

## *Section 6: Implementation of the Plan and Documentation of Results*

### Annual Progress Report on the Implementation of the School Improvement Plan

School Name: Rosman High School

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## I. Introduction

### A. General Comments

During the 2008-2009 calendar year, the Rosman High School Improvement Team continued to implement its three-year plan. The Rosman High School Improvement Team addressed many of the action steps that the committee members had developed in regard to meeting identified goals and objectives. The goals and objectives identified by the strategic priorities' committees are designed to address student learning while providing an environment that is process driven.

Committee members, using the PDSA cycle, identified the goals and objectives for the current plan by analyzing data, survey results, and accessing new priorities. Meeting on a regular basis, the staff, parents, and community members reviewed and discussed the committee plans and determined which goals had been met, the progress of ongoing goals, and the identification of new priority goals.

During our scheduled SIT meetings held during the 2008-09 year, much discussion occurred about action steps for completing this cycle's plan. Priority One worked on providing a more accessible academic coaching schedule and focused on streamlining the academic advising process. Priority Two continued to analyze the staff CEU survey results to determine what staff development opportunities need to be offered at RHS. Priority Three compiled opinions from various stakeholders regarding the most feasible types of incentives to offer in the new attendance incentive program. Priority Four worked to finalize corrections in NCWISE to increase efficient communication with parents via ProActive. Priority Five utilized data to make decisions regarding campus safety and cleanliness. This data was collected via staff and student surveys.

### B. Globally-Competitive Students

Academic coaching labs were held by teachers on a weekly basis and during lunch when applicable. The student advocate and guidance counselor offered several Saturday school sessions. The sessions were scheduled to coincide with midterm and nine weeks grading periods. Saturday school provided times for students to make up time and work to pass teacher standards so they would not "give up" on classes or EOC tests.

EOC teachers created review calendars as departments or for their classes. The objective was to try to alleviate student stress over which review to attend when having to take multiple EOCs. This also allowed students to meet teacher requirements for review time and extra credit. All steps involving RHS's safety net plan were followed including: Personalized Education Plans were created for EOC course(s) where students were not performing above the grade of C, parent contacts were logged, weekly progress reports were made by teachers, and weekly CARE team referrals were made. Committee members also met and discussed various options for improving academic advisement.

### C. 21<sup>st</sup> Century Professionals

Our major initiative was to increase technology use in the classroom in order to advance student knowledge. Other initiatives were to utilize technology through project-based learning and to aid teachers in the delivery of information. Another initiative included providing high quality CEUs

to improve instructional quality. Increasing teacher standards through encouraging the National Board Certification process was also one of our intentions.

Six action steps were implemented to reach our initiatives and goal. For the technological aspect of our initiatives, we aimed for 100% of our teachers to apply for the projectors and ELMOs so that they could increase their use of technology in teaching their students. All teachers that acquired these were solicited to take part in the Tech Fair that was held on the county level. Through technology workshops provided by Rae Parker, Sarah Justice, WRESA, and Transylvania county tech support, we provided ample opportunities for all teachers to receive CEUs in technology. These workshops led to the implementation of several project based classroom assignments. Our action step on the training of teachers in writing was facilitated by Julie Queen and others to get all teachers the writing CEU required by the state. Sarah Justice and Amy Schoenacher provided workshops for teachers pursuing National Board Certification and the recruitment process is part of that action step as well. Making sure that no teacher was left behind in the area of attaining a High Quality CEU was our last action step. This year we had a workshop as a staff to ensure that all the RHS teachers earned their High Quality CEU.

We did not abandon any action steps, but we did combine several of them to include language that would embrace our goals for technology. As we moved to the new language of the 21st century goals for teachers, we did add on more action steps to include High Quality CEUs and more technology. We also created a survey for the teachers to make them aware of the CEUs that they needed to obtain before the end of their cycle. Having this information helps teachers evaluate what they need to accomplish and helps us provide professional development to meet their needs.

The indicator was to increase the results to item STD-21 ("My teachers use different types of instruction to make my learning more interesting") on the annual Stakeholder Satisfaction Survey by three standard deviations to 84%. We achieved 81% this year, up from 64% at the beginning of this three-year cycle.

#### D. Healthy and Responsible Students

Our major initiatives were to address action steps 5, 6, and 7. We have made significant efforts to address the growing attendance problem within our school as well as to improve our student retention rates. Through significant efforts of several staff, we were able to reduce our drop-out rate from 2007-2008 (seven students) to three students in 2008-2009. We also made concentrated efforts to address attendance concerns through the incentive program, more frequent parent contacts regarding attendance, home visits, and meetings with students of concern.

