

Pitt County Schools Comprehensive School Plan: 2010-2012

(School Improvement & Title I)

School Name: **J. H. Rose High School**

School's Mission Statement:

J. H. Rose High School will ensure that all students master the skills necessary for success in a rapidly changing world through high expectations, excellence in teaching for learning, and a safe, orderly environment.

Please Check One: ☒ **Non-Title I School**

Title I School: ☐ **Schoolwide**

Date of Original: October 7, 2010

Amendment Date: _____

Amended Section: _____

Amendment Date: _____

Amended Section: _____

File this document with your Southern Association School Improvement and Title I Information

PCS DATA SUMMARY CHART

9 th - 12 th	2009-2010	2010-2011	2011-2012
• Percentage of students who graduate	<u>60.8%</u> 	 	
• Percentage of dropouts	9 th <u>54.0</u> % 10 th <u>20.7</u> % 11 th <u>14.9</u> % 12 th <u>10.3</u> % **Based on 87 Students	9 th _____ % 10 th _____ % 11 th _____ % 12 th _____ %	9 th _____ % 10 th _____ % 11 th _____ % 12 th _____ %
• AYP Results: Identify subgroups not making AYP and their proficiency. R=Reading M=Math	Subgroup } Black <u>23.3</u> % Sub } R EDS <u>24.7</u> % Subgroup } SWD TR _____ % Subgroup } ALL <u>64.1</u> % Subgroup } Black <u>46.2</u> % Sub } M EDS <u>50.7</u> % Subgroup } SWD TR _____ %	Subgroup _____ % Subgroup _____ % Subgroup _____ % Subgroup _____ % Subgroup _____ % Subgroup _____ % Subgroup _____ %	Subgroup _____ % Subgroup _____ % Subgroup _____ % Subgroup _____ % Subgroup _____ % Subgroup _____ % Subgroup _____ %

*TR--did not meet 95% testing requirements for subgroup

PCS DATA SUMMARY CHART

9 th - 12 th	2009-2010	2010-2011	2011-2012																															
<div>• Performance on EOC test</div> <div>Subject Area % proficient</div>	<div>U.S. History: <u>74.8</u> % prof.</div> <div>Civic/Econ: <u>72.2</u> % prof.</div> <div>Biology: <u>76.4</u> % prof.</div> <div>Algebra I: <u>39.2/57.4</u> % prof.</div> <div>Algebra II: <u>82.5</u> % prof.</div> <div>English I: <u>76.0</u> % prof.</div> <div>Geometry: <u>72.1</u> % prof.</div> <div>Physical Science: <u>74.4</u> % prof.</div>	<div>U.S. History: _____ % prof.</div> <div>Civic/Econ: _____ % prof.</div> <div>Biology: _____ % prof.</div> <div>Algebra I: _____ % prof.</div> <div>Algebra II: _____ % prof.</div> <div>English I: _____ % prof.</div> <div>Geometry: _____ % prof.</div> <div>Physical Science: _____ % prof.</div>	<div>U.S. History: _____ % prof.</div> <div>Civic/Econ: _____ % prof.</div> <div>Biology: _____ % prof.</div> <div>Algebra I: _____ % prof.</div> <div>Algebra II: _____ % prof.</div> <div>English I: _____ % prof.</div> <div>Geometry: _____ % prof.</div> <div>Physical Science: _____ % prof.</div>																															
<div>• % of student body enrolled in challenging courses (include AP and Honors)</div>	<div>Total # of student body : 1576</div> <div>Percentage of:</div> <table><tr><td></td><td>AP</td><td>Honors</td></tr><tr><td>B</td><td><u>10.4%</u></td><td><u>23.3%</u></td></tr><tr><td>W</td><td><u>80.6%</u></td><td><u>65.7%</u></td></tr><tr><td>H</td><td><u>1.0%</u></td><td><u>3.0%</u></td></tr><tr><td>O</td><td><u>8.0%</u></td><td><u>8.0%</u></td></tr></table> <div>**AP based on 288 students</div> <div>**Honors based on 767 students</div>		AP	Honors	B	<u>10.4%</u>	<u>23.3%</u>	W	<u>80.6%</u>	<u>65.7%</u>	H	<u>1.0%</u>	<u>3.0%</u>	O	<u>8.0%</u>	<u>8.0%</u>	<div>Total # of student body</div> <div>Percentage of:</div> <table><tr><td>B</td><td>_____</td></tr><tr><td>W</td><td>_____</td></tr><tr><td>H</td><td>_____</td></tr><tr><td>O</td><td>_____</td></tr></table>	B	_____	W	_____	H	_____	O	_____	<div>Total # of student body</div> <div>Percentage of:</div> <table><tr><td>B</td><td>_____</td></tr><tr><td>W</td><td>_____</td></tr><tr><td>H</td><td>_____</td></tr><tr><td>O</td><td>_____</td></tr></table>	B	_____	W	_____	H	_____	O	_____
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PCS DATA SUMMARY CHART

