

***Rockville High School
School Improvement Plan
2021-2022***



**70 Loveland Hill Road
Vernon, CT**

Table of Contents

Instructional Leadership Team.....	2
Introduction.....	2
District Mission.....	2
School Mission.....	4
Goal 1 – Academic Strategies for Improvement.....	5
Goal 2 – School Culture Strategies for Improvement.....	8
Goal 3 – Family Engagement Strategies for Improvement.....	12
School Data.....	15
School Priorities.....	18
School-wide Professional Learning Plan.....	19
School Accountability Index Chart.....	20

Rockville HighSchool – School Improvement Plan 2021-22

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Introduction

Rockville High School believes that building strong relationships is the key to student achievement and overall social emotional growth. Through our district-wide work and Vision of a Graduate, RHS values reflect the identification and application of critical skills. We strive to foster school/family partnerships, to collaborate and prepare students to compete in the global marketplace. RHS has developed a comprehensive professional learning plan to build the capacity of all educators, to incorporate active professional learning, and to design and strengthen core interventions in our school.

Vernon Board of Education Mission Statement

The Vernon Public Schools, in partnership with family and community, is committed to provide a quality education, with high expectations, in a safe environment, where all students become independent learners and productive contributors to society.

Vernon Board of Education Vision Statement

Every graduate is a Critical Thinker, Collaborator, Communicator, Resilient Individual, and Responsible Citizen.

Vernon Board of Education Equity Stance

The Vernon Public School district recognizes and values the rich diversity of race, ethnicity, abilities, gender identity, sexual orientation, and economic background of our students.

We also acknowledge the existence of a range of inequities that exist across our nation and within our local community that impact our students. These inequities create disproportionate outcomes ranging from gaps in academic achievement to dropout rates. The impact of these gaps extend well beyond school, correlating with indicators of physical health, emotional well-being, income, and civic participation.

Equity in education is achieved when student outcomes are not predicted by gender, race, ethnicity, economic background, sexual orientation, language or abilities and where all students reach a level of efficacy and competence that supports a rewarding and productive life.

This requires the elimination of inequitable policies, programs and practices that currently contribute to disproportionate learning and achievement among student groups. In addition, it requires the identification and implementation of new strategies that promote equitable experiences and outcomes.

In order to provide an equitable education for all students, the Vernon Public School district, in partnership with the community, will:

- Focus on inclusive Pre-K education and other research-based practices known to reduce bias and discrimination while reducing gaps.
- Provide access, experiences and opportunities through an inclusive, student-centered environment that values voice and choice resulting in equitable outcomes.
- Develop systemic practices that allow all students to learn from others that represent a broad range of backgrounds and experiences.
- Recruit and retain a faculty and staff more representative of the experiences and backgrounds of students.
- Support a professional learning community where educators have an equity lens, self-awareness, and professional skills to support all students.

Our commitment to equity allows us to achieve our Mission, ensuring that every student can become an independent learner and a productive contributor to society.

Vernon Board of Education Core Beliefs

1. Build and improve relationships and partnerships with family and community.
2. Increase the achievement of every student through high quality curriculum, instruction and assessment.
3. Promote safe environments that are socially, emotionally, and physically conducive to learning.

Rockville High School Vision Statement

The Rockville High School Community is committed to providing a safe and respectful environment where all members are dedicated to lifelong learning. By working collaboratively with families and community members, we will graduate students who are productive and contributing members of a dynamic, global, 21st century society. We believe rigorous and meaningful academic and extra-curricular programs afford all students the opportunity to become responsible citizens, critical thinkers, effective collaborators and communicators and overall resilient Individuals.

Rockville High School Mission

To create a safe and nurturing student centered environment where all students are empowered through academic excellence to be accomplished, productive and responsible twenty-first century citizens.

