

## *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 2007-2008 calendar year, the Rosman High School Improvement Team began to implement its new 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 and the environment provided for continuous progress that is process driven. Under the leadership and support of the school improvement team and plan, students and staff are encouraged to focus on daily achievement as the driving force toward success.

Using the PDSA cycle for continuous improvement, committee members identified the goals and objectives for the new plan by analyzing data and survey results and blending new priorities with ongoing ones from the previous three-year plan. 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.

The School Improvement Team itself changed during the 2007-08 school year in a couple different ways. First, several key parent and community participants were lost for various reasons, such as meetings and work conflicts. Attempts to increase participation were met with mixed results. Second, several changes to faculty resulted in committee members being shifted. However, the meeting schedule, work, and focus remained intact.

Throughout the bi-monthly meetings held during the 2007-08 year, much discussion occurred about plans of action for completing this cycle's plan. Priority One worked on providing a more accessible academic coaching schedule and improved communication with parents. Priority Two worked with several different groups to increase opportunities for staff development, especially related to technology. Priority Three implemented a Risky Behavior parent program, posted the student handbook on the school website for better access, and continued DAR reports and attendance initiatives. Priority Four increased parent communication through contact logs and required weekly progress reports for students with a C or below. Priority Five worked towards the development of a staff and student school cleanliness survey.

### B. Globally-Competitive Students

Our major initiatives were to have strategies in place that will help our students become more successful. We feel that 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 created for EOC course(s) where students were not performing above a grade of a C, parent contacts were logged, weekly progress reports by teachers, and weekly CARE team referrals. Academic coaching labs were held by teachers on a weekly basis and during lunch when applicable. In addition, 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 met and created a review calendar. The objective was to try to alleviate student stress over which review to attend when having to take multiple EOC's.

This also allowed students to meet teacher requirements for review time and extra credit. Class meetings were also held for students not meeting attendance requirements or teacher standards.

We did not feel that additional steps were 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.

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

In 2007-08, our major initiative was to increase technology use in the classroom in order to advance student knowledge. The goals were to utilize technology through project-based learning and to aid teachers in the delivery of information. Our other initiative included providing high quality CEUs so that we can meet the federal requirement. 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 we held at RHS and on the county level. Through technology workshops provided by Cathy Zandecki, Sarah Justice, WRESA, and TCS technical 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 their 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. Currently, we have a workshop as a staff to ensure that all of the RHS teachers will earn a High Quality CEU this year.

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 CEU's and more technology. We were able to include that 100% of our faculty apply for the new equipment that was available.

### D. Healthy and Responsible Students

Our major initiatives were to educate stakeholders on key issues regarding controlled substances and to increase student and parent awareness of policies and procedure related to controlled substances.

Several action steps were coordinated and implemented to achieve these goals. A program was coordinated with the Transylvania County Sheriff's office, State Bureau of Investigation, and Dale Galloway to educate stakeholders in a variety of topics. The Risky Behavior parent and student program educated our stakeholders in the possible behaviors that would be detrimental to our students that included the choking game, illegal drug use, prescription drug use, and over-the-counter drug misuse. This also allowed the community to gain a better understanding of the widespread issues that influence our students.

Action steps to improve communication included posting the school's expectations and policies on the its website for better access, and designing a communication policy to accurately track students who accumulate excessive absences or display other warning signs. The attendance officer mails a letter home at absences 3, 5, and 10. In addition a daily attendance notice is emailed to all teachers and attendance contracts are completed with the principal after 5 absences have occurred. In addition to improved communication the student advocate and school administration more closely monitored drop-out warning signs and provided resources to help facilitate a plan of action in a more timely manner. Re-evaluated and refocused CARE team procedures also increased the effectiveness of the process.

No actions steps were abandoned, but several action steps overlapped with other ongoing efforts and were merged with other strategic priorities.

## E. Leadership

Our major initiatives were to increase communication with stakeholders on student progress, recruit more volunteers, increase parental participation in school and district teams and committees, and to increase the number of parents registered for Instant Alert. There was improved communication about student progress via contact logs and required weekly progress reports for students with a C or below. Volunteer hours actually decreased from the previous year, but the school has no numerical data by which to measure or accurately gauge parental participation. Several staff changes disrupted the tracking and consistency of logging volunteer hours. Instant Alert registry efforts hit snags every time we initiated a push to include more parents. The system has been abandoned and a new system that imports data from NCWise has been made available.

