

Colleton County High School
Report to the People 2017-2018
Dr. Melissa Crosby, Principal

Performance Goal Area: District Priority

By 2021, every stakeholder will experience clear, timely, honest, transparent, and widely available communication about system initiatives and activities as measured by various media sources for CCHS with a stress on increases of one percent or more per year in the area of satisfaction with home/school relations among the major stakeholders as measured by the school report card and various media resources.

Performance Goal Area: School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)

CCHS will be safe and secure, promote individual well-being, and provide positive, respectful, and caring environments for learning and working. By 2021, CCHS will increase stakeholder perception of positive school climate by at least one percent in each category (teacher, parent, and student groups).

Performance Goal Area: Student Achievement

CCHS will provide a relevant and challenging curriculum that engages all students and is designed to meet the Profile of the SC Graduate. By 2035, CCHS will meet performance standards yearly on local, state, and Identified national tests while closing the achievement gap. Goal 1; By 2035, the four-year graduation rate will increase from 86.5% during the 16-17 school year to 90% by the year 2035. Goal 2: The percentage of students passing the EOCEP will increase in all areas to 90% at Level 2 by the year 2035 and 70% at Level 3 by the year 2035. Goal 3: The composite score of the SAT benchmark will increase from 974 to 1020 by the year 2035. Goal 4: The ACT composite score will increase from 16.3 to 20 by the year 2035. Goal 5: The Education Oversight Committee has not made its final decision in this area but by 2035, 90% of our students are to be college or career ready. Goal 6: By the year 2035, our English Limited Proficiency students will have reached a score of 4.4 which is a score that is high enough to test out of the program. Goal 7: Between 2017 and 2035 the percent of our students scoring Silver and above on the ACT Work Keys assessment.

Performance Goal Area: Teacher/Administrator Quality

By 2021, CCHS will maximize organizational efficiency and effectiveness to improve use of resources, processes, and management structures to support innovation as measured by improvements in staffing as outlined below.

School Quality Factors: Clear Direction

Low Country AHEC

Currently, there are approximately 90 students involved in a partnership between CCHS' Health Careers Academy and Lowcountry AHEC, a medical organization that has agreed to participate as members of the CCHS New Tech Advisory Team, put modules online via the SC AHEC

Moodle Platform for students to complete, host live activities for each module to be held during CCHS Advisory times, work with the CCHS advisory team to identify service learning activities for students and provide grades for SC AHEC approved SC DOE Carnegie Credits in which students must receive an 85% or higher to receive credit. Currently, HCA students have completed three modules. More students will be added to the program as more students are added to the Health Careers Academy which currently only has Freshmen. Parents were involved in this decision to enroll students in this program. They signed permission slips notifying them of all student responsibilities and permissions.

New Tech Network

In addition, the institution partners with the New Tech Network in two of the sub-schools within the high school. New Tech Network partners specifically with the Health Careers Academy as well as Cougar New Tech. Each of these two academies have received grants from the New Tech Network allowing the students to have one to one access to laptops which are to be used in a Project Based Learning (PBL) environment meant to show our vision of creating 21st century learners. Students in these two academies are graded on five categories: oral communication, written communication, collaboration, agency, and knowledge and thinking. The focus is on teaching students using projects that create authentic engagement using real life scenarios that make the learning more accessible to the students. If one looks at EOC data of students involved in the New Tech Program versus those involved in traditional settings, one will notice that New Tech students passed by higher percentages. In the 16-17 school year, 10% more NTN students than traditional students passed the US History EOC. 20% more NTN students than traditional students passed the English 1 EOC. 40% more NTN students passed the Biology EOC than those in traditional classrooms. The plan is to expand the New Tech model to the rest of the school within coming years.

OLWEUS Bullying Prevention

Part of implementing the institution's vision and mission is adapting and changing policies to better align with the core values. Colleton County High School has actively adapted policies that are meant to increase student senses of safety and to increase student opportunities for learning. First, the school has adopted the OLWEUS anti-bullying program in order to address student concerns about bullying as well as student referral data about bullying, abusive language, harassment and fighting. Students were given, in Fall 2017, a student survey about bullying. After taking the survey, it was revealed that 19% of Freshmen girls, 17% of Sophomore and Junior girls, and 15% of Senior girls felt that they had either been bullied several times in that past month or were the bullies themselves. 22% of Freshman boys and 16% of Sophomore boys felt the same. In response to these numbers, an anti-bullying program has been rolled out to teachers and students in order to begin discussion about and prevention of bullying. OLWEUS lesson plans are being delivered during Advisory periods. The institution will continue monitoring the program to evaluate its effectiveness within the next few years.

PBIS Documentation

The PBIS program has received quite a bit of improvement and work this year. Students are now following Cougar PRIDE guidelines. The Cougars United student run group came up with the idea to create PBIS events such as the Prom Fashion Show and the Lip Sync Battle as motivators for students to behave well in school.

