncombe High School Improvement Plan 2018 - 2020

Signatures verify that the school improvement plan was approved by secret ballot vote of the staff.

Principal: Dr. Samantha Sircey
Date: November 13, 2018

SIT Chairperson: Jenny Zimmerman
Date: November 13, 2018

School Improvement Team Members

2018 - 2019 SIT Members

The following were members of the School Improvement Team for the 2018 – 2019 school year. Signature indicates participation in the development of the plan, revisions, and/or progress reports completed during their time of service.

Please print your name and sign.

Principal: Samantha Sircey
Signature: Samantha Sircey

SIT Chairperson: Jenny Zimmerman
Signature: Jenny Zimmerman

Assistant Principal: Kim Mason
Signature: Kim Mason

Instructional Support: Sarena Moss
Signature: Sarena Moss

Teacher: Corinne McNamee
Signature: Corinne McNamee

Teacher Assistant: _____
Signature: _____

Teacher: Toby Anderson
Signature: Toby Anderson

Parent: Rebecca Bodenheimer
Signature: Rebecca Bodenheimer

Teacher: Elizabeth Boggs
Signature: Elizabeth Boggs

Parent: Clyde Anthony
Signature: Clyde Anthony

Teacher: Sherrie Minkin
Signature: Sherrie Minkin

Student: Abeni Benfield
Signature: Abeni Benfield

Teacher: Katie Darty
Signature: Katie Darty

Student: _____
Signature: _____

Teacher: M Rowe
Signature: M Rowe

Member: _____
Signature: _____

Teacher: Rick Webb
Signature: Rick Webb

Member: _____
Signature: _____

2019 - 2020 SIT Members

The following were members of the School Improvement Team for the 2019 – 2020 school year. Signature indicates participation in the development of the plan, revisions, and/or progress reports completed during their time of service.

Please print your name and sign.

Principal: _____
Signature: _____

SIT Chairperson: _____
Signature: _____

Assistant Principal: _____
Signature: _____

Instructional Support: _____
Signature: _____

Teacher: _____
Signature: _____

Teacher Assistant: _____
Signature: _____

Teacher: _____
Signature: _____

Parent: _____
Signature: _____

Teacher: _____
Signature: _____

Parent: _____
Signature: _____

Teacher: _____
Signature: _____

Student: _____
Signature: _____

Teacher: _____
Signature: _____

Student: _____
Signature: _____

Teacher: _____
Signature: _____

Member: _____
Signature: _____

Teacher: _____
Signature: _____

Member: _____
Signature: _____

Staff Development Funds

NBHS does not have designated staff development funds. However, all available resources are considered to support teacher professional growth through conferences, workshops, and other content or student related opportunities. Other resources include PTSO grants and district grants.

School Safety

Discipline

Issues

During the 2017-2018 school year NBHS saw the largest areas of discipline referrals labeled as disruptive behavior (118 incidents), disrespect of faculty (89 incidents), excessive tardiness (72 incidents), cutting class (69 incidents) and insubordination (60 incidents).

Corrective Actions

In the current 2018-2019 school year, NBHS is reporting an increasing trend in excessive tardiness. However, this increase is due to a new tardy policy, that involves more accurate reporting and more parental communication. It is predicted this change will improve students arriving to school on time and will allow for collaboration between the school and families.

Additionally, NBHS has seen an increase in the use and possession of inappropriate items: e-cigs and vapes. The school is currently working to educate students and teachers on the use of vapes and the ways in which students are using these items on school. This plan was instigated with student and parent urging, and school support.

PBIS

The NBHS PBIS program promotes student-centered decisions and shared expectations for behavior. The PBIS team uses individual and school-wide rewards to promote student achievement in meeting those expectations. These positive behavior supports help students meet expectations and reduces student discipline referrals. NBHS received the Green Ribbon PBIS designation for the 2017-2018 school year for effectiveness in use of the PBIS program.

Safety Considerations

Facility Related Safety

The administration monitors school safety issues and considers input from the parent Advisory Council, students, through student town hall meetings, and teachers, through the school's safety team. For the 2018-2019 NBHS has made changes to student parking areas so that every student enters the main door. Additional changes were made to the student drop-off/pick-up area to ensure that students were visible when exiting vehicles. The district has committed to adding a buzz-in system to the main entrance so as to increase safety during the school day. The principal continues to review safety protocol with the school safety team, making changes as needed.

