

Martin L. Nesbitt, Jr.
Discovery Academy

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.

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

Principal: _____
Date: _____

SIT Chairperson: _____
Date: _____

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: _____
Signature: _____

SIT Chairperson: _____
Signature: _____

Assistant Principal: _____
Signature: _____

Instructional Support: _____
Signature: _____

Teacher: _____
Signature: _____

Teacher Assistant: _____
Signature: _____

Teacher: _____
Signature: _____

Parent: _____
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Teacher: _____
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Parent: _____
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Teacher: _____
Signature: _____

Student: _____
Signature: _____

Teacher: _____
Signature: _____

Student: _____
Signature: _____

Teacher: _____
Signature: _____

Member: _____
Signature: _____

Teacher: _____
Signature: _____

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: _____
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Teacher: _____
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Member: _____
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Teacher: _____
Signature: _____

Member: _____
Signature: _____

Purpose, Direction, and Beliefs

BCS Purpose Statement

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

BCS Direction Statement

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

BCS Belief Statements

- Teaching the whole child
- Personalizing instruction
- Empowering world-class educators
- Encouraging personal growth
- Embracing diversity
- Investing purposefully
- Collaborating and communicating

Nesbitt Discovery Academy Purpose Statement

We are committed to providing the resources that ensure all students have the knowledge and skills needed to lead and invent their tomorrow.

Nesbitt Discovery Academy Direction Statement

Our students will be empowered to thrive in a global society by being immersed in a cross-curricular, STEM-focused, challenging and engaging academic program.

Nesbitt Discovery Academy Belief Statements

- Every student will be exposed to a hands-on, project-based learning environment which promotes creativity, analytical thinking, and collaboration.
- Every student will graduate technologically literate, as well as college and career ready, to more effectively engage in a globalized society.
- Every student will be empowered to take responsibility for their own learning.
- Every student will be provided a safe environment that is conducive to learning as well as supportive of their mental and emotional wellbeing.
- Every student will participate in the Common Instructional Framework: read, write, listen, think, speak, and move in every class, every day.
- Every student will be supported by stakeholders who promote an alliance between home, school, and community.

Profile Narrative

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.

Students who attend Nesbitt Discovery Academy are selected through an application process that they undergo as 8th graders. These students must live within Buncombe County to be eligible to apply and they come from 1 of the 7 middle schools in the district. Students may also apply from private schools, charter schools, and homeschooling, as long as they live within one of the six Buncombe County School Districts. Nesbitt Discovery Academy has a population of 388 students in grades 9-12. The student body consists of 197 females and 191 males. 24% 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. Minority students make up 16.5% of the student population. 64.4% of Nesbitt's population is identified as AIG.

According to a survey conducted, 91% of the 2018 graduating class reported that they were attending a two-year college or a four-year university. 75.6% reported that they had been offered scholarships. These scholarships contributed to the total amount of scholarship money offered to over \$3 million for the Senior class of 2018. 90 students graduated, with 6 students earning an associate's degree, and 60 students were admitted to a four-year university. Our senior class enrolled in 471 college courses, and 438 reported a C or higher. WorkKeys (a system of assessments that measure essential workplace skills) resulted in 41 students earning Platinum, 34 Gold, 14 Silver, and 4 Bronze. All students tested were awarded a National Career Readiness Certificate.

Currently, Nesbitt Discovery Academy faculty consists of a principal, an assistant principal/career development coordinator, two school counselors, 18 teachers and a literacy coach. All 18 teachers on staff are highly qualified. We have eleven teachers with advanced degrees, four teachers who are Nationally Board Certified and four teachers currently in the process of earning their National Board certification. Both of our school counselors are National Certified Counselors.

Many of our students participate in extracurricular activities. Sports and arts involvement are available at students' base schools. Nesbitt Academy students have achieved rankings in cross country, soccer, tennis, softball, and volleyball. Students also play for the Asheville Youth

Orchestra. We celebrate these successes as a school during our announcements. Students have 30 organized clubs on campus that include Technology Student Association (TSA), singing, chess, poetry, and mock trial, to name a few. NDA's chapter of the National Honor Society fosters service learning in a variety of community projects, such as volunteering at Eliada Home, a nonprofit home that supports children and families in crisis; student tutoring through Homework Diner at county middle schools; and volunteering to help Eblen Charities. In this way, students have the ability to be as involved as often and as much as they desire. Work-Based Learning (WBL) opportunities are also available to students at NDA. These opportunities include business/industry field trips, internships, job shadowing, service learning, professional mentoring, and guest speakers.

Climate/School Culture

Nesbitt Discovery 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 upperclassmen. Older students develop seminars to guide the new students through their transitions from their previous schools by teaching expectations of our school community, as well as introducing helpful study skills. Upperclassmen develop concurrent game rooms where students can problem-solve and meet their new classmates. The freshmen students are then paired with an upperclassman who serves as their mentor. The mentors meet with the freshmen periodically through the school year to ensure the new students are still making progress and connecting with one another. Through this introduction, students are ushered into a school climate where their voice is heard and their intellects are challenged. The mentor program is especially useful in helping new students adjust to the responsibilities of our college-like atmosphere. As a non-traditional high school, Nesbitt Discovery Academy emphasizes student freedom and creativity in learning while providing rigorous and hands-on instruction.

The faculty's sense of the school environment is reflected in the 2017 Working Conditions Survey that measures teacher satisfaction. Overall, the teachers at Nesbitt Discovery Academy reflect a faculty that is happy with the time and resources they are provided. The majority of teachers reported they have time to collaborate and they have sufficient instructional time for teaching and learning. Teachers also believe that their leadership is appreciated at the school level. Teachers help to make policy regularly and feel valued as professionals and as experts in their field. Parents are also encouraged to complete the Parent Survey to ensure that their voices are heard in our school community. These surveys create an opportunity for involvement and feedback from our community members, thus creating the positive culture of Nesbitt Discovery Academy. 87% of parents who completed the parent survey felt their child is safe at school. 93% reported their child knows how to report acts of bullying, harassment, or violence. 93% felt welcome at our school and 95% have respect for our school's staff. 91% believe our school is successful in preparing their child for the future.

