



Executive Summary

Enloe Magnet High School
Wake County Public School System

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Enloe Magnet High School Gifted and Talented International Baccalaureate High School is situated in a residential neighborhood in Raleigh, North Carolina. Students who attend Enloe are either assigned to the school because they live in the base attendance zone that surrounds the school, or they have applied through the magnet application process to get a seat at our school. Thus, Enloe's student population is one of the most diverse among the high schools in the Wake County Public School System. At Enloe, students of diverse ethnic and cultural backgrounds come together to create an environment where differences are acknowledged and appreciated, individuals are treated with respect, and appreciated for their differences. As expected, the needs of the students who attend Enloe are as diverse and varied as their backgrounds.

Enloe's student body is best known for the challenges they pursue. Our reputation is one of academic excellence, where our students pursue rigorous course work, and push themselves to achieve at the highest level. It is not uncommon for our students to take 10 or more Advanced Placement or International Baccalaureate classes during their four years of high school. Our teachers are engaging and talented, and can help students think critically and accomplish goals beyond the students' own expectations. Our students challenge themselves outside of the classroom as well. Our Student Council sponsors an annual Charity Ball, raising tens of thousands of dollars each year for a local charity. In 2014-15, the beneficiary was Interfaith Food Shuttle, and our students not only raised money, but worked tirelessly to spread the word about food insecurity and food deserts right here in our community. This year, 2015-16, Student Council selected an inner city Raleigh preschool program for students with learning challenges, Growing Together, and they worked to get to know the children and the staff there, volunteering their time and dedicating their energy for this worthy organization. Our school community raised over \$100,000 for this school. Our students are talented in the visual and performing arts, excel in math/ science and the humanities, and are members of multiple clubs and organizations. They head to prestigious colleges and universities, and are awarded over a million dollars in scholarship money each year.

While we rally behind these students, we know that as a magnet school we are responsible for helping all students achieve their maximum potential. We embrace this challenge. For some of our students, graduating in four years and entering the workforce is their success story. Teachers are willing to provide extra time and assistance for those who may struggle to achieve success. When students are not engaged in the educational process our work becomes especially difficult. Our Student Services Department, including our counselors, Social Worker, Intervention Coordinator, and Student Assistance Program Counselor (SAP) work to identify the barriers for these students and then to mitigate them. This involves working closely with students, parents, teachers, and administrators, to help students make progress toward passing their classes and graduating with their cohort. This is our mission as a school, and it is where we put many resources.

Approximately 42% of our students are from our base attendance zone, and about 58% of our students are magnet students. Our magnet students live throughout Wake County, which covers a very large geographic area. Thus, most students take the bus to school, are driven by their parents, or drive themselves. Approximately 80 buses transport our students to and from school each day.

Of the 2464 students at Enloe, our population breaks into four major demographics: 12.5% Hispanic, 18.3% Asian, 30.9% white, and 34.1% African American. With a focus on raising student achievement levels, our School Improvement Team (SIP) has put key processes and action steps in place to meet the academic needs of our students who are struggling to meet school and classroom expectations. The

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Intervention Coordinator and Academic Coach have identified at-risk students and are working with Professional Learning Teams (PLT's) to devise ways to help these students become successful in the classroom.

Enloe also has very robust Advanced Placement (AP) and International Baccalaureate (IB) Programs. In 2015, 869 Enloe students took a total of 2,469 Advanced Placement exams. This is an increase from 2014, when 748 students took 1,963 AP exams, and 2013, when 720 students took 1,846 exams. This upward trend began several years ago and shows a continued focus on rigorous coursework across the content areas. In addition to these outstanding participation rates, Enloe student scores on Advanced Placement exams far outpace the county and state. For the past 5 years, at least 85% of our students have scored a 3 or higher on their AP exams. In addition, forty-three seniors were in the IB Programme and thirty received the IB Diploma in the 2014 - 2015 school year.

Our students follow an eight-period per day schedule. All students take at least seven classes, and have one period for lunch. Approximately 150 students choose to take an additional academic class in lieu of lunch. All core classes are year-long, but we are able to offer several magnet electives that are semester in length.

