

# Buncombe County Schools

## School Improvement Plan

2012 – 2014

Buncombe County Early College

**Buncombe County Schools**  
**2012 – 2014 School Improvement Plan**  
**Buncombe County Early College**

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Buncombe County Schools  
2012 – 2014 School Improvement Plan

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 in conjunction with both the No Child Left Behind and N.C. Accountability Guidelines. The following AdvancED Accreditation Standards for Quality Schools are addressed in this plan:

NCSBE Goals

- Globally Competitive Students
- 21<sup>st</sup> Century Professionals
- Healthy & Responsible Students
- Twenty-First Century Systems
- Strong Family, Community, and Business Support

AdvanceED Standards

- Purpose and Direction
- Governance & Leadership
- Teaching & Assessing for Learning
- Resources and Support Systems
- Using Results for Continuous Improvement

Principal: **Bonnie Johnston**

SIT Chairperson: **Christine Jones**

Signature: \_\_\_\_\_  
Assistant Principal: **Cynthia Little**

Signature: \_\_\_\_\_  
Instructional Support: **Mary Jaco**

Signature: \_\_\_\_\_  
Teacher: **Susan Allman**

Signature: \_\_\_\_\_  
Teacher: **Tim Arnold**

Signature: \_\_\_\_\_  
Teacher: **Stefanie Buckner**

Signature: \_\_\_\_\_  
Teacher: **Carol Covington**

Signature: \_\_\_\_\_  
Teacher: **Eric Grant**

Signature: \_\_\_\_\_  
Teacher: **Suzanne Hosch**

Signature: \_\_\_\_\_  
Teacher: **Christine Jones**

Signature: \_\_\_\_\_  
Teacher: **Charles Lanahan**

Signature: \_\_\_\_\_  
Teacher: **Xiuming Liu**

Signature: \_\_\_\_\_  
Teacher: **Julie Maimes**

Signature: \_\_\_\_\_  
Teacher: **Meredith Mitchell**

Signature: \_\_\_\_\_  
Teacher: **Allen Nice-Webb**

Signature: \_\_\_\_\_  
Teacher: **Virginia Oakley**

Signature: \_\_\_\_\_  
Teacher: **Lorraine Orenchuk**

Statement of Assurance (pg. 2)

Signature: \_\_\_\_\_  
Teacher: **Sam Summers**

Signature: \_\_\_\_\_  
Parent: **Christine Giglio**

Signature: \_\_\_\_\_  
At-Large: **Donna Lanahan**

Signature: \_\_\_\_\_  
Parent: \_\_\_\_\_

Approved by secret ballot vote of the staff on \_\_\_\_\_  
Date

\_\_\_\_\_  
Principal

\_\_\_\_\_  
SIT Chairperson

*Please duplicate this page if needed to accommodate signatures of all School Improvement Team members.*

# Buncombe County Schools 2012 – 2014 School Improvement Plan

## BCS Mission Statement

To collaborate with stakeholders to provide a safe, caring, rigorous and engaging learning environment that prepares all students to be Career and College Ready.

## BCS Vision Statement

Buncombe County Schools' students will reach their full potential and become successful, responsible citizens in a diverse, global society.

## Buncombe County Early College Mission Statement

...to prepare all students for college and future readiness by empowering them to earn a high school diploma and an Associate degree. We engage our students by using innovative support systems and individualized, meaningful, and rigorous instruction.

## Buncombe County Early College Vision

**CHANGING POSSIBILITIES:**  
Preparing all students to realize their potential in a rapidly changing, diverse, global society.

# Buncombe County Schools 2012 – 2014 School Improvement Plan

## School Profile Narrative Reflections on the 2011-2012 School Year

### School: Buncombe County Early College

#### **Demographic/School Characteristics:**

In 2004, North Carolina New Schools Project (NCNSP) recognized the potential to transform and expand Buncombe County's very successful middle college into a Learn and Earn site. We identified and mobilized key stakeholders who would be instrumental in the creation of a successful and sustainable school. Buncombe County Early College (BCEC) opened to serve the first class of 60 students in the fall of 2005.

Every rising 9<sup>th</sup> grader in Buncombe County hears a presentation about our school, including the expectations and supports that are in place to complete a college degree. Students are selected using a combination of a rubric and a lottery, with special priority given to students who are either first-generation college-goers or underrepresented in the college population. Teachers provide the day-to-day leadership that propels the vision for our school. Our professional time together is spent evaluating student progress to improve the quality of instruction, the rigor of our courses, and the effectiveness of our student support.

Our school motto, "Changing Possibilities," reflects our vision and demonstrates our belief that we can change the possibilities for students' futures as well as change what is possible through high school redesign. Our students and faculty have access to the Asheville-Buncombe Technical Community College library and computer labs on campus. Also, our school received technology upgrades for all classes, with each classroom fitted with a Ben-Q smart board, data projector, and teacher laptop.

