

Roanoke Rapids Graded School District
RRHS – revised March 18, 2009

Our Mission

Every RRGSD student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century.

District Focus #1: Academic Achievement

- Goal Established by the State Board of Education: Globally Competitive Students 21st Century Professionals
 Healthy, Responsible Students Leadership for Innovation 21st Century Systems

District Measurable Objectives (DMO):

- 1(a): Schools will meet 100% of their measurable academic achievement goals as documented in school improvement plans.
 1(b): By 2011, 60% of all eligible secondary (8-12) students will successfully participate in advanced level courses.
 1(c): Yearly, at least 10% of students scoring proficient will advance to level IV on EOG/EOC tests.
 1(d): 100% of teams will use assessments to plan and implement interventions for all students.

Textbook Waiver

All schools request flexibility in the use of textbook funds so that other appropriate instructional resources may be purchased.

SMART Goal/Alignment to DMO: RRHS will achieve School of Distinction status by 2011.

Strategies & Action Steps	Responsibility	Timeline	Evidence of Effectiveness
A. Establish a school-wide curriculum committee which will be responsible for <ul style="list-style-type: none"> ▪ Reviewing and recommending courses to be included in our curriculum offerings ▪ Reviewing sequencing options ▪ Reviewing scheduling options ▪ Reviewing and approving academic proficiency goals 	Administrators Faculty & Staff	Establish committee Spring 2009	List of committee members Minutes of committee meetings Record of recommendations and approvals
B. Teachers of like courses will set measurable academic proficiency goals for each course. <u>Action Steps:</u> <ul style="list-style-type: none"> ▪ Teachers of like courses will submit goals to the curriculum committee. 	School Improvement Team Curriculum Committee Teachers PLCs Administrators	Beginning Fall 2009: submit goals by August 31, 2009;	Measurable academic proficiency goals for each course approved by curriculum committee

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<ul style="list-style-type: none"> ▪ EOC and VOCATS tested courses will set goals based upon prior year’s proficiency rate. ▪ Non-state tested courses will set goals based upon prior year’s final exam averages or other assessments. ▪ Curriculum committee will review the academic proficiency goals to evaluate their potential effectiveness in meeting RRHS’s academic achievement goal. 		<p>reviewed and approved by October 31, 2009.</p>	
<p>C. Collect a suitable set of data that teachers can use to design and deliver targeted instruction.</p> <p><u>Action steps:</u></p> <ul style="list-style-type: none"> ▪ Establish a Data Committee to collect and disseminate the set of data. ▪ Central office will help us access or determine growth data for individual students. ▪ Data may include: prior achievement levels, predicted growth data, locally generated data from pretests, cumulative files, class by class data, and other appropriate sources. ▪ Provide staff development to train staff in interpretation and use of data. ▪ Teachers will use data to identify students who are at risk of scoring Level I or II on state tests or of failing the course. ▪ Teachers will use data to work with their PLC to incorporate varied instructional practices to support all students. ▪ Students who are predicted to be Level I or II may be placed in an introductory class to strengthen skills. 	<p>Data Committee Central office Counselors Teachers Administrators</p>	<p>Data collection Summer – Fall 2009 Staff Development Fall 2009 Analyze data Spring 2010</p>	<p>Growth data Evidence of individualized intervention Minutes from PLC meetings EOC scores List of available data Evidence of staff development Evidence that data is being analyzed Evidence that instructional practices have been altered to target student success</p>
<p>D. Review student support services to assess its effectiveness on student academic achievement.</p> <p><u>Action steps:</u></p> <p>Evaluate policies and procedures related to:</p> <ul style="list-style-type: none"> ▪ Attendance recovery ▪ Academic recovery ▪ Student Management Room 	<p>School Improvement Team Administrators Teachers</p>	<p>Report on current status by May 31, 2009</p>	<p>Report on current status Recommendations for change</p>