Incident Response

As per NC General Statute GS 115C-105.27(c1), specific information on incident response is not included in the school improvement plan; however, each Buncombe County School has a crisis response plan. The principal has communicated this plan to their faculty, staff, and students as appropriate. Further, this plan has been approved by the Buncombe County Board of Education and is on file in the Assistant Superintendent's Office.

At Risk Students

NBHS has a system to identify and support students who are at risk for academic failure and who are not successfully progressing toward grade promotion and graduation. Identification will occur as early as can reasonably be done and can be based on grades, observations, diagnostic and formative assessments, state assessments, and other factors, including reading on grade level.

Instructional Support

The following instructional practices and methods have been identified as effective in improving the academic performance of students identified as at risk of academic failure or at risk of dropping out of NBHS:

- The Hawk Quest mentoring program for every student
- Support services such as resources for homeless students, mental health supports, and school-based counseling
- Teacher and peer tutoring before and after school; teacher tutoring during lunch
- Increased inclusion class offerings for exceptional students
- A mindful master schedule that maximizes teacher use to support student needs.

Transition Plans

NBHS works to support students as they transition from NBMS. This support includes small group registration meetings for all 8th grade students, parent-teacher registration meetings, parent and student Open House for rising 9th graders, and a teacher mentor, or Hawk Quest Advisor, to work with the student and family throughout high school.

Teacher Time

Duty Free Lunch

NBHS provides teachers with a duty-free lunch time of 20 minutes each day, and 40 minutes at least twice per week. Professional Learning Communities (PLCs) and 20-minute cafeteria supervision time (1-2 times per week) were approved by a vote of teachers.

Duty-Free Instructional Planning

Each teacher at NBHS is provided a 90-minute instructional planning period during the regularly scheduled school day.

Efficient Reporting

NBHS utilizes electronic methods to report discipline through the Educator’s Handbook program. This method is more efficient and allows for timely and convenient reporting. In addition, the Power School program allows for electronic record keeping for attendance and grades.

Volunteers and Mentors

Year	Total Volunteer Hours	Total # Staff	# Staff as Mentors	# Students Mentored by Staff	# Volunteer Mentors	# Students Mentored by Volunteers
2017-18	1540	72	72	1070	200	200
2018-19						
2019-20						

Source: School

School Performance Data

School Performance Grade

Performance Standards	2016 – 17	2017 – 18	2018 – 19	2019 – 20
Overall Achievement	77	77.5		
Overall Growth	89.5	80.3		
Overall Performance	80	78		
Overall Grade	B	B		
English II GLP	64.5	64.1		
Math 1 GLP	76.7	67.5		
Biology GLP	67.4	73.8		
The ACT (% met UNC minimum)	62.1	68.0		
ACT WorkKeys (% at or above silver)	86.9	80		
Math Course Rigor (% competing Math 3)	>95	>95		
Cohort Graduation Rate 4 Year	89.5	90.5		

Source: Ready Report, SPGSTAT

EVAAS Data

Levels: Blue: Exceeds Expected Growth, Green: Meets Expected Growth, Red: Does Not Meet Expected Growth

School Accountability Growth

Year	Index	Level (B/G/R)
(2016) – 2017	3.81	B
(2017) – 2018	.03	G
(2018) – 2019		
(2019) – 2020		

Source: EVAAS, School Accountability Growth

Educator Effectiveness Growth (Composite)

Year	Index	Level (B/G/R)
(2016) – 2017	10.75	B
(2017) – 2018	11.76	B
(2018) – 2019		
(2019) – 2020		

Source: EVAAS, Educator Effectiveness Growth

Growth by Subject/Grade

(B- Exceeds, G- Meets, R- Does Not Meet)

Subject	(2016) – 2017	(2017) - 2018	(2018) - 2019	(2019) - 2020
English 2	G	B		
Math 1	B	B		
Biology	B	R		
ACT	-0.6	n/a		
WorkKeys	n/a	n/a		

