

2018 – 2019

Year-End Progress Report

School Name: Charles D. Owen High School

Date: Oct. 10, 2019

Charles D. Owen High School's Purpose (Mission) Statement, "Empowering Students to Dream; Preparing Them to Achieve," compelled us to develop academic and cultural goals in our School Improvement Plan that would indeed empower students. The strategies employed to actualize Goal 1 and Goal 2, which are both academic, will enable students to achieve. Strategies employed to help students feel successful in school (Goal 4) is in alignment with our Vision of Excellence. When students feel successful, they have pride in themselves and engage with the school and community in positive ways as evidenced by the progress described below. Goal 3 of our SIP, improve student instruction by providing teachers with appropriate time to acquire or implement personalized professional development, is in alignment with our belief that quality teaching positively impacts student learning and growth. Administration is proactively engaged in supporting teachers efforts to acquire and implement best teaching practices.

Goal #1

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:

Strategies

- Teachers and curriculum coaches will utilize goal summary reports and EVAAS data to inform instructional planning. EOC teachers have been involved in data discussions including information on subgroups, goal summary reports, and EVAAS data.
- PLC teams continue to meet on a weekly basis to examine curriculum and assessment practices and modify instruction according to collected data to increase student proficiency in the EOC content areas.
- Administrators and counselors will evaluate and adjust the master schedule to promote growth in student proficiency.
 - Resequencing the Science course progression to provide an extra year of science instruction in the form of Physical Science for our standard level students to increase knowledge of general scientific principles, scientific vocabulary, and the standards based grading process. This new sequence also gives our ELL students additional time to increase language skills and acclimate to schooling here in the US prior to taking Biology.
- Teachers from all three EOC courses have been involved in high-impact instruction provided by the County Office.

- Standards-based grading is now in place in both Math 1 , Math 3, and Biology. This process will expand to English and History classes in the near future.

Progress to Date

Students at Owen High School demonstrate academic growth. The overall growth score is 94.3 and our NCSchools Report Grade is B. Evaluation of EVAAS data indicates that we have “Exceeded” the expectations for student growth overall for the 4th year in a row (Table a. Overall Growth EVAAS Data 2016-2019).

<u>School Year</u>	<u>EVAAS Growth Index</u>	<u>EVAAS Status</u>
15-16	2.25	Exceeded Expected Growth
16-17	2.4	Exceeded Expected Growth
17-18	5.38	Exceeded Expected Growth
18-19	6.6	Exceeded Expected Growth

Data indicates that even though our students with disabilities (SWD) and economically disadvantaged students (EDS) have grown academically, they have not met proficiency standards as measured by EOCs and we continue to seek structural and instructional methods to enhance their learning. The overall percentage of students meeting grade level proficiency is shown in the table below (Table b. Percentage of Students Scoring Grade Level Proficient (Level 3, 4, 5)). We have met our goal for English II and Biology (excluding SY 17-18 which we knew would be an outlier year due to resequencing of courses) but not in Math I. In the case of Math I, most math proficient students tested at the middle school with only those who struggle most with math tested at the high school. As can be seen with the Math 3 scores, Owen’s math department helps all students become proficient regardless of when or where they took the Math I exam. Our Internal Ready Review report indicates that our percent of students meeting standards for Math Rigor is > 92%.

<u>Subject</u>	<u>SY16-17</u>	<u>SY17-18</u>	<u>SY18-19</u>	<u>SY 19-20</u>
English II	72	65	68.2	
Math I	55	69	53.1	
Math 3	N/A	N/A	72.4	
Biology	59	83*	69.0	

*Represents primarily honors classes due to a change in course sequence in SY 17-18. SY 18-19

Goal #2

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 at least 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.
- 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

Progress to Date

The Literacy Instruction & Technology Team (LITT) adopted this goal and planned an ACT Boost Camp for juniors. Media Specialist, Kelli Self and Assistant Principals Bebe Tarleton and Gina Toomey developed a plan for the Owen High [ACT Boost Camp](#).

When we received data back from ACT we were very pleased to see that the percentage of our 11th grade students who met the State Benchmark score of 17 had increased by 3.3% over SY 2017 - 2018. Table c. below includes our ACT data from the past 3 years as compared to Buncombe County Schools and the state of North Carolina and brings attention to the power of intentional and strategic planning of student achievement.