### **Climate/School Culture:**

Buncombe County Early College is a small school where the staff knows and understands the students very well. As a result, they provide high levels of support and care, which help students to thrive. The NCNSP Design Principles are the cornerstones of our school and guide our accountability process as we evaluate the effectiveness of our work. According to the 2012 Teacher Working Conditions survey, 89% of our teachers at BCEC strongly agreed that our school "is a good place to teach and learn;" compared to 86% of teachers in Buncombe County, and 85% of teachers in North Carolina who agreed with the same statement.

The positive learning environment present at BCEC is evident by the student and parent surveys that were conducted during the 2010-2011 school year. These surveys reported that 76% of students agree that "my teachers treat me with respect and care about me." An overwhelming majority, 88%, agreed that their families believe they will do well at BCEC. Being located on a community college campus influences our students' futures by exposing them to a wide variety of career options and the quality of work that is expected in those programs. This impact on our students is evident in our student surveys where 76% of students believe that school is worthwhile and 94% of parents believe we are preparing our students for the future. Parent surveys report that 96% of parents feel welcome at BCEC. Additionally, 96% of parents feel that "the school as a whole provides a safe, orderly and healthy environment for my child." Ninety percent or more of parents also report that they respect the principal and the teachers, that their children are expected to produce quality work, and that their children understand what is expected of them academically. In our classrooms, observers see a strong emphasis on innovative teaching and learning through North Carolina New Schools' common practices and formative assessments. We regularly employ strategies to improve teaching and learning, including the Rounds Model, Critical Friends Group protocols and frequent training and discussion of best practices.

These are some examples of ways we purposefully design or influence our school's culture and climate:

- \*Home visits with first year students are conducted by House teachers before the beginning of each school year.
- \*Our two-week Summer Bridge Program eases the transition from middle to high school for incoming first year students.
- \*Each student receives affective and academic supports during the school day (during House or Academic Support).
- \*Our program is housed in one building on AB Tech's campus.
- \*The class size is generally 20 students or smaller.
- \*As a staff we have developed school-wide learning outcomes.

\*Literacy is a primary focus of our school (students have Self-Selected Reading or SSR three times each week).

\*Our school has a default university prep curriculum where every student is earning college credit before high school graduation.

\*Teachers use their common planning time to create common lessons and assessments, evaluate student work, and determine support for individual students.

\*Teachers and staff participate in weekly Teaching and Learning meetings. All teachers are leaders and stakeholders that share decision-making and take part in conducting the meetings.

\*North Carolina New Schools Project instructional practices and design principles are integrated into every class.

### **Academic Achievement:**

Our vision of college readiness is that every student who begins BCEC will earn a college degree. Our unwavering commitment to students is evidenced by the vast array of support structures we provide. Our five-year plan serves as a roadmap for college readiness. For the 2011-2012 End-of-Grade testing, 100% of our students performed at a proficient level. From the 2010 to the 2011 EOC ABC Summary, our students gained in percent proficiency in every subject area, raising our composite score from 89.6% to 95%. On the 2011 EVAAS report of teacher effectiveness, three of our teachers ranked above the state average.

The BCEC commitment to students' college readiness is evident in the following instructional practices and assessment tools:

- Scaffolded courses
- Accuplacer – college placement testing preparation and administration available to all students
- Interdisciplinary course: IMAPS (Integrated Math and Physical Science)
- Individualized academic support scheduled for all students
- After-school support available to all students
- Project-Based Learning
- Outcomes-Based Assessment model
- Summer Bridge Program for incoming 9<sup>th</sup> graders
- EOC testing per NC state requirements
- College credits, including Core 44 and associate's degrees, earned by our graduates



Date 08/30/2012	Revised
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LEA: BUNCOMBE COUNTY	SCHOOL: Buncombe County Early College
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NCSBE Goal	BCS Strategic Priorities	2012 AdvancED Standards	Title I Component
→ <u>Globally Competitive Students</u> → <u>21st Century Professionals</u> → <u>Healthy &amp; Responsible Students</u> <input type="checkbox"/> <u>Twenty-First Century Systems</u> → <u>Strong Family, Community, and Business Support</u>	→ <u>All students will graduate as high-achieving and globally competitive learners with 21st Century Skills.</u> <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. → <u>Systems will be in place to inform, educate and engage the community to build support for schools and ensure accountability.</u>	<input type="checkbox"/> Purpose and Direction → <u>Governance &amp; Leadership</u> → <u>Teaching &amp; Assessing for Learning</u> <input type="checkbox"/> Resources and Support Systems → <u>Using Results for Continuous Improvement</u>	<input checked="" type="checkbox"/> <u>School-wide Reform Strategies</u> <input type="checkbox"/> Instruction by Highly Qualified Teachers <input type="checkbox"/> Attract highly qualified teachers <input type="checkbox"/> Transition Plans <input checked="" type="checkbox"/> <u>Parental Involvement</u> <input checked="" type="checkbox"/> <u>Support for Students Experiencing Difficulty</u> <input checked="" type="checkbox"/> <u>Teacher Involvement in Use of Assessment</u> <input type="checkbox"/> Coordination of Programs

**SIP Goal/Objective:**

SMART Goal 1: Increase the size of our graduating class from 25 (42%) 2012 to 30 (50%) in 2013

SMART Goal 2: Increase the number of AA and AS degrees earned by our graduates from 10 (17%) in 2012 to 15 (25%) in 2013

SMART Goal 3: Increase the average number of college credits per graduate from 46 in 2012 to 49 in 2013.

