

Comprehensive Progress Report

Mission:

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:

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

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.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
A1.04		ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Our teachers are accessing and monitoring the progress of student's grades. However, we need to focus more on the different assessment methods and make adjustments based on their grades. Having re-evaluation on assessments if they do not achieve a certain grade. Pushing for more consistent grading with all departments and classes to make sure we are providing a larger snapshot of their overall grades. Only having 10 grades for 9 weeks is not an accurate representation of students' knowledge of the standards and materials. We are pushing for more standard-based grading, more modifications on assignments, having more grades in the grade book per class, and using more than one method to test students' knowledge. MTSS, SIT, and Leadership have been pushing these items out for this standard.</p>	Limited Development 10/19/2023		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> Teachers will have more than 1 grade per week in the grade book Teachers can provide more than 3 evaluation methods to grade and monitor student progress. 70% of students are earning 70% or above on their assessments More revaluations and adjusting grades as needed. Having more modifications on assignments and assessments. (Oral, written, create, etc) 		Jason Ormsby	01/08/2025
Actions			0 of 7 (0%)		
10/30/23	Have a 2% improvement and achievement overall by June 2024. We are at 71.9% so 73.9% is our goal.			Jason Ormsby	06/02/2024
<i>Notes:</i>					
10/30/23	Gain 1% School growth by June 2024. We are at 91.5. The goal is be at 92.5.			Jason Ormsby	06/02/2024
<i>Notes:</i>					
10/30/23	Our overall academic assessment is at 66.9% We want to achieve 70% this year.			Jason Ormsby	06/02/2024
<i>Notes:</i>					
10/30/23	We have an 89.1% graduation rate. We want this to be 95% this June.			Jason Ormsby	06/08/2024
<i>Notes:</i>					

10/19/23	Input a minimum of two grades per week each linked to a specific standard under evaluation.		Jason Ormsby	06/11/2024	
<i>Notes:</i>					
10/19/23	Teachers revise or reassess student's grades until 70% of students are earning 70% or above.		Laurie Kleppe	12/12/2024	
<i>Notes:</i>					
10/30/23	Get our overall report card grade to an A by January 2025		Jason Ormsby	01/05/2025	
<i>Notes:</i>					
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As a school, we are beginning to address the needs for differentiated instruction in the high school classroom with sound Tier I instructional practices. We have begun to schedule small group instruction out of class time based on specific student data, but this has not yet been put in place at the classroom level.	Limited Development 11/23/2021		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Given that we have a block schedule, as one looks in our classrooms you will see the teacher providing a whole class mini-lesson followed by small group instruction led by and facilitated by the teacher. The students will be working according to need based on data and will be provided rigorous and relevant activities.	Objective Met 10/11/23	Jason Ormsby	05/26/2023
Actions					
11/23/21	One day of classroom instruction devoted to small group instruction each month, as evidenced by lesson plan and monitoring by Mr. Ormsby .		Complete 06/07/2023	Jason Ormsby	04/01/2023
<i>Notes:</i> as evidenced by lesson plan and monitoring by Mr. Ormsby					
11/23/21	Professional development on differentiation in the high school classroom.		Complete 06/12/2023	Jason Ormsby	08/15/2023

Notes:

Implementation:		10/11/2023		
Evidence	6/12/2023 https://docs.google.com/forms/d/14UWCpSjuQScH6dQ4XvDgZoC9vCPxEU4hf8r5-Yjoqi4/edit#responses I asked teachers to say how they accomplished this in their classroom. They all provided lesson examples and how they do them in class. Orsmy always checks in with teachers to see how they are using group work. Checks in on classes regularly and asks during any meetings with staff.			
Experience	6/12/2023 Since covid, we have had less and less group work within the classroom. We all have had some outside work and Google meets but nothing as we use to. Most teachers have done more and more group work within their classroom ranging from projects, assessments, and presentations.			
Sustainability	6/12/2023 We need to still do group work while focusing on the other objects on the list. We are good with independent work, teaching as a whole, and computer-based. We just need to promote group work while giving certain standards.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The leadership team meets weekly to review MTSS and SIT plan as well as other school initiatives.	Full Implementation 11/23/2021		
	KEY A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Vertical Alignment, TCS Curriculum Hub , Department Meetings	Limited Development 11/19/2021		
How it will look when fully met:					
Actions					
Notes:					

