TEACHING EVERYONE TAKES EVERYONE

Transylvania County Schools

School Improvement Plan

2016-2018

Rosman High School

Jason Ormsby, Principal

Maura Brouwer, School Improvement Chair

School Improvement Plan
A Continuous Improvement Strategic Plan

Document Contents

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A Continuous Improvement Strategic Plan

Mission, Vision, Motto, Goals, and Values
Adopted October 20, 2014 by a unanimous vote of the Transylvania County Board of Education

Mission Statement: The mission of Transylvania County Schools is to prepare students to become caring and productive citizens in an ever-changing society through the shared responsibility of students, parents, educators, and the community.

Vision Statement: Transylvania County Schools provides a bright and promising future for its students; both recruits and retains a professional, caring, and talented workforce; engages with parents, families and the community at large; drives economic development and opportunity for our citizens; and exists as the central point of pride in our community.

Motto: Teaching Everyone Takes Everyone

Goals:
1. Every Transylvania County Schools student has a personalized education graduating from high school prepared for work, higher education, and citizenship.

2. Every Transylvania County Schools student, every day has excellent educators.

3. Every Transylvania County Schools student is healthy, safe, and responsible.

Values:

- All children can learn; however, they learn differently, and we must value and understand those differences.

- High expectations will result in high achievement.

- Through the shared responsibility of students, teachers, parents, and community, we can reach our goals.

- Children are our most important resource.

- All children deserve a safe, comfortable, attractive, and inviting atmosphere that fosters learning.

- All educators, students, and parents deserve respect.

- Minds and hearts are the focus of education.

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Rosman High School

Vision

Our students will have the courage to act on their beliefs, the confidence to strive to do their best, and the commitment to become successful members of society.

Mission

The mission at Rosman High School is to create a challenging learning environment which encourages high academic achievement and fosters personal growth.

School Improvement Team Membership

Committee Position	Name
Principal	Jason Ormsby
Assistant Principal Representative	John Chmelar
Teacher Chairperson	Maura Brouwer
Inst. Support Representative	Sarah Shawver
	Sarah Justice
Teacher Assistant Representative	Mary Ramey
Parent Representatives	Angela Owen
	Melanie McCall
	Michelle Owen
	Linda Carrillo
Teacher Representatives	Thomas Melvin
	Julie Queen
	Nancy Sanders
	Amy Schoenacher
Student Representative	Camy Bryson
	Molly Camack
	Jessalyn Morgan
	Alyssa Myers
	Jonah Whitman
	Max Worley
	Lily Johnson
Community Members	Jared Crowe
	Sharon Hogsed
	Brian McCall

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School Data and Summary Analysis

Strengths

Instructional Quality-At Rosman High school, the data reflects that our staff is highly qualified, experienced, well-trained, and educated. Our number of highly qualified teachers, teachers with advanced degrees and national board-certified teachers exceeds or compares favorably to statewide rates. The data also reflects that our teachers are highly experienced, with 87.5% of teachers having 10+ years of experience. Teacher retention is a strength, as our most recent turnover rate was 5.1%. Class size is also an area of strength, with End-of-Course class sizes in English II, Math I and Biology either matching or smaller than state averages. Additionally, our career and technical education courses maintain high enrollment. In 2015, every student in the graduating class took at least 1 career and technical education course at Rosman High School, with the exception of 2 students. Currently, seven industry certifications are offered through these career and technical courses.

Safe and Orderly Schools-According to the most recent data, RHS had a short-term suspension rate lower than that of the statewide data and no expulsions. Attendance stood at 91.4%, which compares favorably with the state attendance rate. Our students have sufficient access to technology through the 1:1 initiative and school-wide wireless access. Our media center is also up to date with state standards. RHS is 100% tobacco free and child nutrition keeps pace with LEA and state standards, regardless of the 47.7% of free-reduced lunch rate. Physical activity and health education are encouraged through mandatory health and PE for all freshmen, per state instructional requirements, and advanced PE is offered four periods per day for upperclassmen.