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 expected behaviors on a regular basis. Teachers help guide and mentor students on respect, originality, attitude, and responsibility during Success Lab and throughout the day in all areas of the building. PBIS education is also a part of every grade level meeting as well as freshmen orientation. Our school displays PBIS expectations around the school and both teachers and students use a common language to enforce a PBIS culture. Students developed videos displaying positive citizenship, which can be viewed by scanning a QR code.

Nesbitt Discovery Academy values the importance of developing positive relationships with students, staff, parents, business/industry, post-secondary education, and the community. In an effort to create an environment which promotes open collaboration among students and staff, NDA faculty and staff strive to develop a positive rapport with all students. To ensure each student has a positive connection with an adult, every teacher has access to a chart with each student's name. Teachers are asked to indicate students with whom they have made contact. Each grading period, students complete a "check-in" survey to see how they are feeling and if they need assistance in any way. This data is analyzed by teachers and staff. In addition, an "open door" policy is established for parents who have questions or concerns regarding the progress of their student(s). Subcommittees consisting of teachers, administration, counselors, parents, and support staff are utilized in a team effort to help support students of concern. Teachers use a referral process to seek support for students who may need a 'safety net.' These students of concern are provided 'wrap around' supports based on their individual needs.

At Nesbitt Discovery Academy, we strive to provide students with a safe and enriching learning environment. Through the development of our school culture, we encourage students to construct their future. The counseling staff and administration work with students every year to help them plan and prepare for their future goals. A four-year plan is developed, reviewed, and revised as students progress through their academic program. Collaboration with parents, local businesses and industries, and post-secondary institutions is encouraged. By Senior year, students are given the opportunity to work and learn in an internship setting with a local business, furthering their career interests and goals. Parents, staff, and community help us to prepare our students for the 21st century.

Academic Achievement

Nesbitt Discovery Academy is committed to preparing all students for college and career readiness. The curriculum provides four levels of instruction: advanced placement, college level, honors, and college preparatory. Dual-enrollment programs with Asheville-Buncombe Technical Community College and UNC at Asheville are offered. NDA students enroll in online

courses through A-B Tech, NC School of Science and Math, and NC Virtual Public High School. Currently at Nesbitt Discovery Academy, we have students enrolled in the following college level courses: ACA 115, ART 111, BIO 111/112, CIS 110, ENG 111/112/232/241, HIS 111/112, MAT 152/171/172/271/272, MUS 110, PED 211, PSY 150 and SOC 210. Students enrolled in college level courses and online courses are assigned a Success Lab. Success Lab allows students time to complete college level courses and online courses, as well as have a teacher/mentor oversee their academic progress and performance. At the AP level we offer: AP Computer Science Principles, AP Computer Science A, AP Chemistry, and AP Physics.

Our engineering themed PLTW courses are: Introduction to Engineering, Principles of Engineering, Computer Integrated Manufacturing, Civil Engineering and Architecture, Environmental Sustainability, and Engineering Design and Development. All students complete the engineering pathway and earn Advanced Placement GPA weight in PLTW courses. Average proficiency in all PLTW courses for the 2017-18 school year was 92% with a total enrollment of 348 students.

Nesbitt Discovery Academy exceeded growth for the 2017-2018 school year with a growth index of 5.27 and growth score of 92.1. This was a 22.1 increase in growth score from the 2016-2017 school year. Proficiency scores increased by 8% between the 2016-2017 and 2017-2018 school year, moving from 90% to 98% of students being proficient. Nesbitt Discovery Academy has received a performance grade of A each year since first opening in 2014. More than 95% of students who took the ACT in 2018 met the composite state benchmark. For ACT college readiness benchmarks, 93.8% met in English, 83.5% in Math, 80.4% in Reading, 78.4% in Science, and 72.2% in Writing. In addition, Nesbitt Discovery Academy had more than 95% of students score Silver or higher on the WorkKeys test during the 2017-2018 school year. The first cohort graduation rate for Nesbitt Discovery Academy was more than 95%.

In an effort to further foster increased student performance, Nesbitt Discovery Academy will continue to focus on cross-curricular planning, problem-based and hands-on teaching and learning with a STEM focus. Teachers collaborate for an hour each week during *Thursday Focus! Thursday Focus!* is time for teachers to work together in staff development. Professional Development is driven by a staff survey conducted each quarter to assess our needs as a whole. Time is devoted to growing our teachers in areas of: technology use, writing across the curriculum, problem-based learning, and STEM tools for teaching. Teachers are expected to utilize time working together in PLC teams where they focus on 1. vertical alignment in department PLCs and 2. Content PLCs (English I, Math III, Math II, MAT 171/172, American History I and EDD), developing common learning targets, lesson plans, and formative/summative assessments. Teachers review data from assessments and further develop intervention and enrichment strategies to help ensure students master learning targets. Time is also devoted during *Thursday Focus!* once a month for teachers to collectively ‘check on kids’

using data which include student surveys, attendance, and grades. Interventions are discussed and implemented for individual students and groups of students based on the data analyzed.