**Strategies:**

- Student recognition for honor roll, perfect attendance, and service learning (ceremonies, pins, certificates)
- Use the academic support protocols of student logs, teacher/liaison/student conferencing, and use of the BCEC/A-B Tech Early Alert system
- Redesign House advisee periods to include Year 1, 2 and 3 students
- Develop a variety of methods for communicating to parents the skills needed for college readiness, school and college expectations, requirements for HS diploma and Associate degrees, and information on planning and applying for college
- Use EVASS reading proficiency data to screen out applicants with a history of below-grade level reading scores, as these students struggle with college-level reading

**Professional Development:**

None needed for these objectives and strategies

**Technology:**

Computers are used regularly in academic support classes so that students can log in to college accounts to discuss their progress with a high school teacher or the college liaison. Electronic means of communication will be incorporated with more traditional means to increase parent education and communication. EVASS data will be used for recruitment and selection of all incoming freshmen.

<b>Timeline</b>	<b>Evaluate Person(s) Responsible</b>	<b>Resources/Required Budget</b>
August 2012 to June 2014, with goals and strategies reassessed in January 2013, June 2013, and January 2014.	Full staff: Students' House and academic support teachers, college liaison; Teacher Cadres: Staff and Student Recognition, Parent Involvement, Recruitment and Retention	Approximately \$1000 per year for student recognition materials and reception food

Date 08/30/2012	Revised
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LEA: BUNCOMBE COUNTY	SCHOOL: Buncombe County Early College
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NCSBE Goal	BCS Strategic Priorities	2012 AdvancED Standards	Title I Component
<p>→ <u>Globally Competitive Students</u></p> <p><input type="checkbox"/> 21st Century Professionals</p> <p>→ <u>Healthy &amp; Responsible Students</u></p> <p><input type="checkbox"/> Twenty-First Century Systems</p> <p>→ <u>Strong Family, Community, and Business Support</u></p>	<p>→ <u>All students will graduate as high-achieving and globally competitive learners with 21st Century Skills.</u></p> <p><input type="checkbox"/> All learning environments will be safe, respectful, caring and produce healthy and responsible students.</p> <p>→ <u>Quality teachers, administrators and staff will provide an innovative and effective educational program for all students.</u></p> <p><input type="checkbox"/> Systems will be in place to inform, educate and engage the community to build support for schools and ensure accountability.</p>	<p>→ <u>Purpose and Direction</u></p> <p><input type="checkbox"/> Governance &amp; Leadership</p> <p><input type="checkbox"/> Teaching &amp; Assessing for Learning</p> <p>→ <u>Resources and Support Systems</u></p> <p><input type="checkbox"/> Using Results for Continuous Improvement</p>	<p>→ <u>School-wide Reform Strategies</u></p> <p><input type="checkbox"/> Instruction by Highly Qualified Teachers</p> <p><input type="checkbox"/> Attract highly qualified teachers</p> <p><input type="checkbox"/> Transition Plans</p> <p><input type="checkbox"/> Parental Involvement</p> <p><input type="checkbox"/> Support for Students Experiencing Difficulty</p> <p><input type="checkbox"/> Teacher Involvement in Use of Assessment</p> <p><input type="checkbox"/> Coordination of Programs</p>

**SIP Goal/Objective:**

SMART Goal 4: Increase schools percentile ranking for student perception of preparedness for the future as measured on the Youth Truth survey 2011-2012. The Early College ranking as compared to all Youth Truth schools in the fall of 2011 was 78<sup>th</sup> percentile. Our goal for the fall of 2013 is to raise that to at least the 83<sup>rd</sup> percentile.

**Strategies:**

The On Course trainer, Laura Marlowe, will use staff input to develop twelve House lessons based on the On Course program and written around college readiness themes. The College Readiness teacher cadre will develop six lessons to use in House that utilize CFNC for career interest surveys, researching and applying for college, and finding scholarships and financial aid. House teachers will use six weeks of House time to teach the twelve college-readiness lessons and the six CFNC college/career readiness lessons.

**Professional Development:**

Staff training on the “On Course” program (integrating HS and college staffs’ training) provided by A-B Tech instructor Laura Marlowe. We have chosen this professional development to coordinate with the same PD focus and program used by the A-B Tech staff.