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<ul style="list-style-type: none"> ▪ HELP team ▪ Homebound services ▪ Academic Support/Coaching ▪ Exceptional Children’s Services 			
<p>E. Develop and implement a school-wide Pyramid of Interventions to identify struggling students and provide them with early support and intervention.</p> <p><u>Action Steps:</u></p> <ul style="list-style-type: none"> ▪ Establish a committee to develop the Pyramid of Interventions and to monitor its use. ▪ Develop a form which will document the use of the Pyramid of Interventions and serve as the student’s Personal Education Plan. ▪ Provide staff development to train teachers and administrators in using the Pyramid of Interventions. 	<p>Teachers Administrators School Improvement Team Pyramid of Interventions committee</p>	<p>Establish committee by April 20, 2009; Develop Pyramid to be implemented Fall 2009; staff development by September 30, 2009</p>	<p>Pyramid of Interventions Pyramid documentation form Staff development agenda Staff development attendance roster</p>
<p>F. Provide staff development in best instructional practices for teaching and learning in a block schedule.</p>	<p>Administrators</p>	<p>August 2009</p>	<p>Staff development agenda and roster</p>

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District Focus #2: Social Emotional/Character Education

- Goal Established by the State Board of Education: Globally Competitive Students 21st Century Professionals
 Healthy, Responsible Students Leadership for Innovation 21st Century Systems

District Measurable Objectives (DMO):

- 2(a): Schools will meet social emotional/character education goals as documented in school improvement plans.
- 2(b): The district-wide average daily attendance rate will be 93% or greater.
- 2(c): Decrease disciplinary referrals that result in the loss of instruction by 20% district-wide.
- 2(d): Each school will steadily increase the levels of student engagement in all classes based on accumulated administrative data collected through classroom walk-throughs.

Safe and Drug Free Schools

Goals and objectives for all schools are stated in the RRGSD Safe Schools Plan.

SMART Goal/Alignment to DMO: Provide a safe, caring and nurturing learning environment to 100% of the RRHS population.

Strategies & Action Steps	Responsibility	Timeline	Evidence of Effectiveness
A. Increase involvement by students in extracurricular activities: <i>Academic</i> <i>Artistic</i> <i>Athletic</i> <u>Action steps:</u> <ul style="list-style-type: none"> ▪ Rush week for clubs ▪ 8th grade recruitment fair ▪ Pep rallies 	Teachers Students Advisors Coaches Administrators	Ongoing	Participation data
B. Define a school-wide definition of quality instruction and student engagement. <u>Action steps:</u>	School Improvement Team Administrators Teachers	Ongoing	Walk-through checklist Student Support Survey Attendance data

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<ul style="list-style-type: none"> ▪ Use the school-wide definition to develop a walk-through checklist. ▪ Model quality instruction which supports student engagement. 			Discipline referral data
<p>C. Foster a “growth mindset” that emphasizes the importance of effort.</p> <p><u>Action Steps:</u></p> <ul style="list-style-type: none"> ▪ Provide staff development to present strategies which build performance character strengths. 	School Improvement Team Teachers and administrators	Ongoing	Staff development attendance Staff development agenda Student Support Survey
<p>D. Provide opportunities for social interaction among groups on campus and for recognition of achievements.</p>	Administrators Teachers School Improvement Team Club advisors	Ongoing	Record of events

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District Focus #3: Highly Effective Teams

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District Measurable Objectives (DMO):

- 3(a): 100% of all certified staff will agree that they are part of a highly effective team by 2011.
 3(b): 100% of schools will establish a guaranteed and viable curriculum for all grade levels.
 3(c): Teams at all schools will measure student progress by multiple formative assessments.

Working Conditions

*A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by SIT.
 A duty-free instructional planning time will be provided for each teacher as approved by SIT.*

SMART Goal/Alignment to DMO: All faculty will participate in highly effective teams that provide high quality, intensive academic experiences promoting increased student achievement and accountability.

Strategies & Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>A. All teachers will meet on a monthly basis in Professional Learning Community teams to reflect on practices that help students be successful academically and socially, coordinate and modify curriculum pacing, and assess student progress.</p> <p><u>Action Steps:</u></p> <ul style="list-style-type: none"> ▪ Unpack the course’s standards, develop and plan curriculum, and provide constructive feedback to each other. ▪ Design and administer formative assessment and summative assessments based on the North Carolina Standard Course of Study using the 	<p>Teachers Department heads Administrators</p>	<p>Ongoing</p>	<p>Minutes of PLC meetings Assessment plan for each course which will include list of common assessments and plan for administering the assessments. Curriculum Pacing Guides</p>

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feedback to improve teacher instruction and to help students produce higher quality work.			
B. All teachers will practice the “ pyramid of interventions ” measures to identify struggling students in order to provide appropriate early support and intervention.	Teachers	Ongoing	Evidence of completed pyramid of intervention measures and strategies using documentation form

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