Students are immersed in an educational environment centered on project based learning, which emphasizes creativity, critical thinking, inquiry, and problem solving. Teachers in all content areas develop individual projects based on content standards. In addition, NDA continues to grow in partnerships with local businesses/industries and post-secondary colleges and universities. By partnering, we are able to provide students with enrichment opportunities that include guest speakers, internships, work-based learning, college visits/tours, and field trips. These experiences allow the concepts discussed in class to be relevant to “real-world” applications and gives students a better insight in preparing them for college and career readiness. Students at NDA begin touring college campuses their freshman year and have an overnight college visit their 11th grade year that includes visiting up to four colleges and universities. NDA offers 29 clubs and organizations to participate in based on student interest and/or achievement. Clubs meet both during SMART lunch and after school. SMART lunch is a time for group remediation/enrichment, clubs, and individual tutoring as needed. SMART lunch is embedded in the master schedule from 10:55-11:55 every day.

School Improvement Plan Goals

Goal #1

SMART Goal

Nesbitt Discovery Academy will continue to achieve a >95% College and Career Ready proficiency score with a growth status of 'Exceeds' in Reading and Math to maintain a school performance grade of A.

Strategies

- S1: Teachers will use the PLC process to develop learning targets, integrated lesson plans, formative/summative assessments, and intervention/enrichment strategies. Each 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. 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. In addition, Success Lab will allow students time to receive tutoring from their peers and teachers. Success Lab teachers will serve as mentors for their students, monitoring academic progress.
- S4: Technology will be implemented as an instructional tool to support student learning and acquisition of knowledge. Students will use 1:1 devices and utilize Canvas, Moodle, and Blackboard to access course material and complete assignments.
- S5: Professional development will be provided on effective instructional strategies and best practices at both the school level (technology use, writing, project-based learning, STEM Teaching & Learning) and county-wide level (high-impact content sessions).
- S6: Students who have less than a 70 in a course will be required to participate in tutoring during Smart Lunch.
- S7: Teachers will participate in rounds (peer observations) to observe best practices at least once a year.
- S8: English teachers will implement more non-fiction science texts as practice for ACT/SAT.
- S9: Teachers will implement instruction that involves higher order thinking and connections to the real world.
- S10: Peer tutoring is offered for all Math 1, 2, and 3 courses during Smart Lunch every Tuesday and Thursday.
- S11: Math 1, 2, and 3 course teachers use standard based grading in order for students to show proficiency on learning targets aligned to state standards.
- S12: Science teachers offer standards-based curriculum with additional rigor through inquiry based hands-on experimentation, along with higher level reading and research of scientific literature to challenge even the most advanced students.
- S13: Teachers will re-teach, remediate, and support students during SMART Lunch.

- S14: Students enrolled in English courses are required to attend a minimum of two Smart Lunch sessions a month focused on grammar and vocabulary skills, as well as ACT prep.
- S15: CTE will implement a career management curriculum as an enhancement course for our STEM pathway.
- S16: Workkeys data will be analyzed and reviewed by PLC Leadership Team to target areas for growth.
- S17: Social Studies teachers will train students how to read complex texts to include primary and secondary sources.

Resources Required

- Staff development will be needed for common instructional framework, literacy strategies, best practices, STEM framework for teaching and learning, Project Based Learning, use of technology, and interpreting EVAAS scores.
- Substitute teachers (classroom coverage) will be needed for teachers 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.

Staff Development

Professional Development: Using Instructional Technology

Description: SMART Board Training to enhance instruction to raise the level of student engagement and increase learning outcomes.

Day 1: Using SMART Labs within SMART Learning Suite to create interactive, collaborative activities and gamification.

Day 2: Using SMART Response within SMART Learning Suite to create formative assessments.

Day 3: Using SMART Notebook and SMART Exchange to develop interactive lessons and materials that can be shared with students via SMART Learning Suite.

Target Audience: All teachers will participate.

Person Responsible: Wendy Fusco, Digital Learning Facilitator

Date(s)/Time: October 4th (early release), October 11th, October 25th

Professional Development: STEM Teaching and Learning

Description: Sessions will be led by NDA teachers on the following topics: Activity-Project-Problem based learning, Big6 stage process in research, Digital Tools, and Problem Based Learning.

APB Intro- Supporting all classrooms in teaching that incorporates active, hands-on and project-based approaches. An instructional design that focuses on “hands-on, real-world activities, projects, and problems that use real-world scenarios and applications in order to help students understand how the knowledge and skills they develop in the classroom may be applied in everyday life.

Big6- Enhancing classroom research projects using a six-stage process to help students research an issue, create a project, solve problems or make decisions by using reliable information.

Digital Tools- Using digital tools to transform how we go about research and synthesize information. Teachers will explore the Google add-on, Highlight Tool and how it can streamline the research process.

PBL: Using a student-centered, inquiry-based instructional model that students engage in using research to apply their learning and develop solutions.

Target Audience: All teachers will participate in each session.

Person Responsible: PLTW Teacher, A. Bachmeyer; History Teacher, K. Yurkovich; Literacy Coach, K. Bonyun; Math Teachers, A. Malloy and C. Burnett

Date(s)/Time: October 15th (DTWD)

Progress Monitoring

- Progress will be determined by student results on the English II and Math III EOCs.
- Student growth and academic progress will also be monitored using formative and summative assessments throughout the duration of the class.
- Growth will also be determined by the growth index for EOC courses.

