Transylvania County Schools
2012-2014 School Improvement Plan
Section 6 Mid-Point Report

School: Rosman High
Principal: Brian Weaver
Date: December 16, 2013
Current School Improvement Team Members:
SIT Chair: Dusty Robinson
Globally Competitive Students
Alana Marshall--Co-Chair
Nancy Sanders
Bridgette Whitlock
Linda Carrillo
Kirk Dotson
Packy Chapman-- Co-chair
Josh Galloway
21st Century Professionals
Chamblee Carrington-- Co-Chair
Stacie Dotson
Carrie Chapman
Matt Witt -- Chair
Amy Schoenacher
Healthy and Responsible Students
Sara Cathey
Billie Wilson
Sarah Shawver
Nicole Owenby-- Co-Chair
Chelsey Fandrick
Tammy Moman- Chair
Aaron Whitmire
Innovative Leadership
Sarah Justice
Shannon Patton -- Chair
Julie Queen
Holly Jones
Alyssa Gillikin
Lisa Gillespie
Tammy Hall- Co-Chair
21st Century Systems

Heather McNeely-- Chair
Rae Parker
Linda Peeples
Maura Goodrich-- Co-Chair
Freddie Whitman
Todd Anderson
Jacob Montgomery

Mission and Vision

The mission of Rosman High School is to create a challenging learning environment, which encourages high academic achievement and fosters personal growth. We want our students to 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.

Introduction: General Comments

The 2012-2014 RHS School Improvement Plan (SIP) was intended to improve student learning, facilitate enhanced faculty training and practices, and streamline or make more efficient the institutional processes at our school. These objectives all serve the greater goal of ensuring the best overall atmosphere for our students. In order to objectively measure whether or not the steps taken were actually achieving these goals, the school improvement team (SIT) decided to use the responses to the items on the stakeholder survey as quantifiable markers. These surveys are distributed yearly to faculty/staff, students, and parents in order to measure satisfaction on a multitude of domains related to the overall school experiences. The rationale behind this decision was that if intentional steps were taken to better satisfy our stakeholders, this would be reflected in the survey items.

Progress Report and Summary of Results

- **Goal 1: Globally Competitive Students**
  - **Goal 1: 90% of RHS students will meet proficiency standards on all measureable outcomes and graduate prepared to enter postsecondary education or the workforce.** There were three action steps devised to accomplish this goal. 1. Teachers will increase differentiation in instruction; 2. Have freshmen complete interest inventories for class selection, and, 3. Focus on school-wide prep for the ACT. Evaluation of data from the NC Teacher Evaluation system indicates that differentiation has increased in instruction. This works hand in hand with staff development focusing on reaching diverse learners. Step two was not successful due to the fact that the surveys were never constructed for distribution. Step three will be determined as successful depending on evaluation of the next round of ACT scores.

- ○ **Goal 2: Revise, administer, and interpret data gathered from the 2011-2012 alumni survey.** The two actions steps for accomplishing this were to analyze the survey results and develop steps to take to refine the survey and reach a larger population sample and then redistribute the survey. The survey was given with the purpose of gauging the opinion of RHS alumni as it relates to the school's success in preparing them for the circumstances confronting them upon graduation. This goal, by its nature, is still in progress. The survey itself carried over from the priority team from the previous SIT cycle. Success is impossible to determine at this point because of this, but will carry over to the next SIP and will be a guiding indicator for this priority team.

- ● **Goal 2: 21st Century Professionals**
  - ○ **Goal 1: Satisfaction level reflected in responses to Stakeholder Survey item STD-21 ("My teachers use different types of instruction to make my learning more interesting") will increase to ninety-three percent.** The measure of success of this goal was to be measured through the distribution through school-based email of a student survey regarding the frequency of netbook utilization by classroom teachers. 144 students responded to the survey. This represents approximately fifty percent of the student body. Of this sample size, seventy-one percent indicated that they use their laptops daily for instruction and/or checking email. The survey also indicated that using email and teacher presentations positively impact student learning. This goal will be continued in the next school improvement plan. The two major factors that make success difficult to measure are; 1., the sample size of the survey was small, and 2., we must wait on the distribution of the next round of stakeholder surveys. The realm of measurement must also be expanded to include instructional types other than those that are technology-based.
  - ○ **Goal 2: Every educational professional will receive 21st Century preparation and access to ongoing high quality professional development.** This goal is in response to two items from the stakeholder survey. **STF23: There are adequate opportunities for professional staff development in technology,** and **STD20: I have adequate access to technology resources.** Goal 2 is intended to measure the level of 21st century preparation in our instructional staff. The reason for this is that we must develop and cultivate these skills in order to facilitate the same in our students. To the measure of STD20 was twofold. A staff survey was distributed to gauge staff utilization of student netbooks in instruction. The results indicated that seventy-eight percent of teachers reported using netbooks at least once per week. Given that a significant percentage of our staff includes teachers in subject areas that do not lend themselves to frequent technology use, this measure can be considered a success at this point. Going forward, however,

