School Improvement Plan
2016-2018

Rosman High School
Jason Ormsby, Principal
Maura Brouwer, 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	Jason Ormsby
Assistant Principal Representative	John Chmelar
Teacher Chairperson	Maura Brouwer
Inst. Support Representative	Sarah Shawver
	Sarah Justice
Teacher Assistant Representative	Mary Ramey
Parent Representatives	Angela Owen
	Melanie McCall
	Jessica Ammons
	Michelle Owen
	Linda Carrillo
Teacher Representatives	Julie Queen
	Tammy Hall
	Sara Cathey
	Amy Schoenacher
	Lisa Gillespie
	Linda Carrillo
Student Representative	Jonah Whitman
	Alyssa Myers
	Camy Bryson
	Drey Owen
Community Members	Jared Crowe
	Sharon Hogsed
	Brian McCall

School Data and Summary Analysis

Strengths

Instructional Quality-At Rosman High school, the data reflects that our staff is highly qualified, experienced, well-trained, and educated. Our number of highly qualified teachers, teachers with advanced degrees and national board-certified teachers exceeds or compares favorably to statewide rates. The data also reflects that our teachers are highly experienced, with 87.5% of teachers having 10+ years of experience. Teacher retention is a strength, as our most recent turnover rate was 5.1%. Class size is also an area of strength, with End-of-Course class sizes in English II, Math I and Biology either matching or smaller than state averages. Additionally, our career and technical education courses maintain high enrollment. In 2015, every student in the graduating class took at least 1 career and technical education course at Rosman High School, with the exception of 2 students. Currently, seven industry certifications are offered through these career and technical courses.

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 expulsions. Attendance stood at 91.4%, which compares favorably with the state attendance rate. Our students have sufficient access to technology through the 1:1 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, regardless of the 47.7% of free-reduced lunch rate. Physical activity and health education are encouraged through mandatory health and PE for all freshmen, per state instructional requirements, and advanced PE is offered four periods per day for upperclassmen.

Student Performance-Students at RHS perform within 1% of the state and national averages on the SAT and our cohort graduation rate is greater than 95%. 80% of students scored at or above grade level on the Biology EOC, compared with 55.6% statewide. Additionally, 75% of students scored at or above grade level on the English II EOC, compared with 58.8% statewide.

Gaps or Opportunities for Improvement

RHS met growth in the most recent school year, however, we still believe there is a need for emphasis on instruction, student achievement, and literacy. The percentage of students scoring at or above grade level in Math I was 35.0%, which is below the state average (60.6%). The percentage of students enrolled in one or more advanced college prep courses was a mere 10.9%. Additionally, the school's average ACT score was lower than the national average. By addressing literacy issues, math achievement, and student comprehension, course repeaters will be reduced. Students will be more successful and college- or career-ready, increasing the number of students taking advanced courses. With these factors addressed, we can enhance the likelihood of our students being 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, 58% of Rosman High School students were deemed to be "Career Ready." Other data used for necessary improvement strategies includes percentage of students failing at least one

course (11.1%), attendance rate (91.4%), and an average school-wide reading grade level of 6.57, based on ReadTheory testing.

Improvement Priorities for the School

Improvement priorities at RHS will include those areas in which our school was deficient in the most recent NC test data. There will also be an emphasis of student literacy by executing a comprehension and literacy program. Additionally, we recognize that many of our students have Math deficiencies and will address them in our plan as well.

Implementing data-driven goals in each department will be an emphasis in our plan and a priority for our school. By ensuring that teachers are instructing in a manner most beneficial to each individual group of students, we will increase student comprehension and test scores, as well as the development of our students' 21st century skills.
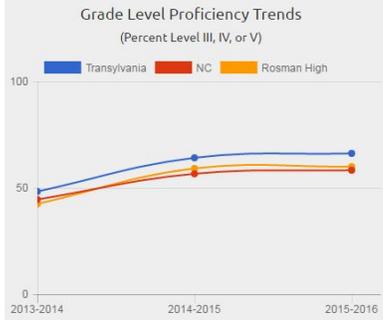
Transylvania County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan

School Name:	Year:	Principal:	SIT Chair:
Rosman High School	**2016**	**Jason Ormsby**	**Maura Brouwer**

GOAL #1

P	**PLAN: Identify the gap and the approach**

Overall SMART Goal #1 (Two year projection):

By December 2018, Rosman High School will increase student achievement and academic growth, measured by exceeding school growth, as well as increased grade level proficiencies in all tested areas, including ACT, NCFE, CTE Post Assessment, Work Keys and EOCs.