Date: **Revised:**

Alignment (mark all that apply)

(X)	NCSBE Goal
X	Every Student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
X	Every student has a personalized education.
X	Every student, every day has excellent educators.
X	Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.
X	Every student is healthy, safe and responsible.
(X)	BCS Strategic Priorities
X	Academic Excellence: All BCS take collective responsibility to increase the academic growth and achievement of each student.
X	Safety and Support: All BCS will maintain safe learning environments and enhance wellness for all students and staff.
X	Leadership Development: All BCS are committed to develop a diverse group of highly qualified leaders who empower others.
X	Family and Community Engagement: All BCS will fully engage families, communities, and staff to work together for the success of each child.
(X)	AdvancED Standards
X	Clear Direction
X	Healthy Culture
X	High Expectations
X	Impact of Instruction
X	Resource Management
X	Efficacy of Engagement
X	Implementation Capacity
(X)	Title I
X	School-wide Reform Strategies
X	Transition Plans
X	Parental Involvement
X	Support for Students Experiencing Difficulty
X	Teacher Involvement in Use of Assessment

Goal #2

SMART Goal

Nesbitt Discovery Academy will improve from 72.2% to 82% in the writing component of the ACT as required by the North Carolina University system.

Strategies

- S1: Math teachers will develop open-ended, content related questions that require students to justify their reasoning through writing.
- S2: Science teachers implement weekly writing assignments based on a Claims, Evidence, Reasoning model which will be used to clarify ideas and help draw out misconceptions.
- S3: Students are provided an ACT “Boot-Camp” opportunity in each ACT subject area over a 4-weeks period prior to the test.
- S4: *Thursday Focus!* PD topics revolve around writing strategies and implementation in classrooms.
- S5: PLTW courses will utilize various technical writing skills for documentation of projects.
- S6: Social Studies teachers will collaborate to create a uniform CER writing rubric that emphasizes writing solid claims, supporting them with evidence, and justifying that evidence well.
- S7: English teachers will implement lessons on writing to a rubric.
- S8: English teachers will focus on formal essay writing in each grade level.
- S9: All teachers will incorporate short academic writings at least 2-3 times per week using a variety of scaffolds and strategies.
- S10: Teachers will collaborate with the literacy coach to implement strategies appropriate for their specific content areas.
- S11: CTE and PE teachers will implement writing assignments based on a Claims, Evidence, Reasoning model which will be used to clarify ideas and help draw out and identify misconceptions.

Resources Required

- Professional development will be needed for Claims, Evidence, Reasoning modeling and implementation.
- Professional development on understanding prompts and rubrics for the Writing section of the ACT.

Staff Development

Professional Development: Writing to Learn

Description: Using CER models in writing for students to explain the investigations they conduct. *Designing Science Inquiry: Claim + Evidence + Reasoning = Explanation.*

Target Audience: All teachers will participate.

Person Responsible: Literacy Coach, K. Bonyun

Date(s)/Time: November 6th (early release)

Progress Monitoring

- Student growth and academic progress will be monitored using formative and summative assessments throughout the course of the year.

Date: **Revised:**

Alignment (mark all that apply)

(X)	NCSBE Goal
X	Every Student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
X	Every student has a personalized education.
X	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.
(X)	BCS Strategic Priorities
X	Academic Excellence: All BCS take collective responsibility to increase the academic growth and achievement of each student.
	Safety and Support: All BCS will maintain safe learning environments and enhance wellness for all students and staff.
	Leadership Development: All BCS are committed to develop a diverse group of highly qualified leaders who empower others.
	Family and Community Engagement: All BCS will fully engage families, communities, and staff to work together for the success of each child.
(X)	AdvancED Standards
X	Clear Direction
	Healthy Culture
X	High Expectations
X	Impact of Instruction
	Resource Management
X	Efficacy of Engagement
X	Implementation Capacity
(X)	Title I
X	School-wide Reform Strategies
	Transition Plans
	Parental Involvement
X	Support for Students Experiencing Difficulty
X	Teacher Involvement in Use of Assessment

Goal #3

SMART Goal

Nesbitt Discovery Academy will continue to provide a safe educational environment by decreasing the number of reportable offenses from five to zero.

Strategies

- S1: Success Lab teachers will serve as mentors for the students enrolled in online and college courses.
- S2: PLC Leadership will use data from student and parent surveys to determine if student needs are being met.
- S3: Teachers will use a Tier 2 form to inform the Students of Concern Team of students in need of interventions.
- S4: Tier 2 Team will problem solve around student needs weekly.
- S5: Teachers will utilize Student Check-In data to monitor and support student needs.
- S6: Counselors will continually promote mental health and drug prevention awareness throughout the school year through classroom guidance and grade level presentations.
- S7: Students will be provided ongoing peer support through the 9th grade Peer Mentoring Program throughout the school year.
- S8: Student Council will hold 'Stress Relief Week' before exams to introduce students to healthy techniques for dealing with their stress.
- S9: NDA will give students the opportunity to develop leadership skills by finding their interests and creating clubs to be actively engaged in their school.
- S10: NDA will bolster student self-worth and belonging by giving multiple opportunities for community outreach through service projects organized by the National Honor Society, Student Council, and other student clubs.
- S11: Students have access to a safety reporting program via the school homepage.
- S12: All classrooms are set up for group activity and collaboration, allowing all students to build relationships with their peers.
- S13: Positive school culture is emphasized every morning before announcements and is facilitated by students.
- S14: Students will be supervised using shop area tools and trained on safety procedures.
- S15: NDA will continue to use PBIS to promote and reward positive behavior.

Resources Required

- Comprehensive PBIS program developed specifically for Nesbitt Discovery Academy.
- Peer mentor program for every first year student.
- Surveys for students and parents.
- Access to guest speakers and drug awareness experts.

Staff Development

Professional Development: Mindfulness Training

Description: PD will be presented on mindfulness in an effort train teachers in supporting students in reducing stress and anxiety.

Target Audience: All teachers will participate.

