

Martin L. Nesbitt, Jr. Discovery Academy

School Improvement Plan

2016 – 2018

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 plan. This plan is based on an analysis of the data collected in the areas of academics, climate/culture, and demographics/school characteristics. Academic information is based largely on data from North Carolina Internal Ready Reports which includes data used to calculate School Performance Grades and AMO targets. Also included is EVAAS growth data. Further, the plan addresses the following priorities:

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

- Standard 1: Purpose and Direction
- Standard 2: Governance and Leadership
- Standard 3: Teaching and Assessing for Learning
- Standard 4: Resources and Support Systems
- Standard 5: Using Results for Continuous Improvement

Buncombe County Schools Strategic Priorities

- All students will graduate as high achieving and globally competitive learners with 21st Century Skills
- All learning environments will be safe, respectful, caring and produce healthy and responsible students
- Quality teachers, administrators and staff will provide an innovative and effective educational program for all students
- System will be in place to inform, educate and engage the community to build support for schools and ensure accountability

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

Principal: Nathan Allison
Date: 08/08/2016

SIT Chairperson: Suzanne Pruet
Date: 08/08/2016

School Improvement Team Members

2016 - 2017 SIT Members

The following were members of the School Improvement Team for the 2016 – 2017 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:

Member:
Signature:

Teacher:
Signature:

Member:
Signature:

Teacher:
Signature:

Member:
Signature:

School Improvement Team Members

2016 - 2017 SIT Members

The following were members of the School Improvement Team for the 2016 – 2017 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: *Nathan A Allison*
Signature: *Nathan A Allison*

Assistant Principal: *Rosnoy Smith*
Signature: *Rosnoy Smith*

Teacher: *William Thrasher*
Signature: *William Thrasher*

Teacher: *John Mizell*
Signature: *John Mizell*

Teacher: *Caitlin Burnett*
Signature: *Caitlin Burnett*

Teacher: *Felicia Carter*
Signature: *Felicia Carter*

Teacher:
Signature:

Teacher:
Signature:

Teacher:
Signature:

SIT Chairperson: *Suzanne Pruett*
Signature: *Suzanne Pruett*

Instructional Support:
Signature:

Teacher Assistant:
Signature:

Parent: *Melanie Pirolo*
Signature: *Melanie Pirolo*

Parent: *Carole Soucaze*
Signature: *Carole Soucaze*

Student: *Lilliana Soucaze*
Signature: *Lilliana Soucaze*

Member: *Molly Pruett*
Signature: *Molly Pruett*

Member:
Signature:

Member:
Signature:

1950

1951

NDA School Improvement Plan 2016-2018

2017 - 2018 SIT Members

The following were members of the School Improvement Team for the 2017 – 2018 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:

Member:
Signature:

Teacher:
Signature:

Member:
Signature:

Teacher:
Signature:

Member:
Signature:

Purpose and Direction Statements

BCS Direction Statement

Our students will become successful, responsible citizens in an ever-changing global society.

BCS Purpose Statement

To provide safe and engaging learning environments that prepare students for their tomorrow.

Nesbitt Discovery Academy Direction Statement

Martin L. Nesbitt, Jr. Discovery Academy will provide rigorous and relevant project-based learning that encourages creativity and interdisciplinary skills in a vibrant, creative and dynamic 21st century global environment.

Nesbitt Discovery Academy Purpose Statement

Martin L. Nesbitt, Jr. Discovery Academy is committed to ensuring all students have the knowledge and skills needed to be 21st century leaders who will strive to invent a better tomorrow.

Nesbitt Discovery Academy Belief Statements

- **All stakeholders at Nesbitt Discovery Academy believe that every student should be exposed to a hands-on, project-based learning environment which promotes creativity, analytical thinking, and collaboration.**
- **All stakeholders at Nesbitt Discovery Academy believe students should graduate being college, career, and life ready.**
- **All stakeholders believe that students should be provided a safe environment that is conducive to learning.**
- **All stakeholders believe that that all classrooms should follow the Common Instructional Framework: read, write, think, speak, and move every class every day.**
- **All stakeholders believe in an alliance between home, school, and community for student success.**

School Profile Narrative

Martin L. Nesbitt, Jr. Discovery Academy

Demographics/School Characteristics

Martin L. Nesbitt, Jr. Discovery Academy is a Science, Technology, Engineering, and Math (STEM) high school, which focuses on college and career readiness. We are committed to providing a challenging, student-centered curriculum which emphasizes problem solving skills, creativity, critical thinking skills and collaboration. A project-based learning approach has been implemented by the faculty and staff in an effort to not only promote the success of all students at the school, but to prepare them for real-life challenges and experiences. Nesbitt Discovery Academy is supported by local businesses, industry, post-secondary, and community partners.