Student Performance-Students at RHS perform within 1% of the state and national averages on the SAT and our cohort graduation rate is greater than 95%. 80% of students scored at or above grade level on the Biology EOC, compared with 55.6% statewide. Additionally, 75% of students scored at or above grade level on the English II EOC, compared with 58.8% statewide.

Gaps or Opportunities for Improvement

RHS met growth in the most recent school year, however, we still believe there is a need for emphasis on instruction, student achievement, and literacy. The percentage of students scoring at or above grade level in Math I was 35.0%, which is below the state average (60.6%). The percentage of students enrolled in one or more advanced college prep courses was a mere 10.9%. Additionally, the school's average ACT score was lower than the national average. By addressing literacy issues, math achievement, and student comprehension, course repeaters will be reduced. Students will be more successful and college- or career-ready, increasing the number of students taking advanced courses. With these factors addressed, we can enhance the likelihood of our students being ready for success beyond Rosman High School.

Missing Data/Procedure to Gather Needed Data to Make Improvements

Work-readiness data from local industry is a very important measure that is required for the RHS SIP because part of the plan addresses improving students' "soft skills" needed at work, such as attendance, punctuality, and ability to meet assigned deadlines. On the 2013-2014 WorkKeys test, 58% of Rosman High School students were deemed to be "Career Ready." Other data used for necessary improvement strategies includes percentage of students failing at least one course (11.1%), attendance rate (91.4%), and an average school-wide reading grade level of 6.57, based on ReadTheory testing.

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Improvement Priorities for the School

Improvement priorities at RHS will include those areas in which our school was deficient in the most recent NC test data. There will also be an emphasis of student literacy by executing a comprehension and literacy program. Additionally, we recognize that many of our students have Math deficiencies and will address them in our plan as well.

Implementing data-driven goals in each department will be an emphasis in our plan and a priority for our school. By ensuring that teachers are instructing in a manner most beneficial to each individual group of students, we will increase student comprehension and test scores, as well as the development of our students' 21st century skills.

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School Name: Rosman High School	Year: 2016	Principal: Jason Ormsby	SIT Chair: Maura Brouwer

GOAL #1

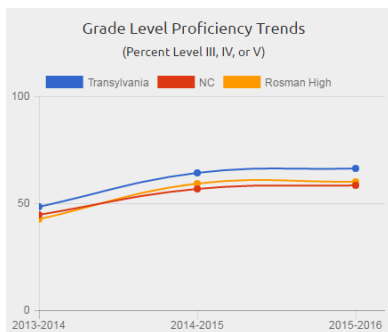| P	PLAN: Identify the gap and the approach

Overall SMART Goal #1 (Two year projection):

By December 2018, Rosman High School will increase student achievement and academic growth, measured by exceeding school growth, as well as increased grade level proficiencies in all tested areas, including ACT, NCFE, CTE Post Assessment, Work Keys and EOCs.

Data Analysis. Answer the question below using any data and/or information you have about your performance.

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please attach it.)

The areas that need improving include our ACT, NCFE, CTE Post Assessments, ASVAB, ASW, WorkKeys and EOC scores, with specific attention to Math 1. These scores from 2014-2015 are lower than expected, especially our Math 1 scores, and our state report card needs significant improvement. EOC scores from 2015-2016 were as follows: Composite: **73**, English II: **75.3**, Math 1: **34.8**, Biology: **80.0**. Additional scores for the 2015-2016 year were as follows: ACT: **61.1**, Work Keys: **58.2**. Below is a chart indicating Rosman High School's grade level proficiency trends from EVAAS.

Grade Level Proficiency Trends (Percent Level III, IV, or V) — Transylvania, NC, Rosman High; 2013-2014, 2014-2015, 2015-2016

Data Analysis. Answer the data analysis questions.