Person Responsible: Counselors, Mrs. Carter and Mrs. Jensen

Date(s)/Time: January 3rd at 2:30-3:30pm

Progress Monitoring

- Student check-in surveys
- Discipline data
- Student (Tier 2 & 3) referral data

Date: **Revised:**

Alignment (mark all that apply)

(X)	NCSBE Goal
X	Every Student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
X	Every student has a personalized education.
X	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.
X	Every student is healthy, safe and responsible.
(X)	BCS Strategic Priorities
	Academic Excellence: All BCS take collective responsibility to increase the academic growth and achievement of each student.
X	Safety and Support: All BCS will maintain safe learning environments and enhance wellness for all students and staff.
	Leadership Development: All BCS are committed to develop a diverse group of highly qualified leaders who empower others.
X	Family and Community Engagement: All BCS will fully engage families, communities, and staff to work together for the success of each child.
(X)	AdvancED Standards
X	Clear Direction
X	Healthy Culture
	High Expectations
	Impact of Instruction
X	Resource Management
X	Efficacy of Engagement
	Implementation Capacity
(X)	Title I
X	School-wide Reform Strategies
X	Transition Plans
X	Parental Involvement
X	Support for Students Experiencing Difficulty
X	Teacher Involvement in Use of Assessment

School Safety

Discipline

Issues

Nesbitt Discovery Academy has established a code of conduct designed to support and promote learning throughout the building. Over our four 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 re-occurring or that interfere with the education environment.

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 daily for students who have displayed positive behavior. Weekly drawings are held to recognize these positive behaviors and reward students. Nine-Week Celebrations are held to celebrate students who meet ROAR criteria and ROAR Day occurs each midterm to acknowledge students who have exhibited ROAR behaviors and received a ROAR card.

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 designated a crisis team which meets monthly to review the safety plan and conduct table-top exercises. All staff has been trained on safety protocols and the NIMS active shooter module.

Incident Response

As per NC General Statue 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.

Instructional Support

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 below 70 in grade average.
- Parent conferences are scheduled for students who are in jeopardy of failing or who fail a course.
- Students are required to attend SMART Lunch if their grade average is at 70 or below.
- Student tutoring is also available during lunch outside of content designated SMART Lunch times.

- Students meet with teachers before and after regular school hours for additional help.
- Students can use Success Lab time for additional studying and tutoring.
- Success Lab teachers monitor student progress and performance.
- Success Lab teachers coordinate with A-B Tech instructors to support and communicate with parents.
- Counselors offer group support during SMART Lunch to address areas of need, such as anxiety and stress management.

Transition Plans

Students transition from our seven middle schools and other schools within our district. Students take a tour of the school in a group and attend a parent night at their feeder school. Once a student is accepted and enrolled they participate in a 2-day orientation prior to the 1st day of school where they participate in group activities and learn about NDA expectations and school community of learning which includes: course offerings, schedules, SMART Lunch, PBIS and ROAR, support contacts, locations, and daily procedures. They have time over the 2-days to build relationships with their classmates and connect with a student ambassador who will serve as their mentor. Students receive support from their Success Lab teacher as well which they meet with routinely and who is partnered with the student's A-B Tech instructor and/or online course instructor. As part of the application process students submit an essay about their desire to join NDA as a freshman and other pertinent information that will help our staff in getting to know our students better before they enter the building.

Teacher Time

Duty Free Lunch

Nesbitt Discovery Academy provides all teachers 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 7:45am-8:25am and 2:25pm-3:30pm.

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.

2018 – 2019 Mid-Year Progress Report

Goal #1 Nesbitt Discovery Academy will continue to achieve a >95% College and Career Ready proficiency score with a growth status of ‘Exceeds’ in Reading and Math to maintain a school performance grade of A.

Progress to Date

- S1 & S2: *Thursday Focus* PLC time will continue to have a whole school instructional emphasis and is moving towards a practice of Rounds to determine a ‘problem of focus’ and support alignment across curriculums. In addition, content specific PLC’s are encouraged to meet each week depending on their schedule/availability. PLC’s continue to work on designing project and problem-based lessons that incorporate the BCS common instructional framework with a STEM focus.
- S3: Success Lab teachers are connected with A-B Tech instructors to communicate as needed for student success. Teachers monitor student progress of online and A-B Tech courses each week and document progress on a shared google worksheet. Success Labs are designed for student collaboration and teacher mentorship.
- S4: Technology is used as an instructional tool for student learning and instructional platforms (canvas, moodle) are used to deliver course materials and resources in every classroom.
- S5: Professional development continues to support teaching and learning in the areas of: Writing to Learn, SmartBoard use, PBL, and STEM components. Teachers are participating in county-wide high impact sessions as offered.
- S6: Teachers continue to document progress towards improving student grades during Smart Lunch (within departments).
- S7: Rounds are scheduled for March.
- S8: English has used more science and social studies texts (non-fic) to prep for ACT/SAT and is documented in their lesson plans.
- S9: Lessons are designed and implemented that are relevant and rigorous in all content areas.
- S10, S11 and S12: Peer tutoring is a continuous program in Math and will grow in all departments in the future. Standards based grading is a practice used and drives SMART Lunch remediation and enrichment. Science courses utilize hands-on experimentations with real life connections combined with research and active inquiry.
- S13 and S14: Master schedule is designed to include an hour Smart Lunch in the middle of the day where tutoring is offered throughout the week in each content area. English Smart Lunch schedule offers ACT prep (grammar & vocabulary).
- S15: Career Management is offered in the spring and provides students career exploration, industry tours and career assessment inventories to help guide students in their decision making for post-secondary education.

- S16: WorkKeys data is not yet available.
- S17: Social Studies has developed reading complex texts in departmental PLC's (vertical alignment).

Still needed:

Professional development in interpreting EVAAS data. Continued focus on using a STEM framework for teaching and learning. A practice of Rounds for teachers to determine a problem of focus school-wide. A master schedule each month that incorporates PLC time for both content, vertical, and interdisciplinary work.

Goal #2 Nesbitt Discovery Academy will improve from 72.2% to 82% in the writing component of the ACT as required by the North Carolina University system.