Nesbitt Discovery Academy has a population of 296 students in grades 9-11. The student body consists of 138 females and 158 males. Thirty-five percent of students come from a low socio-economic background, and approximately 50% of the student body is made up of individuals who could potentially be first generation college students. Minorities make up 16.7% of the student population at Nesbitt Discovery Academy.

Currently, Nesbitt Discovery Academy has one principal, one assistant principal, one school counselor, and a shared EC teacher and literacy coach. We have 17 teachers on staff, all being highly qualified. We have 5 teachers with advanced degrees and three Nationally Board Certified. As the student population grows, we are gradually adding to the faculty.

Many of our students participate in extracurricular activities. Sports and arts involvement are available at students' base schools. We have students who have achieved rankings in cross country, soccer, tennis, and volleyball. Students also play for the Asheville Youth Orchestra. We celebrate these successes as a school during our announcements. Students have organized clubs on campus that include Technology Student Association(TSA), chorus, chess, poetry, debate, to name a few. Service learning is available for students through trips to the Eliada Home, a nonprofit home that supports children and families in crisis. In this way, students have the ability to be as active as they wish to be.

Climate/School Culture

Martin L. Nesbitt, Jr. Academy strives to foster a strong learning community. We begin each year with a freshman orientation where incoming students are welcomed into the building by faculty and upper classmates. Older students develop seminars to guide the new students through their transitions from traditional high schools to the expectations of our school community by presentations demonstrating technology to note-taking. The older students develop concurrent game rooms where students can problem-solve and meet their new classmates. Through this introduction, students are ushered into a school climate where their voice is heard and their intellects are challenged.

NDA School Improvement Plan 2016-2018

The faculty's sense of the school environment is reflected in the 2016 Working Conditions Survey that measures teacher satisfaction. Overall, the teachers at Nesbitt Discovery Academy reflect a faculty that is very happy with time and resources that are available. 100% reflect that teachers have time to collaborate and have sufficient instructional time. Teachers also believe that their leadership is appreciated at the school level. Teachers help to make policy regularly and feel valued as professionals (100%). These positive feelings create the positive culture of Nesbitt Discovery Academy.

Faculty and staff have established and maintain high expectations regarding student behavior. The Code of Conduct for the school, as well as individual teacher expectations, have been reviewed with all students. The faculty, staff, students and other stakeholders have developed a PBIS program to help ensure positive behavior and reward students who exhibit such behavior on a regular basis. Students developed videos displaying positive citizenship, which can be viewed by scanning a QR code. Teachers help guide and mentor students on respect, originality, attitude and responsibility during Success Lab and throughout the day.

The Nesbitt Discovery Academy values the importance of developing positive relationships with students, staff, parents, business/industry, post-secondary education, and the community. Faculty and staff strive to develop a positive rapport with the students, in an effort to create an environment which promotes open collaboration among the students and staff. In addition, an "open door" policy is established for parents who have questions or concerns regarding the progress of their student(s). In addition, we encourage collaboration with all stakeholders and encourage local businesses and industries, along with post-secondary institutions, to be actively involved with the Nesbitt Discovery Academy.

At Martin L. Nesbitt, Jr. Discovery Academy, we strive to provide students with a safe and effective learning environment. Through the development of our school culture, we encourage students to construct their future. Parents, staff, and community help us to prepare our students for the 21st century.

NDA School Improvement Plan 2016-2018

Academic Achievement

Martin L. Nesbitt, Jr. Discovery Academy is committed to preparing all students for college and career readiness. The courses offered at Nesbitt Discovery Academy are offered at the honors, AP or college level, with the exception of physical science and Spanish. In addition, we have students enrolled in courses through NCVPS and NCSSM. Currently at Nesbitt Discovery Academy, we have students enrolled in the following college level courses: ART 111, MUS 110, PSY 150, SOC 210, CIS 110, CIS 115, HEA 110, ENG 111/112, BIO 111, CHEM 151, and MAT 171/172/271. Students enrolled in college level courses will have Success Lab on the days they are not in participating in college level courses. Success Lab will allow students time to complete college level work and have a mentor oversee their academic progress in the classes mentioned above.

In an effort to further foster student achievement, the Nesbitt Discovery Academy will continue to focus on the PLC process. Teachers are expected to meet weekly, for an hour, in the PLC process. Twice a month, on Thursdays, teachers meet collectively as an entire PLC team to discuss goals and strategies for a school-wide project (Project NDA), focus on intervention and enrichment strategies for individual students and interpret and analyze school wide data. Teachers meet in departmental PLC teams on the for the other two Thursdays where they focus on vertical alignment in content areas and developing common learning targets, lessons plans and formative/summative assessments. Teachers review data from assessments and further develop intervention and enrichment strategies to help ensure student achievement.