1. What is contributing to your success in this area and how do you know?	2. What opportunities for improvement do you notice?	3. What seems to be the root cause of the problem and how do you know?
Teachers dedicated to hands-on, active, and inquiry-based learning have	The opportunities for improvement include higher test scores, more student growth, and students with higher developed critical thinking skills.	Students need to demonstrate comprehension of

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contributed to the success of our students, in addition to differentiation and the use of technology. This is evidenced by test scores.		material through timely assessments.

Target SMART Goal (One year projection):

To show a positive trend in student growth after implementing the use of individual department strategies during first semester, teachers will assess the effectiveness of their teaching methods to serve the students in the best manner possible. Teachers will update any necessary changes to their benchmark assessments before using them to measure student comprehension second semester.

What will you do during cycle 1 to address the root cause identified in #3(Identify key approach or strategy you will implement during cycle 1 to move toward achieving your target goal.)?
Individual departments have developed Action Steps to meet SMART goals written within each department to improve student performance and growth.

D	DO: Develop and Implement Deployment Plan				
Step #	Cycle 1 List the specific steps your team will complete during the first cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Redesign progression of math courses to better prepare students for each course	Math department, Jason Ormsby, Sarah Shawver	Additional foundations of various math classes will be offered and implemented on student schedules	Summer 2016	6/2018
2	Develop benchmark assessments	Each teacher	Assessments submitted to principal/SIT Chairperson	8/24/2016	9/30/2016
3	Give first benchmark assessment	Each teacher	Data submitted to department chairs	8/29/2016	After pre-assessment
4	Adjust pacing/curriculum guides to address areas of need	Each teacher	Pacing guides submitted to principal	8/24/2016	After pre-assessment
5	Give final benchmark assessment	Each teacher	Data submitted to department chairs	Mid-November	Mid-December
6	Review with students to fill gaps of miscomprehension	Each teacher	ACT, NCFE, CTE Post Assessment, ASVAB, ASW, Work Keys and EOCs	Finals week	Finals week

7	Repeat steps 2-6 for second semester	Each teacher	See above	1/2017	6/2017

Implementation Plan Quality Check:
What resources/budget needs do you have for the first cycle?
No budget is needed. Teachers will use their current resources, i.e. Google forms, Microsoft Office, Moodle, etc
If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?
n/a
If funding is not available, identify the steps from the implementation plan that will address the funding gap.
n/a
What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?
n/a

Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:		
A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data) Pre- and post-assessment data will be submitted to department heads.	**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)** At February faculty meeting, teachers will meet in departments and discuss their pre- and post-assessment data to show student growth.	**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)** ACT, NCFE, CTE Post Assessment, ASVAB, ASWs, Work Keys and EOC scores will be used to show student comprehension and growth.

S	**Study – Analysis of data after implementing an approach**	
At the end of cycle 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:		
1. What worked and how do you know? Some departments implemented SMART goals and collected data. These departments used the goals and assessments as measures of student	**2. What didn't work and how do you know?** SMART goal data did not translate into higher growth and proficiency percentages on all standardized tests. Overall, the school did not meet growth. Specifically,	**3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? X Yes ___No** We need more detailed testing data that allows us to target more specific weaknesses as we look towards action steps to improve proficiency and growth scores on all state tests.

achievement. Specifically, Math I scores increased from 35% proficient to 48% proficient. ACT and Work Keys also increased from 61 to 64, and 58 to 62 respectively.	63% of English II students did not meet growth projections. Additionally, 20.9% of Biology students did not meet growth. And, 54% of Math I students did not meet growth either.	

Reflect on the answers in box 1 and 2 above for cycle 1 and check which option best describes what you will do in your plan for cycle 2 (double click the box and select "check" to check the box)?	
☐ Target goal has been met and is changed to a new target goal. ☐ Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.	✓ Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above. ☐ Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

A	Act – Revise or continue with implementation plan based on data analysis.

4. What is your focus for cycle 2 (Identify key approach or strategy)? If you are continuing with the approach from cycle 1, restate it here. If you are changing your approach for cycle 2, state it here.