AP Academy

The AP Academy is a group of assistant principals that meet once a week to discuss the current operations and proceedings of the school. Discussion topics include testing, clubs, PBIS, classroom observations, professional development sessions and other functions of the school. This evidence shows that the governing authority of the school is constantly monitoring and adjusting in order to meet our core values and to make sure that the school operations run efficiently and smoothly according to shared beliefs about student learning.

School Quality Factors: Healthy Culture

Cougars United

Cougars UNITED was created due to administrators and staff noticing that CCHS student-adult relationships needed some improvement. This program allows students from all parts of the school to have their voices heard. Students within the group were chosen based on their involvement in school activities, their passion for making their school a better place, their willingness to be honest and transparent, and their open-mindedness. These students meet with the head principal, Dr. Crosby, to discuss the most pressing issues facing the school, and then they use the entire day to brainstorm and plan ways to combat these issues. Students have come up with numerous creative ideas already in its first year of implementation, such as the PBIS program and a Cougar Power Hour lunch idea that is scheduled to be implemented next school year. More detail of these plans is included in the attachments. It is noteworthy to state that after the implementation of this program, CCHS noticed an improvement in student-adult relationships. This can be proven by the student surveys given out in the middle of the 2017-2018 school year. For example, there is one question on the survey that asks, “which four of the following words best describe, in general, the interactions you have with adults at your school?” Results from this question show that most students felt their relationships with adults were “respectful, helpful, and supportive.” This shows that, although there were issues with student-adult relationships before, this Cougars UNITED program has certainly helped increase positive relationships at CCHS.

PBIS

PBIS was created as the result of a collaborative effort between administration, teachers, and students. In recent years, poor behavior has increased at CCHS, and teachers and administrators were having difficulty in motivating students to behave correctly. So, the school’s Cougars UNITED team got together and discussed what they thought would motivate themselves and their peers to behave more appropriately at school. Students and staff traveled to other schools in the Low-country to gather ideas. What they found was evidence that positive behavior incentive systems seem to work, particularly when it comes to school-based events, such as pep rallies,

talent shows, performances, etc. The new policy that the Cougars UNITED group came up with requires students to follow ALL policies and code of ethics in order to attend particular events. Previously, students were allowed to attend in-school events by paying money; now, though, students must perform well in these 4 categories: Cougar PRIDE (classroom behavior; teachers must give their blessing that students have met the requirements in each of their classrooms), Discipline (this deals with behavioral and tardy referrals), Attendance (this limits the number of excused absences students can have, and requires students to have zero unexcused absences), and Grades (students get points off if they have below an A in any class.) “Doing well” in these categories means that students must get at least 80% of the 80 points total (20 points for each category.) Teachers and staff were also part of the process to approve this PBIS idea. During a teacher work day at the beginning of 2018, CCHS staff were required to participate in a number of PDs. One of these PDs was about this PBIS system, and was meant specifically to educate teachers and staff on this plan, and also to get feedback from teachers and staff on how well they believed this idea would work.

MOST Club

The MOST club stands for “Men of Strength” club. This is a national club that focuses on “mobilizing young men to prevent sexual and dating violence. The way the program is structured is what elicits a strong contribution to healthy culture at CCHS. This is because the club encourages the following things in the following ways: 1) weekly club meetings consist of very deep, personal stories that come up during discussions about sexual violence - this encourages collaboration among peers as well as leadership development; 2) 100% of club members are required to take part in some form of Community Outreach. The MOST National program offers a multitude of different ways to reach out to the community - this encourages collaboration with the community and also further improves leadership skills; and 3) the majority of MOST club members are expected to become peer leaders to the other students in the school. They are also presented with opportunities to speak about the MOST club to: community leaders/businesses, politicians, etc. - this encourages a strong leadership talent. This program is brand new at CCHS as of February 2018. Schools officials (mostly guidance) plan to monitor this program closely to determine whether it is achieving what it is meant to do: make young men champions of ethical and moral behavior.

School Quality Factors: High Expectations

ELEOT

The governing authority holds itself accountable to high standards for ethics, governance and leadership by passing policies which are located in the board policy handbook and in our mission, vision, purpose and core values found in the student handbook. Colleton County High School implements staff supervision and evaluation processes from the ELEOT system, the Adept Performance Standards, and the use the mentor training program. ELEOT has been used to improve performance at the school. This is indicated by the improvement in student scores between the 12-13 and 17-18 school years in US History EOC scores. For instance, one US History teacher improved his score from 43% in 12-13 to 68% in the ‘16-’17 school year. Evaluators are specifically trained to be knowledgeable and show expertise while offering ongoing feedback and monitoring. This has grown from a need for feedback from expert evaluators.

Extended Time

Our governing body believes all learners deserve an equitable chance to develop the skills necessary to achieve the content and learning priorities established by Colleton County High.