Students will also be immersed in an educational environment, centered on project based learning, which emphasizes creativity, critical thinking, inquiry, and problem solving skills. Not only will teachers develop individual projects based on content specific curriculum, the Nesbitt Discovery Academy has implemented a school-wide project (Project NDA) that integrates content from all curriculum areas. In addition, partnerships with local business/industry and post-secondary education will continue to be developed to provide students with the opportunities for guest speakers and internships, allowing the concepts discussed in class to be relevant to "real-world" applications.

School Improvement Plan Goals

Goal #1

SMART Goal

Students meeting College and Career-Readiness for Biology will rise from 82% (2015-2016) to 85% (2016-2017 school year) for a 3% increase and 85% to 88% (2017-2018 school year) for an additional 3% increase.

Strategies

- S1: Teachers will use the PLC process to develop learning targets, integrated lesson plans, formative/summative assessments, and intervention/enrichment strategies. The PLC team will meet weekly for 60 minutes throughout the year to discuss learning targets, project-based learning, formative/summative assessments, data and strategies for intervention and enrichment.
- S2: Buncombe County Schools' Common Instructional Framework will be implemented in every class, every day. Read. Write. Think. Speak. Move. Instructional coaches and curriculum specialists will collaborate with teachers on the implementation of the common framework. Staff will implement collaborative and project-based learning procedures throughout the school.
- S3: Success Lab will allow time for intervention, enrichment, and further participation in project-based learning. Success Lab will be available on the "off" day for AB Tech Courses. During Success Lab students will be completing PBL opportunities, such as Project NDA. In addition, Success Lab will allow students to receive tutoring from their peers, teachers, and administration. Success Lab teachers will serve as mentors for their students, monitoring academic progress.
- S4: Technology will be implemented on a regular basis to support student learning and acquisition of knowledge. Students will be using their 1:1 device to complete daily assignments and complete research for all of their courses, including Biology.
- S5: Professional development on effective instructional strategies and best practices will be provided by Buncombe County Schools'. Instructional coaches from BCS will focus on professional development centered around the common instructional framework and literacy.
- S6: Students who have less than a 70 in a course will be required to attend Smart Lunch. Smart Lunch is a 60 minute lunch period where students will receive tutoring from faculty and their peers on specific learning targets they have yet to master.
- S7: Teachers will participate in rounds (peer observations) to observe best practices at least once a semester.
- S8: English teachers implementing more non-fiction science texts as practice for ACT/SAT.
- S9: Teachers implement structured activities that involving higher order thinking and connections to real world applications.

NDA School Improvement Plan 2016-2018

Resources Required

- Staff development will be needed for common instructional framework, literacy strategies, best practices and on interpreting EVAAS scores.
- Staff development will be needed to establish a true PLC for Nesbitt Discovery Academy.
- Substitute teachers (classroom coverage) will be needed for students participating in rounds (peer observations).
- All students and teachers will need access to one-to-one devices.
- Teachers and staff will need time to participate in both school-wide and departmental PLCs.
- Specialized scheduling to allow for Smart Lunch.

Progress Monitoring

- Progress will be determined by student results on the Biology EOC
- Student growth and academic progress will also be monitored using formative and summative assessments throughout the course of the class.
- Growth will also be determined by the growth index for Biology, as well as other EOC courses for accumulated growth schoolwide.

Date: 9/20/2016

Revised:

Addresses (mark all that apply)

To mark a box, double click then indicate checked under default value.

NCSBE Goal	BCS Strategic Priorities	2012 AdvancED Standards
<input checked="" type="checkbox"/> Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship. <input type="checkbox"/> Every student has a personalized education. <input type="checkbox"/> Every student, every day has excellent educators. <input type="checkbox"/> Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators. <input type="checkbox"/> Every student is healthy, safe, and responsible.	<input type="checkbox"/> All students will graduate as high-achieving and globally competitive learners with 21st Century Skills. <input type="checkbox"/> All learning environments will be safe, respectful, caring and produce healthy and responsible students. <input type="checkbox"/> Quality teachers, administrators and staff will provide an innovative and effective educational program for all students. <input type="checkbox"/> Systems will be in place to inform, educate and engage the community to build support for schools and ensure accountability.	<input type="checkbox"/> Purpose and Direction <input type="checkbox"/> Governance & Leadership <input type="checkbox"/> Teaching & Assessing for Learning <input type="checkbox"/> Resources and Support Systems <input type="checkbox"/> Using Results for Continuous Improvement

Goal #2

SMART Goal

Nesbitt Discovery Academy will have a 95% participation rate on WorkKey testing with 80% of students scoring silver or above.