Our main focus for our new strategy involves the use of the 3-week cycles. Teachers will be responsible for turning in 3-week cycle lesson plans/pacing guides. Administration will provide meaningful feedback to teachers regarding their use of time and efficiency of covering ALL standards outlined in their essential standards from the NCSCOS. Additionally, absences will be monitored very closely by administrators and the school student advocate to ensure students are making up time during very specifically defined office hours throughout each 3-week cycle.

Also, individual departments are responsible for developing and implementing SMART goals to improve instruction, as well as collecting data to identify teachers' effectiveness throughout the semester. This will include the use of benchmark assessments, specifically the CASE 21 assessments in EOC classes, as well as multiple formative and summative assessments throughout the semester.

Lastly, teachers will be responsible for "digging in" and analyzing current EVAAS data to identify specific students in areas of need, who are not projected to meet growth. Teachers with these students in class developed plans to reach those students and had discussions on how to better our instruction to ensure students' needs are met.

Step # Cycle 2 List the specific steps your team will complete	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is	Start Date	End Date

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during the second cycle.		completed correctly?)		
Mandate that all departments determine appropriate benchmark assessments that can be implemented to assess a data driven SMART goal which can be measured and analyzed to show growth.	PLC's should focus on development and implementation.	Data will be collected and analyzed	8/23/17	6/7/18
EOC Course teachers will implement the use of CASE 21 assessments to determine areas of strengths and weaknesses of individual students' content comprehension.	EOC teachers	Teachers will analyze CASE 21 data for student comprehension and address weaknesses throughout the remaining time in class that semester. Teachers will develop strategies to address weaknesses and provide direct instruction during daily classes, as well as supervised study.	11/27/17	6/7/18
Teachers will analyze CASE 21 and EVAAS data in small groups to identify areas of weakness and develop strategies to address deficiencies in curriculum comprehension.	All teachers Administration	Homework assigned to teachers on early release PD day will be collected and evaluated by administration. Administration will provide constructive feedback.	10/18/2017	6/7/2017

This will be completed in the classroom, as well as during supervised study.				
Consider other assessments for analyzation for Math 2 and 3 because the data was collected from field testing.	Jason Ormsby, Math teachers, guidance department	Increased proficiency in Math I EOC scores, as well as Math NCFEs.	8/23/17	6/7/18
Implement new three week units with a mandated pacing guide template that specifies essential standards mandated by NCSCOS and requires short term instructional strategies and goals. Additionally, major and minor grading system will be developed by each department. Also an attendance policy will be implemented to address absences within the three week period.	Administration and individual teachers	Jason Ormsby, John Chmelar, and Rhonda Whitmire will collect and assess usefulness of pacing guides during classroom walk-through observations. Administration will provide constructive feedback for each pacing guide to ensure all curriculum is covered throughout the semester.	8/23/17	6/7/18
Compile data from WorkKeys, ACT, CTE post assessments, EOCs, NCFE, and	Administration, school leadership team, school improvement team	Administration	8/23/17 (or as soon as data is available)	6/7/18

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CASE 21 assessments to look for common denominators of weakness and implement study strategies in supervised study.				
Utilize teacher-made ACT/Work Keys prep to increase student's familiarity with testing process and questions.	Laura Smith (website), individual teachers (using website)	Increased ACT/Work Keys grades	8/23/17	6/7/18

Implementation Plan Quality Check:

What resources/budget needs do you have for cycle 2?
None
If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?
N/A
If funding is not available, list the steps from the implementation plan that will address the funding gap.
N/A

What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach?
Edgenuity training and time for planned implementation will be given to teachers on early release professional development days. Protected time for teachers to become accustomed to, and effectively implement the program will allow for a more comprehensive school-wide use.

Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions

A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)	B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)	C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)
The following action steps will be measured: 1. Check-list of teachers completing pacing guides by administration 2. CASE 21 and benchmark assessment data collected	Administration will address teachers who do not submit required pacing guides , do not complete benchmark assessments, and do not turn in EVAAS data analysis homework.	The following measures will be evaluated to determine effectiveness of action steps: 1. EOC growth/proficiency 2. Work Keys 3. ACT/SAT tests 4. NCFE data 5. CTE assessments

3. Attendance concerns addressed 4. Supervised study used for test prep purposes 5. EVAAS data analysis homework collected by administration	Attendance concerns will be addressed by evaluating parent contact logs as well as Student Advocate data.	

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School Name: Rosman High School	Year: 2016	Principal: Jason Ormsby	SIT Chair: Maura Brouwer

GOAL #2

P	PLAN: Identify the gap and the approach

Overall SMART Goal #2 (Two year projection):

By June of 2018, Rosman High School will improve student literacy and comprehension by 1.5 reading grade levels. This will be measured by the online tool, ReadTheory, as well as grade equivalent improvement, and an increase in student growth factors on ACT, NCFEs, CTE Post Assessment, WorkKeys, and EOC Scores.

Data Analysis. Answer the question below using any data and/or information you have about your performance.

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please attach it.)

As a result of a 6.57 average reading level in our high school, measured by a pre-test given at the beginning of the school year, Rosman High School will implement a program to increase student comprehension and literacy. This program, Core Academic Access Program (CAAP), will assist our students with their reading comprehension, which will assist them with their state assessments.

Data Analysis. Answer the data analysis questions.

1. What is contributing to your success in this area and how do you know?	2. What opportunities for improvement do you notice?	3. What seems to be the root cause of the problem and how do you know?
We have baseline data from the beginning of the year, which gives us the ability to quantitatively analyze the effectiveness of the implementation of this program.	After analyzing mid-year testing results, the CAAP team will identify which strategies are beneficial, and which are not as effective. This will include collaborative discussions and feedback of strategies via teacher email and staff meetings.	The root cause of the problem is the low reading grade level of most of our students. We know this is a problem from analyzing our SAT, ACT, NCFE, WorkKeys, CTE Post Assessment, ASVAB and EOC scores. We also know this is a problem due to students' overall apathy toward reading, as well as a lack of content area reading requirements.

Target SMART Goal (One year projection):

By our end-year review, in June 2017, we will improve the school reading grade level by an average of 0.75. Additionally, we will see grade equivalent improvement and an increase in student growth factors on state tests.

What will you do during cycle 1 to address the root cause identified in #3(Identify key approach or strategy you will implement during cycle 1 to move toward achieving your target goal.)?
RHS will create uninterrupted time, with minimal distractions, to focus on reading several times each week. Also, students and teachers will take part in a once-per-week 35-minute differentiated class to focus on

specific reading strategies. A reading interest inventory will be used to identify areas of interest to engage students in reading for pleasure. Because part of the program includes global awareness, we will offer opportunities for students to become global citizens through the development of 21st Century Skills, as well as "essential" life skills.

D	**DO: Develop and Implement Deployment Plan**				
Step #	Cycle 1 List the specific steps your team will complete during the first cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Hold meeting with teachers to explain basic goals and agenda	Packy Chapman, Sarah Justice, Rhonda Whitmire	Meeting held during 1st day of teacher workdays where attendance is taken.	8/24/16	8/24/16
2	Test students using Read Theory	All teachers	Packy Chapman has a compiled list of all students who have been tested	End of 15-16 school year	8/31/16
3	Divide students into reading groups based on reading grade level	Packy Chapman, Sarah Justice, Rhonda Whitmire	Lists will be distributed to teachers via email, and posted around the school for students to know where they are required to be on Wednesdays	End of 15-16 school year	8/31/16
4	Develop weekly goals for Wednesday CAAP classes	Packy Chapman, Sarah Justice, Rhonda Whitmire	These goals are shared with teachers via email on a weekly basis.	8/31/16	End of school year
5	Implement Program	All Teachers	Teachers will be responsible for using strategies and tools given by the CAAP team each week.	8/31/16	End of School Year
6	Mid-year assessment	All Teachers	Packy will have a list of all students tested, as well as their test scores	Early January 2017	Late January 2017
7	End-of-year assessment	All Teachers	Packy will have a list of all students tested, as well as their test scores	Late May 2017	Early June 2017
8	Share data and review content	Packy Chapman, Sarah Justice,	Packy, Sarah, and Rhonda will analyze data and teachers will provide	June 2017	August 2017