**Technology:**

One day during each of the six weeks of House lessons, students will be using laptops to access the CFNC website.

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<b>Timeline</b>	<b>Evaluate Person(s) Responsible</b>	<b>Resources/Required Budget</b>
August 23, 2012 to December 21, 2012	Laura Marlowe, A-B Tech instructor and PD trainer; House teachers; College Readiness teacher cadre	\$300 for PD trainer and \$100 for supplies

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LEA: BUNCOMBE COUNTY	SCHOOL: Buncombe County Early College
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NCSBE Goal	BCS Strategic Priorities	2012 AdvancED Standards	Title I Component
<p>→ Globally Competitive Students</p> <input type="checkbox"/> 21st Century Professionals	<p>→ All students will graduate as high-achieving and globally competitive learners with 21st Century Skills.</p> <input type="checkbox"/> All learning environments will be safe, respectful, caring and produce healthy and responsible students. <p>→ Quality teachers, administrators and staff will provide an innovative and effective educational program for all students.</p> <input type="checkbox"/> Systems will be in place to inform, educate and engage the community to build support for schools and ensure accountability.	<p>→ Purpose and Direction</p> <p>→ Governance &amp; Leadership</p> <input type="checkbox"/> Teaching & Assessing for Learning	<p>→ School-wide Reform Strategies</p> <input type="checkbox"/> Instruction by Highly Qualified Teachers

<p><b>SIP Goal/Objective:</b>          SMART Goal 5: BC Early College will increase their enrollment of first-generation college students in the 9<sup>th</sup> grade recruiting class from 43% in 2011-2012 to 60%+ in 2012-2013</p>
<p><b>Strategies:</b>          Early College will develop a recruitment rubric that assigns more points to students whose parents have a high school diploma or no diploma and who come from a low-income family. Students who are the first in their family to attend college and who have the potential to succeed in college classes with intensive support will be purposefully recruited and selected.</p>
<p><b>Professional Development:</b>          None required</p>
<p><b>Technology:</b>          None required</p>

Timeline	Evaluate Person(s) Responsible	Resources/Required Budget
August 2012 to June 2014	Teacher cadre: Recruitment and Retention; principal, counselor	Information will be gathered from admission applications. No budget is necessary.

Date 08/30/2012	Revised
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LEA: BUNCOMBE COUNTY	SCHOOL: Buncombe County Early College
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NCSBE Goal	BCS Strategic Priorities	2012 AdvancED Standards	Title I Component
<input type="checkbox"/> Globally Competitive Students <input type="checkbox"/> 21st Century Professionals  <input type="checkbox"/> Healthy & Responsible Students <input type="checkbox"/> Twenty-First Century Systems <u>→ Strong Family, Community, and Business Support</u>	<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. <u>→ Systems will be in place to inform, educate and engage the community to build support for schools and ensure accountability.</u>	<input type="checkbox"/> Purpose and Direction → Governance & Leadership  <input type="checkbox"/> Teaching & Assessing for Learning <input type="checkbox"/> Resources and Support Systems <u>→ Using Results for Continuous Improvement</u>	<input type="checkbox"/> School-wide Reform Strategies <input type="checkbox"/> Instruction by Highly Qualified Teachers <input type="checkbox"/> Attract highly qualified teachers <input type="checkbox"/> Transition Plans <input type="checkbox"/> Parental Involvement <input type="checkbox"/> Support for Students Experiencing Difficulty <input type="checkbox"/> Teacher Involvement in Use of Assessment <input type="checkbox"/> Coordination of Programs

**SIP Goal/Objective:**

SMART Goal 6: Buncombe County Early College will increase the number of strategies for communicating student performance and school effectiveness data from one in 2011-2012 to five in 2012-2013. A new SMART goal will be set for the 2013-2014 school year in May 2013.

**Strategies:**

Post all student performance and school effectiveness data on the school website  
Create a data board to be posted in the school hallway with pertinent, timely school data in student-friendly language.  
Obtain e-mail contact information for all parents so that more effective communication can be distributed in an efficient and timely manner.  
Include information in student handbooks for accessing; publish overview of data and SIP goals in handbook  
Create fliers to be mailed with report cards for additional data not included on the NC School Report Card.

**Professional Development:**

None required

**Technology:**

Technology required only to access student and school data.

