



School Improvement Plan
2014-2016

Rosman High School
Donivan Edwards, Principal
Dusty Robinson, School Improvement Chair

Transylvania County Schools 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.

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	Donivan Edwards
Assistant Principal Representative	John Chmelar
Teacher Representative/Chair	Dusty Robinbson
Inst. Support Representative	Sarah Shawver
Teacher Assistant Representative	Kevin Merrill
Parent Representative	LaVelle Allen
Teacher Representaitves	Bridgette Whitlock
	Shannon Patton
	Alana Marshall
	Maura Brouwer
	Nicole Owenby
Student Representative	Hannah Reese

School Data and Summary Analysis

Strengths

Instructional Quality-At Rosman High school, the data reflects that our staff is highly qualified, experienced, and well trained and educated. Our number of highly qualified teachers, teachers with advanced degrees and national board-certified teachers, compares favorably to state-wide rates. The data also reflects that our teachers are highly experienced, with 97% of teachers having 4-10+ years of experience. Teacher retention is a strength, as our most recent turnover rate was 2%. Course size is also an area of strength, with course sizes in English II, Math I and Biology either matching or smaller than state averages. Enrollment in career and technical courses stands at 22%, compared with a statewide average of 15%. **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 long-term suspensions. Attendance stood at 94%, which compares favorably with the state attendance rate. Our students have sufficient access to technology through the 1-to-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. Physical activity and health education are encouraged through mandatory health and PE for all freshmen, peer state instructional requirements, and advanced PE is offered two periods per day for upperclassmen. **Student Performance**-Students at RHS perform better than the state and national averages on the SAT, and our cohort graduation rate is greater than 95%. 55% of students scored at or above grade-level on the Biology EOC, compared with 45% statewide.

Gaps or Opportunities for Improvement

RHS demonstrated negative growth in the most recent school year, indicating a need for emphasis on instruction and student achievement. The percentage of students scoring at or above grade level in English II and Math I was below state averages. The percentage of student enrolled in advanced college prep courses was half that of the state average in the most recent data available. By addressing attendance and work completion issue students should be more successful, course repeaters reduced, and the numbers of students taking advanced courses which research shows over time would have the effect improving test scores and we can enhance the likelihood our students are 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 76% of Rosman High School students were deemed to be "Career Ready." Other data used for improvement strategies includes percentage of students failing at least one course 12.5% and attendance rate 95%.

Improvement Priorities for the School

By insuring that students have completed all assignments at a high level we will eliminate the problem of what has been covered and completed versus what the students are tested on. This emphasis will also include student attendance which also impedes student success on state mandated testing.

Goal 1

Area for improvement and supporting data:	Improve the RHS growth rate as measured by value-added measures (EVAAS) by piloting a school-wide late work policy. By doing this we will instill in our students the importance of completing all tasks and improve student performance through the use of the latest research-based best practices in instruction.
School Goal:	Raise the growth index at RHS by encouraging the mastery of content by ensuring students complete all assigned work.
Supports District Goal(s):	1, 2, 3
Target:	Positive growth index of +2
Indicator(s):	Positive growth index which includes School Accountability Growth Measurement in EVAAS; EOC scores in Math I, English II, and Biology.
Milestone:	August 2016

Improvement Strategies

Strategy 1: Implement a consistent late-work submission policy school-wide. Late work will be accepted during each interim or report card period (4.5 weeks). If it is deemed instructionally relevant or extenuating circumstances exist the time may be extended by the teacher.

Action Steps:
1. If student has missing work, he or she will reflect an average of INC in the course
2. At the end of the interim or grading period, if work is still missing, the zeroes for these grades will become final and the average will reflect this fact.
3. Teachers will allow late work up to the end of the interim or grading period with an appropriate grade penalty (every 4.5 weeks).
4. Exceptions of the grade penalty can be made at teacher discretion based on mitigating factors on the part of the student (illness, unavoidable absence, etc.), but when at all possible, the deadlines should still be enforced.

Strategy 2.: Address the behavior of students not turning in work through established discipline procedures and interventions.