The most difficult action step was to have every parent registered on Instant Alert. We failed to do this due mainly to the speed and availability of login access to the network. Every proposed plan for registering parents required too much time in front of the computer. Registration was very user un-friendly. At that time our only action steps were related to updating Instant Alert, which we felt would benefit us in the ability to achieve our other goals. The only adjustments that were made were based on technology deficiencies.

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

The major initiative for this committee was to determine the needs of our school facility. The steps to accomplish this included two surveys -- one to measure the overall cleanliness of the school and another to measure the overall feeling of safety at the school. We later met and created the surveys. We decided to create a student survey and a staff/faculty survey. We also determined that the survey would be distributed late in the spring semester. The format and questions for the student and staff/faculty cleanliness and safety surveys were created. As a committee we decided to postpone the distribution of the surveys due to the absence of part of our custodial staff. During the spring semester, Rosman High was 60 hours a week or one and a half positions short on our custodial crew for various reasons. As a committee, we felt that it was in everyone's best interest to delay the delivery or execution of the surveys to prevent any hard feelings or unfairness on behalf of the custodians. It was decided that the surveys would be distributed in the 2008-2009 school year. On-going discussion about cleanliness at Rosman High School led to teachers and students taking on community and school service projects. Teachers are using both clubs and individual students to accomplish the job of cleaning our school.

## II. Summary of Results

### A. Globally-Competitive Students

The indicator for Rosman High School was to be an Honor School of Excellence, and VOCATS composite scores will be at or above 90% proficiency. In evaluating our Globally Competitive Students priority area, it is evident that EOC scores, which were used in the past to determine distinction and excellence, were noticeably lower during the 2006-2007 and 2007-2008 school years. Our overall performance composite score on EOCs during the 2007-2008 school year was 72.0%. We met expected growth and high growth only in the subject of English 9. We did not meet growth in the areas of Algebra I, Civics and Economics, Geometry, and US History. Our expected growth average was a negative 0.058 (-0.058), with a corresponding High Growth ratio of only 0.0773.

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

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 will increase by three standard deviations to 84%.

According to the 2007-2008 Stakeholder Satisfaction Survey, we have received a 74% on the survey for our indicator item STD-21. We increased from 64% during the 2006-2007. We accomplished this through implementing new technologies and methodologies of instructing students. Starting in the year 2002, the process variant has remained stable, while the systemic variant has fluctuated up and down over time.

Considering that almost all our teachers will have the means to deliver information in a variety of ways, we plan to see the 74% rise on this year's 2008-09 satisfaction survey. 100% of the staff is also completing a High Quality CEU that is based on Marzano's research into high yield instructional strategies. 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 2008-09 survey will surely indicate whether or not there is another upward trend in the data.

### C. Healthy and Responsible Students

The first indicator was based on the results of item STF-09 ("Substance abuse is not a problem at my school") on the annual Stakeholder Satisfaction Survey will increase by three standard deviations to 76%. The staff that completed the survey for the 2007-2008 school year indicated only 8% did not believe that substance abuse was not a problem within the school. We are addressing this concern through improved communication with parents and drug awareness programs.

The second indicator will be to lower the number of students who choose to drop out to nine student in accordance with the Transylvania County Drop Out Prevention Goals. The number of drop outs for Rosman High School during the 2007-2008 school year did not exceed the county goal of eleven drop outs. Rosman High School had eight drop outs for the 2007-2008 school year. The increased efforts by the student advocate and improved processes for the CARE team are credited with accomplishing this goal.

## D. Leadership

The indicator based on results to item PRN-21 ("Parents are given adequate opportunities to be involved in the decision-making at my child's school") on the annual Stakeholder Satisfaction Survey will increase by three standard deviations to 88%. The results on this item increased from 70% during the 2006-2007 school year to 77% during 2007-2008 school year. During the last school year we offered numerous opportunities to volunteer for school programs as evidenced by the documented 3385 hours. Through their active participation in the life of the school, many stakeholders, including parents, have been able to offer their insight and suggestions to improve the quality of the students' experiences. This authentic feedback has allow parents to feel more involved in the decision making of the school, which was illustrated by the increase in the 2007-2008 survey. We will continue to solicit parent involvement in many of the programs offered at Rosman High School.