We believe:

- all students can learn at high standards
- in having high expectations for all learners
- all students deserve dynamic instruction that is centered on high quality curriculum
- that diversity enriches the learning environment
- in working collaboratively with families and the community
- learning is a lifelong process

SCHOOL GOALS AND PROGRAMS, 2021-22

Goal 1: To increase the number of students achieving in reading, mathematics and physical fitness.

School Year: 2021-2022

Blueprint for Success Focus Area: Rigorous Curriculum

English, Reading, Writing (ERW) Benchmark on the P(SAT) in the fall and spring of 2021-22 will improve on state assessments.

English, Reading, Writing (ERW) as measured by:

- **PSAT Mean Score** of matched cohort in both Fall PSAT and Spring SAT will increase by 10% meeting benchmark for the **class of 2023**
- Create and compare pre and post formative assessments in ERW classes to measure growth in reading and writing for all students. Students will improve a minimum of one level as measured by the rubric.

Metric 1B. Mathematics Benchmark on the P(SAT) in the fall and spring of 2021-22 will improve on state assessments.

Mathematics benchmark as measured by:

- **PSAT Mean Score** of matched cohort in both Fall PSAT and Spring SAT will increase by 10% meeting benchmark for the **class of 2023**
- Create and compare pre and post formative assessments in Mathematics classes to measure growth in numeracy for all students. Students will improve a minimum of one level as measured by the rubric.

Metric 1C. **Physical Fitness** as measured by:

Health and Wellness 2 courses will prepare students to be assessed on performance and participation in the Connecticut Physical Fitness Assessment.

- The State Physical Fitness Assessment passing rate will increase 5% from the previous school year.
- A minimum of 90% of grade 10 students enrolled in Health and Wellness 2 will participate in the state physical fitness assessment.

Goal 1: To increase the number of students achieving in reading, mathematics and physical fitness.

School Year: 2021-2022

Blueprint for Success Focus Area: Rigorous Curriculum

Action Plan to Accomplish Goal

Strategies	Staff Responsible	Resources & Learning Needed	Timeline (Indicate staff mtg time set for Professional Learning)	Intended Outcomes (Early evidence, short term impact, longer term outcomes)
<p>1. Teachers will work collaboratively with administration, Director of Teaching and Learning, department chairs, colleagues and consultants to:</p> <ul style="list-style-type: none"> ● develop curriculum ● refine knowledge of content standards 	<p>All teachers, administrators, consultants</p>	<p>Regular meetings during the month to collaborate with colleagues.</p> <p>Time dedicated to curriculum writing and professional development.</p> <p>Professional Development provided by consultants and Department Chairs on best practices.</p> <p>Common assessments for courses utilizing Formative.</p> <p>Unit Plans for courses worked on.</p> <p>Integration of written units.</p> <p>Use assessment outcomes to drive curricular decisions.</p>	<p>August - June</p> <p>Training - PD Curriculum Writing</p> <p>Department based curriculum writing to occur throughout the year with PD time allotted.</p>	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> ● lesson plans developed, observations, focused PD, assessments, unit plans <p><u>Short-Term Impact & Longer-Term Outcomes:</u></p> <ul style="list-style-type: none"> ● completed units of study with formative assessments leading to improved content delivery and student growth
<p>2. Teachers will focus instruction on purposefully planning and improving tier 1 instruction to support student achievement.</p>	<p>All teachers, administrators, consultants</p>	<p>PD & monthly PLC training to support:</p> <ul style="list-style-type: none"> ● Differentiation ● Providing meaningful feedback ● Positive Relationships ● RHS Essentials 	<p>September - June</p> <p>Training -PD Calendar with dates of focused PD with consultants and when</p>	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> ● lesson plans developed, observations, focused PD, assessments, unit plans <p><u>Short-Term Impact & Longer-Term</u></p>