Source: EVAAS, School Value Added

Subgroup Performance

2017 – 2018 Subgroup GLP

	All	Fem	Male	Aml	Asia	Blck	Hisp	Mult	Whte	EDS	LEP	SWD	AIG
Num (All Subjects)	839	394	445	*	*	*	120	21	682	356	40	104	210
English 2	64.1	73.2	55.9	*	*	*	42.5	*	69.6	48.3	7.7	14.3	89.2
Math	67.5	75.4	61.1	*	*	*	52.5	*	70.8	52.8	33.3	10.6	>95
Biology	73.8	70.9	76.6	*	*	*	50.0	*	78.7	65.2	<5	17.2	>95
ACT Composite	68.0	67.6	68.3	*	*	*	63.6	*	68.8	55.6	*	29.4	>95
Work Keys	80.0	77.5	82.6	*	*	*	73.3	*	80.5	78.7	*	*	93.8
CGR 4 year	90.5	92.6	88.5	*	*	*	85.7	*	93.0	87.0	*	78.1	>95

2018 – 2019 Subgroup GLP

	All	Fem	Male	Aml	Asia	Blck	Hisp	Mult	Whte	EDS	LEP	SWD	AIG
Num (All Subjects)													
English 2													
Math 1													
Biology													
ACT Composite													
WorkKeys													
CGR 4 year													

2019 – 2020 Subgroup GLP

	All	Fem	Male	Aml	Asia	Blck	Hisp	Mult	Whte	EDS	LEP	SWD	AIG
Num (All Subjects)													
English 2													
Math 1													
Biology													
ACT Composite													
WorkKeys													
CGR 4 year													

Source: Internal Ready Review, RDYSUM – Ready Drilldown, Performance Composite GLP

Long Term Goals

2017 - 2018 Long Term Goals NOT Met

Subject / Grade	Subgroup	Target	Actual
Reading	All	59.3	54.4remo
Reading	White	61.2	59.6
Reading	EDS	48.8	39.1
4yr CGR	All	90.8	90.5

2018 – 2019 Long Term Goals NOT Met

Subject / Grade	Subgroup	Target	Actual

2019 - 2020 Long Term Goals Not Met

Subject / Grade	Subgroup	Target	Actual

Source: Internal Ready Review (new, specifics unknown)

Accountability Participation Data

Overall

	2016-17	2017-18	2018-19	2019-20
Total Participation Targets	31	17		
# Participation Targets Met	30	17		
% Participation Targets Met	96.8	100		

Source: Internal Ready Review, AMOSTAT – Target Overview

Graduation Courses Pass Rate Data

2017 – 2018 Data

Course	Membership	# Failures	# Attendance Failures (FF)	Percent Passing
English I	280	19	5	93
English II	269	17	8	94
English III	266	30	0	89
English IV	235	2	0	99
Math I	205	11	7	95
Math II	227	12	7	95
Math III	255	29	3	87
Earth and Environmental	283	13	5	95
Biology	283	14	5	95
World History	277	9	7	97
American History I	223	12	10	95
American History II	185	6	7	97
Civics and Economics	243	1	1	100
Health/PE (required)	287	7	9	98

2018 – 2019 Data

Course	Membership	# Failures	# Attendance Failures (FF)	Percent Passing
English I				
English II				
English III				
English IV				
Math I				
Math II				
Math III				
Earth and Environmental				
Biology				
World History				
American History I				
American History II				
Civics and Economics				
Health/PE (required)				

2019 – 2020 Data

Course	Membership	# Failures	# Attendance Failures (FF)	Percent Passing
English I				
English II				
English III				
English IV				
Math I				
Math II				
Math III				
Earth and Environmental				
Biology				
World History				
American History I				
American History II				
Civics and Economics				
Health/PE (required)				

*Source: Data Manager, must pull data before EOY process.
Percent passed does not include failures or attendance failures.*

ACT Data

Year	Composite	English	Math	Reading	Science	Writing
2016 – 17	62.1	44.2	26.9	32.9	21.4	40
2017 – 18	68	43.9	34.6	35.5	27.6	41.1
2018 – 19						
2019 – 20						

