

End of Year Progress Report

School Year: 2016-2017

School Name: Owen High School

SMART Goal 1:

SIP Goal/Objective 1-1:

In order to maintain our School Grade of B, the number of students proficient (GLP) as measured on EOCs (English II, Math I, Biology) will increase a minimum of 3% each year.

Progress to Date:

Charles D. Owen High School is proud to announce that we have successfully met our first goal of increasing student proficiencies measured by EOCs in English II, Math I, and Biology. Math I EOC proficiency improved by 3%, Biology by 6%, and English II by 9%. From the onset of this school improvement cycle, achievement of this goal has been a whole school endeavour and many strategies have been employed to help students be proficient in the academic areas that will have them college and career ready. Key strategies across the school include

- PLC work
 - Discover Power Standards
 - Develop Common Pacing
 - Develop Common Formative Assessment Tools
 - Design Vertically Aligned Growth Targets for Students
 - Discuss Research Based Approaches and Data Driven Instructional Practices
- Collaboration with Specialists
 - Identify Students Needing Academic or Behavioral Supports
 - Integrate Literacy Strategies
 - Integrate Technology Tools
 - Ensure Support of Academic Core Classes
- Expansion of a Standards Based Grading Approach and a School Structure to Support Growth
 - PLC Identification of Standards
 - PLC Identification of Learning Outcomes
 - SMART Lunch Tutoring
- Promoting a Positive School Climate
 - PBIS
 - SMART Lunch
 - Advocate Groups

- Common Instructional Framework
- Community Engagement
- End of Year Celebration of Meeting Behavioral Goal

The following descriptions by departments or School Improvement Committees provides details on how the strategies named above have impacted growth in student learning at Owen High.

English Department Professional Learning Communities (PLCs) identified power standards for English I and II. They aligned common assessments among grade levels and use a pacing guide to have all students focus the same goals at a given time. This permits the PLCs to examine formative and summative assessments for each goal. Although some common works are utilized, they allow for differentiation in resources to meet the needs of learners in each class. The department has worked together to design common formative assessment tools. For example, they use the same graphic organizer for students to write constructed responses. Not only does this allow the department to have a standard procedure for analyzing student knowledge, it also provides a routine structure for students between grade levels so that the learning is focused on content rather than individualized classroom procedure. The English II teachers also focus on the same context clue strategies in terms of vocabulary support. Further, the English II teachers work with the EC and ESL support teachers in order to increase these students' scores. These methods are direct attempts to raise English II EOC scores. The nimble use of these multiple strategies has contributed to the growth in student proficiency.

Math Department PLCs work strategically in Math 1 to implement a common standards based approach and construct common formative and summative assessment tools such as common warm up activities and benchmark testing. The common pacing allows for teachers to analyze data to tease out successes and failures of various lessons and strategies. Members attend regular meetings with Owen Middle School Math 1 teachers to promote consistency and vertical alignment. As students progress from earlier grades to higher grades the focus is on skill development. Math 1 teachers have made tireless efforts to reteach/retest students to increase proficiency in Math 1 during their SMART lunch tutoring sessions. It is worth stating that the hard work and dedication of the teachers in the department as they offered to tutor two days a week during SMART lunch rather than just one day a week has had a positive impact on increasing the number of students becoming proficient in math. Again, nimble use of strategies both within our school structure (SMART Lunch) our departments (PLCs), and in our classrooms (standards based approach), reaches students as their growth and learning are made the mission of education.

Like English and math, the science department has employed several strategies to raise Biology scores. They have also incorporated standards-based grading to increase knowledge retention.

All Biology teachers are using this method. Another key resulting in increased student success within the building is collaboration with specialists to address specific student needs. As in English, the Biology PLC has been collaborating and team teaching with ELL and EC to raise special needs students' Biology scores. Strategies have specifically targeted mastery of specialized vocabulary in Biology. As good scientists do, members of the department are willing to take a risk, develop a hypothesis, run a test (educational strategy), measure results, analyze data, and let it inform their future practice. A Biology teacher used "Modeling" as a teaching method this past fall, finding that scores did not increase as much as hoped, he returned to the traditional method in the spring semester. In practicing professional discretion and willingness to employ different strategies, the science department found that it could have a positive impact on increasing student proficiencies.