Strategies

- S1: Teachers will use the PLC process to develop learning targets, integrated lesson plans, formative/summative assessments, and intervention/enrichment strategies. The PLC team will meet weekly for 60 minutes throughout the year to discuss learning targets, project-based learning, formative/summative assessments, data and strategies for intervention and enrichment.
- S2: The Common Instructional Framework will be implemented in every class, every day. Read. Write. Think. Speak. Move. Staff will implement collaborative and project-based learning norms and procedures throughout the school.
- S3: Success Lab will allow time for intervention, enrichment, and further participation in project-based learning. Success Lab will be available on the "off" day for AB Tech Courses. During Success Lab students will be completing PBL opportunities, such as Project NDA. In addition, Success Lab will allow students to receive tutoring from their peers, teachers, and administration.
- S4: Technology will be implemented on a regular basis to support student learning and acquisition of knowledge.
- S5: Professional development on effective instructional strategies and best practices will be provided by Buncombe County Schools'. Instructional coaches from BCS will focus on professional development on the common instructional framework and literacy strategies.
- S6: Students who have less than a 70 in a course will be required to attend Smart Lunch. Smart Lunch is a 60 minute lunch period where students will receive tutoring from faculty and their peers on specific learning targets they have yet to

NDA School Improvement Plan 2016-2018

Resources Required

- Staff development will be needed for common instructional framework, literacy strategies and best practices for increasing student achievement.
- Staff development will be needed to establish a true PLC for Nesbitt Discovery Academy.
- Specialized scheduling to allow for Smart Lunch.

Progress Monitoring

- Participation rate will be used to monitor progress.
- Student growth and academic progress will also be monitored using formative and summative assessments throughout the course of the year.
- Student achievement on WorkKeys will be used to monitor progress.

Date: 9/20/16

Revised:

Addresses (mark all that apply)

NCSBE Goal	BCS Strategic Priorities	2012 AdvancED Standards
<input type="checkbox"/> Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship. <input type="checkbox"/> Every student has a personalized education. <input type="checkbox"/> Every student, every day has excellent educators. <input type="checkbox"/> Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators. <input type="checkbox"/> Every student is healthy, safe, and responsible.	<input type="checkbox"/> All students will graduate as high-achieving and globally competitive learners with 21st Century Skills. <input type="checkbox"/> All learning environments will be safe, respectful, caring and produce healthy and responsible students. <input type="checkbox"/> Quality teachers, administrators and staff will provide an innovative and effective educational program for all students. <input type="checkbox"/> Systems will be in place to inform, educate and engage the community to build support for schools and ensure accountability.	<input type="checkbox"/> Purpose and Direction <input type="checkbox"/> Governance & Leadership <input type="checkbox"/> Teaching & Assessing for Learning <input type="checkbox"/> Resources and Support Systems <input type="checkbox"/> Using Results for Continuous Improvement

NDA School Improvement Plan 2016-2018

Goal #3

SMART Goal

Nesbitt Discovery Academy will continue provide a safe education environment by continuing to have zero incidents listed on the "Reportable Offenses" documentation

Strategies

- S1: Nesbitt Discovery Academy will continue to use PBIS is promote and reward positive behavior.
- S2: Nesbitt Discovery academy will use Success Lab teachers as mentors for students in all grade levels.
- S3: Nesbitt Discovery Academy will use data from student and parent surveys to determine if students feel safe and respected at school.

Resources Required

- Comprehensive PBIS program developed specifically for Nesbitt Discovery Academy.
- Mentoring system for every student.
- Surveys for students and parents.

Progress Monitoring

- Progress will be determined based on the number of surveys complete.

Date: 9/20/16

Revised:

Addresses (mark all that apply)

NCSBE Goal	BCS Strategic Priorities	2012 AdvanCED Standards
<input type="checkbox"/> Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship. <input type="checkbox"/> Every student has a personalized education. <input type="checkbox"/> Every student, every day has excellent educators. <input type="checkbox"/> Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators. <input type="checkbox"/> Every student is healthy, safe, and responsible.	<input type="checkbox"/> All students will graduate as high-achieving and globally competitive learners with 21st Century Skills. <input type="checkbox"/> All learning environments will be safe, respectful, caring and produce healthy and responsible students. <input type="checkbox"/> Quality teachers, administrators and staff will provide an innovative and effective educational program for all students. <input type="checkbox"/> Systems will be in place to inform, educate and engage the community to build support for schools and ensure accountability.	<input type="checkbox"/> Purpose and Direction <input type="checkbox"/> Governance & Leadership <input type="checkbox"/> Teaching & Assessing for Learning <input type="checkbox"/> Resources and Support Systems <input type="checkbox"/> Using Results for Continuous Improvement

Goal #4

SMART Goal

Nesbitt Discovery Academy will have 60% of students will meet the minimum admissions scores on the ACT required by the North Carolina University system.