<b>Timeline</b>	<b>Evaluate Person(s) Responsible</b>	<b>Resources/Required Budget</b>
August 2012 to June 2013; goal will be assessed and revised as needed in June 2013 for completion in June 2014	Teacher cadre: Data Analysis and Utilization; principal, counselor	Printing costs for student handbooks and report card fliers: \$150

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Date 08/30/2012	Revised
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LEA: BUNCOMBE COUNTY	SCHOOL: Buncombe County Early College
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NCSBE Goal	BCS Strategic Priorities	2012 AdvancED Standards	Title I Component
<input type="checkbox"/> Globally Competitive Students → <u>21st Century Professionals</u> <input type="checkbox"/> Healthy & Responsible Students <input type="checkbox"/> Twenty-First Century Systems <input type="checkbox"/> Strong Family, Community, and Business Support	<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. → <u>Quality teachers, administrators and staff will provide an innovative and effective educational program for all students.</u> <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 → <u>Governance &amp; Leadership</u> <input type="checkbox"/> Teaching & Assessing for Learning <input type="checkbox"/> Resources and Support Systems <input type="checkbox"/> Using Results for Continuous Improvement	<input type="checkbox"/> School-wide Reform Strategies <input type="checkbox"/> Instruction by Highly Qualified Teachers <input type="checkbox"/> Attract highly qualified teachers <input type="checkbox"/> Transition Plans <input type="checkbox"/> Parental Involvement <input type="checkbox"/> Support for Students Experiencing Difficulty <input type="checkbox"/> Teacher Involvement in Use of Assessment <input type="checkbox"/> Coordination of Programs

**SIP Goal/Objective:**

SMART Goal 7: Increase number of teachers serving in defined teacher leadership roles from 43% in 2011-2012 to 100% in 2012-2014.

**Strategies:**

Distribute a teacher interest survey to allow teachers to identify areas of personal interest in teacher leadership.

Ten identified Teacher Cadres will set goals for the year by September 1, 2012: Student Progress, Staff and Student Recognition, Parent Involvement, College Readiness, School Improvement Planning, Student Leadership and Activities, Recruitment and Retention, Data Analysis and Utility, Global Perspectives, Technology

Set aside time in Teaching and Learning meetings monthly for Teacher Cadres to report on progress towards SMART goals.

**Professional Development:**

None required

**Technology:**

None required

<b>Timeline</b>	<b>Evaluate Person(s) Responsible</b>	<b>Resources/Required Budget</b>
April 2012 to June 2014	All teachers on staff; principal	None required

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Date 8/30/2012	Revised
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LEA: BUNCOMBE COUNTY	SCHOOL: Buncombe County Early College
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NCSBE Goal	BCS Strategic Priorities	2012 AdvancED Standards	Title I Component
<input type="checkbox"/> Globally Competitive Students → <b>21st Century Professionals</b> <input type="checkbox"/> Healthy & Responsible Students <input type="checkbox"/> Twenty-First Century Systems <input type="checkbox"/> Strong Family, Community, and Business Support	<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. → 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 → <b>Resources and Support Systems</b> <input type="checkbox"/> Using Results for Continuous Improvement	<input type="checkbox"/> School-wide Reform Strategies <input type="checkbox"/> Instruction by Highly Qualified Teachers <input type="checkbox"/> Attract highly qualified teachers <input type="checkbox"/> Transition Plans <input type="checkbox"/> Parental Involvement <input type="checkbox"/> Support for Students Experiencing Difficulty <input type="checkbox"/> Teacher Involvement in Use of Assessment <input type="checkbox"/> Coordination of Programs

<p><b>SIP Goal/Objective:</b>          Increase collaboration among members of North Carolina’s K–16 STEM education community.</p>
<p><b>Strategies:</b>          Four teachers will attend “Bridging the Gap: Uniting North Carolina K-16 STEM Education” conference</p>
<p><b>Professional Development:</b>          See “Strategies” above</p>
<p><b>Technology:</b>          None needed</p>

Timeline	Evaluate Person(s) Responsible	Resources/Required Budget
October 23 and 24, 2012	Allen Nice-Webb, *****	PD funds: \$1800

Date 8/30/2012	Revised
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LEA: BUNCOMBE COUNTY	SCHOOL: Buncombe County Early College
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NCSBE Goal	BCS Strategic Priorities	2012 AdvancED Standards	Title I Component
<input type="checkbox"/> Globally Competitive Students → <u>21st Century Professionals</u> <input type="checkbox"/> Healthy & Responsible Students <input type="checkbox"/> Twenty-First Century Systems <input type="checkbox"/> Strong Family, Community, and Business Support	<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. → <u>Quality teachers, administrators and staff will provide an innovative and effective educational program for all students.</u> <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 → <u>Teaching &amp; Assessing for Learning</u> → <u>Resources and Support Systems</u> <input type="checkbox"/> Using Results for Continuous Improvement	<input type="checkbox"/> School-wide Reform Strategies <input type="checkbox"/> Instruction by Highly Qualified Teachers <input type="checkbox"/> Attract highly qualified teachers <input type="checkbox"/> Transition Plans <input type="checkbox"/> Parental Involvement <input type="checkbox"/> Support for Students Experiencing Difficulty <input type="checkbox"/> Teacher Involvement in Use of Assessment <input type="checkbox"/> Coordination of Programs