		<ul style="list-style-type: none"> ● Purposeful planning ● Instructional coaching 	departments will be meeting	<u>Outcomes:</u> <ul style="list-style-type: none"> ● focused lessons with clear objectives and criteria for success ● targeted & differentiated instruction ● student growth
3. Physical education classes will include lessons and activities that will focus on the four areas of the CT Physical Fitness Assessment.	Physical Education teachers, administrators	Progress monitoring. <ul style="list-style-type: none"> ● Document to track students' practice scores on each area of the test 	September to June <u>Training - PD</u> Best practices in physical fitness and lifestyle <u>Training - PD</u> Tier 1 instruction Differentiated Instruction Providing meaningful feedback	<u>Evidence:</u> <ul style="list-style-type: none"> ● Early growth in physical ability throughout workouts <u>Short-Term Impact & Longer-Term Outcomes:</u> <ul style="list-style-type: none"> ● Through daily lessons and curricular units teachers will provide students multiple opportunities to successfully practice and participate in the CT Physical Fitness Assessment ● student growth

Goal 2: To provide opportunities that foster a positive climate and culture within our school community.

School Year: 2021-2022

Blueprint for Success Focus Area: School Climate/Culture

2A. We will create opportunities to increase student voice and belonging at RHS.

As Measured by student participation in:

- Youth Equity Squad
- Student Athlete Advisory
- Principal's Advisory
- Student Government

2B. As a school community, we will analyze, strategize and reduce disproportionate data using equity as a lens.

The areas of focus will be:

- Attendance
- Suspension rates
- Academics

2C. Increase favorable responses by 10 percent on the questions below pertaining to the **Student** section of Panorama Survey:

Section includes:

- I feel respected by the adults at my school.
- I feel like I belong at my school.
- The school environment reflects the cultures of students, families, and staff in the school community."

2D. Increase favorable responses by 10 percent on the questions below pertaining to the **Teacher/Staff** section of Panorama Survey:

Section includes:

- The work environment at my school is overall positive.
- Staff have the opportunity to reflect on their teaching and be responsive to the needs of their students.

Goal 2: To provide opportunities that foster a positive climate and culture within our school community.

School Year: 2021-2022

Blueprint for Success Focus Area: School Climate/Culture

Action Plan to Accomplish Goal

Strategies	Staff Responsible	Resources & Learning Needed	Timeline (Indicate staff mtg time set for Professional Learning)	Intended Outcomes (Early evidence, short term impact, longer term outcomes)
<p>1. Provide multiple opportunities for staff and students to create a sense of community through shared experiences.</p> <ul style="list-style-type: none"> Regularly communicate with staff: attendance, suspension and academic data Pep rallies, cupcake wars, mock interviews, staff/student competitions Club/Activity Fair Assemblies that promote positive choices and relationships (SEL, Equity) Communicating through parent square/social media student 	<p>All staff</p> <p>Social Media coordinator</p> <p>Building Administration</p> <p>Athletic Director</p> <p>Activities Coordinator</p> <p>IT</p>	<p>Access to necessary technology</p> <p>Criteria for student work</p> <p>Money to provide necessary materials and services</p>	<p>Continued throughout the academic year</p> <p>Training - PD</p> <ul style="list-style-type: none"> Social Emotional Learning Equity Student Engagement 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> Increased engagement in RHS activities and events. Improved Student Activities Reduction in chronic absenteeism and suspension rates among marginalized populations at RHS. <p><u>Short-Term Impact & Longer-Term Outcomes:</u></p> <ul style="list-style-type: none"> Improved sense of connection to the greater school community. Decrease in Tardiness Better student attendance daily and by period. Growth in favorable community responses as measured by the EOY survey. Overall attendance numbers reflect positive change