Strategies

- S1: Teachers will use the PLC process to develop learning targets, integrated lesson plans, formative/summative assessments, and intervention/enrichment strategies. The PLC team will meet monthly for 60 minutes throughout the year to discuss learning targets, project-based learning, formative/summative assessments, data and strategies for intervention and enrichment.
- S2: Buncombe County Schools' Common Instructional Framework will be implemented in every class, every day. Read. Write. Think. Speak. Move. Instructional coaches will collaborate with teachers on the implementation of the common framework. Staff will implement collaborative and project-based learning procedures throughout the school.
- S3: Success Lab will allow time for intervention, enrichment, and further participation in project-based learning. Success Lab will be available on the "off" day for AB Tech Courses. During Success Lab students will be completing PBL opportunities, such as Project NDA. In addition, Success Lab will allow students to receive tutoring from their peers, teachers, and administration. Success Lab teachers will serve as mentors for their students, monitoring academic progress.
- S4: Technology will be implemented on a regular basis to support student learning and acquisition of knowledge. Students will be using their 1:1 device to complete daily assignments and complete research for all of their courses, including Biology.
- S5: Professional development on effective instructional strategies and best practices will be provided by Buncombe County Schools'. Instructional coaches from BCS will focus on professional development centered around the common instructional framework and literacy.
- S6: Students who have less than a 70 in a course will be required to attend Smart Lunch. Smart Lunch is a 60 minute lunch period where students will receive tutoring from faculty and their peers on specific learning targets they have yet to master.
- S7: Teachers will participate in rounds (peer observations) to observe best practices at least once a semester.
- S8: English teachers implementing more non-fiction science texts as practice for ACT/SAT.
- Nesbitt Discovery Academy teachers will be offering four, after-school study sessions prior to the ACT in the spring semester.

Resources Required

- Staff development will be needed for common instructional framework, literacy strategies, best practices and on interpreting EVAAS scores.

NDA School Improvement Plan 2016-2018

- Staff development will be needed to establish a true PLC for Nesbitt Discovery Academy.
- Substitute teachers (classroom coverage) will be needed for students participating in rounds (peer observations).
- All students and teachers will need access to one-to-one devices.
- Teachers and staff will need time to participate in both school-wide and departmental PLCs.
- Specialized scheduling to allow for Smart Lunch.

Progress Monitoring

- Progress will be monitored using scores from the Pre-ACT and ACT.

Date: 9/20/2016

Revised:

Addresses (mark all that apply)

NCSBE Goal	BCS Strategic Priorities	2012 AdvancED Standards
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NDA School Improvement Plan 2016-2018

Goal #5

SMART Goal

@(insert text here)

Strategies

- @(insert text here, use bullet list. Include person(s) responsible for each strategy.)

Resources Required

@(insert additional resources required including staff development, software, equipment, or supplies)

Progress Monitoring

@(describe how and when progress will be monitored for this goal)

Date: @(insert date)

Revised:

Addresses (mark all that apply)

NCSBE Goal	BCS Strategic Priorities	2012 AdvancED Standards
<input type="checkbox"/> Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship. <input type="checkbox"/> Every student has a personalized education. <input type="checkbox"/> Every student, every day has excellent educators. <input type="checkbox"/> Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators. <input type="checkbox"/> Every student is healthy, safe, and responsible.	<input type="checkbox"/> All students will graduate as high-achieving and globally competitive learners with 21st Century Skills. <input type="checkbox"/> All learning environments will be safe, respectful, caring and produce healthy and responsible students. <input type="checkbox"/> Quality teachers, administrators and staff will provide an innovative and effective educational program for all students. <input type="checkbox"/> Systems will be in place to inform, educate and engage the community to build support for schools and ensure accountability.	<input type="checkbox"/> Purpose and Direction <input type="checkbox"/> Governance & Leadership <input type="checkbox"/> Teaching & Assessing for Learning <input type="checkbox"/> Resources and Support Systems <input type="checkbox"/> Using Results for Continuous Improvement

2016 – 2017 Mid-Year Progress Report

Goal #1 Progress to Date

@(add text)

Goal #2 Progress to Date

@(add text)

Goal #3 Progress to Date

@(add text)

Goal #4 Progress to Date

@(add text)

Goal #5 Progress to Date

@(add text)

2016 – 2017 Year End Progress Report

How did your school's Vision, Mission and Belief Statements guide your actions throughout the school year?

