

## Comprehensive Progress Report

**Mission:**

Rolesville High School will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

**Vision:**

The Rolesville High School community will provide a student-driven, innovative, engaging learning environment that meets the academic, social and developmental needs of all students.

**Goals:**

By June 30, 2019, Rolesville High School will increase graduation rate by 5 percentage points, and meet or exceed expected growth as measured by EVAAS data.



! = Past Due Objectives      KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Currently RHS has school-wide RAMS expectations as part of the PBIS program. Posters indicating the school rules are posted throughout the building and in teacher classrooms. RHS is a BYOD school and uses a stop light poster system for indicating and reinforcing cell phone use in the classroom. The PBIS team has developed strategies for reinforcing positive behavior.</p> <p>RHS developed online powerpoint presentations to review and teach behavioral expectations. Those lessons are being updated for the 2019-2020 school year.</p>	Limited Development 09/28/2018		
<i>How it will look when fully met:</i>		All teachers will implement routines, procedures and expectations that have been defined by RHS and will implement them with fidelity		Nicholas Wheeler	05/30/2020
<b>Actions</b>			<b>1 of 2 (50%)</b>		
8/12/19	PBIS team will develop presentations to review desired student behavior. Teachers will show to students during the first 10 days of school during advisory as evidenced by presentations and attendance on the first 10 days of school.		Complete 09/17/2019	Marie Schulte	09/30/2019
<i>Notes:</i>					
10/6/18	PBIS team will meet monthly to review discipline data, develop a plan to address spikes in discipline related to attendance/skipping and make any needed adjustments to the PBIS plan as evidenced by monthly meeting minutes.			Rebecca Weaver	06/12/2020
<i>Notes:</i> Discipline data					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, Rolesville High School faculty have varied experiences with developing standards-aligned units and grading processes. We have "Pockets" of faculty working diligently to achieve this indicator, and some "solo-thinkers" working on their own to master it. Some teachers are very interested in exploring the "Mastery Mindset" and support intentional opportunities for related professional development. During the summer of 2019, teachers will participate in Problem Based Learning training to support standards based learning practices. The RHS administrative team is working to identify standards based practices that are expected to be implemented in each classroom during 2019-2020 school year.	Limited Development 09/28/2018		
<i>How it will look when fully met:</i>		When fully implemented Rolesville High School will have:  -High functioning PLT's who unpack standards, develop standards aligned assessments and make data-driven decisions to support learning.  -Teachers and students sharing a common set of skills to support literacy across the curriculum.  -Instruction and assessments aligned with the rigor and DOK (3 & 4) required by the standards		Lisa Allred	06/12/2020
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	10/11/18	Vertical alignment meetings will occur for all core courses that have overlapping standards (English, Math, SS, Sc) two times during the school year to ensure that priority skills and essentials skills mastery criteria at each level as evidenced by PLT agenda minutes		Department Assigned Administrators	05/20/2019
<i>Notes:</i>					
	10/6/18	PLTs will identify the power standards for each course from among the full set of relevant standards as evidenced by PLT agenda minutes.		Assigned administrators	06/12/2020
<i>Notes:</i>		Evidence: Weekly PLT agendas uploaded to shared team drives and quarterly review meeting notes. Administrators will review PLT meeting minutes and provide feedback once per month.			

10/6/18	PLTs will identify the explicit and implicit domain skills for power standards at the course level as evidenced by PLT agenda minutes.		Assigned administrators	06/12/2020
<i>Notes:</i> PLT minutes in agenda uploaded weekly to team shared drive.				