	A2.06	ALL teachers reinforce elements of mastered knowledge that can be retained through review, questioning, and inclusion in subsequent assignments.(5096)	Implementation Status	Assigned To	Target Date
Initial Assessment:	<p>Reviewing student's knowledge to check for understanding and for gaps is vital in a classroom. We need to check where they are by taking plenty of snapshots of their learning through standards. Every assessment or assignment should be looked at to see where they stand on the material. We do a good job grading students and providing different methods of grading. However, we need to see where students struggle. We need to take time to review any gaps, have interventions with certain students, and revisions to check for understanding.</p>	Limited Development 10/30/2023			
How it will look when fully met:	<ul style="list-style-type: none"> • Build a time in class to review previous material through brief knowledge retention assessments. • All teachers will be able to document that there are review opportunities whether through software study sets (quizizz, blooket, quizlet, kahoot) or in-class games prior to formal assessments. • Within a unit of study, allow and encourage multiple revisions and submissions to ensure a student obtains mastery of the material. • All students will complete a cumulative assessment every three weeks to monitor skill mastery and retention. Skills showing significant decline will be reinforced in the following lessons. 		JC McCarson	02/07/2025	
Actions			0 of 2 (0%)		
10/30/23	Students will show 10-12% growth in all classes and grades		JC McCarson	01/05/2025	
<i>Notes:</i>					
10/30/23	All teachers will be able to document that there are review opportunities whether through software study sets (quizizz, blooket, quizlet, kahoot) or in-class games prior to formal assessments.		JC McCarson	01/07/2025	
<i>Notes:</i>					

A2.07		ALL teachers include vocabulary development as learning objectives. (5097)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Most teachers use vocabulary for their classes. Having more teachers include essential terms helps to weave in more knowledge of the material, helps with reading skills, encourages background knowledge to make connections, and establishes better comprehension of the overall material. We are asking teachers to include more vocabulary in their classes and access it in different manners. SIT is pushing for this to be included in lesson plans and during each unit.	Limited Development 10/19/2023		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> Teachers can provide a linked vocabulary list per unit for their classes. Teachers provide a vocabulary assessment per unit but can be a different one. (Google form, Quizlet, create something, etc) 		JC McCarson	01/08/2025
Actions			0 of 1 (0%)		
	10/19/23	All teachers can provide a list of vocabulary and an assessment per unit.		JC McCarson	12/12/2024
<i>Notes:</i>					
A2.17		ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Addressing behavior is one of the main aspects we are addressing this semester. This ranges from in the classroom and outside of it. However, providing a system to help address behaviors is a solution. We want to give the students more structure and consistency within each class. Students need to learn to be independent in some aspects of their learning while following classroom norms and showing empathy for other classmates. We are addressing these concerns by providing a system to help teachers create a more balanced classroom for their students	Limited Development 10/30/2023		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> Office referrals will go down by 50% Students overall grades will go up by 25% Students will be able to follow the guidelines of a behavior matrix in each classroom 100% of teachers have behavior matrix in their room and 80% of it is similar to everyone else with slight modifications 		Sam Wellborn	01/08/2025
Actions			0 of 2 (0%)		
	10/30/23	Office referrals will go down by 50%		Laurie Kleppe	12/12/2024
<i>Notes:</i>					

10/30/23	100% of teachers will have a behavior matrix in their classroom.		Sam Wellborn	01/05/2025
<i>Notes:</i>				
A2.23	All teachers assign rich reading and the application of the reading in written work and discussion.(5327)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	This has been identified as a long term goal by the teaching staff. The teachers recognize that writing is very weak for the majority of students and that reading complex text is also weak. This impacts all instruction and student readiness for career and college. This type of reading is necessary for technical manuals for the CTE students and advanced college text.	No Development 11/23/2021		
<i>How it will look when fully met:</i>	ACT scores and Work Keys scores will rise with the majority of students reaching Gold and Platinum status. Classrooms will incorporate reading and writing across the curriculum. The English department curriculum will change to include higher level novel and informational text studies that will cause deeper thinking.	Objective Met 06/07/23	JC McCarson	05/23/2025
Actions				
11/23/21	Each department will add one new source of complex reading within the discipline and will have students respond to the text with a rigorous writing assignment with a rubric.	Complete 06/07/2023	JC McCarson	05/27/2023
<i>Notes:</i>				
11/23/21	Each department will review what they currently require students to read and write and return this information to the SIT team.	Complete 06/06/2023	JC McCarson	06/01/2023
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		MTSS, SIT, Leadership, Tier 1 Core instruction	Limited Development 11/19/2021		
<i>How it will look when fully met:</i>				Jessica McCall	01/26/2024
Actions			1 of 3 (33%)		
11/21/22	100% of teachers have a tier system in place on google drive where they reference, edit, and adjust teaching as needed for students		Complete 06/07/2023	Jason Ormsby	05/23/2023
<i>Notes:</i>					
11/21/22	100% of students are given what they are needed to be successful in class from the Tier System			Jessica McCall	12/12/2024
<i>Notes:</i>					
11/21/22	100% of teachers are able to provide 2 examples of interventions or modifications from each tier they have used this year			Jessica McCall	12/12/2024
<i>Notes:</i>					