9th - 12th	2009-2010	2010-2011	2011-2012
• % of proficient LEP students on the EOC Subject Area % proficient	U.S. History: <u>16.7</u> % prof. Civic/Econ: <u>42.9</u> % prof. Biology: <u>60.0</u> % prof. Algebra I: <u>44.4</u> % prof. Algebra II: <u>TS</u> % prof. English I: <u>42.9</u> % prof. Geometry: <u>93.6</u> % prof. Physical Science: <u>TS</u> % prof.	U.S. History: _____ % prof. Civic/Econ: _____ % prof. Biology: _____ % prof. Algebra I: _____ % prof. Algebra II: _____ % prof. English I: _____ % prof. Geometry: _____ % prof. Physical Science: _____ % prof.	U.S. History: _____ % prof. Civic/Econ: _____ % prof. Biology: _____ % prof. Algebra I: _____ % prof. Algebra II: _____ % prof. English I: _____ % prof. Geometry: _____ % prof. Physical Science: _____ % prof.
• % of proficient EC students on the EOC Subject Area % proficient	U.S. History: <u>53.3</u> % prof. Civic/Econ: <u>35.0</u> % prof. Biology: <u>60.0</u> % prof. Algebra I: <u>18.0</u> % prof. Algebra II: <u>37.5</u> % prof. English I: <u>43.2</u> % prof. Geometry: <u>64.3</u> % prof. Physical Science: <u>57.1</u> % prof.	U.S. History: _____ % prof. Civic/Econ: _____ % prof. Biology: _____ % prof. Algebra I: _____ % prof. Algebra II: _____ % prof. English I: _____ % prof. Geometry: _____ % prof. Physical Science: _____ % prof.	U.S. History: _____ % prof. Civic/Econ: _____ % prof. Biology: _____ % prof. Algebra I: _____ % prof. Algebra II: _____ % prof. English I: _____ % prof. Geometry: _____ % prof. Physical Science: _____ % prof.

PCS DATA SUMMARY CHART

9th - 12th	2009-2010	2010-2011	2011-2012
% of proficient students in CTE course (VoCATS) Program Areas	Business Education <u>77.2</u> %	Business Education _____ %	Business Education _____ %
	Family & Consumer <u>82.8</u> %	Family & Consumer _____ %	Family & Consumer _____ %
	Health Occupations <u>92.8</u> %	Health Occupations _____ %	Health Occupations _____ %
	Marketing Education <u>78.8</u> %	Marketing Education _____	Marketing Education _____
	Trade and Industrial <u>69.4</u> %	Trade and Industrial _____ %	Trade and Industrial _____ %

COMPREHENSIVE NEEDS ASSESSMENT

(Respond to each statement in narrative form)

School Reform

a) Describe demographics and characteristics of school community.

J.H. Rose High School has a diverse student body. Fifty-four percent (54%) of the students are African-American, thirty-nine percent (39%) are Caucasian. Almost six percent (6%) of our student population is of Hispanic, Asian, Native American, or multi-racial origin. J.H. Rose not only serves high-achieving students who consistently enroll in honors level and Advanced Placement courses, but also strives to meet the needs of our students who have been identified as needing special education services and those who require remediation in order to meet graduation requirements. Many of our students are socioeconomically disadvantaged with forty-one percent (41%) qualifying for free/reduced lunch.

b) Stakeholders' perspective (In-School Survey Data)

*** Schools will be required to conduct two in-house surveys per year that will include feedback from students, parents, and staff.**

(Use same questions for both surveys)

The two in-house surveys data is not reliable because of the lack of participation; especially parent surveys. We need to find a more innovative way to increase participation. The working conditions survey is a better indicator for staff; but it is only given once a year.

Summary Analysis

*** Review school data and consider a variety of perspectives including overall school/ student Performance, sub-group performance, attendance, teacher satisfaction (TWC), instructional practice and student learning (from walk-throughs/observations).**

a) What does the analysis tell you about your schools strengths?