Data Analysis. Answer the question below using any data and/or information you have about your performance.

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please attach it.)

The areas that need improving include our ACT, NCFE, CTE Post Assessments, ASVAB, ASW, WorkKeys and EOC scores, with specific attention to Math 1. These scores from 2014-2015 are lower than expected, especially our Math 1 scores, and our state report card needs significant improvement. EOC scores from 2014-2015 were as follows: Composite: **73**, English II: **75.3**, Math 1: **34.8**, Biology: **80.0**. Additional scores for the 2014-2015 year were as follows: ACT: **61.1**, Work Keys: **58.2.** Below is a chart indicating Rosman High School's grade level proficiency trends from EVAAS.

Grade Level Proficiency Trends
(Percent Level III, IV, or V)

Transylvania   NC   Rosman High

100	
50	
0	

2013-2014   2014-2015   2015-2016

Data Analysis. Answer the data analysis questions.

1. What is contributing to your success in this area and how do you know?	2. What opportunities for improvement do you notice?	3. What seems to be the root cause of the problem and how do you know?
Teachers dedicated to hands-on, active, and inquiry-based learning have contributed to the success of our students, in addition to differentiation and the use of technology. This is evidenced by test scores.	The opportunities for improvement include higher test scores, more student growth, and students with higher developed critical thinking skills.	Students need to demonstrate comprehension of material through timely assessments.

Target SMART Goal (One year projection):

To show a positive trend in student growth after implementing the use of individual department strategies during first semester, teachers will assess the effectiveness of their teaching methods to serve the students in the best manner possible. Teachers will update any necessary changes to their benchmark assessments before using them to measure student comprehension second semester.

What will you do during cycle 1 to address the root cause identified in #3(Identify key approach or strategy you will implement during cycle 1 to move toward achieving your target goal.)?
Individual departments have developed Action Steps to meet SMART goals written within each department to improve student performance and growth.

D	DO: Develop and Implement Deployment Plan				
Step #	Cycle 1 List the specific steps your team will complete during the first cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date

1	Redesign progression of math courses to better prepare students for each course	Math department, Jason Ormsby, Sarah Shawver	Additional foundations of various math classes will be offered and implemented on student schedules	Summer 2016	6/2018
2	Develop benchmark assessments	Each teacher	Assessments submitted to principal/SIT Chairperson	8/24/2016	9/30/2016
3	Give first benchmark assessment	Each teacher	Data submitted to department chairs	8/29/2016	After pre-assessment
4	Adjust pacing/curriculum guides to address areas of need	Each teacher	Pacing guides submitted to principal	8/24/2016	After pre-assessment
5	Give final benchmark assessment	Each teacher	Data submitted to department chairs	Mid-November	Mid-December
6	Review with students to fill gaps of miscomprehension	Each teacher	ACT, NCFE, CTE Post Assessment, ASVAB, ASW, Work Keys and EOCs	Finals week	Finals week
7	Repeat steps 2-6 for second semester	Each teacher	See above	1/2017	6/2017

Implementation Plan Quality Check:

What resources/budget needs do you have for the first cycle?

No budget is needed. Teachers will use their current resources, i.e. Google forms, Microsoft Office, Moodle, etc

If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?

n/a

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

n/a

What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?

n/a

Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:

A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)	B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)	C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data) ACT, NCFE, CTE Post Assessment, ASVAB, ASWs, Work Keys and EOC scores will be used to show student comprehension and growth.

Pre- and post-assessment data will be submitted to department heads.	At February faculty meeting, teachers will meet in departments and discuss their pre- and post-assessment data to show student growth.	

S	**Study – Analysis of data after implementing an approach**

At the end of cycle 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

1. **What worked and how do you know?**	2. **What didn't work and how do you know?**	3. **Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No**

Reflect on the answers in box 1 and 2 above for cycle 1 and check which option best describes what you will do in your plan for cycle 2 (double click the box and select "check" to check the box)?

☐ Target goal has been met and is changed to a new target goal. ☐ Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.	☐ Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above. ☐ Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

A	**Act – Revise or continue with implementation plan based on data analysis.**

4. What is your focus for cycle 2 (Identify key approach or strategy)? If you are continuing with the approach from cycle 1, restate it here. If you are changing your approach for cycle 2, state it here.