		A4.05	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Addressing behavior is year has been one of the main priorities of our school. We want to provide our students with different methods to help teach different skills to help with their emotions, decisions, and social interactions. With the addition of PD, MTSS, reset time, and SIT we should be able to accommodate our students so they can learn these skills to become responsible.		Limited Development 10/30/2023		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> • Having weekly skills in class reinforces positive behaviors • All teachers have a lesson dealing with these subjects • Doing a starting activity or closing activity discussing these skills 			Jason Ormsby	12/20/2024
Actions				0 of 2 (0%)		
	10/30/23	Have a system weekly where certain students get pulled on Wednesdays to address their needs with these skills or conversations			Jason Ormsby	01/05/2025
<i>Notes:</i>						
	10/30/23	Last 30 minutes on Wednesdays every student gets at least one checkup, skill, or lesson on behaviors			Jason Ormsby	01/12/2025
<i>Notes:</i>						
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		SEL training, restorative practices, surveys,		Limited Development 11/19/2021		
<i>How it will look when fully met:</i>						
Actions						
<i>Notes:</i>						

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			N/A	No Development 11/19/2021		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<i>Notes:</i>						

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			See Calender;	Full Implementation 11/19/2021		
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date

Initial Assessment:

After discussion of expectations from administration, teachers concluded that there is a need for more clarity in regards to meeting agendas, notes, and overall purpose. Teachers who have common planning already meet approximately once each month to discuss common practices, policies, student performance, and recent classroom observations. The administrative members present at this meeting were supportive of the idea of giving more informal feedback post-observation. As of 8/28/19, this is happening with the direct walk-through feedback provided by administration. The establishment of MTSS will also improve teacher-admin communication. As of 12/6/19, the updated MTSS policy directly with teachers in every department on differentiation and monitoring for students. This will directly help with implementation of this plan.

2/4/2020: The consistency of the MTSS Team and Leadership Team has worked wonders for attendance accountability and procedure. As a school, our number of FFs has improved and teachers are no longer having to waste time allowing students to make up their missed absences minute by minute. We have developed a much more proactive approach to attendance recovery which has been a direct result of the SIT and MTSS Teams.

Limited Development
12/04/2018

How it will look when fully met:	<p>Teachers will continue to meet with their PLCs each month. By filling out a Google Form/Meeting minutes, the PLC leaders will be held accountable for holding such meetings. Additionally, administration will review these minutes, and provide feedback to individual teachers and/or PLCs as needed. As of 8/28/19, this is being demonstrated on a few different levels. Administration has revised the pacing/lesson plan requirement to target those who need it and not the entire staff. This gives more room for choice and allows teachers to pick which method of planning works best with their teaching style. The PLCs and Leadership meetings are structured around this concept as well.</p> <p>2/4/2020: The consistency of the MTSS Team and Leadership Team has worked wonders for attendance accountability and procedure. As a school, our number of FFs has improved and teachers are no longer having to waste time allowing students to make up their missed absences minute by minute. We have developed a much more proactive approach to attendance recovery which has been a direct result of the SIT and MTSS Teams.</p>		JC McCarson	06/01/2020
Actions				
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Monitoring instruction in school				
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Observations, peer observations, BT meetings	Limited Development 11/19/2021		
How it will look when fully met:						
Actions						
<i>Notes:</i>						

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Teacher quality and experience			
	C1.06	The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		See Link:	Full Implementation 11/19/2021		

Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Quality of professional development				
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		To reach full-implementation the teachers at RHS will need to become more familiar with the current EVAAS data platform and begin incorporating data based planning and assessment. Being able to view a students previous and predicted test scores will help teachers better scaffold/modify learning and increase student achievement.		Limited Development 12/04/2018		
<i>How it will look when fully met:</i>		All teachers will have appropriate knowledge about how to navigate the EVAAS system to look up past scores, as well as projected scores, of individual students. Teachers will utilize the EVAAS system to plan accordingly throughout the semester, so that each student is as successful as possible within each class.			JC McCarson	05/23/2024
Actions			2 of 3 (67%)			
	11/23/21	Teachers will review Edmentum skills reports to evaluate student progress		Complete 06/07/2023	Jason Ormsby	03/01/2023
<i>Notes:</i>						
	11/23/21	Professional development in Edmentum		Complete 09/15/2022	Jessica McCall	03/01/2023
<i>Notes:</i>		ask Wythe Newberry to provide PD				
	11/23/21	Professional development in available data reports from EVAAS			Jessica McCall	05/05/2024
<i>Notes:</i>						