Table c. ACT % of Students Scoring 17+ “College Ready”			
<u>School Year</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
Owen High	52.1%	60.1%	63.4%
Buncombe County	59.4%	63.1%	61.5%
North Carolina	58.8%	57.9%	Not currently available

Goal #3

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.
- School Improvement Team Committees, 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 to Date

High quality professional development prepares our teachers to provide innovative instruction. In addition to the in house and in district professional learning that is taking place through PLC work and collaboration with district coaches and specialists, Owen is finding ways to provide teachers with resources to access the training they desire. PTSO fundraisers have included a direct request for parents to donate money. In addition they have worked with Goodwill to have a donation truck placed in our parking lot so that the community could bring unwanted items to be weighed in for the benefit of our school. The PTSO raised over \$1000.00 to support teachers seeking professional development by covering the cost of substitutes, registration fees, and/or travel reimbursements .

Literacy Coach Kenny McKee continues to help our teachers recognize the strengths and diverse strategies of teaching in our building. He develops a schedule allowing for each teacher to choose the type of public teaching opportunity they feel best suits their needs and facilitates these sessions once each semester.. Mr. McKee's continual research into effective teaching practices helps all of our teachers recognize, acknowledge, and incorporate best practices in their classrooms. Even if teachers are observing those in other departments, the strategies can be adopted and adapted across curriculum areas.

Teachers and students feel supported by our Media Staff and Instructional Technology Facilitator, Lorraine Kasyan when they request support integrating technology, devising lesson plans that engage students and improve literacy, and incorporating resources both digital and print in their instructional practice. Teachers are using either Google Classroom or Canvas to help deliver instruction, PowerSchool and SchoolNet to monitor and report student learning, and

Kahoot and PearDeck to quickly provide formative assessment data. Students are using Google products (Docs, Sheets, Slides, Drawings) to collaborate with other students and access Google Sites and iMovie to prepare presentations. Media Specialists and the library science students work with teachers and students on a point of need basis to help everyone transition into the digital settings that the academic world and workforce will require.

Our faculty and administration have begun investigating strategies to incorporate core behavioral and social emotional learning in our school. Nine members attended Restorative Practices Training in the Spring of 2019 and eight in the Fall of 2019. Compassionate Schools Training was provided for the Owen faculty for our fall professional development day. The training reminded us of the brain's need for security before learning can take place. Owen has a special population of students and is not free from helping those whose families may be struggling to meet basic needs of housing, food, heat, health, transportation, and safety both physical and emotional. Students living at the Black Mountain Home for Children who are in our school family find that we have a faculty ready to help them transition into our school and then into their future. Professional development helping us support the diverse learners in our building will help us support the whole child.

Goal #4

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 combined as 80%.

Strategies

- Part of a students' success at school is the ability to follow the norms of behaviors in a building. Strategies to enhance students' ability to navigate the norms of the building will be incorporated within as many platforms as possible including: 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:*

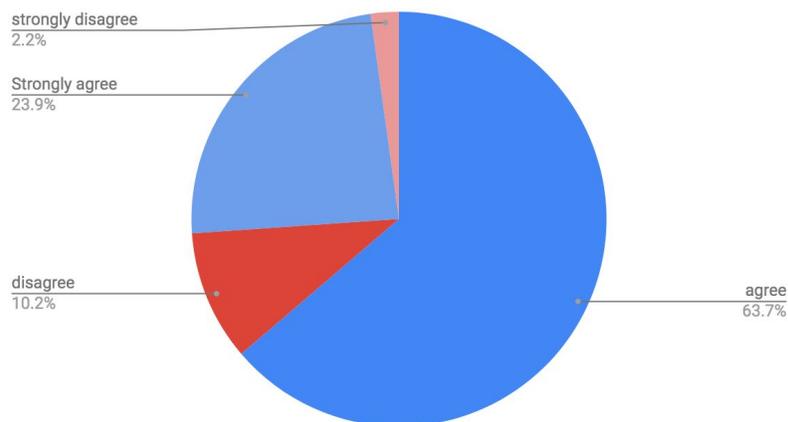
A Guide to Building Character by Barbara A. Lewis. *The Joel Sonnenberg Story*. (former Owen graduate).

- Safe Schools committee will continue to investigate and recommend safe school initiatives. School safety supports students' attitudes 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 celebrations 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.
 - 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.