Another example of Rosman High School's responsiveness to the the needs of family and community is illustrated by the process used recently to fill both the principal and assistant principal positions. In our desire to increase parental participation in school and district teams and committees, we asked numerous parents to interview the six finalists for the principal position. For the assistant position, parents were also part of the interviewing team. After the interview process for both positions, the parents were asked for their input as to the best candidate.

This year we have we are continuing to find avenues to increase parent communication. With our student advocate, we query the staff each week in order to identify students who exhibit academic or attendance issues. This has resulted in 211 documented parent contacts or contact attempts in the first quarter of this school year.

## 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 will increase to 90% or higher. Both indicators did increase with STD-12 increasing from 71% during the 2006-2007 school year to 74% during the 2007-2008 school year. STD -14 increased from 67% during the 2006-2007 school year to 73% during the 2007-2008 school year. Even though the goals have not yet been achieved there was measurable progress toward meeting the goals.

This year we are on track to fulfill several of our action steps by developing a school generated survey that explores overall campus cleanliness and safety. This survey is expected in draft form on November 18, 2008 from the School Improvement Team comittee on 21<sup>st</sup> Century systems. The survey, upon board approval, will be administered in January of 2009.

Besides building and conducting a school stakeholder survey, we are continuously improving the safety and cleanliness of the building by having weekly meetings with the custodial staff. In this meeting we discuss safety concerns as well as areas of cleanliness that need improving. This has resulted in our Critical Response Kit being updated, quarterly lockdown drills being conducted, quarterly inspections of the physical plant being processed, and close to 100 work orders being submitted in the first quarter of the 2008-2009 school year.

### III. Reflections and Lessons Learned

In evaluating the school's academic performance it is evident that the EOC scores, which were used in the past to determine distinction and excellence, were noticeably lower during the 2006-2007 and 2007-2008 school years. Our overall performance composite score on EOCs during the 2007-2008 school year was 72.0%. We met expected growth and high growth only in the subject of English 9. We did not meet growth in the areas of Algebra I, Civics and Economics, Geometry, and US History. Our expected growth average was a negative 0.058 (-0.058) with a corresponding High Growth ratio of only 0.0773. This in combination with an EOC composite score of 72.0% means that Rosman High School did not achieve a School of Progress, Distinction or Excellence. However, Rosman High School did improve their 10<sup>th</sup> grade writing proficiency from 54.5% proficient in 2006-2007 to 61.2% proficient in the 2007-2008 school year. In addition, the number of school drop outs was below the goal that was set for Rosman High School.

To help address student performance and teacher quality a High Quality CEUs has been implemented so that our faculty can reflect and implement new strategies while being able to communicate what works and what does not at our meetings where 100% of faculty must attend. Our new administration is requiring that we become a Professional Learning Community to help achieve our goals regarding student achievement.

The 2007-08 school year was spent on a great deal of discussion of the plan and action steps. Due to turnover in school staff and some inconsistent attendance by participants at meetings, some action steps were not fully completed. This year we have already started to act upon the work of last year and are progressing at a rate to complete this year's action steps on the School Improvement Plan.

#### IV. Next Steps

Our school is already stepping up so that we will overcome challenges. By encouraging professional development aimed at learning new technologies and ways to differentiate in the classroom, our school is giving teachers the necessary tools to teach effectively. We have adjusted our action steps to include the High Quality CEU so that all teachers have the opportunity to engage in meaningful staff development that we can begin using immediately. We are meeting the challenges by turning in lesson plans weekly allowing for the administration to see our efforts in differentiation and give us feedback in areas we need to improve.

As we work together, we are seeing positive results in the attitudes of teachers so that staff development becomes meaningful and relevant and translates to instructing in a variety of ways. Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock's book titled "Classroom Instruction That Works: Research-Based Strategies for Increasing Student Learning" is going to be a powerful resource that our staff can use to help with meaningful instruction through a professional learning community. The new I-pod station is another tool that will help us use technology to enhance instruction. We will have to overcome the initial challenges of using new equipment and troubleshoot it so that we can use these efficiently and effectively.

We are using a variety of means to communicate how we are being effective with our stakeholders. Those teachers using project based learning will continue to encourage parents and community members to be involved in the process. By continuing to use the School Improvement Plan as a meaningful guide to improve instruction, we believe we will be able to meet the mission of Rosman High School: Together, Instilling Great Education Renders Success.