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		Rhonda Whitmire	feedback to help determine success of program		

Implementation Plan Quality Check:

What resources/budget needs do you have for the first cycle?
No budget is needed. Teachers will primarily use free resources and share collaborative ideas.
If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?
 n/a
If funding is not available, identify the steps from the implementation plan that will address the funding gap.
 n/a Teachers will be encouraged to apply for grants, should they need additional funding to carry out reading programs within their classrooms.

What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?
n/a

Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:

A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)	**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)**	**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)**
Pre- and post-assessment data will be collected.	After mid-year assessment, CAAP team members will analyze and discuss the outcomes and revamp strategies as needed.	SAT, ACT, NCFE, CTE Post Assessment, ASVAB, WorkKeys and EOC scores, and well as the pre- and post- Read Theory assessments will be analyzed.

S	**Study – Analysis of data after implementing an approach**

At the end of cycle 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

1. **What worked and how do you know?**	2. **What didn't work and how do you know?**	3. **Do you need any additional assistance as you look at your results and start planning for Cycle 2? _X_Yes ___No**
A majority of students enjoyed the school-wide read and the relatability of the stories to this region. Mr. Davis' visit garnered a lot of interest from the students as well. Considering a grade-wide reading where students	ReadTheory may be more suitable as an intervention-based program rather than a general data collection tool. Also, because participation in this program did not affect their classroom grades, many students did not put forth a	Another data-collection program or alternative method to grouping the students (grade levels, reading abilities within grade levels, rotating schedules, etc etc.) may yield more valid results, while letting students choose the reading material and/or adding some other incentive might help with student

could vote on the choice of their book may interest students even more in the next cycle.	measurable effort on the ReadTheory assessments, which could explain the lack of growth in cycle 1. Without reliable data of effectiveness of the CAAP program, Rosman High School cannot explicitly declare that our goal was met. This is especially considering our lack of overall growth shown in EVAAS.	apathy that possibly affected ReadTheory data in cycle 1. Contact with/access to reading specialists and experts in the county as some content-area high school teachers are not as well trained in teaching reading skills and language proficiency.

Reflect on the answers in box 1 and 2 above for cycle 1 and check which option best describes what you will do in your plan for cycle 2 (double click the box and select "check" to check the box)?	
☐ Target goal has been met and is changed to a new target goal. ☐ Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.	☐ Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above. ✔ Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

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A	**Act – Revise or continue with implementation plan based on data analysis.**

4. What is your focus for cycle 2 (Identify key approach or strategy)? If you are continuing with the approach from cycle 1, restate it here. If you are changing your approach for cycle 2, state it here.

Due to a schedule change this school year, the CAAP program has, essentially, been abandoned and has been replaced with a 40 minute "Supervised Study" each day with assigned teacher. Because our school did not meet growth overall, which we acknowledge may not be solely due to reading deficiencies, we felt it was necessary to give students additional time during the day to have structured classroom time to work on homework and classwork. The completion of classwork and homework will, assist in overall student comprehension. This supervised study time still has a small component of literacy focus, however. Once per week, on Wednesdays, students are required to read a book, magazine, short story, or some kind of text to expose them to additional reading time that most students would not normally have, while they are in Supervised Study. Additionally, one of our teachers has trained the rest of the staff in ACT and Work Keys test preparation. Supervised Study teachers will consistently encourage students to work on the test prep website, with the expectation of an increase in test scores this year, compared to last year.