J. H. Rose is a top performing high school. Data from AP scores, participation and free/reduced lunch population was used in the national comparison for Newsweek. The strengths in our school are: SAT scores, AP scores, increase in teacher use of technology for instruction, implementation of effective instructional strategies by a majority of the classroom teachers, increased supervision for hallway safety, strong community support. Our teachers hold high expectations for our students and encourage active learning in the classroom.

b) What does the analysis tell you about your school's gaps or opportunities for improvement?

Some areas that we need to improve on are: rules and discipline procedures need to be clarified. Strong instructional strategies need to continue to promote academic growth for all students. We have a significant gap in achievement still exists for black students and students with disabilities. Student attendance in school and for testing is also an issue that we need to improve.

Section A: Instructional Excellence and Alignment

Part 1: Overall strategies to achieve growth standards for all students.

[illegible]

[illegible]

Section A: Instructional Excellence and Alignment

[illegible]

[illegible]

Section A: Instructional Excellence and Alignment

[illegible]

[illegible]

Section A: Instructional Excellence and Alignment

[illegible]

[illegible]

Section A: Instructional Excellence and Alignment

Part 5: Intervention strategies for insuring the academic growth of students with limited English proficiency.

[illegible]

Section B: Professional Capacity for Teachers, Administrators and Staff

Part 1: Strategies for all staff development activities including state, Title I or system sponsored activities. Title I schools: include professional development towards low performing academic areas and 10% set-aside for School Improvement.

[illegible]

Section B: Professional Capacity for Teachers, Administrators and Staff

[illegible]

[illegible]

Section C: School Climate

Part 1: A plan to create and maintain a safe and positive school climate which is supportive of learning; insures the success of all children and the staff who serve them; and addresses a reduction in out-of-school suspensions.

[illegible]

[illegible]

Section C: Physical Activity and Nutrition

[illegible]

Section D: Communication to enhance leadership capacity

Part 1: A plan to effectively communicate the education priorities of the students, and the needs of the families to the community, in order to gain the support of local organizations and businesses, and create partnerships that match student and family needs with what the community organizations and businesses have to offer. Public school professionals collaborate with higher education.

[illegible]

[illegible]

[illegible]

[illegible]

Part 2: *Optional* Waiver Requests of State Laws, Rules or Policies

[illegible]

School: J. H. Rose High School

School Year: 2010-2011

Submission of Comprehensive Plan

A. School Approval

This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes Southern Association School Improvement Plan, Title I, Safe Schools and Title II (formerly Eisenhower Staff Development).

The school staff approved the plan by a vote of: unanimous

Principal Signature

Date

School Improvement Team Chair Signature

Date

B. Superintendent's Recommendation

☐ The plan meets all State requirements and is recommended for board approval.

☐ The plan as submitted is recommended for board rejection based upon the following reasons:

Superintendent Signature

Date

C. Board Action

☐ The plan is accepted

☐ The plan is accepted with the following modifications:

☐ The plan is rejected based upon the following reasons:

Board Chair Signature

Date

School: J. H. Rose High School

School Year: 2010-2011

School Improvement Team Signatures

Name	Title	Elected By	Signature	Date
	Parent	A) Elected by PTA or largest parent group		
	Parent	B) Parent of an exceptional child		
	Parent	C) Parent of Title I child/reflective student pop		

A) GS 115-105.27 requires that parents be elected by the largest organization of parents at the school.

B) It is a Pitt County Schools requirement that a parent of an exceptional child serve on the team.

C) It is an NCLB requirement that a parent of a Title I child serve on the team. Non-Title I schools must pick a parent reflective of the demographics of your student population.

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School Year: 2010-2011

Budget Summary

<i>Budget Code & Category</i>	Grants/Others (PRC 28)	State Remediation (PRC 69 & 72)	Title I (PRC 050 & 105)	Perkins Workforce Development Vocational (PRC 17 & 14)	Stimulus (PRC 141)
Travel, Meals, Registration (312)					
Stipends (182)					
Substitutes (186)					
Salaries Including Benefits		\$ 30,000.00			
Non-Capitalized Equipment (461 & 462)					
Capitalized Equipment (over \$500; 541 & 542)					
Instructional Materials & Supplies (411)				\$ 18,760.00	
Other / Specify:					
Other / Specify:					
<i>Budget Code Totals</i>	\$0.00	\$30,000.00	\$0.00	\$18,760.00	\$0.00
<i>Total: All Budget Codes & Categories</i>				\$48,760.00	