Progress to Date

- S1: Math PLC minutes support work on developing open-ended questions that require writing.
- S2: Science PLC work involves the development of CER charts weekly and writing bell ringers daily.
- S3: ACT Boot Camp was held 4 weeks prior to the ACT for each ACT subject area. Counselors routinely remind students about online ACT/SAT resources.
- S4: Writing to learn strategies led by literacy coach each grading period during *Thursday Focus*.
- S5: PLTW teachers are using PLC time to discuss student writing and implement writing in all courses in each project rubric.
- S6 and S11: Social Studies, CTE and PE teachers have created and are using CER Writing in all courses.
- S7: English teachers have created and are using lessons that incorporate writing to a rubric.
- S8: English teachers use formal essay writing in every grade level.
- S9: All teachers have incorporated academic writing 2-3 times a week.
- S10: Teachers meet regularly with literacy coach either individually or as a PLC on Thursdays.

Still needed:

More training in rubrics to use for writing in all content areas.

Goal #3 Nesbitt Discovery Academy will continue to provide a safe educational environment by decreasing the number of reportable offenses from five to zero.

Progress to Date

- S1: Success Lab teachers are serving as mentors for students taking online and A-B Tech courses. Success Lab classe sizes have reduced so teachers can be more attentive to individual student needs.

- S2: 9-weeks student surveys are being conducted and PLC Leadership team has analyzed the data and presented to faculty. Parent survey has not yet been conducted.
- S3: Tier 2 form is not being used due to the size of the school we are able to communicate student concerns via email or verbally with administration and counselors.
- S4: Tier 2 team meets once a week to discuss ‘students of concern’ based on attendance, grades and other factors that may inhibit a student’s overall success.
- S5: Student Check-In data is presented to faculty once every 9 weeks during *Thursday Focus* time.
- S6: Students will participate in the Opioid Awareness Summit. All 9th graders participated in a drug awareness program during orientation. Counselors present classroom guidance twice a year that addresses social, emotional and academic needs of students.
- S7: Freshmen students meet with their Peer Mentors at least once a month with guided training and direction from our counselors.
- S8: Stress Relief Week consisted of activities students could participate in to reduce stress and anxiety before Fall semester exams. The Acts of Random Kindness club made and posted “kindness” notes to encourage students and gave out mints during exam week.
- S9: NDA currently offers 36 clubs that are student-led and -created based on student interests.
- S10: Students participate in Homework Diners 1-2 times a month, work with Eblen charity fundraising events and sort prom dresses for students in need at Eblen Charities. Physical Education department partnered with a feeder elementary school to teach students how to bowl.
- S11: Safety reporting form is located on our school’s webpage.
- S12: All classrooms consist of group activities and collaboration.
- S13: NDA’s SunRise committee plans pre-announcement activities 2-3 times each week before announcements. PBIS Roar card drawing occurs every Friday during announcements.
- S14: PLTW students are required pass safety procedure tests each semester.
- S15: PBIS continues to lead our positive school culture in teaching and recognizing expected ROAR behaviors. All staff have participated in Mindfulness and Compassionate Schools trainings.

Still needed:

Parent survey

2018 – 2019 Year-End Progress Report

How did your school’s Purpose, Direction, and Belief Statements guide your actions throughout the school year?

Purpose Statement

We are committed to providing the resources that ensure all students have the knowledge and skills needed to lead and invent their tomorrow.

Direction Statement

Our students will be empowered to thrive in a global society by being immersed in a cross-curricular, STEM-focused, challenging and engaging academic program.

Belief Statements

- Every student will be exposed to a hands-on, project-based learning environment which promotes creativity, analytical thinking, and collaboration.
- Every student will graduate technologically literate, as well as college and career ready, to more effectively engage in a globalized society.
- Every student will be empowered to take responsibility for their own learning.
- Every student will be provided a safe environment that is conducive to learning as well as supportive of their mental and emotional wellbeing.
- Every student will participate in the Common Instructional Framework: read, write, listen, think, speak, and move in every class, every day.
- Every student will be supported by stakeholders who promote an alliance between home, school, and community.

As a NC Cooperative Innovative High School, NDA provides a STEM focused learning program that ensures students have a hands-on, collaborative, and active learning experience every day in every classroom. Our classroom instruction is challenging and engaging as well as individualized to meet the needs of all our students. Being a small school, we continue to provide a community and family atmosphere where students are supported in their academic growth and in their social/emotional development needs. Each quarter, students complete a Check-In survey to assess their needs as a class and identify students who may need more intensive intervention. An at-risk Team meets weekly to support students who are identified in the areas of academics, attendance, and social/emotional well-being. Teachers make positive contacts home routinely to build a community of support with our families. Teachers also make contacts as needed with parents whose student performance has dropped below 70 before mid-term and end-of-grading periods. This allows time for parents to intervene and teachers to learn more about the individual needs of each student as the semester progresses. Our PLC weekly meeting’s structure support teacher collaboration in PLC work: whole faculty, vertical alignment, and specific content areas. Professional Development is aligned with faculty needs based on a survey conducted each semester. PD is led by NDA teachers, digital learning facilitator, and literacy coach throughout the year. Teachers participated in Instructional Rounds after determining a Problem of Focus. The process of Rounds served as a learning practice that supported, not only the problem of focus identification, but also our culture of teacher collaboration. Rounds is a valuable tool that NDA will continue to use to enhance pedagogical skills where teachers learn from their peers and grow in designing lesson plans that are more interdisciplinary. Our school continues to be a learning community where students work together