@(add text)

Goal #1 Major Accomplishments

@(add text)

Goal #2 Major Accomplishments

@(add text)

Goal #3 Major Accomplishments

@(add text)

Goal #4 Major Accomplishments

@(add text)

Goal #5 Major Accomplishments

@(add text)

2017 – 2018 Mid-Year Progress Report

Goal #1 Progress to Date

@(add text)

Goal #2 Progress to Date

@(add text)

Goal #3 Progress to Date

@(add text)

Goal #4 Progress to Date

@(add text)

Goal #5 Progress to Date

@(add text)

2017 – 2018 Year End Progress Report

How did your school's Vision, Mission and Belief Statements guide your actions throughout the school year?

@(add text)

Goal #1 Major Accomplishments

@(add text)

Goal #2 Major Accomplishments

@(add text)

Goal #3 Major Accomplishments

@(add text)

Goal #4 Major Accomplishments

@(add text)

Goal #5 Major Accomplishments

@(add text)

2016 – 2017 Staff Development

Activity #1:

Description: EVAAS and Literacy Rigor: Teachers were lead through data analysis in overall school numbers, specific subjects, and for individual students scores. Literacy Coach, Kathy Bonyon, presented literacy and rigor. This focused on lexile difficulty and textual difficulty as related to classroom instruction. Both of these topics support the reading passages for the Biology test and the analysis of data to inform practice.

SIP Goal Supported: Goal 1: Biology score focus and Goal 4: ACT scoring baseline

Target Audience: focus on Biology and gauging reading rigor in all academic classes

Person Responsible: Kathy Bonyon, Literacy Coach & Steve Earwood, Testing Coordinator

Funding Source: County Designated Work Day

Date(s)/Time: 10 October 2016 from 8:30 am - 3 pm

Final Completion: on going

Activity #2: @(add text)

Description: @(add text)

SIP Goal Supported: @(add text)

Target Audience: @(add text)

Person Responsible: @add(text)

Funding Source: @(add text)

Date(s)/Time: @(add text)

Final Completion: @(add text)

2017 – 2018 Staff Development

Activity #1: Professional Development Work Day, 10 October 2016

Description: @(add text)

SIP Goal Supported: @(add text)

Target Audience: @(add text)

Person Responsible: @add(text)

Funding Source: @(add text)

Date(s)/Time: @(add text)

Activity #2: @(add text)

Description: @(add text)

SIP Goal Supported: @(add text)

Target Audience: @(add text)

Person Responsible: @add(text)

Funding Source: @(add text)

Date(s)/Time: @(add text)

Final Completion: @(add text)

School Safety

Discipline

Issues

Nesbitt Discovery Academy has established a code of conduct designed to support and promote learning throughout the building. Over our three years, there have been only a few discipline issues, which were handled quickly by teachers and administration. We currently do not have any discipline issues that are reoccurring or that interfere with the educational environment.

Corrective Actions

@(Indicate what action you intend to take to resolve any discipline issues)

PBIS

Nesbitt Discovery Academy has implemented a PBIS program to support positive behavior within the school and community. At Nesbitt Discovery Academy, both students and faculty focus on respect, originality, attitude and responsibility (ROAR). Students have developed QR code videos which display the appropriate behaviors in specific locations, such as the classroom, hallways and restrooms. Teachers submit ROAR cards for students who have displayed positive behavior. Weekly drawings are held to recognize these behaviors and reward students. Nine weeks celebrations are held to celebrate the successes throughout the nine week term.

Safety Considerations

Facility Related Safety

Nesbitt Discovery Academy has developed a comprehensive safety plan, based on Buncombe County Schools' safety plan, which is specific to our building design and logistics. Faculty, staff and students are briefed on the safety plan and practice drills are held on a regular basis. Nesbitt Discovery Academy has developed a crisis team which meets monthly to review the safety plan and conduct table-top exercises.

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

The following instructional practices 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 school:

- Teachers establish contact with parents/guardians if student is at 70 or below in grade average.
- Students are required to attend Smart Lunch if their grade average is at 70 or below.
- Student tutoring is also available during lunches outside of Smart lunch time.
- Students may meet with teachers before and after regular school hours for additional help.
- All students can use Success Lab time for additional studying and tutoring.

Teacher Time

Duty Free Lunch

Nesbitt Discovery Academy provides all teachers have at least 30 minutes of duty free lunch on a daily basis.

Duty-Free Instructional Planning

Nesbitt Discovery Academy allows teachers duty free planning from 7:45 am-8:25 am and 2:25 pm-3:30 pm.

Efficient Reporting

Buncombe County Schools and Nesbitt Discovery Academy, through the use of technology, has strived to eliminate unnecessary and redundant reporting for teachers. Currently, student attendance and grades are reported in PowerSchool, allowing both parents and students to monitor progress. Lobby Guard is used to track students who are tardy to school or sign out early. Professional development opportunities, as well as individual renewal credits, are tracked using My Learning Plan. Discipline issues are reported using Educators Handbook and record in PowerSchool.