<p>accomplishments and how to start new clubs/activities.</p>				
<p>2. Increase student voice</p> <ul style="list-style-type: none"> ● Principal’s advisory ● Regular conversations with Class Officers ● Public Service Announcements designed and created by students ● Enhance morning announcements to include a video feed ● Student led events and activities ● Youth Equity Squad meets with student forums throughout the year. ● Providing students opportunities for check-ins (surveys, etc. during class, advisory, etc.), providing strategies for regulating emotions, behavior, etc. 	<p>Staff Admin/ Athletic Director Students Activities Coordinator IT</p>	<ul style="list-style-type: none"> ● Money to provide necessary materials and services 	<p>Monthly activities for the school year</p>	<p><u>Evidence</u> Students will participate in leading clubs, activities and committees and making decisions in the building</p> <p><u>Short-Term Impact & Longer-Term Outcomes:</u></p> <ul style="list-style-type: none"> ● Growth in overall staff climate and camaraderie and staff responses to surveys. ● Greater connection to the school community. As measured by favorable responses on Panorama survey regarding school connectedness (#1,3,8).
<p>3. Create an Advisory program that encourages SEL, Equity, necessary skills by grade level and an overall cohesive and</p>	<p>All staff</p>	<p>Training to support</p> <ul style="list-style-type: none"> ● Positive Relationships ● Trauma Informed Practices ● SEL ● Equity 	<p>Faculty meetings (focused on):</p> <ul style="list-style-type: none"> ● SEL ● Equity ● Student 	<p><u>Evidence</u> Improved Student/Teacher relationships.</p> <p><u>Short-Term Impact & Longer-Term Outcomes:</u></p>

<p>inclusive environment representing the cultures of our Rockville High School community.</p>		<ul style="list-style-type: none"> ● College Application Process ● Post grad career options ● Resume writing <p>SEL Curriculum resources</p>	<p>Relationships</p> <ul style="list-style-type: none"> ● Student Engagement 	<ul style="list-style-type: none"> ● Enhanced trauma based practices for all students. ● Increased access to SEL & Equity training/tools for all students and staff. ● Decreased conduct referrals. ● Improved student and staff attendance ● Overall improved school culture and climate.
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Goal 3: Partner with families to better prepare students for the rigors of post-graduation and the global marketplace.

School Year: 2021-2022

Blueprint for Success Focus Area: Family Engagement

As Measured by:

3A. Increase in students' On Track Graduation Rate

- Increase the number of grade 9 students' who attend RHS on track for graduation rate by **7.5%** for the 2021-22 school year (per data warehouse)
 - 2015-16 - 81%
 - 2016-17 - 81.6%
 - 2017-18 - 80.2%
 - 2018-19 - 88.4%
 - 2019-20 - 82.6%
 - 2020-21 - 82.9%

3B. Increase in students' 4-year Graduation Rate

- Increase the number of students who graduate on time by 2% (per data warehouse)
 - Class of 2014 - 82.3%
 - Class of 2015 - 84.4%
 - Class of 2016 - 76%
 - Class of 2017 - 76.5%
 - Class of 2018 - 78.2%
 - Class of 2019 - 85.2%
 - Class of 2020 - 87.9%
 - Class of 2021 - 86.9%

3C. Decrease Chronic Absenteeism for all students:

- Reduce the percentage of students who are chronically absent by 10% (per data warehouse)
 - Class of 2015 - 9%
 - Class of 2016 - 10%
 - Class of 2017 - 11.9%
 - Class of 2018 - 8.5%
 - Class of 2019 - 8.7%
 - Class of 2020 - 17.4%
 - Class of 2021 - 26.6%

3D. Increase favorable responses by 10 percent on questions below pertaining to the Family Engagement section of the Panorama Survey:

Section includes:

- I know who to talk to at the school when I want to express concerns or ideas.
- The school provides me with useful information (flash cards, at home reading books, websites) about how to help my child do well in school.
- The staff at my child's school creates an environment that helps my child learn.
- I communicate often with my child's teacher (via seesaw, email, phone, meet...etc.)

Goal 3: Partner with families to better prepare students for the rigors of post graduation and the global marketplace.