The Enloe staff consists of 210 employees of which 157 are classroom teachers. We also have seven school counselors, a social worker, an intervention coordinator, and an academic coach. Our Career and Technical Education program department We are proud to say that we have twenty four National Board Certified Teachers. Seventy-eight of our teachers have their Master's Degree or higher and nineteen have over 25 years of teaching experience. Teacher turnover rate was 17 percent for the 2013 - 2014 school year.

Highlighted data for the Graduating Class of 2015 include:

- Class Size: 591

- Four-Year College: 71%

- Community/Technical/Junior College: 21%

- Military/Employment/Other: 8%

- National Merit Finalists: 14

- International Baccalaureate Seniors: 43

- N.C. Academic Scholar Awards: 141

- Mean SAT (School Composite): Critical Reading: 568; Math: 584

Enloe Magnet High School is fortunate to have several very supportive and active parent booster groups that support our students, staff, and programs. These include:

- PTSA: Provides leadership and programming for our students, staff, and families.

- Band Boosters: Supports classroom band and marching band students and activities.

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- Arts Guild: Strengthens our visual and performing arts program and enhances opportunities for our students.
- Athletic Boosters: Supports all athletic teams, athletes, and coaches, and sells spirit wear to the school community.

In addition, we have three Business Alliance groups that support our Career and Technical Education (CTE) Academies and programs. They include the Medical Bioscience Academy (MBSA) Advisory Board, The Design, Merchandising, and Technology Academy (DMT) Business Alliance, and the Automotive Technology Business Alliance.

Enloe Magnet High School is a dynamic place of learning. The faculty and staff are committed to creating a supportive, intellectually stimulating environment that fosters academic excellence for all. The school community works together to prepare students to be academically, artistically, socially engaged citizens prepared for an ever-changing global society.

Several changes have taken place over the last several years that have had an impact on our school. Our current principal, Scott Lyons, has been the principal since February, 2012. He was a former teacher and Assistant Principal at Enloe, and returned after having served as principal at two other WCPSS schools. Mr. Lyons' return was received as a very positive experience for the faculty, staff, students, parents, and Enloe community. He understands and supports the philosophy of what it means to be a magnet school, which is to embrace innovative instruction in order to help every student achieve his/her maximum potential. Our school community has also witnessed a number of changes at large that have impacted our faculty and students. To some degree, we have been affected by changes put in place by our North Carolina State Legislature, including the loss of teacher career status, the loss of the impactful Teacher Fellow program that provided our schools with several amazing young teachers, and the introduction of a new school report card which grades schools based primarily on the performance of their students on standardized tests. Nonetheless, our school community has remained focused on the curriculum and the students. Enloe's schedule allows for students to take multiple rigorous classes throughout the year. Teachers build in projects and cross-curricular study that promote critical thinking and problem solving. Our school improvement team is teacher and parent-driven and works collaboratively to formulate goals and action steps that are designed to ensure that all students receive engaging instruction focused on their needs.

Another major change has been a decrease in enrollment this year compared to previous years. After several years of projected enrollment of approximately 2,800 students, the WCPSS Board of Education capped our enrollment at 2650 students for 2015-16. This has reduced our student enrollment for the 2015-16 school year. Decreased enrollment numbers have impacted our school positively, by reducing overcrowding. However, we have had to make adjustments to our master schedule as we have lost several teaching positions as well. We have had to be very intentional about allocating resources where they are needed most, keeping class size small in classes with at-risk students, and asking teachers to teach multiple preps. One positive to come from this has been that there is a better alignment between the number of teachers and the number of classrooms, thus easing overcrowding and the number of teachers who have to teach in multiple classrooms each day.

In addition to changes at the school level, the WCPSS Board of Education, with our current superintendent, Dr. James Merrill, has adopted a Strategic Plan, Vision 2020, that focuses on increased student achievement, engaging instruction, and community involvement. It reads: By 2020, WCPSS will annually graduate at least 95% of its students ready for productive citizenship as well as higher education or a career. Our staff has all participated in professional development related to the Strategic Plan, including a focus on the 4 C's - Creativity, Critical Thinking, Communication, and Collaboration.

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission statement for Enloe High School is "Educating for today, empowering for tomorrow."

Our vision statement is: "Enloe High School prepares all students for the global society by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. Enloe High School is a community dedicated to a standard of excellence in education that fosters scholarship, integrity, diversity and equity. "

Our school's focus is aligned with the WCPSS Strategic Plan, Vision 2020. Staff Development has been put in place during the 2015-16 school year that ensures that all staff are aware of the plan, and that our efforts are aligned toward supporting this strategic focus.