Step # Cycle 2 List the specific steps your team will complete during the second cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date

Implementation Plan Quality Check:

What resources/budget needs do you have for cycle 2?

If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?

If funding is not available, list the steps from the implementation plan that will address the funding gap.

What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach?

Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions

A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)	**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)**	**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)**

S Study – Analysis of data after implementing an approach

At the end of cycle 2, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

1. What worked and how do you know?	**2. What didn't work and how do you know?**	**3. Do you need any additional assistance as you look at your results and start planning for Cycle 2?** **___Yes ___No** **From whom do you need assistance?**

Reflect on the data analysis for the year so far and check the option below that best describes your direction for the next SIP.

A Act – Continue with the Target Goal or revise the Target Goal for next year.

☐ Overall goal has been met and School Improvement Plan focus will change for next year.

Or…

☐ Target goal has been met and is changed to a new target goal.

☐ Target goal not met but current plan is effective so we will continue current plan and repeat it for the 2013-14 SIP to take our work to sustaining. ☐ Target goal not met, so we will continue current plan for 2013-14. We will make improvements to the plan based on what didn't work through this year.

GOAL #2

P	PLAN: Identify the gap and the approach

Overall SMART Goal #2 (Two year projection):

By June of 2018, Rosman High School will improve student literacy and comprehension by 1.5 reading grade levels. This will be measured by the online tool, ReadTheory, as well as grade equivalent improvement, and an increase in student growth factors on ACT, NCFEs, CTE Post Assessment, WorkKeys, and EOC Scores.

Data Analysis. Answer the question below using any data and/or information you have about your performance.

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please attach it.)

As a result of a 6.57 average reading level in our high school, measured by a pre-test given at the beginning of the school year, Rosman High School will implement a program to increase student comprehension and literacy. This program, Core Academic Access Program (CAAP), will assist our students with their reading comprehension, which will assist them with their state assessments.

Data Analysis. Answer the data analysis questions.

1. What is contributing to your success in this area and how do you know?	2. What opportunities for improvement do you notice?	3. What seems to be the root cause of the problem and how do you know?
We have baseline data from the beginning of the year, which gives us the ability to quantitatively analyze the	After analyzing mid-year testing results, the CAAP team will identify which strategies are beneficial, and which are not as effective. This will include collaborative discussions and feedback of strategies via teacher email and staff meetings.	The root cause of the problem is the low reading grade level of

effectiveness of the implementation of this program.		most of our students. We know this is a problem from analyzing our SAT, ACT, NCFE, WorkKeys, CTE Post Assessment, ASVAB and EOC scores. We also know this is a problem due to students' overall apathy toward reading, as well as a lack of content area reading requirements.

Target SMART Goal (One year projection):

By our end-year review, in June 2017, we will improve the school reading grade level by an average of 0.75. Additionally, we will see grade equivalent improvement and an increase in student growth factors on state tests.

What will you do during cycle 1 to address the root cause identified in #3(Identify key approach or strategy you will implement during cycle 1 to move toward achieving your target goal.)?
RHS will create uninterrupted time, with minimal distractions, to focus on reading several times each week. Also, students and teachers will take part in a once-per-week 35-minute differentiated class to focus on specific reading strategies. A reading interest inventory will be used to identify areas of interest to engage students in reading for pleasure. Because part of the program includes global awareness, we will offer opportunities for students to become global citizens through the development of 21st Century Skills, as well as "essential" life skills.

D	DO: Develop and Implement Deployment Plan				
Step #	Cycle 1 List the specific steps your team will complete during the first cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Hold meeting with teachers to explain basic goals and agenda	Packy Chapman, Sarah Justice, Rhonda Whitmire	Meeting held during 1st day of teacher workdays where attendance is taken.	8/24/16	8/24/16
2	Test students using Read Theory	All teachers	Packy Chapman has a compiled list of all students who have been tested	End of 15-16 school year	8/31/16

3	Divide students into reading groups based on reading grade level	Packy Chapman, Sarah Justice, Rhonda Whitmire	Lists will be distributed to teachers via email, and posted around the school for students to know where they are required to be on Wednesdays	End of 15-16 school year	8/31/16
4	Develop weekly goals for Wednesday CAAP classes	Packy Chapman, Sarah Justice, Rhonda Whitmire	These goals are shared with teachers via email on a weekly basis.	8/31/16	End of school year
5	Implement Program	All Teachers	Teachers will be responsible for using strategies and tools given by the CAAP team each week.	8/31/16	End of School Year
6	Mid-year assessment	All Teachers	Packy will have a list of all students tested, as well as their test scores	Early January 2017	Late January 2017
7	End-of-year assessment	All Teachers	Packy will have a list of all students tested, as well as their test scores	Late May 2017	Early June 2017
8	Share data and review content	Packy Chapman, Sarah Justice, Rhonda Whitmire	Packy, Sarah, and Rhonda will analyze data and teachers will provide feedback to help determine success of program	June 2017	August 2017