Action Steps:
1. Parental contacts
2. Office referrals
3. After-school and lunch time labs designed to allow students to complete all work .

Strategy 3: Professional Development

Action Steps:
1.Participate in Professional Development from WRESA in areas where deficiencies have occurred.
2.Participate in Professional Development from NCDPI where appropriate.
3.Peer observation and similar school observations.

Funding: No cost

Review Frequency: Yearly

Assigned Implementation Team: Globally Competitive Students Team

What data will be used to determine whether the strategies were deployed with fidelity?
The number of students who were late in turning in work .The number of students who failed a course as a result of not completing assignments
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
1. Positive growth on state mandated tests.
2. Reduction in student failures .
3. Increase in students taking higher level and “completer” courses.

**Future Steps and Monitoring
(To be reviewed in the 2015-2016 School Year)**

What does data show regarding the results of the implemented strategies?
Based upon identified results, should/how should strategies be changed?

Goal 2

Area for improvement and supporting data:	Improve students' development of "soft skills" work place goals by implementing a school-wide attendance procedure. Our attendance rate in 2013-2014 was 95%
School Goal:	Improve attendance rate to 97%
Supports District Goal(s):	3
Target:	Decrease missed instructional time
Indicator(s):	Decrease in student grades of FF issued
Milestone:	June 2016

Improvement Strategies

Strategy 1: When a student has six to eight absences in a class it will be the teachers' responsibility to implement steps to correct this problem.

Action Steps:
1. Contact parents and inform them of the issue.
2. Enlist the support of school based support services (i.e. Guidance, Student Advocate, etc.)

Strategy 2: When student discipline issues become a barrier to attendance and assignment completion the administration will seek other alternatives for student success.

Action Steps:
1. Referral to outside agencies (including law enforcement)for assistance.
2. Referral to alternative school setting within Transylvania County.
3. Referral to outside alternative school setting if deemed appropriate.

Funding: None

Review Frequency: Quarterly

Assigned Implementation Team: Healthy and Responsible Team

What data will be used to determine whether the strategies were deployed with fidelity?
1. Number of students referred to administration for attendance concerns.
2. Number of students who receive failing grades due to excessive absences.
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
Analyze effectiveness of interventions by reviewing the students involved and their current status.

**Future Steps and Monitoring
(To be reviewed in the 2015-2016 School Year)**

What does data show regarding the results of the implemented strategies?
Based upon identified results, should/how should strategies be changed?

Goal 3

Area for improvement and supporting data:	Deploy and utilize interventions in order to reduce academic retention and/or failure due to missing assignments .In 2013-2014 we had 12.5% of our students fail at least one course.
School Goal:	Raise the passing rate of students passing all courses to 92%
Supports District Goal(s):	1
Target:	Decrease student failures and retentions
Indicator(s):	Student failure rate
Milestone:	June 2016

Improvement Strategies

Strategy 1: Establish the use of Smart Lunch by beginning of second semester of 2014-2015 to allow students to complete late or poorly done assignments.

Action Steps:
1.Create referral document
2.Staff Smart Lunch Location
3.Monitor effectiveness

Strategy 2: Refer students to After-School Lab by beginning of second semester of 2014-2015.

Action Steps:
1.Create Referral Document
2.Monitor effectiveness

Strategy 3: Professional Development

Action Steps:
1. Attend SREB or similar sessions on school-wide interventions to reduce retentions due to failure to complete assignments and/or poorly done work.
2. Visit schools who have implemented strategies that address this problem.
3. School-wide professional readings based on current research on a continuous basis.

Strategy 4: Provide state required instructional planning and duty free lunch for each teacher per requirements of NC G.S. 115C-105.27.

Action Steps:
1. Review requirements with staff
2. Arrange schedule according to state requirements.

Funding: None

Review Frequency: Quarterly

Assigned Implementation Team: Instructional Leadership

What data will be used to determine whether the strategies were deployed with fidelity?
Student pass rate.
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
Monitor student failure rates quarterly.

Future Steps and Monitoring
(To be reviewed in the 2015-2016 School Year)

What does data show regarding the results of the implemented strategies?
Based upon identified results, should/how should strategies be changed?