Step # Cycle 2 List the specific steps your team will complete	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date

during the second cycle.				
Create supervised study for focused, grade level instruction	Shawver, Ormsby	rosters	August 2017	June 2018
Train teachers on purpose/content of the tests (ACT, work keys, etc) and how to present kids	L. Smith, Ormsby	meeting held	Sept/Oct 2017	June 2018
Present info/Laura Smith's website to students in supervised study	L. Smith, Ormsby	presentations	Oct/Nov 2017	June 2018
Incorporate test prep into supervised study	all supervised study teachers	practice tests submitted	November 2017	June 2018
Work on connecting reading to different content/subject areas. Each class should be re-enforcing comprehension and reading through subject area material.	all teachers	reading material related to content areas	August 2017	June 2018
Develop incentives to keep students engaged during Supervised Study time.	Jason Ormsby, School Improvement Team	Monthly incentives	November 2017	June 2018

Implementation Plan Quality Check:
What resources/budget needs do you have for cycle 2?   n/a   **If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?**   n/a   **If funding is not available, list the steps from the implementation plan that will address the funding gap.**   n/a
What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach?   Laura Smith will devote time during early-release professional development days to train teachers in the use of ACT/Work Keys practice tests, as well as her college-readiness website, to assist students in preparation for being successful with these tests.

Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions		
A. List the information or measures the team will use to determine if the approach was	B. List the information or measures the team will use to determine if the approach wasn't implemented	C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)

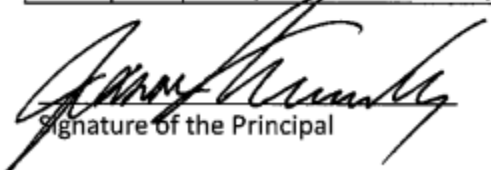| implemented/completed? (Completion Data)	correctly? (Fidelity of implementation.)	Data from EVAAS, as well as Work Keys and ACT scores will be used to determine if literacy levels were increased.
Supervised study groups have been assigned to teachers. Laura Smith has presented ACT/Work Keys prep website.	Administration will be responsible for holding teachers accountable for using supervised study time for appropriate means.	

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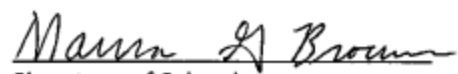**School Improvement Plan Assurances Sheet**

School: ____**ROSMAN HIGH SCHOOL**_____

Please complete the following assurance items, sign, date, and attach to the School Improvement Plan for your school.

√		Requirement
√	1	The SIP meets all of the requirements set forth in North Carolina General Statute 115C-105.27.
√	2	The members of the School Improvement Team and their position titled are included with this plan.
√	3	All required components (student achievement, excellent educators, and healthy/safe/responsible students) have been addressed in this plan in some meaningful way.
√	4	Relevant achievement (proficiency) targets as identified by the data have been addressed in this plan.
√	5	Instructional objectives address growth. EVAAS is explicitly mentioned somewhere in the plan as a resource/tool/objective/strategy.
√	6	Professional development has been included in this plan
√	7	Safe school plans have been included in this plan. (This is managed separately and is coordinated with A. Justice).
NA	8	Waivers have been included in this plan (if applicable, see Gibbs).
√	9	Financial flexibility and budget information have been included in this plan.
√	10	All eligible staff members were given the opportunity to vote on the School Improvement Plan by means of secret ballot on ____**December 2, 2016**____. The results of the vote were as follows: ___50_ For __1__ Against __5__ Abstain
		For Title I Schools Only (Elementary)
NA		This plan reflects the requirements for Title I School-wide Schools

Signature of the Principal   12-8-16
                                  Date

Signature of School Improvement Team Chairperson(s)   12/8/16
                                                         Date