#### E. Leadership

Goals were to incorporate the new ProActive system at the classroom level and to improve the means by which volunteer hours were collected. ProActive never became fully operational despite early reports from information technology personnel of a September 2008 roll out. Team members turned their focus to ensuring the correctness of NCWise student data. Third period teachers confirmed addresses and phone numbers of all students verbally, and then got a second confirmation with a parent contact. School office personnel then entered all corrections to student information into NCWise. All action steps in our SIP related to ProActive initiatives were abandoned in March 2009 due the lack of progress and information about the system's availability to teachers. Teachers and administration went from being very excited about a

promising option for parent communication to being quite skeptical about the system and any potential capabilities.

During the 2008-2009 school year volunteer hours increased from 3385 to 5077 hours. This increase most likely represents better data collection rather than an actual increase in service. Considerable time was devoted to improving the collection of volunteer hour data. Staff members were provided with electronic and hard-copy tally sheets on which to log their hours. These were collected and logged quarterly. Hours were more specifically categorized to aid in future analysis.

#### F. 21<sup>st</sup> Century Systems

The committee met to determine the needs of our school and created two student and staff surveys. One would measure the overall cleanliness of Rosman High School. The other would measure the overall feeling of safety at the school. Surveys were revised and distributed to the specific groups in spring of 2009. Results were shared with the group through a Power Point slideshow created by Mrs. Bryson's math class.

## II. Summary of Results

### A. Globally-Competitive Students

The indicator for Rosman High School was to be an Honor School of Excellence, with VOCATS composite scores at or above 90% proficiency. In evaluating our Globally-Competitive students using EOC proficiency scores, an increase occurred in the 2008-2009 school year. Our overall performance composite score on EOCs during the 2007-2008 school year was 72.0% with it increasing to 79.7% in 2008-2009. We met expected growth and high growth in the subjects of Algebra II and Biology. We met expected growth in English 9 and Geometry, but we did not show growth in Algebra I, Civics, or US History. This is the second year that growth has not been met in these three subjects. In comparing the composite scores for each of these three subjects against the district average and the state average there is a definite inconsistency with the Algebra I results. RHS had 52% of the students making a level III or higher with the state having 67.9% making a level III or higher. This is the only EOC test that RHS has scored below the state wide average. Both Civics & Economics and US History are above the state average but are below the district average. Our expected growth average increased from a negative 0.058 (-0.058) in 2007-08 to a positive .056 in 2008-09. We did not meet our goal of School of Excellence, but we did improve to a School of Progress.

We feel as a committee that we have strategies in place that will help our students become more successful. We need to improve our Academic Advisement process and continue to diligently implement the steps that are currently in place. All steps involving RHS's safety net plan were followed including: Personalized Education Plans were created for EOC course(s) where students were not performing above the grade of C, parent contacts were logged, weekly progress reports were made by teachers, and weekly CARE team referrals were made. Therefore, we do not feel additional steps are necessary, however, we need to more effectively work to implement the safety net plan, get more parental involvement, and work on the overall atmosphere of student pride in their work and for our school.

### B. 21<sup>st</sup> Century Professionals

According to the 2008-2009 Stakeholder Satisfaction Survey we received a 81% on the survey for our indicator item STD-21 that increased from 74% during the 2007-2008 . We accomplished this through implementing new technologies and methodologies of instructing students. Starting in the year 2002, the process variation has gone up while the systemic variation seems to be normal.

Considering that almost all of our teachers will have the means to deliver information in a variety of ways, we plan to see an increase on this year's 2009-2010 satisfaction survey. 100% of the staff have completed a High Quality CEU based on Marzano's research for high yield instructional strategies, giving us more ways to incorporate instructional strategies that work. The trend does seem to be that students will perceive teachers as having more ways to educate them based on 21st century means. The results on the 2009-2010 survey should indicate whether or not there is another upward trend in the data. Over a one year period we saw a rise of 7%, and we only have 3 percentage points to go this year to reach our goal of 84%.

### C. Healthy and Responsible Students

Several action steps were executed and many initiatives were also continued from the previous year.

For action steps 1, 2, and 3, we continued previous initiatives. The tradition of Red Ribbon Week continued with daily fact announcements, dress-up days, alternative activities at lunch time, prizes for participation, student drug-free pledges, and guest speakers from a local in-patient substance abuse rehabilitation facility. We also continued the posting of our student handbook via our website, handbook policy review with classroom teachers during the 1<sup>st</sup> week of school, and discipline incident tracking.

For action steps 5 and 6, we combined the concepts into one action step addressing service to our at-risk population. We continued to provide after-school academic coaching and Saturday School opportunities for students with missing assignments or those owing time due to excessive absences. We also started a "Kids in Crisis" notification system where teachers at each monthly staff meeting fill out a form conveying the students they are concerned about. We have increased the visibility of our Student Advocate by her participation in other roles and activities throughout the school. We also witnessed a reduction in our drop-out rate from seven students in 2007-2008 to three students in 2008-2009. Our school's student population accounts for approximately 28% of the county's total high school population whereas our percentage of dropouts to the county total is only 4%.