in spaces designed for collaboration and independent work. Teachers support students by delivering instruction that is standards based and supports learning that is relevant to real-world applications. NDA continues to focus on enhancing student learning by growing our partnerships with local businesses, non-profits, government agencies, entrepreneurs, colleges, and professional organizations. Students routinely experience guest speakers, industry tours, college visits, and mentorship/internship opportunities that enhance their learning and prepare them for their post-secondary goals. At NDA, students thrive in a highly engaging and enriching learning program where learning is student-centered. Lesson plans incorporate higher-order thinking and creativity to support a more leveraged academic growth. Students who have choice in learning are empowered and equipped to lead their tomorrow! Our purpose, direction, and belief statements drive our decisions. The structures, programs, and instructional lessons are designed to teach the whole child. Teachers, counselors, and administrators are available during SMART lunch to support individual and group needs. Students are given time throughout the day to engage in areas of interest outside the core curriculum through our 30+ clubs and organizations offered during the school day. Physical activity is also an option as we provide an outdoor court and indoor gymnasium. Students are also free to eat lunch outside, socialize, study, and/or work on group projects during their 1-hour lunch period. Academics are of great importance during SMART lunch as enrichment and remediation are facilitated by teachers in each subject area and offered at least twice a week. Our core Teams that support our high performing academic program are: PBIS, PLC Leadership, and School Improvement. All function as collaborative learning communities and make decisions that are focused on our direction, purpose, and belief statements.

Goal #1 Major Accomplishments

Nesbitt Discovery Academy will continue to achieve a >95% College and Career Ready proficiency score with a growth status of 'Exceeds' in Reading and Math to maintain a school performance grade of A.

Goal Met – School Performance grade of A maintained for the 2018-2019 school year.

Goal #2 Major Accomplishments

Nesbitt Discovery Academy will improve from 72.2% to 82% in the writing component of the ACT as required by the North Carolina University system.

Exceeded Goal - 84% of students met the NC University System benchmark for the 2018-2019 school year.

Goal #3 Major Accomplishments

Nesbitt Discovery Academy will continue to provide a safe educational environment by decreasing the number of reportable offenses from five to zero.

Goal Met – Zero reportable offenses for 2018-2019.

2019 – 2020 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)

2019 – 2020 Year-End Progress Report

How did your school’s Purpose, Direction, 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)

School Performance Data

School Performance Grade

Performance Standards	2016 – 17	2017 – 18	2018 – 19	2019 – 20
Overall Achievement	>95	98.9	99.7	
Overall Growth	68	92.1	93.7	
Overall Performance	90	98	99	
Overall Grade	A ^{+NG}	A	A	
English II GLP	>95	>95	>95	
Math 1 GLP	>95	>95		
Biology GLP	89.9	>95	>95	
The ACT (% met UNC minimum)	94.7	>95	>95	
ACT WorkKeys (% at or above silver)		>95	>95	
Math Course Rigor (% competing Math 3)		>95	>95	
Cohort Graduation Rate 4 Year		>95	>95	

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	-2.39	R
(2017) – 2018	5.27	B
(2018) – 2019	6.23	B
(2019) – 2020		

Source: EVAAS, School Accountability Growth

Educator Effectiveness Growth (Composite)

Year	Index	Level (B/G/R)
(2016) – 2017	-0.53	G
(2017) – 2018	5.21	B
(2018) – 2019	8.08	B
(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	1.7 B	2.45 B	1.1 B	
Math 1			3.8 B	
Biology	-3.2 R	-0.94 G	0.7 G	
ACT	23.9	25.5	27.3	
WorkKeys				

Source: EVAAS, School Value Added

Subgroup Performance

2017 – 2018 Subgroup GLP

	All	Fem	Male	AmI	Asia	Blck	Hisp	Mult	Whte	EDS	LEP	SWD	AIG
Num (All Subjects)	279	135	144	<10	16	<10	20	11	229	65	<10	<10	189
English 2	>95	>95	>95	*	*	*	*	*	>95	>95	*	*	>95
Math 1	>95	>95	>95	*	*	*	*	*	>95	>95	*	*	>95
Biology	>95	>95	>95	*	*	*	*	*	>95	>95	*	*	>95
ACT Composite	>95	>95	>95	*	*	*	*	*	>95	>95	*	*	>95
WorkKeys	>95	92.9	>95	*	*	*	*	*	>95	90.5	*	*	>95
CGR 4 year	>95	>95	>95	*	*	*	*	*	>95	>95	*	*	>95

2018 – 2019 Subgroup GLP

	All	Fem	Male	AmI	Asia	Blck	Hisp	Mult	Whte	EDS	LEP	SWD	AIG
Num (All Subjects)	>95	>95	>95	*	>95	*	>95	93.8	>95	>95	*	*	>95
English 2	>95	>95	>95	*	*	*	*	*	>95	>95	*	*	>95
Math 1	*	*	*	*	*	*	*	*	*	*	*	*	*
Math 3	>95	>95	>95	*	*	*	*	*	>95	92.3	*	*	>95
Biology	>95	>95	>95	*	*	*	*	*	>95	>95	*	*	>95
ACT Composite	>95	>95	>95	*	*	*	*	*	>95	>95	*	*	>95
WorkKeys	>95	>95	>95	*	*	*	*	*	>95	>95	*	*	>95
CGR 4 year	>95	>95	>95	*	*	*	*	*	>95	>95	*	*	>95

2019 – 2020 Subgroup GLP

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

Martin L. Nesbitt Jr. Discovery Academy Improvement Plan 2018 - 2020

CGR 4 year													
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Source: Internal Ready Review, RDYSUM – Ready Drilldown, Performance Composite GLP