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School Performance Grade Data

Performance Standards	2013 – 14	2014 - 15	2015 – 16	2016 – 17	2017 – 18
Performance Composite (% CCR)		88.4%	90.9%		
Performance Composite (% GLP)		>95%	>95%		
The ACT (% met UNC minimum)					
ACT WorkKeys (% at or above silver)					
Math Course Rigor (% competing Math 3)					
4-Year Cohort Graduation Rate					
5-Year Cohort Graduation Rate					
Graduation Project (Y/N)					
Growth Status					
Growth Index	NA	1.94	0.31		

Source: Ready Report- RDYSTAT – Ready Overview, will need previous years.

2015 – 2016 Performance Composite GLP

	ALL	FEM	MAL E	AMIN	ASIA	BLC K	HISP	MUL T	WHITE	EDS	LEP	SWD	AIG
All EOC	>95 286	>95 132	94.8 154				92.0 25		>95 242	>95 95			>95 190
Math I #	99	48	51						84	38			67
Math %	>95	>95	>95						>95	>95			>95
Biology #	89	39	50						77	26			62
Biology %	89.9	89.7	90.0						90.9	>95			90.3
English II #	98	45	53						81	31			61
English II %	94.9	>95	94.3						>95	90.3			>95

2016 – 2017 Performance Composite GLP

	ALL	FEM	MAL E	AMIN	ASIA	BLC K	HISP	MUL T	WHITE	EDS	LEP	SWD	AIG
All EOC													
Math I #													
Math %													
Biology #													
Biology %													
English II #													
English II %													

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Source: Ready Report- RDYSUM – Ready Drilldown

EVAAS Data

School Data

Test/Subjects	2013 – 14		2014 – 15		2015 – 16		2016 – 17		2017 – 18	
	Measure	Level	Measure	Level	Measure	Level	Measure	Level	Measure	Level
Math I			2.3	Meets	3.5	Exceeds				
Biology					-3.1	Does Not Meet				
English II					1.8	Exceeds				
ACT Composite										
	Index	Level	Index	Level	Index	Level	Index	Level	Index	Level
School Accountability Growth			1.94	Meets	.31	Meets				
Educator Effectiveness Growth					4.71	Exceeds				

Source: EVAAS: School Value Added, School Accountability Growth, Educator Effectiveness

Teacher Performance Composite

Year	# Exceeded	% Exceeded	# Met	% Met	# Not Met	% Not Met
2013 – 14						
2014 – 15	7	70%	3	30%	0	
2015 – 16	4	50%	3	37.5%	1	12.5%
2016 – 17						
2017 – 18						

Source: EVAAS: Teacher Effectiveness Reports, School Teacher Summary, Evaluation Composite

Annual Measurable Objectives (AMO) Data

Overall

	2013 - 14	2014-15	2015-16	2016-17	2017-18
Total AMO Targets		n/a	12		
AMO Targets Met		n/a	12/12		
Percentage of AMOs Met		n/a	100%		

Source: Ready Report- AMOSTAT – Target Overview, will need previous years

2015 - 2016 Reading Grade 10

	All	AMIN	ASIA	BLCK	HISP	MULT	WHT E	EDS	LEP	SWD	AIG
Part Den	97						80	32			60
Part %	>95						>95	>95			>95
Part Status	Met						Met	Met			Met

2015 - 2016 Math Grade 10

	All	AMIN	ASIA	BLCK	HISP	MULT	WHT E	EDS	LEP	SWD	AIG
Part Den	97						80	32			60
Part %	>95						>95	>95			>95
Part Status	Met						Met	Met			Met

2015 - 2016 Science Grade 11

	All	AMIN	ASIA	BLCK	HISP	MULT	WHT E	EDS	LEP	SWD	AIG
Part Den	n/a										
Part %	n/a										
Part Status	n/a										

2016 - 2017 Reading Grade 10

	All	AMIN	ASIA	BLCK	HISP	MULT	WHT E	EDS	LEP	SWD	AIG
Part Den											
Part %											
Part Status											

2016 - 2017 Math Grade 10

	All	AMIN	ASIA	BLCK	HISP	MULT	WHT E	EDS	LEP	SWD	AIG
Part Den											
Part %											
Part Status											

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2016 - 2017 Science Grade 11

	All	AMIN	ASIA	BLCK	HISP	MULT	WHT E	EDS	LEP	SWD	AIG
Part Den											
Part %											
Part Status											

Source: Ready Report, AMOTARG – Target Detail, will need previous years

Graduation Courses Pass Rate Data

2015 – 2016 Data

Course	Membershi p	Number Failures	Number Attendance Failures (FF)	Percent Passing
English I	98			100
English II	98	1	1	99
English III				
English IV				
Math I	10			100
Math II	100	1		99
Math III	93	1	1	99
Earth and Environmental	98			100
Biology	89	2	1	98
World History				
American History I	100			100
American History II	97	2	1	98
Civics and Economics				
Health/PE (required)	15			100

2016 – 2017 Data

Course	Membershi p	Number Failures	Number Attendance Failures (FF)	Percent Passing
English I				
English II				
English III				
English IV				
Math I				
Math II				
Math III				
Earth and Environmental				

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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
2013 – 14						
2014 – 15						
2015 – 16						
2016 – 17						
2017 – 18						

Source: Ready Report- RDYSUM – Ready Drilldown, The ACT, will need previous years.