School Improvement Plan
A Continuous Improvement Strategic Plan

Year 2 Update Addendum Information

School Professional Development Plan (2017-2018):
- *Early release days - Sept 20, Oct 18, March 7, May 2*
- September 20- EC Goal Writing/Edgenuity Training- onsite with program facilitator- Suzanne McMahan
- October 18-EC Goal Writing for EC/Data Analysis-"Digging into EVAAS Data"/ Ongoing implementation of Edgenuity/use in Supervised Study/support ACT/Career Ready testing
- March 7-
- May 2-
- Year long focus on RHS Guidelines/consistency initiative- Departments/Leadership/Admin
- MTSS process-ongoing year long
- Suicide Prevention- October 2017- Social Worker
- ITF- ongoing training with Google certification/Google sites/Digital Citizenship
- EVAAS data analysis- Admin/IC/EOC teachers - ongoing
- Digital Citizenship training- In house/ITF

School Assessment Activities:

RHS TESTING → MONTH-BY-MONTH

<u>October</u>
- Pre-ACT - Sophomores
- SAT/ACT - Open Enrollment

<u>November</u>
- ASVAB - Juniors
- WorkKeys - CTE Qualifiers
- EOC Course Benchmarks - Course Enrollment

<u>December</u>
- SAT/ACT - Open Enrollment

<u>January</u>
- EOC/NC Final/CTE Exams - Course Enrollment

<u>March</u>
- ACT - Juniors

<u>May</u>
- SAT - Open Enrollment
- AP Testing - Open Enrollment

<u>June</u>
- EOC/NC Final/CTE Exams - Course Enrollment

School Homework Plan/Philosophy:

RHS has implemented school-wide guidelines for teachers to follow and will continue making further adjustments with input from staff regarding the guidelines. RHS current guideline for homework is the following:

Teachers will continue to assign practice at home. Work completed at home will be used to prep for the following day's lesson and/or practice a standard taught in class/complete classwork/complete a project, study for a test,etc.

A next day quiz or formative assessment on the homework

assignment will be the process used as the grading procedure
for homework at the teacher's discretion.
  *Homework should no longer be a Gradebook category.

This guideline supports future implementation of the county regulation /District Policy 3135-R regarding homework.

School Improvement Plan
A Continuous Improvement Strategic Plan

Transylvania County Schools
School Improvement Plan Assurances
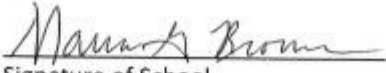**Year 2 Update (2017-2018 School Year)**

School: Rosman High School

Please complete the following assurance items, sign, date, and attach to the updated School Improvement Plan for your school.

√		Requirement
√	1	The SIP meets all of the requirements set forth in North Carolina General Statute 115C-105.27 and BOE Policy 3430
√	2	Current members of the School Improvement Team and their position titled are included with this plan (note changes or updates from original membership from 2016-17).
√	3	All required components (student achievement, excellent educators, and healthy/safe/responsible students) have been addressed in this plan in some meaningful way. An evaluation of progress is evidenced.
√	4	Relevant achievement (proficiency) targets as identified by the data have been addressed in this plan. An evaluation of progress is evidenced.
√	5	Instructional objectives address student growth. EVAAS is explicitly mentioned somewhere in the plan as a resource/tool/objective/strategy. An evaluation of progress is evidenced.
	6	Professional development information has been included in this plan.
√	7	Safe school plans have been included in this plan. (This is managed separately and is coordinated with A. Justice).
	8	~~Waivers have been included in this plan (if applicable, see Gibbs).~~
√	9	SIT and/or other Teacher Leaders have had meaningful consultation in developing the school's budget. Financial flexibility and budget information have been included in this SIP, if necessary based on goals.
√	10	No vote is required as this is year 2 of an approved plan. However, a presentation to SIT as well as the school's staff to provide an update on the plan's progress must be held. Indicate date(s) of presentation to SIT: 11/27/17 Indicate date(s) of presentation to school staff: 11/13/17
		For Title I Schools Only (Elementary)
		This plan supports the requirements for Title I School-wide Schools

Signature of the Principal   Date 11/30/17

Signature of School
Improvement Team
Chairperson(s)   Date 11/30/17