we will strive to increase this measure. The second part of this measure was the completion of a staff development activity offered by RHS media center coordinator and Nationally Board Certified Teacher (NBCT) Sarah Justice. The workshop was designed to implement different instructional strategies utilizing technology. This staff development activity was offered along with another workshop focused on teaching children from poverty. Staff were given the choice between the two. Approximately 14 staff members elected to participate in the technology workshop, representing approximately fifty percent of the staff. Given the fact that we had 100% of our staff involved in an ongoing professional activity, we can declare this goal successful. Reevaluation may be in order for the technology workshop, since only three of the staff members involved in it received completion certificates. Through this goal, we also are anticipation the National Board Certification of two of our teachers. The two candidates, along with NBCT Stacie Dotson are currently leading an ongoing staff development workshop on the implementation of literacy strategies in our classrooms.

- **Goal 3: Healthy, Responsible Students**
  - **Goal 1: Raise student awareness of the risks of drug, alcohol and tobacco use through participation in Red Ribbon Week.** This goal is tied to three items from the Stakeholder's survey; **PRN10 (Illegal substances are not a problem at my child's school); STD28 (Illegal substance abuse at my school is not a problem), and STF09 (Substance abuse is not a problem at my school).** School participation in a variety of activities during a three year span was evaluated. In the most recent iteration of Red Ribbon week, 250 students and staff pledged to be substance free and/or participated in or facilitated the various activities presented during the week. This represents an increase over the past three years. Because participation in this program has been steadily increasing, we feel that it is appropriate to continue these efforts in the next SIP.
  - **Goal 2:**   This goal is also tied to three items from the Stakeholder's survey; **PRN10 (Illegal substances are not a problem at my child's school); STD28 (Illegal substance abuse at my school is not a problem), and STF09 (Substance abuse is not a problem at my school).** Reliable data relating to this particular item will not be available until the next round of Stakeholder Surveys.
  - **Goal 3: Increase student utilization of the Crimestoppers Program through the use of a "Text-a-Tip" program and the distribution of flash drives from Crimestoppers with contact information.** This goal was linked to three items from the Stakeholder's Survey; **PRN09 (School is a safe place for my child to learn) and STD12 (I feel safe while in school), and STD13 (Consequences for drug and alcohol violations are very clear).** The 'Text-a-Tip" program was a success in that it was launched and has been utilized by students when they have felt like some of their peers were engaged in potentially illegal activity. It will be

carried over to the next SIP, with a focus on increasing awareness of its presence. The flash drives were unsuccessful due to a lack of funding. This particular step will be reevaluated for inclusion in the next SIP.

- ○ **Goal 4:** Increase daily attendance at RHS. Reliable data is missing at this point, so this remains a work in progress.
- ○ **Goal 5: Decrease RHS student dropout rate.** Based on the latest data, RHS, along with the rest of Transylvania County, has achieved an all-time low dropout rate. This is largely due to already existing policies and support structures within the school and district. Because of this, we feel that this is not a goal that needs to be included in the SIP due to redundancy. We will continue to focus efforts on action steps that support and reinforce those systems.

- **Goal 4: Leadership**
  - ○ **Goal: To increase satisfaction levels on items STD19 (My parents are actively involved in my school) and PRN21 (Parents are given adequate opportunities to be involved in the decision-making at my child's school) from the Stakeholder's Survey.** The first steps taken to achieve this goal were the development and distribution of a parent survey in order to ascertain the level of parental involvement of student parents at RHS. A student survey was also to be created, as well as the development of incentives for the purpose of increasing parental involvement. The parent survey was available at Open House, while a link to the survey was place on the school's website for parents who were unable to attend. Neither the student surveys, nor the planned incentives, were developed due to lack of time. Unfortunately, due to these factors, as well as the fact that only twenty-five percent of parents responded to the parent survey, this goal must be considered unaccomplished at this time. However, given the fact that much of the preliminary work is now done, this priority team will continue the pursuit of this goal. This is appropriate since parental involvement is a vital component of the educational process.