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Climate Survey	No Development 11/19/2021		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.01	ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers currently use chromebooks in the classroom, on remote days, and for assignments at home. The use and effectiveness of the chromebook is not actively monitored. We are continuing with remote learning days and virtual days to have hybrid and online classrooms. Teachers are also using blended learning in the classroom from virtual assessments/assignments to offline assessments/assignments as well.	Limited Development 11/23/2021		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Chromebooks will be included in classroom instruction in appropriate and useful ways, but overly used to replace quality teaching.	Objective Met 10/30/23	Laurie Kleppe	05/27/2023
<i>Actions</i>					
	11/23/21	Professional development on the latest tech resources by department.	Complete 06/07/2023	Laurie Kleppe	05/26/2023

Notes:

Implementation:		10/30/2023		
Evidence	10/30/2023 Our teachers are not limited to what they can use in the class. Teachers can use group projects, online assessments, and blended assessments with little to no issues with students being 1 to 1 with Chromebooks. Teachers filled out this survey and explained how they addressed this standard as well. https://docs.google.com/forms/d/14UWCpSjuQScH6dQ4XvDgZoC9vCPxEU4hf8r5-Yjoqi4/edit#responses			
Experience	10/30/2023 Teachers were given multiple opportunities with peer-led PD. Teachers have been able to teach in person more, do more group projects, and use tech during lessons.			
Sustainability	10/30/2023 Still providing PD, giving teachers more tech opportunities for their students, and providing updates on any new resources.			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
	E1.01	ALL teachers maintain a file of communication with parents/guardians.(5177)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		A whole school communication log has been created and the expectation has been shared that teachers should be calling home to make parents/guardians aware of any issues related to the students. We now have a spreadsheet with updated numbers, email addresses, and other contact information for parents. This will help with start-up our communication goals for next year's school year. We are pushing hard for contacting parents through email, face-2-face, and phone calls. With this year's attendance policy, this is imperative for our teachers to be in contact with parents or guardians. We all use the contact log and will continue to use it in the future.	Limited Development 11/23/2021		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Teachers will communicate regularly and effectively with parent/guardians. The communication will include positive calls as well as calls to inform parent/guardian of a concern and to ask for cooperation form home.	Objective Met 10/11/23	Jason Ormsby	05/27/2023
Actions					
	11/23/21	Teachers will make a call home to every parent/guardian within the first month of school to simply make a connection and will not wait for a concern to arise.	Complete 06/07/2023	Jason Ormsby	05/10/2023
<i>Notes:</i>					
	11/23/21	Mr. Ormsby will review the communication log and compare it to office referrals to ensure that teachers have made prior contact with the parent/guardian.	Complete 06/07/2023	Jason Ormsby	05/26/2023
<i>Notes:</i>					
Implementation:			10/11/2023		
Evidence		6/12/2023 We have a Google form in the tiger den with all parent contacts from the last two years. We are going to continue to use that. Some teachers have their own Google sheet with parent contacts as well. Also, we send home sheets to sign and parents get a welcoming email to get started. Most are connected to google classroom as well.			

Experience		6/12/2023 It is important to have that first contact with a parent to build a connection before school really gets going.			
Sustainability		6/12/2023 We are building a Google form to help with this. We are going to call parents during class the first few days and get emails out to parents, students, and teachers email.			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We want and need more parents involved in the school. Parents being more engaged can help on many fronts from behavior to academics, and extracurricular activities. We are trying to contact parents more while trying to get them more involved in school activities with a variety of different methods. We have been emailing, sending all calls, and providing updates on our website. However, we want our information to be easier to obtain and provide more updates concerning their child's future.	Limited Development 10/30/2023		
How it will look when fully met:		<ul style="list-style-type: none"> Contact log that is updated weekly with parent contacts from every teacher Weekly newsletter with updates on the school, events, and other academic opportunities Promote Rosman High School on social media every other day SIT involvement plan Volunteer List 		Jason Ormsby	06/07/2024
Actions			0 of 3 (0%)		
	10/30/23	100% of teachers contact parents at least twice a semester to provide updates on grades, behavior, or updates from the school		Jason Ormsby	06/07/2024
<i>Notes:</i>					
	10/30/23	Provide a weekly newsletter with updates at the high school from curriculum, events, sports, field trips, or any other activities.		Laurie Kleppe	06/07/2024
<i>Notes:</i>					
	10/30/23	Have a volunteer list for parents to be more involved in school activities including guest speaking, extracurricular activities, SIT, or other school functions. Obtaining 20% of parents by June 2024.		JC McCarson	06/07/2024
<i>Notes:</i>					