Beyond the courses which are tested to measure student proficiency, our faculty understands that improving student proficiency is all of our jobs. For example, The Career and Technical Education (CTE) department works collaboratively to embed activities soliciting growth for students in their core academic classes. Each of the curriculums within the department provide opportunities for students to connect concepts and objectives learned to math, English, and science. All classrooms employ the Common Instructional Framework ensuring that students have opportunities to think, read, write, speak, and move everyday throughout the day. Each of these opportunities yields a more academically prepared young adult.

Tremendous effort to meet the needs of all of our students has been given by our Special Education Department. They provide strong leadership in their own classrooms and as they work with others. Special Education inclusion services were continued in Biology, Math I and English II this year. The school has seen a need to continue to support freshman and repeating sophomores in the area of math development, so Introductory Mathematics was created as a resource for students to gain mathematical knowledge. The school will be implementing inclusion support in the Foundations to Math I class for incoming freshman with high needs in the area of mathematics.

Our school improvement committee structure allows teams of teachers to suggest and implement strategies they feel will yield success among students. The Literacy, Instruction, and Technology (LIT) team, Curriculum Committee, and PBIS committee have all developed strategies contributing to an overall improvement of the learning environment.

The Literacy, Instruction, and Technology (LIT) team supported the implementation of BEST strategies to integrate the use of technology within classroom instruction. The team provided professional development opportunities in 20 minute tech-byte sessions each month, within their departments, and in face-to-face interactions with media specialists, literacy coach, or digital

learning facilitator. The team also encourages public teaching and has opened classroom instruction so that other educators can see a tool or strategy in action.

The Curriculum Committee members sought to implement and edit practices in our school that they felt impacted student learning. The committee worked with our literacy coach to make teaching public in our building through Rounds, Learning Walks, or Lesson Studies. The committee also revised our field trip policies restricting field trips two weeks prior to end of semester testing. Student accountability measures were added to the field trip procedure requiring that students report their grade, number of absences, and intentions for making up work before being given permission to attend the field trip. Administration is keeping a close eye on field trips with a specific focus on curriculum connections. The school as a whole appreciates the relevance of real world connections to student learning and is trying to balance these opportunities with the needs of teachers to have face-to-face instructional time with students; especially, in close proximity to exams. Finally, the Curriculum committee proposed that Educator's Handbook Data be examined to determine the utility and effectiveness of SMART Lunch tutoring.

Our PBIS program has an impact on student performance through positive attitude and support for our students. Basically, the more satisfied students are with their life at Owen High School the more likely the students are to be in attendance, participate in class, and perform at a higher level on assessments. Additionally, with discipline analysis and reports, PBIS can find points of concern and suggest alternatives, keeping more students in the classroom and out of the office.

By working hard to help students adopt a growth mindset, seeking out the help of specialists, collaborating with one another so that everyone can feel successful, being responsible for upholding a structure in the building so that tutoring can take place, and implementing a common instructional framework which includes opportunities for students to think, read, write, and speak in each class period, Owen is perfecting the art of juggling school initiatives in order to positively impact student achievement.

SMART Goal 2:

SIP Goal/Objective 2-1:

In order to increase the number of students who are college and career ready, ACT proficiency (defined by 17 or higher) will increase a minimum of 2% each year, reversing the negative trend.

Progress to Date:

Owen High School has not yet met our goal of increasing the number of students who score 17 or higher on the ACT to be considered college and career ready. Although it is evident that we have worked diligently to improve student learning, it is not reflected in ACT Scores. It is important to note that the student populations tested in the ACT are not necessarily the same student populations whose learning was measured for Goal 1. Hopefully, when those students take the ACT the effort poured into improving their proficiency will be evidenced. We acknowledge that we need to explore why Owen High School along with other county high schools all dropped in ACT results. Because Goal 1 had specific courses that could be targeted through PLC work and collaboration with specialists, we focused on that goal. Identifying the specific areas tested in the ACT will help us identify the core subject areas and student groups who need support.

The strategies we have tried so far are broad, generalized, and we have not formalized a way to collect data on their application or impact. An ACT Canvas course was developed by... and shared with all faculty. This course was designed to provide resources for teachers to incorporate growth strategies in all students. Included in this course are links for vocabulary prep, ACT test prep, ACT practice questions, and question/word of the day and general exam information. Teachers are encouraged to embed and use this course a few times a week during their class.

The Literacy coach, Kenny McKee and ELA Curriculum specialist, Eric Grant provided training for the entire faculty on reading skills necessary for success on the ACT. The faculty evaluated research in small groups and determined key practices to improve student scores. Teachers had the opportunity to assume the role of a student to learn higher-level reading strategies to use in the classroom. Although faculty became aware of the nature of the complex texts students encounter in the ACT, no consistent follow up activities either in departments or with PLCs ensued to help teachers prepare or pursue resources related to improving ACT scores.