School Year: 2021-2022

Blueprint for Success Focus Area: Family Engagement

Action Plan to Accomplish Goal

Strategies	Staff Responsible	Resources & Learning Needed	Timeline (Indicate staff mtg time set for Professional Learning)	Intended Outcomes (Early evidence, short term impact, longer term outcomes)
<p>1. Monitor academic achievement for the class of 2025.</p> <ul style="list-style-type: none"> ● Provide tutoring in the RAM Center ● Provide intervention supported by the SRBI process through ROCK Block and RAM Center. ● Evaluate and identify intervention support for students during the academic year of 2021-22 as well as summer school. ● Increase the communication between staff and parents to foster partnership for individual student's academic success via ParentSquare/Aspen. ● Review of credit requirements and credits earned/projected to be earned in the current semester through the implementation of updated school counseling curriculum <p>2. Monitor student attendance data</p> <ul style="list-style-type: none"> ● Utilize district Attendance protocols ● Regularly share attendance data with RHS staff/students 	<p><u>All Staff</u></p> <ul style="list-style-type: none"> ● Teachers ● Attendance Counselor ● Student Assistance Team ● YSB Counselor ● Building Administration ● School Counselors ● Paraeducators 	<p>RAM Center programs, after school programs, manipulatives, Adult Tutors, summer intervention, transportation</p> <hr/> <p>District Attendance Handbook</p>	<p>Predetermined Professional Learning time (dates and times):</p> <ul style="list-style-type: none"> ● Purposeful Planning ● Tier 1 instructional implementation ● Literacy Instruction ● Numeracy Instruction ● WL Instruction ● Science Instruction <hr/> <ul style="list-style-type: none"> ● Biweekly attendance team meetings ● Monthly data share with staff ● Early intervention with Families of chronically absent 	<p><u>Evidence</u> Ongoing evaluation of student academics and credits to determine the need for student intervention</p> <p><u>Short-Term Impact and Longer-Term Impact</u></p> <ul style="list-style-type: none"> ● Student ownership and understanding of their grades and credits which helps keep them on-track for graduation ● Increase students on track to graduate rate by 7.5%. ● Preparing students for the rigors of post graduation and the global marketplace. <hr/> <p><u>Evidence</u> Ongoing evaluation of student attendance data to determine the need for student intervention</p> <p><u>Short-Term Impact and Longer-Term Impact</u></p> <ul style="list-style-type: none"> ● Utilizing Attendance Counselor

<ul style="list-style-type: none"> Promote positive communication between RHS and Families 			students	<p>and Family Engagement Coordinator to foster positive relationships with families of chronically absent students.</p> <ul style="list-style-type: none"> Reduction in chronic absenteeism by 3%. Preparing students for the rigors of post graduation and the global marketplace.
<p>3. Monitor Student Academics</p> <ul style="list-style-type: none"> Analyze failures at progress reports and quarter end. Utilize the SRBI process to Identify real time intervention support for students during the academic year of 2021-22 (as well as summer school.) Provide academic and behavioral support and interventions. 	<p>All Staff Interventionists Building Administration School Counselors</p>	<p>Afterschool and weekend intervention and tutoring. Study skill curriculum Tier 1 intervention support for teachers. R.A.M Center</p>	<p>Progress reports and end of quarter.</p>	<p><u>Evidence</u> Ongoing evaluation of student academic data to determine the need for student intervention</p> <p><u>Short-Term Impact and Longer-Term Impact</u></p> <ul style="list-style-type: none"> Student ownership and understanding of their grades and credits which helps keep them focused on graduating Increase students on track to graduate rate by 7.5%. Preparing students for the rigors of post graduation and the global marketplace.