Source: Ready Report- RDYSUM – Ready Drilldown, The ACT

Advanced Placement Data

Year	Grades Reported	Candidates	% Scores ≥ 3
2016 – 17	372	217	61.8
2017 – 18	327	203	58.1
2018 – 19			
2019 – 20			

Source: Testing Office (handout)

Attendance Data

Chronic Absent is a student who missed more than 17 days for any reason

School Year	# Chronic Absent	# Final Enrollment	% Chronic Absent
2016 – 2017	56	1033	5.42
2017 – 2018	105	1003	10.47
2018 – 2019			
2019 – 2020			

Parent Survey Data

2017 - 2018

Number of responses:	Percent of respondents who				
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3) My child is safe at school	13	50	23	12	2
6) I feel welcome at my child's school	28	52	14	5	1
7) I respect the school staff	39	48	10	3	0
8) The school communicates expectations for student learning and goals	21	59	12	6	2
9) The school responds in a timely manner when I have concerns	20	52	19	6	3
10) The school is successful in preparing my child for the future	18	57	15	7	3
11) There are clear behavior expectations that are supported by school staff	22	58	10	7	3

2018 – 2019

Number of responses:	Percent of respondents who				
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3) My child is safe at school					
6) I feel welcome at my child's school					
7) I respect the school staff					
8) The school communicates expectations for student learning and goals					
9) The school responds in a timely manner when I have concerns					
10) The school is successful in preparing my child for the future					
11) There are clear behavior expectations that are supported by school staff					

2019 – 2020

Number of responses:	Percent of respondents who				
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3) My child is safe at school					
6) I feel welcome at my child’s school					
7) I respect the school staff					
8) The school communicates expectations for student learning and goals					
9) The school responds in a timely manner when I have concerns					
10) The school is successful in preparing my child for the future					
11) There are clear behavior expectations that are supported by school staff					

Source: Communications Department/Technology/Testing

Discipline Data

Offenses: Office Referral

(By # of incidents, list top 5 UB, top 3 RO)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
Total Office Referrals	876	777		
Insubordination	173	60		
Cutting Class	109	69		
Excessive Tardiness	86	72		
Disrespect	77	89		
Disruptive Behavior	74	118		
Alcohol Possession	1	2		
Possession of Weapon	1	1		
Possession of Controlled Substance – Marijuana	0	3		

Offense Cost: Office Referral

(By cost in days, list top five offenses)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
Total Office Referrals	876	777		
Insubordination	124	24		
Cutting Class	114	35		
Disrespect	92	46		
Disruptive Behavior	74	75		
Excessive Tardiness	61	27		
Inappropriate Items		58		
Aggressive Behavior		51		
Fighting		50		

Offenses: Minor Incidents

(By # of incidents, list top 5)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
Total Minor Incidents	86	109		
Disruptive Behavior	27	51		
Other	11	3		
Disrespect of Faculty Staff	9	11		
Cell Phone Use		13		
@(UB #5)				

Discipline Actions: Office Referrals

(By # of actions, list top 5)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
ISS Full Day	458	222		
ISS Partial Day	162	156		
OSS Full Day	149	131		
OSS Partial Day	73	23		
BCATS	15	2		
Administrative		156		

Discipline Actions: Minor Incidents

(By # of actions, list top 5)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
Conference with Student	50	46		
Parent Contact	14	9		
Redirection	12	29		
Privilege Loss		19		
@(Action #5)				

Locations: Office Referrals

(List top 5 locations)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
Classroom	437	437		
Gymnasium	141	40		
Other	80	13		
Hallway	75	94		
Cafeteria	34	61		
Bathroom		31		
Media Center		28		

Source: Educators Handbook

Dropout Data

Dropouts

School Year	# of Students	% Based on ADM
2016 – 2017	23	2.23
2017 – 2018	20	2.0
2018 – 2019		
2019 – 2020		

Source: Graduation Initiative

Cohort Graduation Rate

Type	2016-2107	2017-2018	2018-2019	2019 - 2020
4 Year CGR	89.5	90.5		
5 Year CGR	91.1	90.6		

Source: Ready Report, RDYSTAT – Ready Overview