Advanced Placement Data

Year	Grades Reported	Candidates	% Scores ≥ 3
2013 – 14			
2014 – 15	n/a	n/a	n/a
2015 – 16	n/a	n/a	n/a
2016 – 17			
2017 – 18			

Source: Testing Office (handout)

Attendance Data

(10th month year to data attendance percentage)

School Year	Attendance Rate
2013 – 2014	
2014 – 2015	97.96%
2015 – 2016	96.95%
2016 – 2017	
2017 – 2018	

Source: Tim Christopher (handout)

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School/Parent/Community Involvement Data

Volunteers

Year	Total Volunteer Hours	Number of Volunteer Mentors	Number of Staff Mentors	Number of Students Served by a Mentor
2013 – 2014				
2014 – 2015	377.5	41	8	100
2015 – 2016	400	38	12	199
2016 – 2017				
2017 – 2018				

Source: School

Parent Survey Data 2016

Statement	Percent of respondents who:				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My child is treated fairly by teachers.	65.74%	31.48%	2.78%		
I feel welcome at my child's school.	72.22%	26.85%	0.93%		
I am kept informed of my child's progress.	62.96%	31.48%	4.63%	0.93%	
I am encouraged to participate in my child's school.	49.07%	37.04%	12.04%	1.85%	
The school provides a safe, orderly, and healthy environment.	74.07%	25.93%			
The school is successful in preparing children for the future.	76.85%	21.03%	1.85%		

Source: Communications Department, Stacia Harris (handout)

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Safe Schools / Discipline Data

Offenses (can be multiple)

	2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018
Disruptive Behavior		0	0		
Insubordination		0	0		
Cutting Class		0	0		
Disrespect of Faculty/Staff		0	1		
Aggressive Behavior		0	1		
Inappropriate Language/disrespect		0	0		
Excessive Tardiness		0	0		
Cell phone use		0	0		
Bus misbehavior		0	0		
Fighting		0	0		
Assault (44 + 45 + 72)		0	0		
Bullying (52 + 94)		0	0		
Tobacco (70 + 41)		0	0		
Legally Reportable Acts (Total)		0	0		
Possession Alcohol (PA)		0	0		
Possession Drugs (PS)		0	0		
Possession Weapons (PW)		0	0		

Discipline Actions (number NOT days)

	2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018
Total		0	0		
OSS > 10		0	0		
OSS <= 10		0	2		
BCATS		0	0		
ISS full day		0	0		
ISS partial day		0	0		
After school detention		0	0		
Lunch detention		0	0		
Admin Conf w/ student		6	13		

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Admin Conf w/ parent		0	2		
Bus Suspension					

Locations

	2013 – 2014	2014 – 2015	2015 – 2016	2016 - 2017	2017 – 2018
Classroom		0	1		
Hallway		0	0		
Cafeteria		0	0		
Gym		0	0		
Restroom		0	0		
School Grounds		0	0		
Parking Lot		0	1		
School Bus		0	0		

Source: PowerSchool, System Reports, Custom Reports, Incident Management Reports, Count by Code. Legally Reportable Acts (bottom 4 offenses) PowerSchool, System Reports, State Reports, (review) Discipline Reports, Reportable Crimes Summary View (handout).

Dropout Data

Dropouts

School Year	# of Students	% Based on ADM
2013 – 2014		
2014 – 2015	0	0
2015 – 2016	0	0
2016 – 2017		
2017 – 2018		

Source: Graduation Initiative (handout).

Cohort Graduation Rate

Type	2013 – 14	2014 – 15	2015 – 16	2016 – 17	2017 – 2018
4 Year CGR		n/a	n/a		
5 Year CGR		n/a	n/a		

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Source: Ready Report, RDYSTAT – Ready Overview, will need previous years.

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Timeline

- School Improvement Plan Due October 14, 2016
- Mid-Year Progress Report February 17, 2017
- Year-End Progress Report September 29, 2017
- Revisions for 2017-2018 November 17, 2017
 - Includes updates of all data
- Mid-Year Progress Report February 16, 2018
- Year-End Progress Report September 15, 2018