<b>SIP Goal/Objective:</b> Increase knowledge of Common Core and Essential Standards curricula
<b>Strategies:</b> Teachers will reference Common Core or Essential Standards curriculum outcomes in daily lesson plans
<b>Professional Development:</b> Teachers who request to attend professional development opportunities related to Common Core or Essential Standards in their academic discipline will be supported with available time and money.
<b>Technology:</b> None needed

Timeline	Evaluate Person(s) Responsible	Resources/Required Budget
August 2012 to June 2014	Bonnie Johnston and current School Improvement chairperson, who will also serve as PD coordinator	Available professional development funds will be used until expended

# Buncombe County Schools

## 2012 – 2014 School Improvement Plan

School: Buncombe County Early College

### Attendance

School Year	Attendance Rate
2009 - 2010	96.20
2010 - 2011	96.4
2011 - 2012	95.94
2012 - 2013	
2013 - 2014	

Source: NCWISE Reporting Hub Attendance Rate (Enter Start & End Date)

# Buncombe County Schools

## 2012 – 2014 School Improvement Plan

### School: Buncombe County Early College

#### Performance Standards – % Scoring at Levels III & IV

Test	2009 - 10	2010 - 11	2011 - 12	2012 - 13	2013 - 14
Math A					
Algebra I/Integrated II	95.6%	91%	100%		
Biology	93.1	100%	100%		
English I	>95%	100%	100%		
English II					
Performance Composite	89.9%	95.0	100%		

Information for this chart is found on the ABCs Summary Report (Proficiency and Growth) that is provided to Principals by the BCS Testing and Accountability Department.

**Honor School of Excellence:** 90%-100% at or above grade level, meet expected or high growth and meet all AYP goals.

**School of Excellence:** 90% at or above grade level and meets expected growth.

**School of Distinction:** 80% at or above grade level and meets expected growth.

**School of Progress:** 60%-79% at or above grade level and meets expected or high growth.

**Priority School:** 50%-59% at or above grade level and meet less than expected growth or expected growth or high growth.

**No Recognition:** Less than expected growth.

80% for School of Distinction and 90% for School of Excellence refers to the Performance Composite for all ABCs tests administered at the school. Performance standards do not carry monetary rewards.

**Please note:** This form is likely to be revised Fall, 2012 to require reporting of student performance on the ACT test, pending additional information related to the availability of summary reports. In addition, the criteria and categories for school recognition will change for the 2012-13 school year.

# Buncombe County Schools

## 2012 – 14 School Improvement Plan

School Year: 2011-2012

School: Buncombe County Early College

### Annual Measurable Objectives (AMO) Report\*

READING

Grade: \_\_\_\_\_

	All Students	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Free/ Reduced Lunch	Limited English Proficiency	Students with Disabilities
Number of Students	231	1	4	8	11	6	201	*	*	*
Number of Students Tested										
Percent Tested										
Met 95% Target Goal?	Y	ID	ND	ID	ID	ID	Y	ID	ND	ID
Number of Students (Full Academic Year)	231	1	4	8	11	6	201	*	*	*
Target Goal Percent Proficient (At or Above Grade Level)	100	ID	ND	ID	ID	ID	100	ID	ND	ID
Percent Proficient (At or Above Grade Level)	100	ID	ND	ID	ID	ID	100	ID	ND	ID
Met AMO Goal?	Y	ID	ND	ID	ID	ID	Y	ID	ND	ID

\*May attach AMO Report from DPI website annually

Total Number of AMOs	
Number of AMOs Met	
Percentage of AMOs Met	

# Buncombe County Schools

## 2012 – 14 School Improvement Plan

School Year: \_\_\_\_\_

School: Buncombe County Early College

### Annual Measurable Objectives (AMO) Report\*

MATH

Grade: \_\_\_\_\_

	All Students	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Free/ Reduced Lunch	Limited English Proficiency	Students with Disabilities
Number of Students	231	1	4	8	11	6	201	*	*	*
Number of Students Tested										
Percent Tested										
Met 95% Target Goal?	Y						Y			
Number of Students (Full Academic Year)	231	1	4	8	11	6	201	*	*	*
Target Goal Percent Proficient (At or Above Grade Level)	100	ID	ND	ID	ID	ID	100	ID	ND	ID
Percent Proficient (At or Above Grade Level)	100	ID	ND	ID	ID	ID	100	ID	ND	ID
Met AMO Goal?	Y						Y			