In addition, our School Improvement Planning (SIP) Team is in the process of developing a new School Improvement Plan that will be in place for 2016-2019. With the development of a new plan, our SIP team will work to directly align the plan with the WCPSS Strategic Plan by looking at our current school data and developing goals and action steps that will serve purpose. This work has begun.

WCPSS Goal: By 2020, WCPSS will annually graduate at least 95% of its students ready for productive citizenship as well as higher education or a career.

WCPSS Mission: Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators, and critical thinkers.

WCPSS Vision: All Wake County Public School System students will be prepared to reach their full potential and lead productive lives in a complex and changing world.

Our School Improvement Team is in the process of examining our Mission, Vision, and Values statement to align with the WCPSS Strategic plan, and to better reflect our goals and purpose. It is critical that these statement reflect our commitment to helping all students graduate on time, ready to pursue their post-secondary objectives. As a school community are dedicated to closing the achievement gap, to providing a rigorous education for all students, and to graduating all students on time in four years. This is evident in the allocation of resources throughout the school, as we implement the 4C's, Collaboration, Communication, Critical Thinking, and Creativity, in all classrooms throughout the school.

As we began the 2015-16 school year with the goal of the WCPSS Strategic Plan in mind, the Enloe administrative team began the 2015-16 with a focus on creativity. Using the Wizard of Oz as a theme, the admin team wrote a script and had students act out a play about the need for creative thinkers in our school. Using this creative play as an introduction, we then used our staff development days at the beginning of the year to focus on the 4C's in the classroom. Teachers were given the tools, ideas, the expectation, and the freedom, to create engaging lessons. This theme has been reinforced in professional development in faculty meetings and during Early Release sessions throughout the year.

The use of data to drive our work is central to our success. Professional learning teams (PLT's) meet weekly to examine data, discuss

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student successes and needs, and to respond to these. PLT members look at a variety of data sources, including common teacher-made exams, quarterly grade distribution and failure data, and formative assessment data. As students in three courses, Math I, English II, and Biology, are required to take North Carolina End-of-Course tests, WCPSS has provided benchmark formative assessments in these areas. PLT's for these three subject areas have coordinated the process for ensuring that all students in these classes take the exam. They then exam the data when it is returned and respond to the students learning needs. This data source will allow our teachers to have a clear understanding of what students know and what they still need to work on to be successful in the course.

In addition, we have begun the work of examining the vertical alignment of our English I and English II PLT's. Led by our Academic coach and Intervention Coordinator, these joint sessions have focused on quarterly failure data, and ways to provide interventions to students who are not successful. Team members are also taking a closer look at the standards in each course, so that there are common expectations across classrooms and grade levels. This work is essential to aligning the curriculum with instruction and assessment that is consistent across classrooms in each grade level, and that consistently prepares students for the next grade level as well.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

As a school community, we are proud of our many accomplishments in the past three years. Enloe ranks 275th in the Washington Post's most challenging high schools in the US. This honor can be attributed to the school-wide focus on ensuring that our students have access to and receive instruction and support to be successful in a wide range of rigorous courses. Our students can register for college level classes by selecting Advanced Placement (AP) and International Baccalaureate (IB) classes. Enloe is proud to be able to offer all of the AP classes that the college Board has available. Also, we offer a wide range of IB classes, and encourage all students to take these courses, even if the student is not enrolled in the IB Diploma Programme.

Enloe Clubs and Organizations and individual students often receive accolades and honors as well. In 2014-15, our graduates received 2 UNC-Chapel Hill and 1 Duke all-inclusive scholarships. A few of our many students and team recognitions include: The Enloe Computer Science team ranks 5th internationally; The Enloe Science Olympiad team advanced to the National Tournament our students took 1st place in Todd Fuller Math Competition and 1st place in Eastern NC Quiz Bowl. Our Robotics team won with their alliance in the Thundering Herd of Robots Robotics competition, and our students won 1st place in the NC State Fair Graphic Design. Four Enloe students advanced to the final round of the Conrad Spirit Innovation competition with a smartphone app for medically-impaired shoppers and Enloe Visual Production students have won multiple Visual Arts Emmys.