Although a Canvas course to provide resources and professional development was provided,

evidence of classroom use of these resources or techniques was not collected. Follow up activities to help teachers employ the strategies in their classrooms did not take place. Additionally, we have not specifically addressed student attitudes regarding the ACT. Students may not understand the relevance of the test to their future. In all of these ways we can improve our intentional efforts to raise student scores on the ACT.

SMART Goal 3:

SIP Goal/Objective 3-1:

In order to improve school climate/culture the number of students who agree that “school is worthwhile” (Q.19) on the BCS student survey will increase by a minimum of 3% per year.

Progress to Date:

We are unable to determine if we have attained this goal, because the survey question used to collect data on this point has been removed. We will create and administer a survey in our advocate groups to create baseline data and track how our students’ assessment of whether or not school is worthwhile. In the meantime, we will continue to work in ways that we believe will lead to the feeling among students that learning is worthwhile.

The structure of the School Improvement Team and Committees facilitates work between teachers, students, and parent volunteers to address our SIP goals. Our Climate, Parent & Community, and PBIS subcommittees devise activities encouraging student participation in the school community. Other opportunities to link students to their community and their world are pursued both through classroom/community engagement and clubs helping students feel that their learning and participation are worthwhile. Examples that best demonstrate our efforts to make education worthwhile to our students include:

- Promoting student empowerment through service learning and experiential learning
- Promoting healthy teacher-student relations through Advocate Groups
- Promoting character development through PBIS
- Promoting school pride

Classroom learning impacts students attitudes about what should be taking place in their communities. An obvious topic for which students can apply their learning in a meaningful way is the environment. When schools start “walking the walk” of good advice instead of just “talking the talk,” students feel that what they have learned in classrooms is actually worthwhile. A powerful strategy employed at Owen is to allow students to lead in making the changes. The Green Team consists of students who lead by identifying areas of improvement and then pursue

ways to implement positive change. The student “Green Team” leads the recycling program and other green school initiatives. The adults in the building let students know that their input is valued by acting upon the advice given by students and teaching them how to put a plan in place to achieve goals. Teachers and students then become co-leaders of initiatives to improve the school community. The following initiatives were undertaken in the school to empower students and help them make a worthwhile contribution to their school and community.

- Green Team successfully created a system of collecting recycling in the building every week.
- Green Team and school administration successfully created a system for using more hard plastic trays during SMART Lunch thereby reducing the number of styrofoam trays.
- Green Team was successful in acquiring a source of funding to install a water bottle filling station in the building to reduce the amount of plastic used and to promote a healthy habit of drinking water
- A Solar Panel Forum was brought together to help inform students, teachers, and administrators of a possible pathway to making the dream of a solar powered school a reality

The Green Team and Green Schools Committee was successful in having our school recognized as a North Carolina Green School of Quality. According to the rubric, this indicates that Owen “is taking active strides in improving and maintaining sustainable practices and environmental education curriculum.” Efforts to improve the environmental quality of our school involves students, teachers, and our community leading to a sense that what happens in a school day is worthwhile.

Even with the pressures of testing, Owen teachers recognize the value of experiential learning which has a tremendous impact on student’s attitudes regarding their education. By working together to solve a problem related to their curriculum, students engage in learning to make real world changes. Earth and Environmental Science classes have worked in the last several years to improve the wildlife habitats, outdoor educational spaces, and energy practices. Teachers and Media Specialists work to help students identify an area of engagement, research solutions, develop and implement a plan. Students make connections to other areas of learning in the building. They reach outside of the science classroom and make connections with our CTE classes. To improve the outdoor classrooms and wildlife habitats the help of our CTE teachers in the areas of horticulture, ag-mechanics, and sustainable building were all incorporated to produce birdhouses, bat boxes, native plant gardens, and composting areas. When students enter Owen High as freshmen they are encouraged to identify areas they would like to see improved and start taking the steps with us to make those improvements. When they leave the earth science, ag-mechanics, or horticulture classes they can continue their work in subsequent years through clubs such as the Green Team or FFA. As student’s sense of ownership increases, their

education becomes more worthwhile to them and to their community.

Owen High School is engaging in the community in meaningful ways, helping students understand the link between their learning and their future world as well as helping them realize that their contributions to the community are needed and worthwhile. Swannanoa and Black Mountain are both close knit active communities providing opportunities for student involvement. Our FFA and JROTC classes provided excellent leadership by improving Grovemont Park in Swannanoa. The project to remove hardened mulch and improve drainage around the park could not have taken place without the organizational leadership and manpower provided by these student groups. Students learned that a biological process had caused the mulch at the park to harden which meant it no longer provided the cushion necessary to keep children safe who played at the park. They also learned how their math skills were needed to help design and implement landscaping plans to adequately divert water away from the park area.

Another student group reaping the benefits of empowerment is the Computer Club which presented at NCTiES. Our Media Center has provided them with a space to meet and learn, organized meet-ups with the Asheville Makers to help students connect with community members who have “know-how” in the field, and helped them acquire resources to fuel their learning. As students present their ideas to teachers who take them seriously and then work to help them learn how to put plans into action to achieve goals, students sense that the time they spend in our building not only helps them learn what we want them to learn, but helps them learn what they want to learn. Allowing students to have time during SMART Lunch to work and have access to a space to experiment with computer hardware and then present at the state’s premier educational technology showcase helped a team of students feel that time at Owen is worthwhile.

Each year we work with United Way and Eblen charities to give back to those in need. When students feel supported by their school community, those students will be able to show up and feel safe, nourished and supported. What is important to note in these activities is the integration into classroom culture and student engagement. Year after year, Tony Sapp’s math classes have challenged others to best them at selling pumpkins. The math classes are energized to not only out sell other classes but to out sell previous classes. The momentum has built year after year. Graduates continue to support the cause and make a worthwhile contribution to their community.

Advocate groups were implemented this school year with the purpose of every student in the building having an advocate, or someone whom they can trust. These groups meet bi-monthly and include collaborative lessons that are designed to build a trusting camaraderie among students and teachers. The PBIS Committee will use available Advocate group times to gain input from students through student surveys and to teach PBIS basics and expectations. Advocate groups are an effort to let students know that they themselves are worthwhile.

PBIS is engaged in improving the school climate and culture, building a positive network for students throughout the school. The PBIS Committee hopes to prepare staff development around PBIS, discipline, and school culture, deepening the knowledge of staff in these areas. With PBIS positive acknowledgements, recognizing students for appropriate school behavior, students are made a more integral part of the school culture and shown that appropriate behavior is recognized and appreciated. Currently, the PBIS Committee is focused on expanding positive acknowledgements to include more intrinsic items rather than extrinsic items, such as food. It is believed that the intrinsic rewards, which focus on students getting non-material items, will help in student attitude and with the relationship with teachers and staff. Ultimately, this will also improve student attitude and the culture of the school.

The Parent/Community Relations committee plans and hosts Open House, which invites families into our school and promotes open communication with families, students and teachers. We believe that if we have parent buy in, that often leads to student buy in. Having an active PTSO builds relationships and once students see the value in the parent teacher relationship, we know they will see the value, as well.

The Climate Committee has provided many opportunities for students to be involved in the school and build school pride. The subcommittees of the Climate Committee (Wellness, Student Government, and The Diversity Committee) have each contributed to the positive school culture. Below is an outline of activities hosted or sponsored by the teachers in our building through their committees. The activities often provide ways for the students and teachers to interact in positive relationships.

- The Wellness Committee
 - The Jingle Bell 5K for students and faculty.
 - Ping-pong competition

- Student Government
 - Student Government Constitution was written and ratified
 - Revised and edited a working Student Bill of Rights
 - Revised student government bylaws

- Student/staff intramural tournaments : volleyball, basketball, and the annual Warlassie football game
- Volunteer projects for each class: VA Hospital, etc.
- Lip sync battle
- Large-scale student events: graduation, prom, homecoming, pep rallies, winter dance and senior picnic.
- Ice cream socials for students on A-B Honor Roll

- The Diversity committee
 - The Gay-Straight Alliance (GSA) promotes tolerance and equality for all in the school
 - Field trip with 30 Latino students to Brevard College
 - World Language Week celebrated with announcements read by students in foreign languages, accompanied by that culture's music.
 - Performance on February 28th with Celtic Fiddler Jamie Laval
 - Danish National Dance Troupe came on March 2nd to work with PE and dance classes.
 - College Talk: A group of retired volunteers come on Wednesdays during college talk assisting first generation college-students with applying for college. This happens during SMARTlunch.

The Owen High faculty and staff have worked diligently to provide a safe and welcoming learning environment for students. Students have been given opportunities to apply their learning in the school and in the community. It is our hope that each student feels that the education being provided is worthwhile and will prepare them for an empowered future.