\*May attach AMO Report from DPI website annually

Total Number of AMOs	
Number of AMOs Met	
Percentage of AMOs Met	



# Buncombe County Schools

## 2012 – 2014 School Improvement Plan

**(Must be completed prior to July 1)**

School: Buncombe County Early College

### Summary of Students Passing Courses Required for Graduation

	Membership	Number Passed	Percent Passed
English I	58	58	100
English II	58	56	97
English III	46	42	91
English IV	42	42	100
Integrated Math I/Algebra I	21	21	100
Integrated Math II/Geometry	80	80	100
Integrated Math III/Algebra II	61	53	87
Earth and Environmental	47	47	100
Biology	58	58	100
Physical Science	58	58	100
Chemistry	NA	NA	NA
World History	119	118	99
US History	75	72	96
American History I	NA	NA	NA
American History II	NA	NA	NA
Civics and Economics	NA	NA	NA
Health/PE (required) PED 142	58	58	100
HEA 110	78	77	99

# Buncombe County Schools

## 2012 – 2014 School Improvement Plan

School: Buncombe County Early College

### Parent/Community Involvement

**Number of Volunteer Hours / Number of Students Mentored**

#### Volunteers

Year	Total Volunteer Hours
2009 - 2010	486
2010 - 2011	571
2011 - 2012	
2012 - 2013	
2013 - 2014	

#### Mentors

Year	Total # of Staff	Staff as Mentors	Students Served
2009 – 2010			
2010 – 2011	22	15	244
2011 – 2012	22	15	220
2012 - 2013			
2013 - 2014			

Year	Volunteer Mentors	Students Served
2009 – 2010	None	None
2010 – 2011	42	42
2011 - 2012		
2012 – 2013		
2013 - 2014		

# Buncombe County Schools

## 2012 – 2014 School Improvement Plan

School: Buncombe County Early College

### Safe School Data

#### **End of Year Total Number of Legally Reportable Acts**

2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014
7	6	9		

#### **End of Year Total Number Days of BCATS (HS Only)**

2011 - 2012	2012 – 2013	2013 – 2014
23		

#### **End of Year Total Number Days of Suspension**

	2011 - 2012	2012 - 2013	2013 - 2014
Short Term	27		
Long Term (>10)	0		

# Buncombe County Schools

## 2012 – 2014 School Improvement Plan

School: Buncombe County Early College

### Dropout Data

School Year	# of Students	% Based on ADM
2009 - 2010	2 of 246	.008% Less than < 1%
2010 - 2011	4 of 223	1.8%
2011 – 2012	6 of 241	2.5%
2012 – 2013		
2013 - 2014		

# Buncombe County Schools

## 2012 – 2014 School Improvement Plan

### Plan for Duty-Free Lunch (to the extent possible)

Teachers accompany Year 1 & 2 students across the college campus to the college café for lunch daily to ensure their safety. Teachers sit in the college café in a relaxed atmosphere where they eat their lunch and socialize with colleagues. A-B Tech security is present and / or available as needed. Teachers consider this an integral part of campus safety and personalization of our school design, so all teachers have agreed to a waiver of the duty-free lunch.

### Plan for Daily Duty-Free Planning (to the extent possible)

All teachers have at least 5 hours allotted for duty free instructional planning per week. At Early College, emphasis is placed on creating common planning time where possible for grade-level teaching teams.

# Buncombe County Schools

## 2012 – 2014 School Improvement Plan

School: Buncombe County Early College

### **SAT Test Data**

On the BCS Testing Server under the GENERAL category, locate the SAT section. Print the information from the following tabs: Means, 5 Years, 3-Year Part, and Schools Mean Trend. Include the printed data behind this page in your document. Review the data. Write a brief analysis and the implications of the data as it relates to your school.

### **Analysis**

Means: 1,110 R+M; 1630 R+M+W

5 Years: NA; we only have 2 years of data

3-Year Participation: Over two years, we increased participation from 52% to 63%

Schools Mean Trend: Due to lack of data, Buncombe County Early College is not included on this chart.

### **Implications**

Our sub-total mean increased 3 points from 2010 to 2011. This is not a significant increase, but it is an increase nonetheless. Our percentage of participation increase significantly, and it is now slightly higher than the Buncombe County Schools participation average, yet lower than the North Carolina state average. Buncombe County Early College's focus on college readiness is having a positive impact on our students' performance on

nationally-normed tests such as the SAT, and we intend to continue our trend of improvement.

## Buncombe County Schools 2012 – 2014 School Improvement Plan

School: Buncombe County Early College

### **AP Enrollment Data**

On the BCS Testing Server under the GENERAL category, locate the Advanced Placement (AP) Report. Print the information from the following tabs: Summary and Stats. Include the printed data related to these two items behind this page in your document. Review the data. Write a brief analysis and the implications of the data as it relates to your school.

### Analysis

As a dual-enrollment program, all of our students earn college credits for all elective classes. At the end of five years, they will have had the opportunity to earn an Associate degree. Therefore, we do not offer any Advanced Placement classes at Buncombe County Early College.

### Implications

Not applicable

# Buncombe County Schools

## 2012 – 2014 School Improvement Plan

### Building Level Waiver Request

School:

1. Please insert the waiver you are requesting.
2. Please identify the law, regulation, or policy from which you are seeking an exemption.
3. Please state how the waiver will be used.
4. Please state how the waiver will promote achievement of performance goals.