**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
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<p><b>Initial Assessment:</b></p>	<p>At Rolesville High School we have made progress in implementing a intervention plan and process. We currently offer National Honor Society tutoring, after school tutoring, Gradpoint credit recovery programming, Academic recovery at the individual course level, an Alternate Learning Center for students who are severely behind in their academic workload and Quarter Recovery plans.</p> <p>There are limitations to successfully implementing indicator A4.01 which include; calendar deadlines, large class sizes, student attendance and curriculum requirements. We have provided targeted teachers with Reading Apprenticeship training to help them support struggling learners in their classrooms.</p>	<p>Limited Development 09/28/2018</p>		
<p><b>How it will look when fully met:</b></p>	<p>Full implementation of tiered instructional systems will look like:</p> <ul style="list-style-type: none"> <li>-Students having flexible schedules to meet their needs for remediation.</li> <li>-Remedial opportunities are provided within curricular departments with peer tutors available to support teachers. Remediation should be proactive in nature, not reactive at the end of the semester.</li> <li>-Tiered levels of academic support options in place available at flexible times to meet the needs of students.</li> <li>-An Alternative Learning Center that is fully staffed with curricular specialists, educational technology to support student success, flexible hours which allow for students to spend time in ALC without losing time in another class.</li> <li>-Use of District level supports such as SCORE to better meet the needs of some of our learners.</li> </ul> <p>To determine the success of this tiered instructional opportunities we will need access to: course grade data, course attendance, NCFE/EOC test data, Gradpoint data, school schedules and other items TBD.</p>		<p><b>Latonya Pender</b></p>	<p><b>06/12/2020</b></p>
<p><b>Actions</b></p>		<p><b>0 of 4 (0%)</b></p>		
<p>10/11/18</p>	<p>Teachers will be trained on a close read strategy as evidenced by monthly faculty meeting agendas and sign-in sheets.</p>		<p>Latonya Pender</p>	<p>05/30/2019</p>
<p><i>Notes:</i></p>				

10/11/18	Teachers will incorporate literacy strategies into instruction at least once every two weeks as evidenced by PLT agenda minutes, teacher observations.		Assigned administrators	06/12/2020		
<i>Notes:</i> Reviewed as part of PLT review.						
10/6/18	Intensive intervention plan will be implemented to address intentional non-learners and students not making adequate progress as evidenced by reduced student retention and increased NCFE and EOC scores.		Misti Robinson	06/12/2020		
<i>Notes:</i>						
10/6/18	Teams teaching ICR classes will take district ICR training as evidenced by eSchools registration and teacher observations.		Douglas Bradford	06/12/2020		
<i>Notes:</i>						
	<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Currently, at Rolesville High School, there are unclear procedures as it relates to children with emotional needs. RHS counselors are developing procedures for small group sessions to address student social-emotional concerns.		Limited Development 09/28/2018		
<i>How it will look when fully met:</i>		All teachers will know and understand characteristics of students with emotional needs. They will have access to clear procedures that determine the steps to take to provide support for students with emotional needs. These things will occur with fidelity across the school environment.			<b>Tracy Miller</b>	<b>06/12/2020</b>
<i>Actions</i>				<b>0 of 2 (0%)</b>		
8/12/19	Counselors will develop procedures to identify students with social-emotional needs who require small group support.		Paula Lucas	06/12/2020		
<i>Notes:</i>						
8/12/19	Rolesville high school will investigate the Community Resiliency Model for possible implementation.		Melissa Bell	06/12/2020		
<i>Notes:</i> Updates about the Community Resiliency Model will be provided at a future SIT meeting.						

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
!	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
<i>Initial Assessment:</i>			The implementation of this indicator at Rolesville High School is limited, developing and varied by teacher, PLT and department. Communication can be varied and diverse in its nature. For example there are face to face discussions, teacher websites where class information is shared, phone calls initiated by either the parent or teacher, emails used to share information and class/school newsletters sent home to update parents on class activities.	Limited Development 09/28/2018		
<i>How it will look when fully met:</i>			When this indicator E1.06 is fully implemented at Rolesville High School, parents will be completely aware of classroom expectations, content standards, academic progress or difficulties, aware of school wide norms and all school functions. Communication will be provided in multiple languages and will be sent out via a variety of mediums to include; written, digital and voice options.		Jamie Mullen	06/07/2019
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	10/11/18	A focus group will investigate avenues to engage parents in activities that will increase their understanding and their role in student success at the high school level as evidenced by meeting minutes.			James Thomas	06/12/2019
<i>Notes:</i>						
	10/6/18	Quarterly phone-a-thons will be conducted with interpreters to provide academic and behavioral information to families whose primary language is Spanish as evidenced by phone-a thon call log.			Charlene Ponzio	06/12/2020
<i>Notes:</i> Evidence: Increased achievement and attendance for Hispanic students and data collected and shared with staff from the phone-a thons.						