Implementation Plan Quality Check:
What resources/budget needs do you have for the first cycle? No budget is needed. Teachers will primarily use free resources and share collaborative ideas. **If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?** n/a **If funding is not available, identify the steps from the implementation plan that will address the funding gap.** n/a Teachers will be encouraged to apply for grants, should they need additional funding to carry out reading programs within their classrooms.
What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach? n/a
Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:

A. List the information or measures the team will use to determine if	**B. List the information or measures the team will use to determine if the**	**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)**

the approach was implemented/completed ? (Completion Data) Pre- and post-assessment data will be collected.	approach wasn't implemented correctly? (Fidelity of implementation data.) After mid-year assessment, CAAP team members will analyze and discuss the outcomes and revamp strategies as needed.	SAT, ACT, NCFE, CTE Post Assessment, ASVAB, WorkKeys and EOC scores, and well as the pre- and post- Read Theory assessments will be analyzed.

S	Study – Analysis of data after implementing an approach

At the end of cycle 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

1. What worked and how do you know?	2. What didn't work and how do you know?	3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No

Reflect on the answers in box 1 and 2 above for cycle 1 and check which option best describes what you will do in your plan for cycle 2 (double click the box and select "check" to check the box)?

☐ Target goal has been met and is changed to a new target goal. ☐ Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.	☐ Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above. ☐ Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

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Step # Cycle 2 List the specific steps your team will complete during the second cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date

Implementation Plan Quality Check:

What resources/budget needs do you have for cycle 2?

If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?

If funding is not available, list the steps from the implementation plan that will address the funding gap.

What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach?

Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions

A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)	B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)	C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)

S **Study – Analysis of data after implementing an approach**

At the end of cycle 2, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

1. What worked and how do you know?	2. What didn't work and how do you know?	3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No From whom do you need assistance?

Reflect on the data analysis for the year so far and check the option below that best describes your direction for the next SIP.

A **Act – Continue with the Target Goal or revise the Target Goal for next year.**

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# School Improvement Plan Assurances Sheet

School: ___ROSMAN HIGH SCHOOL___

Please complete the following assurance items, sign, date, and attach to the School Improvement Plan for your school.

√		Requirement
√	1	The SIP meets all of the requirements set forth in North Carolina General Statute 115C-105.27.
√	2	The members of the School Improvement Team and their position titled are included with this plan.
√	3	All required components (student achievement, excellent educators, and healthy/safe/responsible students) have been addressed in this plan in some meaningful way.
√	4	Relevant achievement (proficiency) targets as identified by the data have been addressed in this plan.
√	5	Instructional objectives address growth. EVAAS is explicitly mentioned somewhere in the plan as a resource/tool/objective/strategy.
√	6	Professional development has been included in this plan
√	7	Safe school plans have been included in this plan. (This is managed separately and is coordinated with A. Justice).
NA	8	Waivers have been included in this plan (if applicable, see Gibbs).
√	9	Financial flexibility and budget information have been included in this plan.
√	10	All eligible staff members were given the opportunity to vote on the School Improvement Plan by means of secret ballot on ___**December 2, 2016**___. The results of the vote were as follows: ___50__ For __1__ Against __5__ Abstain
		For Title I Schools Only (Elementary)
NA		This plan reflects the requirements for Title I School-wide Schools
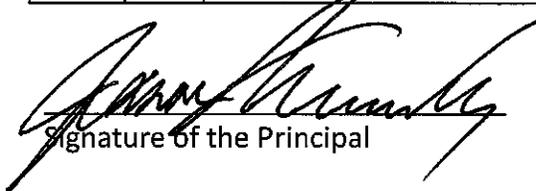
_____   _12-8-16_____
Signature of the Principal   Date
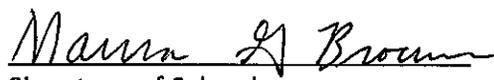
_____   _12/8/16_____
Signature of School   Date
Improvement Team
Chairperson(s)