<p>3. Provide multiple opportunities for parents to become engaged and welcomed into the RHS community.</p> <ul style="list-style-type: none"> ● Parent picnic ● Parent Advisory Committee meetings ● Conferences ● Parent Athletic nights/contests ● College planning, Academic planning ● Art, theater, music events ● Open house 	<p>All Staff</p>	<p>Training and coaching for staff/parent partnerships.</p> <ul style="list-style-type: none"> ● Outreach ● Communication skills ● Trauma informed ● Funds for social opportunities ● Flexibility to open school for parent conferences 	<p>Ongoing</p>	<p><u>Evidence</u> Positive interactions with families around town and at school sponsored events.</p> <p><u>Short-Term Impact and Longer-Term Impact</u></p> <ul style="list-style-type: none"> ● Working in partnership with families to keep students on-track for graduation ● Increase students on track to graduate rate by 7.5%. ● Positive outcomes on the Family survey results
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SCHOOL ACADEMIC DATA

CLASS OF 2022 (This year's seniors)				
YEAR/GRADE	SAT/PSAT	Total Score/%	ERW Mean/% at Bench	Math Mean/% at Bench
2018, 9th Grade Scores	8/9 PSAT	821/30%	416/53%	405/32%
2019, 10th Grade Scores	10 PSAT (Oct 2019)	869/23%	441/51%	428/24%
2020, 11th Grade Scores	11 PSAT (Oct 14 2020)	925/25%	473/59%	452/25%
2021, 11th Grade Scores	SAT - March 2021 - May 2021	939/22%	478/50%	462/23%

CLASS OF 2023 (This year's juniors)				
YEAR/GRADE	SAT/PSAT	Total Score/%	ERW Mean/% at Bench	Math Mean/% at Bench
2019, 9th Grade Scores (199 students)	PSAT 8/9 - Sept 2019 - Jan 2020	835/28%	426/55%	409/29%
2020, 10th Grade Scores (150 students)	10 PSAT (April 2021)	906/31%	462/63%	445/33%
2021, 11th Grade Scores	11 PSAT (Oct 13 2021)			
2022, 11th Grade Scores	SAT (March xx, 2022)			

PSAT BY GRADE / BY YEAR

	GRADE 9 PSAT						GRADE 10 PSAT						GRADE 11 PSAT						APRIL SAT DAY					
	PSAT TOTAL	%	ERW	%	MATH	%	PSAT TOTAL	%	ERW	%	MATH	%	PSAT TOTAL	%	ERW	%	MATH	%	SAT TOTAL	%	ERW	%	Math	%
2015	833	28%	427	54%	407	31%	881	26%	450	55%	431	29%												
2016	837	30%	427	57%	410	32%	902	30%	463	61%	439	33%	930	29%	476	56%	453	31%						
2017	855	32%	440	60%	416	34%	901	32%	461	60%	440	35%	962	31%	488	58%	473	34%	973	31%	496	54%	477	33%
2018	821	30%	416	53%	405	32%	894	32%	454	55%	440	34%	943	31%	480	59%	463	32%	1001	33%	513	65%	488	35%
2019													936		477	58%	459	28%	996	34%	504	62%	485	36%
2020																			1005	39%	516	68%	489	41%

Physical Fitness & Wellness

	% Meeting all four	Aerobic Endurance (Mile Run)	Flexibility (Sit & Reach)	Upper Body Strength & Endurance (Push Ups)	Abdominal Muscle Strength/Endurance (Curl Ups)
2018-2019 (class of 2021)	51%	59%	87%	81%	85%

School Climate/Culture and Family Engagement Data

Survey	Question	Fall 2020		Spring 2021	
Student	I feel respected by the adults at my school	511/582	88%		
	I feel like I belong at my school	417/582	72%		
	The school environment reflects the cultures of students, families, and staff in the school community.	361/567	63%		
Teacher / Staff	The work environment at my school is overall positive.	67/106	63%		
	Staff have the opportunity to reflect on their teaching and be responsive to the needs of their students.	76/107	71%		
Family	The school provides me with useful information (flash cards, at home reading books, websites) about how to help my child do well in school.	66/140	47%		
	I communicate often with my child's teacher (via seesaw, email, phone, meet...etc.)..	70/141	50%		
	The staff at my child's school creates an environment that helps my child learn.	119/141	84%		
	I know who to talk to at the school when I want to express concerns or ideas.	116/140	83%		

School Priorities

Social Emotional Learning

- Be responsive to the needs of our students

Equity

- Culturally Responsive Teaching and celebrating our diverse population
- Student Equity Squad will provide continual information to whole staff