For action step 7, we have made concentrated efforts to improve attendance rates. In 2008-2009 we instituted the Attendance Incentive Program which awarded students with five or fewer days missed in the Spring semester, three or fewer absences, and those who improved by 50% or more from fall semester to spring. We provided a variety of prize drawings including parking passes, athletic passes, and gift certificates. We also provided a luncheon for those with three or fewer absences as well as prizes for parents and teachers who assisted their students in improving attendance. Additionally, we mailed home a parent/guardian letter outlining the incentive program, reminders about the attendance policies, and available local resources geared towards attendance. The Student Advocate and Principal meet on a quarterly basis to discuss students who are showing a pattern of poor attendance. The School Social Worker and Center for Dialogue staff are also available to perform truancy mediations with students.

#### D. Leadership

The indicator was an increase of three standard deviations to 88% on Stakeholder Satisfaction Survey results to item PRN-21 ("Parents are given adequate opportunities to be involved in the decision-making at my child's school"). The results on this item increased from 70% during the 2006-2007 school year to 77% during 2007-2008, and 78% during 2008- 2009.

#### E. 21<sup>st</sup> Century Systems

The indicator was based on results to items STD-12 ("I feel safe while in school") and STD-14 ("My school building and grounds are clean and in good condition") on the annual Stakeholder Satisfaction Survey. Both indicators did increase with STD-12 increasing from 74% during the 2007-2008 school year to 80% during the 2008-2009 school year. STD -14 increased from 73% during the 2007-2008 school year to 79% during the 2008-2009 school year. Even though the goals have not yet been achieved, there was measurable growth.

### III. Reflections and Lessons Learned

In evaluating the academic performance it is evident that the EOC scores, which were used in the past to determine distinction and excellence, had risen from 72.0% to 79.7%. Although our overall performance composite score on EOCs during the 2008-2009 school year was still below our goal of 90%, we were pleased to see our efforts starting to make a difference. We met expected growth and high growth in the subjects of Algebra II and Biology, and met expected growth in the subjects of English 9 and Geometry. For the second year in a row, we did not meet growth in the areas of Algebra I, Civics and Economics, or US History. We also improved our 10<sup>th</sup> grade writing proficiency from 54.5% proficient in 2006-2007, to 61.2% proficient in the 2007-2008 school year, to 70% in 2008-2009. In addition, the number of school drop outs was only three, which was below the goal of seven that was set for Rosman High School.

The numbers for 21<sup>st</sup> Century professionals indicates an upward trend toward meeting our goal. Implementing and facilitating workshops in technology, writing, and National Board certification have been worthy initiatives that have helped teachers grow professionally. We agree that using other surveys such as the Teacher Working Conditions Survey may help us establish more efficient action steps in the future. This year, we will focus on another high quality CEU for our staff with hopes of offering even more research based methods of instruction.

Our Reportable offenses have gone down from 26 in 2001, to 5 last year (2 knives were brought to school, 2 paraphernalia and 1 alcohol related). Also our drop out rate has been drastically reduced since the beginning of our plan. We have improved on some of our objectives, but there are still a lot more that need continued commitment from our group.

The 2008-2009 school year was focused on creating, revising, and distributing surveys to address the issues with safety and cleanliness. The survey was administered and the results were tallied. In creating a more specific school survey, we realized that the stakeholders' survey results were misleading. When asked more specific questions, staff and students had different interpretations of key items.

#### IV. Next Steps

This year we plan to follow through with steps to improve academic advisement and continue working towards high growth and achievement of School Of Excellence status. We will be developing a professional learning community centered on high quality CEU as a staff to further our methods of teaching towards 21<sup>st</sup> century goals. In the upcoming plan, we do wish to include a step regarding wellness, healthy eating, and exercise.

Our next step for safe schools and cleanliness of schools is to meet with Mr. Weaver, Mr. Holmes, and Officer Stroup to break down the data from the survey and address the top three areas of concerns. We would also like to see the district's stakeholders' surveys revised in order to get more specific areas, or we will continue to address them through school-level surveys created in house.

The next step for Leadership is to work to improve the current ProActive messaging/alert module. Messages are often not being delivered at the appropriate time, many are abbreviated, and numerous parents, students, and staff are still not receiving messages even though they did with the old Instant Alert system. Our team would like to work with Information Technology to ensure ProActive Alerts are a reliable means of communicating with parents and students.

The Leadership team would also like to improve the confidence and participation levels of the Parent Stakeholder Survey. Ideas include an on-line survey completion option, an id number which will register the parent for a gift card drawing upon completion of the survey (would be used with paper and electronic surveys), and booths at sporting events for survey completion.