Progress to Date

More students (87.6%) are reporting feeling successful at school than the initial survey conducted by Buncombe County Schools in 2017, wherein 80% of seniors indicated that they agreed or strongly agreed with the statement.

Students' Report Feelings of Being Successful at School 2019



In the Spring of 2019, students took the “[Student Success Survey](#)” in an advocate lesson. 87.6% agree or strongly agree that they are successful. Students at Owen demonstrate academic growth, receive scholarships and awards for athletics, arts performances, and academics. Direct methods of messaging the success stories of our students may help students understand that they are being successful. As we incorporate Core Academic and Behavioral/Social Emotional Learning components we hope that all of our students know which behaviors lead to their success and can incorporate those behaviors. The Class of 2019 graduated a total 175 students with 4 year Cohort graduation rate of 88.7% and a 5 year cohort rate of 88.6% compared to the 2018 4 year Cohort rate of 87.4% and 5 year graduation rate of >95%. The outlook for Owen graduates is positive. Data from students’ self reporting of their plans after graduation indicate that 37% are college bound and an additional 39.5% intend to attend community college or trade school, 6.4% plan to enter the military, and 14.5% plan to immediately join the workforce.

With the goal of helping all students be successful in both academics and social emotional behaviors, Owen High is working to develop our Multi-Tiered System of Supports (MTSS). It is a systematic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students.

The MTSS committee spent the year exploring screening options for students to determine supports that would match our student needs, creating thresholds for creating groups identified from Educator’s Handbook, our discipline management system, mid-term and nine week grades and social and emotional needs that have been identified through our counseling office from student visits. As we continue to make decisions around groups, we have discussed and will continue to run through scenarios that will work in our school. Members of the committee have read, “It’s About Time,” an informational book to support high schools working through MTSS to explore ways to arrange time to run groups during the school day.

We have also had discussions around qualified group leaders and content that would be presented during groups. The MTSS and PBIS team have presented data in our Teaching and Learning meetings that have prompted open discussions around support needed for students. The PBIS team has shared the Matrix that we developed a few years ago when our PBIS team

initially formed. We have also revisited this Matrix through a Teaching and Learning to be sure we are working both on classroom interventions and with parents before we would level students up to a point where they are not feeling successful. Taking time to work with students and provide interventions and strategies in the classroom has statistically shown to be more successful in students feeling supported in their classes as well as cared about by our staff.

SMART lunch check in was created to ensure that students who needed to stay for tutoring did so. All students have to report to check in and those who need tutoring or to make up missed assignments stay for SMART Lunch A (the first 28 minutes of lunch time). Consequences for being tardy to class have changed this year. After the 5th tardy to class students will not be permitted to enter the class, they will report to ISS for the class block. Hopefully, this will serve as a way to communicate to students that timely attendance is important for their success. The beginning of a class period is often used to describe the learning targets for the days lesson and review procedures to be followed during a class assignment. Students repeatedly entering the classroom after instruction has begun can disrupt the instruction and learning of the entire class. Administration works to address disciplinary issues that are impacting student learning in a way that promotes positive behavior that impacts student success in the classroom.

Knowing that attendance is a key requirement for learning content materials, Owen has adopted an attendance tracking document for students to complete in their Advocate Groups. This allows the advocate teacher to clarify attendance requirements for students. Freshman and students new to our district are often confused by the five day absence per semester policy, “excused” versus “waived” days, and timelines for attendance makeup opportunities. The mixed grade level advocate groups allow peers of upper grades a chance to mentor the younger students and share what they have learned about the consequences of poor attendance.

The PBIS and Student Events Subcommittee worked to provide a reward party for students who are making good decisions reflected in their academic performance, regular attendance, and good behavior. Roughly two thirds of our student population was able to attend the party acknowledging their success. We look for reasons to praise students and celebrate successes. Hopefully, by seeing so many of their peers doing well, students were left with the perception that they are in a school where they all can be successful.

A student’s ability to demonstrate good character will help them be successful in school, on the job, in college, in family life, and in their community. The motto for Owen students, “I AM” is repeated daily with morning announcements reminding students to practice integrity, have a good attitude, and act with maturity. We have earnestly applied the PBIS model, earning Green Ribbon School recognition, and have combined those strategies with those in the Teaching With Love and Logic Model, inviting students to make decisions promoting their success. Because we continue to grow and find ways to improve, this year we were awarded a grant from the Black Mountain Kiwanis Club to purchase copies of 7 Highly Effective Habits for Teens and the workbook. The grant only provided enough funding to purchase one book for each of our Advocate teachers.