- **Goal 5: 21st Century Systems**

  - ○ **Goal 1: Ensure that teachers receive appropriate training in pedagogy, develop teacher-driven staff development opportunity, and diversify lesson plans.**
  This goal is the combination of three action steps aimed at equipping teachers with appropriate training in 21st century methods, with the purpose of then deploying them in the classroom. These steps were to linked to three stakeholder survey items; **STF22 - There are adequate opportunities for professional staff development focused on instruction**; **STF23 - There are adequate opportunities for professional staff development in technology;** and **STD21 -**

My teachers use different types of instruction to make my learning more interesting. Although the measure of satisfaction on the stakeholder items cannot not be gauged until the next round of surveys are completed, but we do have evidence that the steps themselves have been successful. On **STF22**, the Keys to Literacy program, led by RHS faculty members, has been implemented and is currently ongoing. As far as **STF23** and **STD21**, RHS principal Brian Weaver is currently evaluating lesson plans and determining that an appropriate amount of variety of instructional strategies is being utilized by faculty.

Goal 2: To increase the amount of support resources available to students from RHS. Again, this goal represents the synthesis of three action steps aimed at providing essential resources to meet needs of students in need. The guiding stakeholder survey item is **STF11 - Adequate and appropriate resources and materials are available at my school.** To accomplish this, the priority group focused their attention on four programs; Ingles Tools for Schools, the Angel Tree and Clothes Closet, the academic Care Team, and Backpack Buddies. Progress in student utilization and participation has been our measure of success in the completion of these steps. The purpose of the Tools for Schools program was to link money spent by Ingles customers on their Advantage Cards to our school in order to raise money for instructional supplies. Teachers distributed the necessary forms to students for completion by their parents, which was done successfully. The money collected was then spent on instructional supplies for our school. This program will continue in the future. Care Team holds morning meetings periodically, based on the amount of referrals by teachers of students in academic trouble. The students' teachers then meet and determine intervention strategies to help the student get back into good academic standing. In this same vein, we have also started a Smart Lunch program, based on teacher referral. If placed on this list, students attend a lunch meeting at which they complete missing work until they reach a passing level in the class, or classes, in question. Angel Tree, Clothes Closet, and Backpack Buddies represent our three programs to meet student needs in nonacademic areas including Christmas gifts, clothing and weekend food items for any student whose living and/or economic standing places him or her in need of any or all of these services. These programs run through our Student Advocate Todd Anderson and school psychologist Lizzie Shimmer. Faculty members are permitted to refer students they suspect may be in need, as well as students themselves requesting these services. Again, these services continue to be utilized by these students. Obviously, we do not want to look for an increase or decrease in student participation, as socioeconomic trends are out of our control, but the fact that students who do need these services use them and know how to access them provides sufficient evidence that these steps have been successful and will continue to be part of our SIP.

<u>Reflections and Lessons Learned</u>
The primary lesson taken from this cycle specifically was that, because of the relationship between the timeline of our SIP and the distribution, collection, and analysis of the stakeholder surveys, it is nearly impossible to determine ultimate success or failure of most of our objectives. Essentially, the SIT must wait for the next round of surveys to begin to see the emergence of any trends related to the steps taken through the SIP. These surveys will be released to stakeholders in 2014. At that point, the picture will finally begin to come into focus. It is our professional opinion that it will take another year after that in order to gain a truly reliable sample size of information. However, the information gained from this year's surveys will serve as an indicator of how effective our chosen steps have been. Because of this, many of the goals in the SIP will roll over to the next cycle (2014-2016) before an accurate determination can be made as to their worthiness. We do believe that, given the fact that our LEA deems these items worthy of measuring, they are worthy for us to pursue as guiding factors in our plan. Because of this, we will continue to keep an eye towards the parts of our action steps that are measurable and executable.

<u>Next Steps</u>
-Continue pursuing action steps deemed successful
-Abandon or refine those that have been unsuccessful or not feasibly executable.
-Collect and analyze the next round of stakeholder surveys, and compare satisfaction levels of items chosen for inclusion in SIP