Accountability Participation Data

Overall

	2016-17	2017-18	2018-19	2019-20
Total Participation Targets	20	10	10	
# Participation Targets Met	20	10	10	
% Participation Targets Met	100	100	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	100	0	0	100
English II	94	0	0	100
English III	49	0	1	98
English IV	33	0	0	100
Math I	8	0	0	100
Math II	103	1	5	94
Math III	95	0	0	100
Earth and Environmental	92	0	0	100
Biology	92	0	0	100
World History	24	0	1	96
American History I	103	0	0	100
American History II	83	0	0	100
Civics and Economics	81	0	3	96
Health/PE (required)	184	0	0	100

2018 – 2019 Data

Course	Membership	# Failures	# Attendance Failures (FF)	Percent Passing
English I	99	0		100
English II	93	0		100
English III	28	1		96
English IV	43	0		100
Math I	9	0		100
Math II	87	0		100
Math III	5	0		100
Earth and Environmental	96	0		100
Biology	3	0		100
World History	17	0		100
American History I	99	0		100
American History II	81	0		100
Civics and Economics	81	1		99
Health/PE (required)	98	0		100

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	94.7	81.9	70.2	70.2	59.6	81.9
2017 – 18	>95	93.8	83.5	80.4	78.4	72.2
2018 – 19	>95	>95	91.5	90.4	89.4	84
2019 – 20						

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

Advanced Placement Data

Year	Grades Reported	Candidates	% Scores ≥ 3
2016 – 17	n/a	n/a	n/a
2017 – 18	40	38	52.6
2018 – 19	64	59	59.4
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	8	293	2.7
2017 – 2018	19	386	4.9
2018 – 2019	11	380	2.9
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	42.98%	43.98%	8.26%	4.13%	.83%
6) I feel welcome at my child's school	57.02%	35.54%	4.13%	1.65%	1.65%
7) I respect the school staff	62.81%	32.23%	4.96%	0.00%	0.00%
8) The school communicates expectations for student learning and goals	49.59%	37.19%	9.09%	3.31%	0.83%
9) The school responds in a timely manner when I have concerns	46.28%	43.80%	6.61%	1.65%	1.65%
10) The school is successful in preparing my child for the future	58.68%	32.23%	6.61%	1.65%	0.83%
11) There are clear behavior expectations that are supported by school staff	54.55%	40.50%	3.31%	0.83%	0.83%

2018 – 2019

Number of responses:	Percent of respondents who				
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3) My child is safe at school	52.27%	45.45%	2.27%		
6) I feel welcome at my child's school	40.91%	47.73%	11.36%		
7) I respect the school staff	59.09%	31.82%	9.09%		
8) The school communicates expectations for student learning and goals	50%	38.64%	6.82%	4.55%	
9) The school responds in a timely manner when I have concerns	40.48%	42.86%	14.29%	2.38%	
10) The school is successful in preparing my child for the future	47.73%	36.36%	13.64%	2.27%	
11) There are clear behavior expectations that are supported by school staff	47.73%	45.45%	6.82%		

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

Volunteers and Mentors

Year	Total Volunteer Hours	Total # Staff	# Staff as Mentors	# Students Mentored by Staff	# Volunteer Mentors	# Students Mentored by Volunteers
2017-18	300	23	20	386		
2018-19						
2019-20						

Source: School

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	7	40	17	
Inappropriate Language/disrespect	4	4	1	
Aggressive Behavior	1	1	0	
Excessive Tardiness	0	27	0	
Inappropriate items			8	
Misuse of technology			2	
Possession of controlled substance	0	2	0	
Use of controlled substance	0	2	0	
Sale of controlled substance	0	1	0	

Offense Cost: Office Referral

(By cost in days, list top five offenses)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
Total Office Referrals	7	40	17	
Inappropriate Behavior	4	4	3	
Aggressive Behavior	1	3		
Use of controlled substance	0	2		
Possession of controlled substance	0	2		
Sale of controlled substance	0	1		
Disrespect of faculty/staff	0	1	.5	
Bus Misbehavior	1	0		
Insubordination	1	0		
Inappropriate items			8	
Misuse of technology			4	
Theft			2	

Offenses: Minor Incidents

(By # of incidents, list top 5)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
Total Minor Incidents				
Excessive tardies			9	
Disruptive behavior			1	
Leaving without permission			1	
Inappropriate item			1	
Insubordination			1	

Discipline Actions: Office Referrals

(By # of actions, list top 5)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
After School Detention	0	26	3	
OSS	2	10	4	
BCATs	4	4	5	
Report to Law Enforcement	0	5	0	
Detention	0	1	1	
Bus Suspension	1	0	0	

Discipline Actions: Minor Incidents

(By # of actions, list top 5)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
Privilege loss			5	
Lunch detention			2	
After school detention			1	
Parent contact			1	
@(Action #5)				

Locations: Office Referrals

(List top 5 locations)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
Other	3	3	5	
Classroom	2	11	3	
Bus	1	0	0	
Hallway	1	3	3	
Office	0	23	0	
Bathroom			3	
Cafeteria			1	
Field			1	

Source: Educators Handbook

Dropout Data

Dropouts

School Year	# of Students	% Based on ADM
2016 – 2017	0	0
2017 – 2018	0	0
2018 – 2019	0	0

2019 – 2020		
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Source: Graduation Initiative

Cohort Graduation Rate

Type	2014 – 15	2015 – 16	2016 – 17	2017 – 18	2018– 2019
4 Year CGR				>95%	100%
5 Year CGR					

Source: Ready Report, RDYSTAT – Ready Overview

Timeline

- School Improvement Plan DueOctober 12, 2018
- Mid-Year Progress ReportFebruary 28, 2019
- Year-End Progress ReportSeptember 28, 2019
- Revisions for 2019-2020.....October 11, 2019
 - Includes updates of all data
- Mid-Year Progress ReportFebruary 28, 2020
- Year-End Progress ReportSeptember 30, 2020