Owen High strives to provide relevant reasons for students to come to school each day. When possible we invite our community to be with our students. The history department, media center and Assistant Principal, Gina Toomey welcome Veterans who share their military experience with our students to celebrate Veteran’s Day. The Diversity Committee arranges to have a

resident artist from Lake Eden Arts Festival (LEAF) work with our students in the spring. This committee has also arranged to have Sergeant Major Danielle Hodge who has achieved the highest rank for enlisted military personnel to speak to our history classes during African American History Month. James Lytle a local pastor and grandfather to many of our students is scheduled to present information about the Martin Luther King Jr. scholarship. Each of these opportunities hopefully demonstrates pathways to success for our students.

Although we provide most of a student's needed content instruction in the building, we understand the importance of connecting our students to the community so they see how their learning will be applied in the real world. Students find opportunities for service learning with Brother Wolf, Habitat for Humanity, Bounty & Soul, United Way, Eblen, Verner, Friends and Neighbors of Swannanoa Community Garden, Friends of the Swannanoa Library, Swannanoa Valley History Museum, Lion's and Kiwanis, and other organizations. A total of 20 organizations presented at our service learning fair this year and report enjoying the experience to meet, greet, and inspire our students. Our outreach has led to engaging students with their community. FCCLA and Leo Clubs bag bulk food items during SMART Lunch for the Bounty & Soul Markets that take place at Owen Middle and at our local churches. Earth Science classes and OCS students help in the Swannanoa Community Garden that adjoins Owen property next to our shiny new barn. Students in various clubs volunteer at Homework Diner held each week at the middle school. Our Green Team students participate with Asheville Greenworks and with YES (Youth for Environmental Stewardship). The Book Club and Leo Club help sponsor a "Movie Night" in Grovemont park to raise awareness of the community library and park that is maintained by the small community. Because we believe that authentic experiences allow for the social construction of knowledge we will deepen and strengthen our ties to the community. Students at Owen will have a purpose to apply their learning not just in some hypothetical future career but in their today and in their community.

Our Mission : Empowering students to dream; Preparing them to achieve reveals that our key goal is to help students be successful. They need to know that it is our driving ambition as a school and they need to recognize the ways in which they become more successful every day by attending school. We will continue to generate opportunities leading to success and bring about awareness of that success as we move forward. An indication of the work we have done in the past few years to help students be successful is our recent acceptance of the NCASCD's Lighthouse Award for demonstration of excellence in educational leadership. This recognition is in addition to our being a PBIS Green Ribbon School and NC Green School of Quality and a school rated as "Exceeded Expected Growth" on the NC School Report Card. Each initiative described in our application for the Lighthouse Award (PBIS, Advocate Groups, SMART Lunch, Community Fair) is being continued with fidelity and is being modified when data reflects a need for adjustments. We continue to communicate, clarify, work toward consistency, and demonstrate care for our students and feel that these actions will continue to build our students and our community.

@(School Name) School Improvement Plan 2016-2018

School Improvement Team Members

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: MW Turner
Signature: MARGARET W. TURNER

SIT Chairperson: Samantha Gallman
Signature: Samantha Gallman

Assistant Principal: Bebe Tarleton
Signature: Bebe Tarleton

Instructional Support: Allie Self
Signature: Allie Self

Teacher: Jackie Pirscherl
Signature: Jackie Pirscherl

Teacher Assistant: David Fiest
Signature: David Fiest

Teacher: Jackie Rhymel
Signature: Jackie Rhymel

Parent: Jennifer Neff
Signature: Jennifer Neff

Teacher: Kelley Ambar
Signature: Kelley Ambar

Parent: _____
Signature: _____

Teacher: Taylor Redd
Signature: Taylor Redd

Student: Alex Self
Signature: Alex Self

Teacher: Tan Gillan
Signature: Tan Gillan

Member: _____
Signature: _____

Teacher: _____
Signature: _____

Member: _____
Signature: _____

Teacher: _____
Signature: _____

Member: _____
Signature: _____