Also, we are part of a select group of schools in WCPSS that offer the AP Capstone Diploma Program, a new offering from the College Board. The areas of focus of this program are Research, Academic Rigor, and Distinction. Students who choose to participate in this program must take two new AP courses, AP Seminar and AP Research, as well as four additional AP courses, in order to earn their AP Capstone Diploma. The Seminar and Research classes focus on collaboration, critical thinking, and communication. Thus, they are aligned with our focus on the 4 C's in the WCPSS Strategic Plan. The AP Seminar class was introduced in 2015-16 and the AP Research class will be taught beginning with the 2016-17 school year. We currently have two sections of the AP Seminar class, and are pleased that, based on classroom polling, 100% of the students are interested in staying in the program and taking the AP Research class next year.

We also have the support of a community organization known as CONCERT (Communities Organizing to Nurture and Celebrate East Raleigh Talent). CONCERT works to help us meet the needs of our at-risk students. Thus, they have funded our Eagle Academy, a free, after-school tutoring and enrichment program, designed to engage students after school and to provide them with homework assistance and enrichment opportunities that they may not otherwise experience. Activities include things such as include athletics, cooking, and art classes. CONCERT's Eagle Academy also provides support and funding for summer programs to meet the needs of incoming freshmen, in order to prepare them for the high school experience. Also, they assist us in ensuring that current students who have fallen behind have the opportunity to recover credits over the summer so that they stay on track to graduate on time. This year, CONCERT has also sponsored cooking classes for parents in the evening. This has proven extremely popular. They have partnered with our on-campus Food Pantry, which is provided by InterFaith food Shuttle, so that the parents can access the Food Pantry after the cooking class.

After identifying achievement gaps based on student achievement data, our School Improvement Team has developed action steps to address the needs of our at-risk students. Specifically, the one of the goals of our SIP plan is to address the needs of students who are below grade level in math and literacy. Our students in Math 1 are using the SuccessMaker online program to identify and build students' foundational skills in math. After taking a pretest and identifying each student's strengths and weaknesses, a series of lessons is designed

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for each student to fill gaps in their learning that may stand in the way of the students achieving success in their high school math class. The Math I Professional Learning Team has discussed the best ways to use this program. A computer lab has been dedicated for this purpose. Also, as several of our students have been identified as below grade level in reading, we offer two sections of a Reading Competency class, as well as a Special Education Reading class, to address the gaps in the student's literacy. Students were placed in these classes by the Intervention Coordinator and Special Education department chair based on multiple data points (Middle School End-of-grade test scores, Middle school report card grades, etc.) Students receive instruction from a highly-qualified teacher using programs that focus on building foundational phonics and comprehension skills. Data is being collected on these students to ensure that they are making progress throughout the year.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Another significant change and notable accomplishment for Enloe High School will be the introduction of a new bell schedule for 2016-17. The decision to change the bell schedule from a 7-period day to an A/B Block schedule was made by our School Improvement Team in December of 2015. The SIP Team studied this idea for approximately 18 months before deciding to make the change. Several issues provided the impetus for discussing a possible change. Some of these include:

- A high staff turnover rate, influenced in part by the demands on teachers based on a 7-period day. (Teachers in high schools with a 4X4 block schedule or an A/B schedule get 90 minutes of planning per day. Enloe teachers have always had 45 minutes of planning per day.)
- Comments made to Mr. Lyons, our principal, from teachers in our beginning teacher program, regarding their experiences while student teaching on a block schedule. They discussed the pros to this schedule, and they asked Mr. Lyons if we could pursue that option.
- Survey data from staff who had left Enloe, regarding their reasons for leaving and their experiences on a block schedule at their new school.
- Feedback from parents and students regarding the amount of time that is required to complete homework every night, as students had to prepare for 7 classes per day.
- The suggestion that our students could take 8 classes per year, rather than 7, without giving up their lunch period (as many of our students do.) Our course offerings are more extensive than any school in WCPSS. yet Enloe students could not take as many courses as students in other high schools in the county.

After researching several scheduling options, holding stakeholder input sessions, collecting comments and questions online and distributing responses, and interviewing leaders at other WCPSS schools that are on the A/B block schedule, the SIP team decide to move forward with a vote. About of the SIP team members voted in favor of a change to an A/B block schedule. This change will take place for the 2016-17 school year.

The process has been detailed and documented on the Enloe School Improvement Team website.