# Buncombe County Schools

## 2012 – 2014 School Improvement Plan

### Building Level Waiver Request

#### School:

1. Please insert the waiver you are requesting.

Request the flexibility to move funding between state categories to the maximum extent allowed by the General Assembly and the Department of Public Instruction.

2. Please identify the law, regulation, or policy from which you are seeking an exemption.

The principal, in consultation with the School Improvement Team reserves the right to request ABC transfers of funds between categories in any manner that furthers the accomplishment of the school's mission.

3. Please state how the waiver will be used.

The transfers of funds between categories will assist in accomplishing the school's mission to better meet the educational objectives for students.

4. Please state how the waiver will promote achievement of performance goals.

Flexibility of funding will help provide resources for quality instruction as determined by the local school administration and the School Improvement Team.

**Buncombe County Schools**  
**2012 – 2014 School Improvement Plan**  
**Mid-Year Reflection for School Year: 2012-2013**

School Name: Buncombe County Early College

Date:

Please list each current SIP Goal/Objective and provide a brief description of progress to date. Please modify this form as necessary to complete the Mid-Year Reflection.

SIP Goal/Objective #1:

Increase the size of our graduating class from 25 (42%) 2012 to 30 (50%) in 2013

Progress to Date:

SIP Goal/Objective #2:

Increase the number of AA and AS degrees earned by our graduates from 10 (17%) in 2012 to 15 (25%) in 2013

Progress to Date:

SIP Goal/Objective #3:

Increase the average number of college credits per graduate from 46 in 2012 to 49 in 2013.

Progress to Date:

SIP Goal/Objective #4:

Increase schools percentile ranking for student perception of preparedness for the future as measured on the Youth Truth survey 2011-2012. The Early College ranking as compared to all Youth Truth schools in the fall of 2011 was

78<sup>th</sup> percentile. Our goal for the fall of 2013 is to raise that to at least the 83<sup>rd</sup> percentile.

Progress to Date:

SIP Goal/Objective #5:

BC Early College will increase their enrollment of first-generation college students in the 9<sup>th</sup> grade recruiting class from 43% in 2011-2012 to 60%+ in 2012-2013

Progress to Date:

SIP Goal/Objective #6:

Buncombe County Early College will increase the number of strategies for communicating student performance and school effectiveness data from one in 2011-2012 to five in 2012-2013. A new SMART goal will be set for the 2013-2014 school year in May 2013.

Progress to Date:

SIP Goal/Objective #7:

Increase number of teachers serving in defined teacher leadership roles from 43% in 2011-2012 to 100% in 2012-2014.

Progress to Date:

***Signatures below indicate the School Improvement Team has participated in the development of the School Improvement Plan Mid-Year Reflection as submitted.***

\_\_\_\_\_  
Principal: **Bonnie Johnston**

\_\_\_\_\_  
SIT Chairperson: **Christine Jones**

Signature: \_\_\_\_\_  
Assistant Principal: **Cynthia Little**

Signature: \_\_\_\_\_  
Instructional Support: **Mary Jaco**

Signature: \_\_\_\_\_  
Teacher: **Susan Allman**

Signature: \_\_\_\_\_  
Teacher: **Tim Arnold**

Signature: \_\_\_\_\_  
Teacher: **Stefanie Buckner**

Signature: \_\_\_\_\_  
Teacher: **Carol Covington**

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Teacher: **Eric Grant**

Signature: \_\_\_\_\_  
Teacher: **Christine Jones**

Signature: \_\_\_\_\_  
Teacher: **Xiuming Liu**

Signature: \_\_\_\_\_  
Teacher: **Meredith Mitchell**

Signature: \_\_\_\_\_  
Teacher: **Virginia Oakley**

Signature: \_\_\_\_\_  
Teacher: **Sam Summers**

Signature: \_\_\_\_\_  
At-Large: **Donna Lanahan**

Teacher: **Suzanne Hosch**

Signature: \_\_\_\_\_  
Teacher: **Charles Lanahan**

Signature: \_\_\_\_\_  
Teacher: **Julie Maimes**

Signature: \_\_\_\_\_  
Teacher: **Allen Nice-Webb**

Signature: \_\_\_\_\_  
Teacher: **Lorraine Orenchuk**

Signature: \_\_\_\_\_  
Parent: **Christine Giglio**

Signature: \_\_\_\_\_  
Parent: \_\_\_\_\_

# Buncombe County Schools

## 2012 – 2014 School Improvement Plan

Progress Report for School Year: 2012-2013

School Name: Buncombe County Early College

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

Respond to the following for each Goal/Objective in your School Improvement Plan. Use additional sheets as necessary.

1. Goal/Objective:

2. Major Accomplishments: