

Charles D. Owen High School

School Improvement Plan

2018 – 2020

Buncombe County Schools

Table of Contents

Statement of Assurance	3
School Improvement Team Members	4
Purpose, Direction, and Beliefs	6
Profile Narrative	7
School Improvement Plan Goals	13
School Safety	20
At Risk Students	22
Teacher Time	24
2018 – 2019 Mid-Year Progress Report	25
2018 – 2019 Year-End Progress Report	26
2019 – 2020 Mid-Year Progress Report	27
2019 – 2020 Year-End Progress Report	28
School Performance Data	29
EVAAS Data	30
Subgroup Performance	31
Long Term Goals	32
Accountability Participation Data	34
Graduation Courses Pass Rate Data	34
ACT Data	36
Advanced Placement Data	36
Attendance Data	36
Parent Survey Data	37
Volunteers and Mentors	38
Dropout Data	40
Timeline	42

Statement of Assurance

The School Improvement Team, with input from faculty, staff, and community members, has developed the following school improvement plan. This plan is based on an analysis of data collected in the areas of academics, climate/culture, and demographics/school characteristics. Academic information is based largely on the North Carolina accountability model which includes proficiency and growth (EVAAS) data. Further, the plan incorporates the following priorities:

Buncombe County Schools Strategic Priorities

- Academic Excellence: All Buncombe County Schools take collective responsibility to increase the academic growth and achievement of each student.
- Safety and Support Systems: All Buncombe County Schools will maintain safe learning environments and enhance wellness for all students and staff.
- Leadership Development: All Buncombe County Schools are committed to develop a diverse group of highly qualified leaders who empower others.
- Family and Community Engagement: All Buncombe County Schools will fully engage families, communities, and staff to work together for the success of each child.

North Carolina State Board of Education Goals

- Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
- Every student has a personalized education.
- Every student, every day has excellent educators.
- Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
- Every student is healthy, safe, and responsible.

AdvancED Standards of Quality

- Clear Direction: The capacity to define and clearly communicate to stakeholders the strategic direction and priorities that the system is committed to achieving.
- Healthy Culture: The shared values, beliefs, written and unwritten rules, assumptions, and behavior of the system's stakeholders that shape the social norms and create opportunities for everyone to be successful.
- High Expectations: The system sets and commits to high expectations for student learning outcomes, teacher quality, leadership effectiveness, community engagement, and parent involvement.
- Impact of Instruction: The capacity of all staff in the system to purposefully and intentionally create an environment that empowers all learners to be successful and reach expected levels of achievement, including readiness to transition to the next level of learning or career pathway.
- Resource Management: The ability of a system to plan, secure, and allocate its resources (human, material, and fiscal) to meet the needs of every learner.
- Efficacy of Engagement: the ability of the system to engage learners and other stakeholders in an effective and efficient manner to achieve its goals.
- Implementation Capacity: The ability of a system to consistently execute actions designed to improve organizational and instructional effectiveness.

Charles D. Owen High School Improvement Plan 2018-2020

Charles D. Owen High School Improvement Plan 2018-2020

Signatures verify that the school improvement plan was approved by secret ballot vote of the staff.

Principal: Margaret Turner
Date: 11/14/18

SIT Chairperson: [Signature]
Date: 11-14-2018

School Improvement Team Members

2018 - 2019 SIT Members

The following were members of the School Improvement Team for the 2018 - 2019 school year. Signature indicates participation in the development of the plan, revisions, and/or progress reports completed during their time of service.

Please print your name and sign.

Principal: Margaret Turner
Signature: [Signature]

SIT Chairperson: Samantha Balliett
Signature: [Signature]

Assistant Principal: Bebe Tarleton
Signature: [Signature]

Instructional Support: Ulli Gelf
Signature: [Signature]

Teacher: James K. Rumbarger
Signature: [Signature]

Teacher Assistant: Meredith Harvey
Signature: [Signature]

Teacher: Keeley Dunbar
Signature: [Signature]

Parent: Jennifer Mathisen
Signature: [Signature]

Teacher: Jackie Rynner
Signature: [Signature]

Parent:
Signature:

Teacher: Jackie Dirscherl
Signature: [Signature]

Student: Emma Bell
Signature: [Signature]

Teacher: Ian Gillan
Signature: [Signature]

Student: Lilly Lloyd
Signature: [Signature]

Teacher: Brianne McConner
Signature: [Signature]

Member: Taylor Redd
Signature: [Signature]

Teacher: Julie Dwyer
Signature: [Signature]

Member: FRANK BROWN-PERRY
Signature: [Signature]

2019 - 2020 SIT Members

The following were members of the School Improvement Team for the 2019 – 2020 school year. Signature indicates participation in the development of the plan, revisions, and/or progress reports completed during their time of service.

Please print your name and sign.

Principal:
Signature:

SIT Chairperson:
Signature:

Assistant Principal:
Signature:

Instructional Support:
Signature:

Teacher:
Signature:

Teacher Assistant:
Signature:

Teacher:
Signature:

Parent:
Signature:

Teacher:
Signature:

Parent:
Signature:

Teacher:
Signature:

Student:
Signature:

Teacher:
Signature:

Student:
Signature:

Teacher:
Signature:

Member:
Signature:

Teacher:
Signature:

Member:
Signature:

Purpose, Direction, and Beliefs

BCS Purpose Statement

To provide safe and engaging learning environments that prepare students for their tomorrow.

BCS Direction Statement

Our students will become successful, responsible citizens in an ever-changing global society.

BCS Belief Statements

- Teaching the whole child
- Personalizing instruction
- Empowering world-class educators
- Encouraging personal growth
- Embracing diversity
- Investing purposefully
- Collaborating and communicating

Charles D. Owen High School Purpose Statement Direction (Vision) Statement

Excellence: Fostering Ownership & Pride in Ourselves, Our School & Our Community.

Owen HS Purpose (Mission) Statement

Empowering Students to Dream; Preparing Them to Achieve.

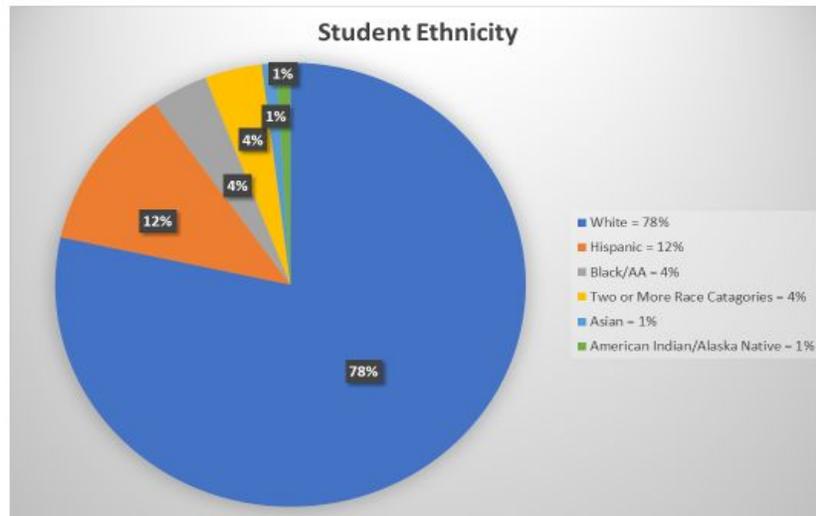
Owen HS Belief Statements

1. A collaborative and respectful culture promotes a productive community.
2. Quality teaching positively impacts student learning and growth. Positive relationships foster a sense of belonging.
3. All students can learn and grow.
4. Parental involvement builds a stronger school community.

Profile Narrative

Demographics/School Characteristics

As can be seen in the chart below, Owen High’s demographics consist of a mostly white (78%) population with a slightly increasing Hispanic population. The number of students reporting Hispanic heritage increased from 7% in 2016 to the current 12%. The next largest minority group, African American or Black fluctuated between 6% and 4% between 2016 and 2018. 50% of our student population qualifies for free or reduced lunch and are from families considered economically disadvantaged (NC Schools Report Card).



Our School: Charles D. Owen High School is a public school accredited via the AdvancedEd process through affiliation with the Southern Association of Schools and Colleges as well as the North Carolina Department of Public Instruction. Approximately 800 students are enrolled in grades 9-12. We employ 65 faculty members, with 43% of them holding advanced degrees and 32% being National Board Certified Teachers. All of our faculty are instructing within their area of certification and have an average of 14 years of teaching experience. Owen High is a member of the 2-A Western Highlands Conference of the North Carolina High School Athletics Association (NCHSAA) and fields 18 different athletic teams.

Our Community: Charles D. Owen High School is in the Owen District located in the Swannanoa Valley, 12 miles east of Asheville, NC. The district includes one high school, one middle school, two elementary schools, one primary school, one charter school and one alternative high school. There are also two small independent colleges nearby along with the University of NC-Asheville and Asheville-Buncombe Technical Community College. Our district is also home to the Black Mountain Home for Children and Families which provides care for children who may have been placed in their care through the courts. Owen High provides a nurturing environment for children transitioning from middle school, to high school, and post-secondary education and careers. Approximately 13,000 people live in this rural

community and earn their livelihood in professional, retail, high technology, manufacturing, agricultural & tourism. The Ingles Markets Distribution Center is the largest employer in the district.

Though hardship exists for many of our students, our schools offer a supportive and caring environment where students can be successful despite obstacles. Generations of graduates make up our community and take great pride in growing up in “The Valley.” That valley pride can be regularly witnessed in our schools. Athletic and arts events at Owen High School often bring the community together to celebrate our traditions and the accomplishments of our students. This coming together to support our youth characterizes our district. Community partners regularly contribute to our school through grants, scholarships, and volunteerism. Our welcoming and supportive environment is what makes this community and Owen High School successful.

Owen High School understands that we are not just preparing students for college or careers, but we are building relationships with members of our present and future community. We are preparing students to become vibrant and empowered stewards. Our school is the first regionally to organize a Service Learning Fair nurturing networks with over twenty community partners to foster meaningful opportunities for our students to engage in their world. Field trips become opportunities for service learning and have enhanced and deepened our community presence and connection. These connections have helped us earn recognition as a NC Green School of Quality. All of our seniors engage in our community with their graduation project mentors.

Students grow by volunteering and conducting service learning in local community gardens, assisted living facilities, food banks, and environmental organizations like RiverLink. Students are invited and recognized by community organizations such as Rotary and Lions clubs. Our local Kiwanis club donated thousands of dollars in scholarships from profits in their local thrift store. We also have a significant partnership with Outward Bound that includes a day-long orientation for all 9th grade students. In addition, a group of ten students participate in a 5-day Outward Bound experience in the Linville Gorge wilderness area on a yearly basis. These are just a few examples of how our community engages with our school and how our students learn in our community. Owen High School and the Swannanoa Valley are interdependent to our students’ benefit.

Climate/School Culture

“Overall, my school is a good place to work and learn,” reported 100% of teachers at Owen High School in the 2018 NC Teachers Working Conditions Survey. In addition, 100% reported having “clear, two-way communication with the community,” and 98.5% said that our community is supportive of our school. Additionally, 100% feel that Owen High is a safe school environment. Teachers take pride in their school, their profession, and their positive relationships with students, 100% agreed that, “teachers are effective leaders in the school.”

The positive feelings toward Owen High School are shared by our parent community. Our PTSO raises money for the sole purpose of paying for staff development and professional conferences. Parents support our arts and athletic programs through booster initiatives. They impact the core of our work as members of our School Improvement Team (SIT) committees, serve on our hiring committees, and judge graduation projects. Over the past five years, an average of 80% of our parents report they feel encouraged to participate in our school and in

Charles D. Owen High School Improvement Plan 2018-2020

2017 -18 Owen had over 429 hours of volunteer hours documented. The number of parents to report that they believe their child is safe at school (BCS Parent Survey 2018) is 79.8% with another 16.4 reporting “neutral” on the question. Parents feel welcome in the school (90.9% responding agree and strongly agree), respect the school staff (90.1%) and feel that there are clear behavior expectations supported by the school staff (84.5%).

An area for improvement is in helping parents and students feel that we are successful in preparing students for the future, 80% of parents indicated that the school is “successful in preparing my child for the future” and only 80% of students reported feeling that they are “successful at school.” In keeping with our responsive nature to both student and parent feedback, Owen High is integrating strategies in Goal 4 of this School Improvement Plan to improve these perceptions.

Knowing that students need opportunities to build positive relationships with peers and with caring adults and that these relationships impact academic achievement, Owen has taken explicit steps to support the emotional and social development of students. In the last several years, a SMART Lunch schedule was adopted and implemented to provide flexible time for students to attend tutoring if needed, socialize with friends, and participate in club activities. Advocate Groups in which 66 members of our faculty and staff including the SRO, the ISS assistant, and all administrators serve as mentors were created to allow for the creation of small supportive groups to meet and provide support and guidance to students navigating our school system and young adulthood.

Owen High faculty implements initiatives that have proven to encourage integrity, maturity, and positive attitudes among our students. These are the character traits promoted through our PBIS program for which we have received recognition as a Green Ribbon School. Many of the faculty integrated strategies from Teaching with Love and Logic and will continue to learn how to foster student emotional, social, and academic growth through Compassionate Schools Training.

Academic Achievement

Owen High received an Overall Performance Grade of B on the NC School Report Cards 2016-2017 indicating that we exceeded academic growth expectations (<https://ncreportcards.ondemand.sas.com/src/school?school=110336&year=2017&lang=english>). As can be seen in the “School Performance Grade” chart on page 19 of this document, our Overall Achievement has increased from 72 in 2016-2017 to 78.2 in 2017-2018 and our Overall Growth increased from 86 to 92.6. Our Overall Performance score increased from 75 to 81 in the same time span. EVAAS Data (pg. 20) indicators show that we have exceeded growth in both school accountability and educator effectiveness. Further evidence of our dedication to improving student academic achievement can be seen in our Accountability Participation Data (pg. 24) which indicates that 100% of our Participation Targets have been met. The faculty of Owen High works diligently to help each student graduate within the typical four years of high school. The cohort graduation rate in 2016-2017 was >95% capping a 8 year upward trend but dipped in 2017-2018 to 87.43%.

Charles D. Owen High School Improvement Plan 2018-2020

Owen High met the target goal in its last School Improvement Plan (2016-2018) of increasing GLP on all EOC tests for the school year 2016-2017. Student proficiency in Biology rose from 53% to 59%, in English II from 63% to 72% and in Math I from 52% to 55%. In the school year 2017-2018, two of the three EOC subjects met this goal. Math I proficiencies increased from 55% to 69% and Biology proficiency rose from 59% to 83% (due to a sequence change in science courses this number primarily represents honor student data). Unfortunately, English II did not meet the goal for 2017-2018 with student GLP dropping from 72% to 66%.

EOC Proficiency			
	Math 1	English 2	Biology
2012/2013	22%	51%	56%
2013/2014	54%	64%	52%
2014/2015	43%	65%	57%
2015/2016	52%	63%	53%
2016/2017	55%	72%	59%
2017/2018	69%	66%	83%

In addition, Owen’s goal in the 2016 – 2018 SIP of helping students score 17 or higher on the ACT was accomplished. The percent of students deemed college and career ready in 2015-2016 was only 56.3% and in 2017-2018 that percentage increased to 60.1%.

Percent of Students that Met the State Minimum Score of 17 (Out of 36)				
Year	State	Buncombe County	Owen High	Owen Increase or Decrease
2013/2014	59.3	60.6	59.8	----
2014/2015	59.7	62.1	57.7	-2.1
2015/2016	59.9	60.6	56.3	-1.4
2016/2017	58.8	59.4	52.1	-4.2
2017/2018	57.9	63.1	60.1	+8.0

Graduation Requirements (minimum):

Charles D. Owen High School Improvement Plan 2018-2020

- **28 credits:** 4 English, 4 Math, 3 Science, 4 Social Studies, 9 Electives, 1 Health & PE, and 4 Credit Concentrations related to student interests and post-secondary goals
- **Complete a Graduation Research Project (GRP):** the GRP is a service/work-based learning experience as monitored by NC state standards. It requires *significant* work in the community, a 10-page research paper, a portfolio, and a presentation given to a community/faculty panel

Continued Profile Information for Charles D. Owen High School

Advanced Placement (AP) courses offered:

World History Statistics English Language & Composition
Calculus AB US History
Biology (offered on alternate years to AP Chemistry)
Chemistry (offered on alternate years to AP Biology)

Advanced Placement (AP) courses offered through North Carolina Virtual Public Schools:

Calculus BC Computer Science Environmental Science US Government
Human Geography Music Theory Physics I: Algebra-based Psychology
English Literature & Composition

Elective classes & Career Technical Education programs offered:

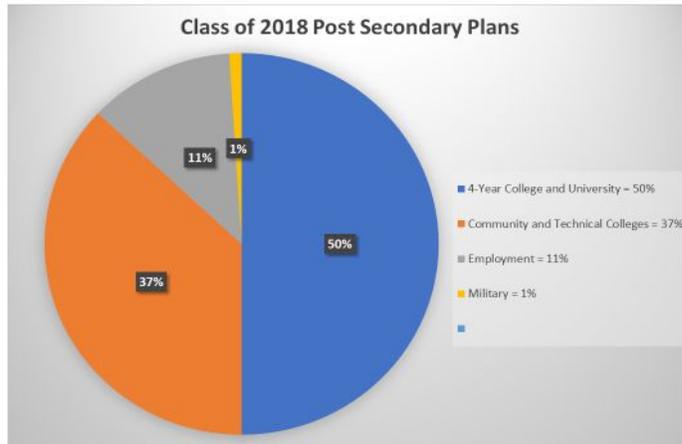
Agriculture, Food & Natural Resources Architecture & Construction
Arts, A/V Technology & Communications Information Technology
Science, Technology, Engineering & Mathematics Manufacturing
Health Science Hospitality & Tourism
Law, Public Safety, Corrections & Security Foreign Languages – French, Spanish,

Grading Scale and Quality Points:

A: 100 – 90 = 4.0 B: 89 – 80 = 3.0 C: 79 – 70 = 2.0 D: 69 – 60 = 1.0 F: >59 = 0.0

Scholarships and Post-Secondary Plans: The Class of 2017 earned close to \$500,000 in scholarships and grants. For post-secondary data, please see the next page. 50% of the class of 2018 requested final transcripts be sent to a four-year university, whether it be in state or out of state, 37% to community and technical schools, 11% to employment, and 1% enlisted in the military.

Charles D. Owen High School Improvement Plan 2018-2020



Administrators:

Principal: Margaret Turner
Asst. Principal: Bebe Tarleton
Asst. Principal: Bradley McMahan
Asst. Principal: Gina Toomey

Counselors:

9th Grade: Franchesca Brown-Petty (SAT/PSAT)
10th Grade: James Rumbaugh (Dual Enrollment)
11th Grade: Jennifer Abshire (Scholarships)
12th Grade: Students A-F: Ms. Abshire
Students G-O: Mr. Rumbaugh
Students P-Z: Ms. Brown-Petty

Career Development Coordinator: Tanya Tommey
Graduation Initiative Coordinator: Sharon Fish
Social Worker 9th-12th grade: Elisa Sanchez-Tarman

School Improvement Plan Goals

Goal #1

SMART Goal

Increase the percentage of students who are grade level proficient (GLP, scores of 3,4,5) on EOC exams by 3 percentage points each year:

Percentage of Students Scoring Grade Level Proficient (Level 3, 4, or 5)				
Subject	SY16-17	SY17-18	SY 18-19	SY 19-20
English II	72	65		
Math I	55	69		
Math 3	N/A	N/A		
Biology	59	83.2		

Strategies

- Data driven professional development will support teacher PLC teams who will identify a subgroup for which they will increase student proficiency on EOC exams.
- PLC teams will identify strategies to use in classrooms that will increase student proficiency in the EOC content areas.
- Administrators and counselors will evaluate and adjust the master schedule to promote growth in student proficiency.
- Teachers and curriculum coaches will utilize goal summary reports and EVAAS data to inform instructional planning.
- PLC teams will develop strategies to incorporate proficiency grading and outcomes-based assessment.
- EOC teachers will attend County-led High Impact Meetings.

Resources Required

Staff Development

- Time with data specialists, coaches and for meeting with PLC teams
- Professional development opportunities focused on improving student learning
 - Content strategies
 - Meeting needs of diverse learners

Progress Monitoring

Progress toward this goal will be monitored with benchmarks, common assessments, and test scores each semester.

Charles D. Owen High School Improvement Plan 2018-2020

Date: Oct. 12, 2018

Revised:

Alignment (mark all that apply)

(X)	NCSBE Goal
x	Every Student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
	Every student has a personalized education.
	Every student, every day has excellent educators.
	Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.
	Every student is healthy, safe and responsible.
(X)	BCS Strategic Priorities
x	Academic Excellence: All BCS take collective responsibility to increase the academic growth and achievement of each student.
	Safety and Support: All BCS will maintain safe learning environments and enhance wellness for all students and staff.
	Leadership Development: All BCS are committed to develop a diverse group of highly qualified leaders who empower others.
	Family and Community Engagement: All BCS will fully engage families, communities, and staff to work together for the success of each child.
(X)	AdvancED Standards
	Clear Direction
	Healthy Culture
	High Expectations
x	Impact of Instruction
	Resource Management
	Efficacy of Engagement
	Implementation Capacity
(X)	Title I
	School-wide Reform Strategies
	Transition Plans
	Parental Involvement
	Support for Students Experiencing Difficulty
x	Teacher Involvement in Use of Assessment

Goal #2

SMART Goal

Increase the number of students who are considered career and college ready as measured by an ACT composite score of 17 by 3 percentage points each year, from 60.1% in 2018 to 63.1% in 2019 and 66.1% in 2020.

Strategies

- Counselors, coaches, and the SIT committees will investigate an ACT “boot camp” for 11th graders to determine if the strategy is appropriate for our students.
- ACT prep sessions will be offered either in mornings, during SMART Lunch, or after school
- Giving tests/activities with timed sections to mimic ACT test scenario
- Promote ACT resources - Khan Academy, Question of the Day, etc. in a shared Google folder.
- Help teachers communicate to students why strategies are being used
- Communicate importance of ACT results
- Each department needs to brainstorm and select one ACT strategy to implement

Resources Required

Staff Development

Professional Development focused on improving student achievement on the ACT.

Progress Monitoring

Progress toward this goal will be monitored each year as scores of the ACT are reported.

Charles D. Owen High School Improvement Plan 2018-2020

Date: Oct. 12, 2018

Revised:

Alignment (mark all that apply)

(X)	NCSBE Goal
x	Every Student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
	Every student has a personalized education.
	Every student, every day has excellent educators.
	Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.
	Every student is healthy, safe and responsible.
(X)	BCS Strategic Priorities
x	Academic Excellence: All BCS take collective responsibility to increase the academic growth and achievement of each student.
	Safety and Support: All BCS will maintain safe learning environments and enhance wellness for all students and staff.
	Leadership Development: All BCS are committed to develop a diverse group of highly qualified leaders who empower others.
	Family and Community Engagement: All BCS will fully engage families, communities, and staff to work together for the success of each child.
(X)	AdvancED Standards
	Clear Direction
	Healthy Culture
x	High Expectations
	Impact of Instruction
	Resource Management
	Efficacy of Engagement
	Implementation Capacity
(X)	Title I
	School-wide Reform Strategies
	Transition Plans
	Parental Involvement
	Support for Students Experiencing Difficulty
x	Teacher Involvement in Use of Assessment

Goal #3

SMART Goal

Improve student instruction by providing teachers with appropriate time to acquire or implement personalized professional development. The percentage of teachers reporting on the NC Teacher Working Condition Survey (Q8.1 b) who agree or strongly agree that they are provided with appropriate professional development will increase from 67% (2018) to meet or exceed the state rate in 2020.

Strategies

- Administration will support each teacher in seeking resources for personalized professional development to acquire new or implement previously introduced professional development.
- In Teaching and Learning meetings the Lit/Tech Committee will share professional development opportunities.
- Committees of the School Improvement Team, Departments, PLC teams, Specialists, and Instructional Coaches will investigate, recommend, and facilitate implementation of the following types of professional development:
 - Content knowledge
 - Ability to differentiate learning
 - Effective use of literacy strategies and technology tools
- Public teaching opportunities will be organized to enhance professional development. Teachers can choose to participate in public teaching in one or more of the following ways:
 - Learning Walks
 - Rounds
 - Lesson Study
 - Peer Observation/Mentoring

Resources Required

Time and funding for professional development opportunities

Staff Development

- Committees of the School Improvement Team, Departments, PLC teams, Specialists, and Instructional Coaches will investigate, recommend, and facilitate implementation of the following types of professional development:
 - Content knowledge
 - Ability to differentiate learning
 - Effective use of literacy strategies and technology tools
- Public teaching opportunities will be organized to enhance professional development. Teachers can choose to participate in public teaching in one or more of the following ways:
 - Learning Walks
 - Rounds
 - Lesson Study
 - Peer Observation/Mentoring

Progress Monitoring

Progress toward this goal will be monitored each year through the NC Teacher Working Conditions Survey along with data tracking and collection by the bookkeeper.

Date: Oct. 12, 2018

Revised:

Alignment (mark all that apply)

(X)	NCSBE Goal
x	Every Student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
x	Every student has a personalized education.
x	Every student, every day has excellent educators.
	Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.
	Every student is healthy, safe and responsible.
(X)	BCS Strategic Priorities
x	Academic Excellence: All BCS take collective responsibility to increase the academic growth and achievement of each student.
	Safety and Support: All BCS will maintain safe learning environments and enhance wellness for all students and staff.
x	Leadership Development: All BCS are committed to develop a diverse group of highly qualified leaders who empower others.
x	Family and Community Engagement: All BCS will fully engage families, communities, and staff to work together for the success of each child.
(X)	AdvancED Standards
	Clear Direction
	Healthy Culture
x	High Expectations
x	Impact of Instruction
	Resource Management
x	Efficacy of Engagement
x	Implementation Capacity
(X)	Title I
	School-wide Reform Strategies
	Transition Plans
	Parental Involvement
	Support for Students Experiencing Difficulty
x	Teacher Involvement in Use of Assessment

Goal #4

SMART Goal

The percentage of seniors who report on the annual BCS student survey that they agree or strongly agree on Question 10 - "I am successful at school." will increase by 2 percentage points per year over the past two years' results, which were both 80%.

Strategies

- Strategies listed below will be incorporated within as many platforms as possible such as: Advocate groups, classroom guidance lessons, student government, student empowerment, PBIS, clubs and where/when applicable classroom instruction,
 - Character Education: Help Students define "success" and "success at school"
 - Graduate on time
 - Academic performance
 - Positive peer relations
 - Appropriate social skills
 - Career & College Ready
 - Strategies for teaching students about IAM: Integrity, Attitude, and Maturity will be shared in T&L meetings.
 - Strategies to have Outward Bound alumni share the four pillars of "physical fitness, self-reliance, craftsmanship and above all compassion" to the student body will be developed and implemented.
 - The One Book: One School initiative that focuses on character development will be explored. Proposed books include: *7 Habit of Highly Effective Teens* workbook for students / book for teachers. *What Do You Stand For? For Teens: A Guide to Building Character* by Barbara A. Lewis. *The Joel Sonnenberg Story*. (former Owen graduate).
- Safe Schools committee will continue to investigate and recommend safe school initiatives. School safety supports students' attitude about their ability to be successful. Examples of recommended actions include but are not limited to:
 - Teaching safe school procedures in advocate groups one time each semester.
 - "See Something, Hear Something, Say Something" procedures and postings around the building.
 - Add safe schools student review one time per month in TIPS meeting.
 - Anonymous Tip Line
- Increase average attendance rate
 - Address attendance in Advocate groups throughout the year
 - Offering PBIS parties and other rewards for good attendance
 - Building the Supplemental Tier in PBIS to work with students at 10 or more absences.
- Emphasizing relevance of school
 - Bring in more speakers to talk to students about relevance of attendance in future careers.
 - Service Learning Fair, College & Career Fair, and panel discussions will provide students with opportunities to connect their learning to their present and future communities.

Charles D. Owen High School Improvement Plan 2018-2020

- Real World (juniors and seniors) and One Life Programs (possibly for Sophomores) will be used to help students understand the relevance of their education.
- Teaching Financial Literacy, Career and College Readiness
- Students in each grade level will be surveyed each year to track the impact of activities on students’ feelings of being able to be successful at school. The survey will be conducted in advocate groups at the beginning and end of each school year.

Resources Required

Money to purchase books for the One School: One Book initiative has already been acquired through a Kiwanis grant. Continue partnership with NC Outward Bound to send teams of students and educators on outdoor experience.

Staff Development

Professional development focusing on student empowerment and character education such as : Outward Bound, character education programs, MTSS and PBIS training, Compassionate Schools and Teaching with Love and Logic Training.

Progress Monitoring

Progress toward this goal will be monitored each year through the BCS student survey and an Advocate group student survey each year.

Date: Oct. 12, 2018

Revised:

Alignment (mark all that apply)

(X)	NCSBE Goal
x	Every Student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
x	Every student has a personalized education.
x	Every student, every day has excellent educators.
	Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.
x	Every student is healthy, safe and responsible.
(X)	BCS Strategic Priorities
x	Academic Excellence: All BCS take collective responsibility to increase the academic growth and achievement of each student.
x	Safety and Support: All BCS will maintain safe learning environments and enhance wellness for all students and staff.
x	Leadership Development: All BCS are committed to develop a diverse group of highly qualified leaders who empower others.
x	Family and Community Engagement: All BCS will fully engage families, communities, and staff to work together for the success of each child.
(X)	AdvancED Standards
x	Clear Direction
x	Healthy Culture
x	High Expectations
x	Impact of Instruction
x	Resource Management
x	Efficacy of Engagement
x	Implementation Capacity
(X)	Title I
x	School-wide Reform Strategies
	Transition Plans
x	Parental Involvement
x	Support for Students Experiencing Difficulty
x	Teacher Involvement in Use of Assessment

School Safety

Discipline

Issues

Owen High School greatly reduced the number of discipline referrals between the 2016-2017 year and 2017-2018 year. In 2016-2017 the most common referral was for insubordination with 294 referrals administered for this offense. This dropped in 2017-2018 to 74 referrals. By examining the data related to this offense, it was determined that the greatest number of referrals resulted from students not reporting to SMART Lunch tutoring as directed by a teacher. A solution to this problem was executed by changing the schedule to allow for a 5-minute check in prior to lunch with a students' academic teacher on the correlating tutoring day. This cut down on the number of students who forgot to report to SMART Lunch as directed or who had ignored the teachers request to report for support. The overall number of referrals dropped in the 2 year time span form 783 to 560. As can be seen on the Discipline Data tables on page 29, the overall number of discipline issues declined. The following presents additional information regarding the number of discipline issues by grade cohort.

- Total student enrollment as of April 2018: 736
- Major incidents as of April 2018: 512
 - 221 were from 9th graders. (43% of all referrals)
 - 141 were from 10th graders. (27% of all referrals)
 - 94 were from 11th graders. (18% of all referrals)
 - 59 were from 12th graders. (12% of all referrals)
 - 151 were from females. (29% of all referrals)
 - 364 were from males. (71% of all referrals)
- 15 students (2% of student population) accounted for 129 of the 515 referrals (30% of all referrals). 10 out of these 15 students are either minority students and/or EC status. 6 out of these 15 are Black.
- There are 4-5 students per grade level who are accounting for almost 1/3 of all referrals in that particular grade level.

Corrective Actions

Efforts are made to maintain and support the learning environment for each student even as discipline issues are being addressed. Lunch detention is the corrective action most likely to be assigned to students as can be seen in the "Discipline Actions: Office Referrals" chart (pg.29). In School Suspension for part day or full day is the next measure most often employed and then Out of School Suspension and then BCATS placement.

Supplemental and Intensive members are committed to setting up an intervention group for students that are referred to the Supplemental Level for behavior or social/emotional issues. Members will also work on streamlining the process for referring a student. Supplemental Team

Charles D. Owen High School Improvement Plan 2018-2020

meetings will take place at least 2x each month and the team will look at students referred to the Supplemental Level and will identify what strategies and interventions may be applicable to that student. Intensive members will work individually with each student to track each student referred and implement strategies to address the needs of that individual student. In addition the following strategies will be employed within this school improvement cycle:

- Present discipline data findings to OHS staff in a Teaching and Learning Meeting
 - Coordinate a productive discussion about the disparities using an effective protocol
 - Discuss professional development opportunities that focus on these types of disparities in schools
- Re-teach and teach new staff the behavior management flow chart at the beginning of the 2018-2019 school year.

PBIS

MTSS at Owen High School is in a transition/training period. The members of both committees will be undertaking 30 hours of MTSS training modules during this 2018/2019 school year to better understand how to implement MTSS in the school and train staff. Core MTSS will still be involved in training teachers in the IAM values and emphasizing them using our Core Expectations Matrix. Core members will be involved in training staff in our positive behavior acknowledgment system. (Shout Outs and 9 Weeks Parties). Training of staff will take place in the first T and L Meeting and the training of students will take place in the second Advocate group meeting during the year.

Positive Behavior Acknowledgement System includes:

- Daily: Students receive "Shout Outs" from staff for exhibiting positive behaviors that exemplify the IAM (Integrity, Attitude, and Maturity).
- 2X Month Advocate Groups will meet and advocate teachers will recognize those students that received a "Shout Out" for that month. (Teachers may choose how they would like to reward students in their advocate groups.)
- 9 Weeks- Students receive AAA Cards to acknowledge excellence in academics, attitude and attendance. Must Use AAA Card to attend AAA Events.
- 9 Weeks- AAA Events: BINGO Game, Movies, Outside Sports/Games, Sports Events

Data to support growth through PBIS initiatives in the 2017-2018 school year:

- Educators Handbook data 736 Discipline Referrals (Majors)
 - (By the end of 2016-2017 school year OHS had 786 Discipline Referrals)
- Total AAA Cards Given= 750
- Total Shout Outs Given= 357

Safety Considerations

Facility Related Safety

The safe schools committee created an action plan with goals and strategies to create a safe school environment for faculty, staff, and students. Previous plans have resulted in adding a safety gate to our bus entrance parking lot requiring a passcode to enter, constructing a new gate house with for the main entrance to the building, and making changes to our procedures for fire drills and lock down drills based upon feedback from faculty and students. A pass code lock will be added to the front entrance of the building.

Current goals include:

Goal 1: Eliminate fights / assaults.

Objective 1: Communicate the idea that fights/assaults will not be tolerated at OHS.

Objective 2: Advocate groups will conduct at least one session about resolving conflicts with words and not fists. SRO will provide information regarding legal implications of fighting / assaults.

Goal 2: Clarify substitute teacher and campus facility guard expectations at Owen High School

Objective 1: Write a campus facility guard job description that includes daily duties and responsibilities.

Objective 2: Principal, assistant principal and SRO will meet with the campus facility guard before the start of the SY to write the job description.

Objective 3: Create a safe school binders for substitute teachers that will be maintained in the front office.

Objective 4: Substitute teachers will pick up binder in the front office at check-in and return at check-out.

Goal 3: Increase window and workroom security and cleanliness.

Objective 1: Replace fogged windows with capital outlay funds.

Objective 2: Assess danger of all hallway windows throughout the building to determine if any need to be locked closed to prevent jumping and/or roof access.

Objective 3: Teacher workrooms will be cleaned on a regular basis and doors are to be kept locked.

Objective 4: CTE workshops, storage rooms and the drama storage area (behind the stage) will meet all safety standards and will be cleaned on a regular basis.

Incident Response

As per NC General Statute GS 115C-105.27(c1), specific information on incident response is not included in the school improvement plan; however, each Buncombe County School has a crisis response plan. The principal has communicated this plan to their faculty, staff, and students as appropriate. Further, this plan has been approved by the Buncombe County Board of Education and is on file in the Assistant Superintendent's Office.

At Risk Students

Owen High School has a system to identify and support students who are at risk for academic failure and who are not successfully progressing toward grade promotion and graduation. Identification will occur as early as can reasonably be done and can be based on grades, observations, diagnostic and formative assessments, state assessments, and other factors, including reading on grade level.

Supplemental and Intensive members are committed to setting up an intervention group for each student that is referred to the Supplemental Level. Members will also work on streamlining the process for referring a student. Supplemental Team meetings will take place at least 2x each month and the team will look at students referred to the Supplemental Level and will identify what strategies and interventions may be applicable to that student. Supplemental groups will address the following areas:

- Academic
- Attendance
- Behavior
- Social Emotional

Intensive members will work individually with each student to track each student referred and implement strategies to address the needs of that individual student.

Instructional Support

The following instructional practices and methods have been identified as effective in improving the academic performance of students identified as at risk of academic failure or at risk of dropping out of Owen High School.

According to MTSS guidelines, Supplemental Team meetings will take place at least 2x each month and the team will look at students referred to the Supplemental Level and will identify what strategies and interventions may be applicable to that student.

- Strategies to be implemented for supplemental/intensive students will be explored with team and other support staff to find the best method for improving the students' academic performance.

- Some of these may include but are not limited to:
 - Required SMART Lunch
 - Check in/Check Out with Advocate Teacher
 - Advocate Group Lesson Plans with a focus on attendance and academic support.

Transition Plans

The MTSS Committee will work with the school counselors to explore frameworks for transition plans to encourage successful transitions that foster respect for individual differences, encourage understanding of the whole child, create a sense of trust and belonging, and reduce child and family anxiety about school as we focus on the transition from middle school and work towards post high school transition planning and opportunities.

As we begin our work with transition plans, we plan to create an on-going evaluation process to verify that the outcomes established for the different transition levels are being accomplished and that these goals are updated as student data and social changes occur.

Teacher Time Duty Free Lunch

Charles D. Owen High School modified our SMART Lunch schedule during SY17/18. There is a one-hour SMART lunch period each day. During that daily SMART lunch period, each teacher has 30 minutes of duty free lunch. Below is a typical teacher schedule. SMART lunch duty occurs when a teacher's plan period coincides with the tutoring offered on that day.

Monday: ½ tutoring for 1st period; ½ **hour lunch**

Tuesday: ½ hour tutoring for 2nd period, ½ **hour lunch**

Wednesday: ½ **hour lunch**, ½ hour PLC

Thursday: ½ hour tutoring for 3rd period, ½ **hour lunch**

Friday: ½ **hour lunch** then ½ hour duty, or ½ hour duty then ½ **hour lunch**, depending on assigned duty time. (This would represent a teacher that had 4th period planning.)

Duty-Free Instructional Planning

All teachers have 90 minutes of duty free planning time daily, which leaves three instructional teaching periods. Meetings with parents, teachers and other specialists occur on an as needed basis.

Efficient Reporting

In response to feedback requested from teachers both in Teaching and Learning meetings and on year-end reflections, one area of administrative focus over the past two years has been in reducing unnecessary paperwork and reporting while maintaining or increasing effective communication. Several required administrative forms have been eliminated including 5 day, 10 day and 16 day absence letters. A new system of direct communication between advocate group teachers and both students and parents has been implemented in SY18/19. The aim of this process is to increase direct communication (We know many of the 5, 10, and 16 day absence letters never made it home to parents.) so that parents understand the consequences of excess absences and are aware of options for students to make up absences. Several times throughout the semester, advocate group teachers and their students review attendance together and either create or review a student-generated plan for making up absences. The advocate group teacher then makes contact with the parent to discuss the absences and the plan for make-up. This process should reduce the workload of subject area teachers contacting parents of each student who has excess absences: usually a student has excess absences in multiple classes that can all be covered by a single parent contact from the advocate group teacher.

The use of Educators Handbook has eliminated the need for teachers to write paper referrals for disciplinary actions that require administrative intervention. Students are verbally informed of the process to report to an administrator during SMART lunch. Administrators then take over the

Charles D. Owen High School Improvement Plan 2018-2020

disciplinary process. All teachers are expected to establish class rosters in Educators Handbook so that consequences of disciplinary actions are automatically reported back to teachers which effectively completes the communication loop so teachers are better informed.

In addition, the implementation of the new SMART lunch schedule increased student accountability and led to a marked decrease in referrals for not attending SMART lunch tutoring. Teacher generated referrals for not attending required tutoring dropped from 320 in SY16/17 to 53 in SY 17/18.

The process for students to turn in notes for excused absences has also been streamlined, with all notes going to the front office for records keeping rather than to individual first period teachers.

2018 – 2019 Mid-Year Progress Report

Goal #1 Progress to Date

@(add text)

Goal #2 Progress to Date

@(add text)

Goal #3 Progress to Date

@(add text)

Goal #4 Progress to Date

@(add text)

Goal #5 Progress to Date

@(add text)

2018 – 2019 Year-End Progress Report

How did your school’s Purpose, Direction, and Belief Statements guide your actions throughout the school year?

@(add text)

Goal #1 Major Accomplishments

@(add text)

Goal #2 Major Accomplishments

@(add text)

Goal #3 Major Accomplishments

@(add text)

Goal #4 Major Accomplishments

@(add text)

Goal #5 Major Accomplishments

@(add text)

2019 – 2020 Mid-Year Progress Report

Goal #1 Progress to Date

@(add text)

Goal #2 Progress to Date

@(add text)

Goal #3 Progress to Date

@(add text)

Goal #4 Progress to Date

@(add text)

Goal #5 Progress to Date

@(add text)

2019 – 2020 Year-End Progress Report

How did your school’s Purpose, Direction, and Belief Statements guide your actions throughout the school year?

@(add text)

Goal #1 Major Accomplishments

@(add text)

Goal #2 Major Accomplishments

@(add text)

Goal #3 Major Accomplishments

@(add text)

Goal #4 Major Accomplishments

@(add text)

Goal #5 Major Accomplishments

@(add text)

School Performance Data

School Performance Grade

Performance Standards	2016 – 17	2017 – 18	2018 – 19	2019 – 20
Overall Achievement	72.0	78.2		
Overall Growth	86.0	92.6		
Overall Performance	75.0	81		
Overall Grade	B	B		
English II GLP	71.7	65.0		
Math 1 GLP	54.8	69.0		
Biology GLP	58.7	83.2		
The ACT (% met UNC minimum)	52.1	60.1		
ACT WorkKeys (% at or above silver)	78	71.9		
Math Course Rigor (% competing Math 3)	>95	>95		
Cohort Graduation Rate 4 Year	>95	87.43		

Source: Ready Report, SPGSTAT

EVAAS Data

Levels: Blue: Exceeds Expected Growth, Green: Meets Expected Growth, Red: Does Not Meet Expected Growth

School Accountability Growth

Year	Index	Level (B/G/R)
(2016) – 2017	2.4	Blue - Exceeds
(2017) – 2018	5.38	Blue - Exceeds
(2018) – 2019		
(2019) – 2020		

Source: EVAAS, School Accountability Growth

Educator Effectiveness Growth (Composite)

Year	Index	Level (B/G/R)
(2016) – 2017	12.26	Blue - Exceeds
(2017) – 2018*		
(2018) – 2019		
(2019) – 2020		

Source: EVAAS, Educator Effectiveness Growth

Growth by Subject/Grade

(B- Exceeds, G- Meets, R- Does Not Meet)

Subject	(2016) - 2017	(2017) – 2018*	(2018) - 2019	(2019) - 2020
English 2	Blue			
Math 1	Green			
Biology	Green			
ACT	Red			
WorkKeys	N/A			

* Not available at the time of reporting

Source: EVAAS, School Value Added

Subgroup Performance

2017 – 2018 Subgroup GLP

	All	Fem	Male	AmI	Asia	Blck	Hisp	Mult	White	EDS	LEP	SWD	AIG
Num (All Subjects)	70.4	76.9	63.4			47.1	47.0	68.2	75.6	62.6	13.6	25.	>95
English 2	65.0	77.1	53.8				41.7		69.7	56.1		25.8	>95
Math 1	69.0	73.1	64.2				46.2	60.	74.8	62.	16.7	27.3	>95
Biology	82.3	83.3	83.3				56.3		88.1	80.0			>95
ACT Composite	60.1	58	62.5				30.4		66.4	41.9		27.8	>95
WorkKeys	77.9	67.6	88.2						77.8	75			
CGR 4 year	>95	>95	>95				>95	91.7	>95	>95		>95	>95

2018 – 2019 Subgroup GLP

	All	Fem	Male	AmI	Asia	Blck	Hisp	Mult	White	EDS	LEP	SWD	AIG
Num (All Subjects)													
English 2													
Math 1													
Biology													
ACT Composite													
WorkKeys													
CGR 4 year													

2019 – 2020 Subgroup GLP

	All	Fem	Male	AmI	Asia	Blck	Hisp	Mult	White	EDS	LEP	SWD	AIG
Num (All Subjects)													
English 2													
Math 1													
Biology													
ACT Composite													
WorkKeys													
CGR 4 year													

Source: Internal Ready Review, RDYSUM – Ready Drilldown, Performance Composite GLP

Long Term Goals

2017 - 2018 Long Term Goals NOT Met

Subject / Grade	Subgroup	Target	Actual
4 year CGR	All	88.1	87.4
4 year CGR	EDS	86.4	81.6

2018 – 2019 Long Term Goals NOT Met

Subject / Grade	Subgroup	Target	Actual

2019 - 2020 Long Term Goals Not Met

Subject / Grade	Subgroup	Target	Actual

Accountability Participation Data

Overall

	2016-17	2017-18	2018-19	2019-20
Total Participation Targets	14	14		
# Participation Targets Met	14	14		
% Participation Targets Met	100%	100%		

Source: Internal Ready Review, AMOSTAT – Target Overview

Graduation Courses Pass Rate Data

2017 – 2018 Data

Course	Membership	# Failures	# Attendance Failures (FF)	Percent Passing
English I	206	8	10	91
English II	197	8	13	89
English III	170	18	6	85
English IV	129	0	0	100
Math I	148	19	7	82
Math II	209	13	7	90
Math III	174	3	8	94
Earth and Environmental	206	16	8	88
Biology	208	4	3	97
World History	N/A	N/A	N/A	N/A
American History I	339	9	16	93
American History II	180	5	7	93
Civics and Economics	166	0	2	99
Health/PE (required)	205	2	9	95

2018 – 2019 Data

Course	Membership	# Failures	# Attendance Failures (FF)	Percent Passing
English I				
English II				
English III				
English IV				
Math I				
Math II				
Math III				
Earth and Environmental				
Biology				
World History				
American History I				

Charles D. Owen High School Improvement Plan 2018-2020

American History II				
Civics and Economics				
Health/PE (required)				

2019 – 2020 Data

Course	Membership	# Failures	# Attendance Failures (FF)	Percent Passing
English I				
English II				
English III				
English IV				
Math I				
Math II				
Math III				
Earth and Environmental				
Biology				
World History				
American History I				
American History II				
Civics and Economics				
Health/PE (required)				

*Source: Data Manager, must pull data before EOY process.
Percent passed does not include failures or attendance failures.*

ACT Data

Year	Composite	English	Math	Reading	Science	Writing
2016 – 17	52.1	35.9	24.6	29.5	18.8	35.8
2017 – 18	60.1	43.1	27.1	34	22.9	31.7
2018 – 19						
2019 – 20						

Source: Ready Report- RDYSUM – Ready Drilldown, The ACT

Advanced Placement Data

Year	Grades Reported	Candidates	% Scores >=3
2016 – 17	215	126	48.8
2017 – 18	205	122	44.4
2018 – 19			
2019 – 20			

Source: Testing Office (handout)

Attendance Data

Chronic Absent is a student who missed more than 17 days for any reason

School Year	# Chronic Absent	# Final Enrollment	% Chronic Absent
2016 – 2017	85	747	11
2017 – 2018	108	711	15
2018 – 2019			
2019 – 2020			

Parent Survey Data

2017 - 2018

Number of responses:	Percent of respondents who				
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3) My child is safe at school	24.6	55.2	16.4	3.2	.4
6) I feel welcome at my child's school	46.6	44.3	4.9	2.2	1.8
7) I respect the school staff	55.41	34.6	5.8	3.1	.9
8) The school communicates expectations for student learning and goals	45.2	41.6	8.6	3.1	1.3
9) The school responds in a timely manner when I have concerns	42.7	38.1	11.3	5.4	2.2
10) The school is successful in preparing my child for the future	29.4	50.6	12.6	6.7	.4
11) There are clear behavior expectations that are supported by school staff	41.1	43.4	11.7	3.6	0

2018 – 2019

Number of responses:	Percent of respondents who				
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3) My child is safe at school					
6) I feel welcome at my child's school					
7) I respect the school staff					
8) The school communicates expectations for student learning and goals					
9) The school responds in a timely manner when I have concerns					
10) The school is successful in preparing my child for the future					
11) There are clear behavior expectations that are supported by school staff					

2019 – 2020

Number of responses:	Percent of respondents who				
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3) My child is safe at school					
6) I feel welcome at my child's school					

Charles D. Owen High School Improvement Plan 2018-2020

7) I respect the school staff					
8) The school communicates expectations for student learning and goals					
9) The school responds in a timely manner when I have concerns					
10) The school is successful in preparing my child for the future					
11) There are clear behavior expectations that are supported by school staff					

Source: Communications Department/Technology/Testing

Volunteers and Mentors

Year	Total Volunteer Hours	Total # Staff	# Staff as Mentors	# Students Mentored by Staff	# Volunteer Mentors	# Students Mentored by Volunteers
2017-18	429hrs. & 21 min	79	66	763	160	160
2018-19						
2019-20						

Source: School

Discipline Data

Offenses: Office Referral

(By # of incidents, list top 5 UB, top 3 RO)

2016 -2017	2016 – 2017	2017 – 2018	2017-2018	2018 - 2019	2019 – 2020
Total Office Referrals	783	Total Office Referrals	560		
Insubordination	294	Insubordination	74		
Disruptive Behavior	74	Class Skipping	62		
Class Skipping	63	Inappropriate Behavior	56		
Disrespect to Faculty/Staff	46	Disruptive Behavior	53		
Inappropriate Behavior	42	Disrespect for Faculty/Staff	52		
Possession of Weapon excl. firearm	2	Possession of Controlled Substance - Marijuana	6		
Use of Controlled Substance	1	Possession of Weapon excluding firearms	4		
Possess of Cont. Sub – MJ Use of Controlled Substance	1	Use of Controlled Substance	1		

Offense Cost: Office Referral

(By cost in days, list top five offenses)

2016-2017	2016 – 2017	2017 – 2018	2017 – 2018	2018 – 2019	2019 – 2020
Total Office Referrals	783		560		
Insubordination	97	Aggressive Behavior	63		
Aggressive Behavior	76	Class Skipping	60		
Fighting	70	Insubordination	48.5		
Disruptive Behavior	53	Possession of Controlled Substance	45		
Inappropriate Behavior	43	Fighting	38		

Offenses: Minor Incidents

(By # of incidents, list top 5)

	2016 – 2017	2017-2018	2017 – 2018	2018 – 2019	2019 – 2020
Total Minor Incidents	1090	Total	659		
Insubordination	320	Cell Phone Use	183		
Cell Phone Use	239	Insubordination	115		
Disruptive Behavior	119	Disruptive Behavior	77		
Late to Class	99	Late to Class	51		
Class Skipping	59	Class Skipping	40		

Discipline Actions: Office Referrals

(By # of actions, list top 5)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
Lunch Detention	260	183		
ISS Partial Day	223	118		
ISS	173	109		
OSS	106	102		
BCATS	12	17		

Discipline Actions: Minor Incidents

(By # of actions, list top 5)

2016 - 2017	2016 – 2017	2017 - 2018	2017 – 2018	2018 – 2019	2019 – 2020
Lunch Detention	493	Conference w/Student	235		
Conference w/Student	351	Lunch Detention	166		
Privilege Loss	177	Privilege Loss	162		
Redirection	99	Redirection	66		
Parent Contact	49	Time Out	44		

Locations: Office Referrals

(List top 5 locations)

2016 - 2017	2016 – 2017	2017 – 2018	2017 - 2018	2018 – 2019	2019 – 2020
Classroom	345	Classroom	261		
Other	213	Hallway	75		
Hallway	48	Other	55		
Office	39	Cafeteria	43		
Cafeteria	31	Bus	23		

Source: Educators Handbook

Dropout Data

Dropouts

School Year	# of Students	% Based on ADM
2016 – 2017	12	1.5%
2017 – 2018	16	2.09%
2018 – 2019		

Charles D. Owen High School Improvement Plan 2018-2020

2019 – 2020		
--------------------	--	--

Source: Graduation Initiative

Cohort Graduation Rate

Type	2013 – 14	2014 – 15	2015 – 16	2016 – 17	2017 – 2018
4 Year CGR	88	89.9	87.2	>95	87.4
5 Year CGR	86.3	88.	90.3	88.8	>95

Source: Ready Report, RDYSTAT – Ready Overview

Timeline

- School Improvement Plan Due October 12, 2018
- Mid-Year Progress Report February 28, 2019
- Year-End Progress Report September 28, 2019
- Revisions for 2019-2020 October 11, 2019
 - Includes updates of all data
- Mid-Year Progress Report February 28, 2020
- Year-End Progress Report September 30, 2020