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; 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 Robinson
Inst. Support Representative	Sarah Shawver
Teacher Assistant Representative	Kevin Merrill
Parent Representative	LaVelle Allen
Teacher Representatives	Bridgette Whitlock
	Shannon Patton
	Alana Marshall
	Maura Brouwer
	Nicole Owenby
Student Representative	Hannah Reese

<p style="text-align: center;">**School Data and Summary Analysis**</p>

<p style="text-align: center;">**Strengths**</p>

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 strong point, as our most recent turnover rate was 2%. Class size is also an area of strength, with class 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.

<p style="text-align: center;">**Gaps or Opportunities for Improvement**</p>

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 was 43.6% and Math I was 14.1%.Both of these were 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 Literacy issues, Math achievement, and attendance and work completion issues, students should be more successful, course repeaters reduced, and the numbers of students taking advanced courses, we can enhance the likelihood of our students being ready for success beyond Rosman High School.

<p style="text-align: center;">**Missing Data/Procedure to Gather Needed Data to Make Improvements**</p>

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 Work Keys 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%).

<p style="text-align: center;">**Improvement Priorities for the School**</p>

Improvement priorities at RHS will include those areas where our school was deficient in in the most recent NC test data. There will also be an emphasis of student literacy across the curriculum. We recognize that many of our students have Reading and Math deficiencies and will address them in our

plan. We will also encourage more students to take higher level courses and "completer" courses in the CTE areas.

Completing all assignments and completing them at a high level will an emphasis in our plan and a priority for our 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, and future graduation and job success.

Goal 1

Area(s)for improvement and supporting data:	Improve the RHS growth rate as measured by value-added measures (EVAAS) and student proficiency gains in tested subject areas.
School Goals:	Raise the growth index at RHS by encouraging the mastery of content, instructional improvement, and ensuring students complete all assigned work and are able to demonstrate mastery. Students will score at or above grade level in English II at the rate of 55% or higher .Students will score at or above grade level in Math 1 at the rate of 40% or higher. Students will score at or above grade level in Biology at the rate of 60% or higher.
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: Address the achievement of students and their completion of assignments.

Action Steps:
1. Create opportunities for students who demonstrate deficiencies to receive extra help during lunch and after school hours. These will include after school sessions as well as lunch time sessions which may be teacher or content specific.
2. Maintain contact with parents when deficiencies begin to appear. Teachers will contact parents when a student's grade fall below 70, which would indicate the student, was below average and at risk of failing.
3. Seek outside help for students whose deficiencies are preventing them from being successful and work for their successful mastery of content. These could include tutors from local colleges, parent volunteers, and community members from local churches.

Funding: No cost

Strategy 2: Create a School-Wide Literacy Plan

Action Steps:
1. The literacy plan will include Professional Development activities from WRESA, SREB, and other sources in areas where deficiencies have occurred. In all English classes the focus will be improving student Literacy. Literacy strategies proven to be effective for high school students will be a focus of

professional development for all English teachers. Effective literacy practices will be emphasized across all content areas and will be part of ongoing professional development and PLC training and a part of individual teacher PDPs.

2. Professional development for all Math I teachers will include Math literacy. In addition, Math Teachers will meet with RMS Math teachers on a Professional Development days during the year and discuss deficiencies and strengths of rising 9th grade students in order to best meet their needs. Create continuing dialogue between all Math teachers at both schools.

3. Principal will identify and arrange for peer observations of outstanding teachers in the tested areas of English, Math, and Biology.

Funding- Cost for subs for peer observations, consultants, and travel. Purchase copies of the book *Literacy Strategies for Improving Mathematics Instruction.*

Review Frequency: Yearly

Assigned Implementation Team: Globally Competitive Students Team

What data will be used to determine whether the strategies were deployed with fidelity?
North Carolina End of Course Test data. North Carolina State School Report Cards. This data is provided by the state and reflects how students at our school performed relative to the previous school year, as well as performance relative to state and national averages.
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 to our stated goals or higher. 2. Increase the number of students taking higher level and "completer" courses. 3. Positive growth index will be +2 or higher.

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 policy. Our attendance rate in 2013-2014 was 95%
School Goal:	Improve attendance rate to **97%.** Reduce tardy to class and work completion issues.
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, teachers will be responsible to implement steps to help correct this problem.

Action Steps:
1. Teachers will document contacts with parents and inform them of the issue after the fifth unexcused absence and enlist their support in resolving the issue.
2. Enlist the support of school based support services (i.e. Guidance, Student Advocate, CARE team, etc.) to begin monitoring absences after the fifth unexcused absence.
3. Provide opportunities for students to hear from, and have dialogue with leaders from local industries and businesses on the importance of developing good work habits (including attendance). These sessions will take place in Character Education and Civics Classes each semester. In addition CTE teachers will develop lessons on good work place habits relative to attendance, tardiness, and task completion.

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. Develop consistent classroom and school-wide discipline plan. Teacher expectations and consequences   should be clearly posted in the classroom (including when referred to administration). Principal and Assistant Principal will be consistent in their issuing of out of school suspensions which could affect student attendance and work to enlist parental support to correct behaviors.
2. Referral to alternative school setting within Transylvania County if behavior correction measures are not successful.
3. Referral to outside alternative school and/or law enforcement 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. 3. Student attendance will be tracked daily using PowerSchool. Absences will be defined as missing more than half a given class period (45 minutes). If the absence is less than this amount of time, a change will be made to reflect a tardy which will be tracked through PowerTeacher. Attendance data will be provided to the School Improvement team.
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. Knowledge of state and LEA attendance guidelines will be emphasized to adhere to these with fidelity. Attendance policy approved by the Transylvania County School Board will be the framework in which we will operate.

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: 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 if 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 be enforced.

Strategy 2: Establish the use of Working Lunch by beginning of second semester of 2014-2015 to allow students to complete late or poorly done assignments.

Action Steps:
1. Teachers and/or Administration will assign Working Lunch to students who are missing assignments and their grades are falling below acceptable levels because of the missing assignments and grades of incomplete.
2. Working Lunch will be staffed by a different subject area daily to allow students to receive content specific help.
3. Monitor effectiveness and adjust if necessary.

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

Action Steps:
1. Teachers and Administration will assign students whenever it is deemed appropriate due to missing assignments or poorly done work. This assignment may be made in addition to assignment to Working Lunch.
2. Monitor effectiveness by maintaining records of usage and success in classroom.

Strategy 3: Study and implement effective practices on attendance/ work completion

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 and include in PLC meetings and staff meeting discussions. Implement new strategies that have documented to be successful.

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?
Adherence will be monitored by Google Docs (for Working Lunch) and by requiring all staff to participate in staff development. Evidence of completion will be used to determine staff participation. The late – work policy will be school-wide and will be expected to be employed by all staff.
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 by reviewing them quarterly. At the end of the school year, the student pass rate will be compared to the previous year's to determine what effect these strategies had on academic performance.

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?