SMART Goal 4:

SIP Goal/Objective 4-1:

In order to provide a more consistent and successful learning experience for our students, teacher retention (excluding retirees) at Owen High School will be 95% or higher.

Progress to Date:

Like many organizations in the modern economy, Owen High is challenged by faculty turnover. We hope to not only recruit the best teachers, but to keep them at our school and with our students. Students build bonds with our faculty and when a teacher leaves, it impacts the culture of our community and student learning. We did not meet our goal of retaining at least 95% of our faculty even when excluding retirees. Owen retained 89.9% of the faculty. However, when we analyze the reasons for departure we find that it is not because of unhappiness with the school environment itself. The following table provides data showing the conditions related to departures.

| Reason for departure from Owen High | Number of faculty |
|--|-------------------|
| Retirement | 5 |
| Family/Spouse relocation | 3 |
| Desire to relocate closer to home | 3 |
| Promotion | 1 |
| Need to change from part time to full employment | 1 |
| Moved to a charter school | 1 |

Committees of our School Improvement Team seek to improve working conditions for our faculty and provide them with instructional and personal support so they can be successful educators. The groups that help provide these supports are the Climate Committee, the Wellness Committee, Courtesy Committee, the LIT team, PBIS, and the Endowments Committee. Teachers are also supported by specialists, our literacy coach, digital learning facilitator, media specialists, ELL teacher, and special education teachers. In addition, our Assistant Principal, Mrs. Tarleton meets with new teachers in a small group setting to address needs or concerns they have.

The faculty of Owen High quickly becomes close-knit as we work together to serve the students of our community. The Courtesy Committee communicates the care and concern that each of the faculty has for one another. When a staff or faculty member is sick, loses a loved one, or has a life event as cause for celebration, the Courtesy Committee shares the warm wishes and sentiments of the faculty. The Wellness Committee steps in to provide experiences letting teachers know that they are appreciated. It has arranged massages for the faculty during their planning periods and communicates messages promoting self-care and healthy lifestyle.

One of the biggest issues for beginning teachers or inexperienced teachers is student discipline. The frustration that arises in teachers struggling with classroom discipline can lead to separation from the school and from education. The PBIS Committee plans on being a better resource for teachers, giving them more tools in the classroom. Additionally, PBIS is moving into the Tier II phase, in which interventions move from school-wide to specific students and problem areas. In Tier II, a committee evaluates challenging students and provides classroom teachers with specific interventions and assistance. With more support in the areas of academics and discipline, it is hoped that more teachers will want to stay at Owen High School.

The LIT team members make efforts to empower all teachers in the building supporting the use of technology tools and literacy strategies in the classroom. The peer-to-peer outreach of Tech Bytes reduces the stress of minor and some major struggles caused by implementing technology in classrooms. By making their teaching public, the members hope to demystify effective technology-integrated, literacy-based teaching practices. The team constructed a survey asking teachers where they felt the most need for professional development,

<https://goo.gl/forms/zSEARx5EvKvRy9Ba2>

Teachers indicated that they need training supporting English Language Learners, students of poverty, and students with special needs. Next, teachers desired training to best implement the move to digital learning in a 1:1 environment. The data helps the team know how to design professional development activities for the faculty. We feel that both the Teaching with Love and Logic Training and the BEST training offered at the district level along with Tech Byte training at our school level and support from our team and the media staff will help teachers feel supported and will help us retain our wonderful faculty.

The Paddison Grants and Buncombe County Schools Foundation Grants encourage teachers to be agents of change in their classrooms and in the building. Teachers hoping to provide opportunities to their students find a corner of hope by being able to submit their proposals and find funding for their dreams. The grants have funded access to books, materials to build wildlife habitats and outdoor classrooms, experiential learning opportunities for faculty and students, computers for teachers, calculators for math, pedal desks for students, and Love and

Logic training for our faculty. This funding allows teachers to be entrepreneurial and to feel like they are creative decision makers which makes them happier in their work.

Owen is a people-first school. Mrs. Tarleton and Mrs. Swinney attended a teacher working conditions analysis conference and with faculty input are investigating the best ways to alleviate stress on teachers. We care most about student learning. We believe that a positive school environment empowering both teachers and students will promote student achievement and will continue to focus on hiring and retaining the best and brightest educators.

Signatures below indicate the School Improvement Team has participated in the development of the School Improvement Plan End of Year Reflection as submitted.

Principal

SIT Chairperson

Signature: _____

Signature: _____