

**RHS School Improvement Process  
2016-17- DRAFT 7-11-16**

**STUDENT AND STAKEHOLDER FOCUS**

Based on data analysis, it was determined that our target students need teachers to:

- Communicate high expectations
- Check for understanding on a daily basis

Based on detailed data analysis from multiple sources:

- Student performance data –various measures including: advanced course enrollment and performance data
- Student voice data – including focused surveys and focus groups –
- Grade book data
- Referral data

**FACULTY AND STAFF FOCUS**

Teachers will need professional development on:

- A repertoire of strategies for building relationships and communicating high expectations
- Designing and implementing lessons which include daily checks for understanding
- Developing policies and procedures that lead to equitable grading practices.

Leaders will need professional development on:

- Coaching practices to engage teachers in reflective examination of practice through the use of observation data
- Strategies for collecting and analyzing data
- Development of skills on coaching for equity
- Facilitation of strong PLCs

**LEADERSHIP**

**Vision:**

*Rockville High School will be a nationally recognized center of learning whose graduates possess the academic, social-emotional, and critical thinking skills to be global leaders in the 21<sup>st</sup> Century.*

**Mission:**

The mission of Rockville High School is to graduate individuals who are prepared for post-secondary education and careers. In an atmosphere of respect for cultural differences, staff and students work together to create a climate that encourages intellectual growth and develops transferrable skills by actively collaborating with members of our local, state, national and international communities, we at Rockville High School strive to ensure that our students become lifelong, independent learners and productive citizens.

**STRATEGIC PLANNING**

- **Literacy Goal:** To increase the percentage of Black and Hispanic students who successfully complete their English course, with a C or better to 85%
- **Math Goal:** To increase the percentage of Black and Hispanic students who successfully complete their math course, with a C or better to 85%
- **Cultural Proficiency Goal:** To eliminate the racial/ethnic achievement gaps in cumulative GPA by increasing the number of eligible Hispanic and Black students to 85%

**PROCESS MANAGEMENT**

As a result of root cause analysis, the following structures and processes will be implemented and monitored to address student and staff needs:

- PLCs meetings will stay focused on school initiatives
- Staff Meetings will engage staff in professional development and peer observation
- Staff development will be offered on a variety of levels to support needs of staff
- Department meetings will include content specific extension of staff wide professional dev.
- Peer observations to examine the impact of the implemented strategies on focus students
- Focused observations by instructional leaders with feedback/reflective conversations
- Surveys will be implemented several times throughout the year to collect data on student and staff progress toward school initiatives

**PERFORMANCE RESULTS**

**See back**

**MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT**

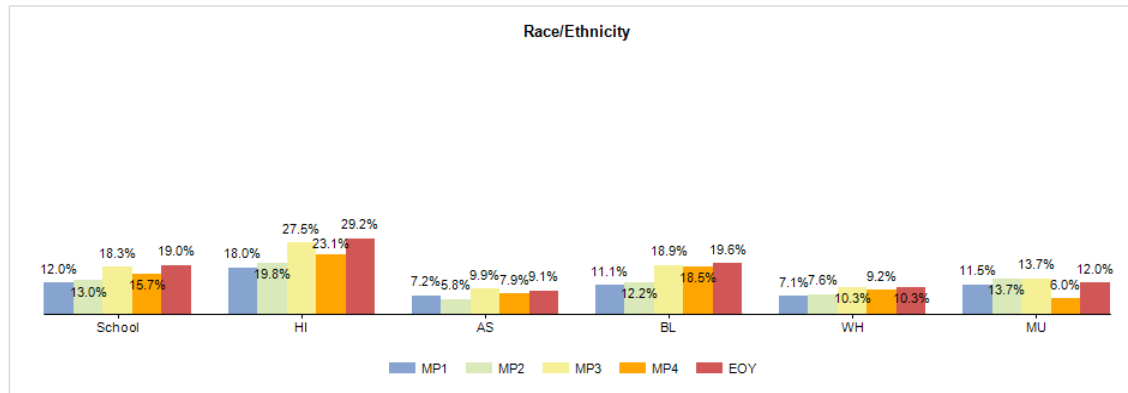
**Student Data Points:**

- Course enrollment
- Performance data (AP & IB exams; SAT/ACT/Accuplacer exams)
- Report Card Data

**Teacher Data Points:**

- Focused Classroom Observation Focused peer visits and reflections
- Evaluation Data for School-wide Staff Development Action Plan
- Teacher Survey/Feedback/Dialogues
- Collaborative Planning Sessions and feedback on the collaborative planning process, templates, and support

## Ineligibility by Student Group ROCKVILLE HS 2015-2016 MP1,MP2,MP3,MP4,EOY



Race/Ethnicity	MP1		MP2		MP3		MP4		EOY	
	%	# Inelig	%	# Inelig	%	# Inelig	%	# Inelig	%	# Inelig
School	12.0%	161	13.0%	175	18.3%	249	15.7%	214	19.0%	260
HI	18.0%	93	19.8%	104	27.5%	148	23.1%	125	29.2%	159
AS	7.2%	11	5.8%	9	9.9%	15	7.9%	12	9.1%	14
BL	11.1%	20	12.2%	22	18.9%	34	18.5%	34	19.6%	36
WH	7.1%	31	7.6%	33	10.3%	45	9.2%	40	10.3%	45
MU	11.5%	6	13.7%	7	13.7%	7	6.0%	3	12.0%	6

## Ineligibility by Grade Level 2015-2016 MP1,MP2,MP3,MP4,EOY