Family Engagement

- Hold in-person events as feasible (e.g. Parent Advisory Committee, etc)
- Offer choices for conferences, meetings, etc: zoom or in person

Academics

- Planning with purpose
- Delivering impactful tier 1 content
- Continue to develop curriculum

Culture

- Continue working on building a school culture
- Continue building a community culture
- Celebrate our student and staff cultures

SCHOOL WIDE PROFESSIONAL LEARNING PLAN

School Objective: Improving teaching and learning is a continuous focus, therefore, professional learning is critical to the growth and improvement of student achievement.

DATES	STAFF RESPONSIBLE	OUTCOMES
First Wednesday	Certified staff	Staff will engage in whole school PD focused around improvement in teaching and learning at staff meetings.
Second Wednesday	Certified Staff	PLC/ Department meetings focused on data driven decision making for planning of instruction.
Third Wednesday	Certified Staff	Committee meetings, build schedules, assessments, etc.
Fourth Wednesday	Certified Staff	PLC/ Department meetings focused on data driven decision making for planning of instruction.
RHS Essentials for Instruction	Admin, Consultants	Scheduled meetings to analyze student work and plan targeted instruction.
Ongoing	Instructional Coaching	Provide teacher support throughout the year to implement the curriculum with high quality teaching practices. Provide support to teachers through RHS coaching cycle and individual requests.

Next Generation Accountability Index 2018-2019

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	55.5	75	111.1	150	74.0	90.2
1b. ELA Performance Index - High Needs Students	47.5	75	95.0	150	63.3	77.5
1c. Math Performance Index - All Students	52.0	75	104.0	150	69.3	84.1
1d. Math Performance Index - High Needs Students	44.6	75	89.1	150	59.4	70.2
1e. Science Performance Index - All Students	62.1	75	82.8	100	82.8	85.0
1f. Science Performance Index - High Needs Students	54.5	75	72.7	100	72.7	72.2
2a. ELA Academic Growth - All Students	.	100%	.	.	.	59.9
2b. ELA Academic Growth - High Needs Students	.	100%	.	.	.	55.1
2c. Math Academic Growth - All Students	.	100%	.	.	.	62.5
2d. Math Academic Growth - High Needs Students	.	100%	.	.	.	55.2
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	60.0
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	52.1
4a. Chronic Absenteeism - All Students	13.8%	<=5%	32.5	50	64.9	78.3
4b. Chronic Absenteeism - High Needs Students	21.7%	<=5%	16.5	50	33.0	55.7
5. Preparation for CCR - Percent Taking Courses	93.9%	75%	50.0	50	100.0	100.0
6. Preparation for CCR - Percent Passing Exams	38.9%	75%	26.0	50	51.9	56.7
7. On-track to High School Graduation	81.3%	94%	43.2	50	86.5	93.6
8. 4-year Graduation: All Students (2018 Cohort)	80.7%	94%	85.8	100	85.8	93.9
9. 6-year Graduation: High Needs Students (2016 Cohort)	68.1%	94%	72.4	100	72.4	88.6
10. Postsecondary Entrance (Graduating Class 2018)	68.6%	75%	91.4	100	91.4	94.5
11. Physical Fitness (estimated participation rate = 95.9%)	50.5%	75%	33.7	50	67.4	70.6
12. Arts Access	54.1%	60%	45.1	50	90.1	86.5

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	64.0	47.5	16.5	15.3	Y
Math Performance Index Gap	59.8	44.6	15.3	17.4	N
Science Performance Index Gap	69.9	54.5	15.4	16.3	N
Graduation Rate Gap (2016 Cohort)	94.0	68.1	25.9	8.0	Y

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.
If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	97.4
ELA - High Needs Students	95.1
Math - All Students	97.4
Math - High Needs Students	95.1
Science - All Students	96.9
Science - High Needs Students	95.1

Minimum participation standard is 95%.