The school provides the opportunities necessary for this to happen by personalizing learning of all students. Colleton County High has instituted the use of extended time for enrichment and remediation for every class, increased technology based programs for collaborative and independent enrichment, and offers a wide variety of classes and services to align to the needs and interests of students on every level.

PLCs

The PLC process includes teachers meeting weekly in a common group like all Biology teachers. They identify gaps in student learning and discuss different strategies to fill these gaps. Successful ideas can be shared and used in less successful classes to fill in the learning gaps while continuing relevant and rigorous curriculum for all students.

School Quality Factors: Impact of Instruction

Data Collection Technology

Standards are tracked by mastery in Mastery Connect. Voyager learning products (Language Live, TransMath, Inside Algebra) provide specialized individual instruction based on each student's academic needs. Many teachers use results from USA Test Prep to determine gaps in student knowledge and set goals with students to attain mastery of essential academic standards. The staff has been trained on the first two tiers of Response to Instruction in order to provide remediation and additional services to students who do not master the standards. Every certified staff member completes a Student Learning Objective (SLO) to gather base data and set targeted goals for students over a specified time period.

Individualized Plans

Guidance counselors collaborate with students and guardians to create yearly Individualized Graduation Plans to ensure that students are properly prepared for their unique post-secondary school plans as they transition to careers or additional training. Individualized Education Plans (IEPs) are developed and implemented for students with identified skill deficits by teams comprised of the individual student, teachers, parents/guardians, administrators, guidance counselors, and other specialists, in order to ensure that each student can access the high school's curriculum and meet expectations. Students and guardians, along with the IEP team, also help with creating measurable goals for students based on their skill deficits, while determining how those goals will be tracked and met. Student athletes are required to have a weekly grade checks in order to be eligible to play school sports. Teachers have used smart goal tools and agency rubrics to scaffold and assess student self-awareness and growth.

School Quality Factors: Resource Management

Mentoring/Induction Teacher Training

Colleton County School District supports Induction teachers from the district level from the Office of Human Resources under the direction of Mr. Cliff Warren. The coaches meet to welcome the Induction teachers with 2 days of orientation to our school district and our county

before school begins. Then they follow up with monthly meetings using the text suggested by the state: 101 Answers for New Teachers and Mentors by Annette Breaux. After each session the coaches follow up with individual coaching and mentoring based on the topic that studied that month such as classroom climate and management in August and September and motivation and rapport in February.

All of our Induction teachers at the high school along with all the new staff are welcomed to our school with an ongoing professional learning opportunity that we call CCHS 101. These sessions are held the first week of school and follow up during the first semester with specific information about our school such as Power Teacher, Educator Handbook and Edivate. Specific teacher leaders provide the support in these professional learning opportunities and follow up sessions are held in our PLCs when the topic is specific to the content. All of the PLCs are led by teacher leaders that work closely with our Induction teachers in their content areas.

School Quality Factors: Efficacy of Engagement

PTSO

The PTSO was re-established in the 2016-17 school year after being inactive in past years. The PTSO had 30 members this year and last. They provided opportunities to the school such as Teacher Appreciation Week which was finished by a celebration. They also reached out for a community spaghetti dinner which was prepared and served by culinary arts students in celebration of Black History Month. The biggest initiative was assisting the nurses and wellness committee in winning the Boeing Grant Competition for the school.

PTSO supports events as a means of outreach to the community in efforts to further build relationships. From a single event in its first active year, PTSO now supports an annual pageant that funds a scholarship, a community dinner in conjunction with our annual Black History Program, a fashion show to support other school-based initiatives, as well as other projects. In addition, the School Improvement Council meetings provide community, school, and student representatives with the opportunity to share progress of school-based initiatives and their effectiveness on a monthly basis. While the SIC retains members throughout the school year to represent all stakeholders, teachers also share the responsibility of representing their departments in rotation, ensuring further inclusion of all staff in understanding and supporting the purpose and direction of Colleton County High.

Transformational STEM Program

In response to EOC scores for STEM courses, a grant was obtained to initiate the Transformational STEM program in 2015. The advantages of this program is evident in improved end of course test scores and general student engagement.

TCTC CATE Courses

Hands-on and real world opportunities are likewise integral parts of the Career and Technical Education available to students at on both the CCHS and the co-campus of Thunderbolt Career and Technical Center. CATE courses encourage collaboration and students ability to address problems by using their individual strengths as they will do in the workplace. CATE

administration and teachers review TSA (technical skills attainment: students scoring 77 or above in CATE courses) after each grading period, which has resulted in more students meeting TSA standards from the 2012-13 to the 2016-17 school year.. Soft skills are emphasized within CATE courses which utilize Employability Skills as one form of assessment. CATE student organizations promote student engagement beyond the classroom, fostering secondary and post-secondary student interests and goals. These organizations include FFA, HOSA, FBLA, DECA, SkillsUSA, and National Technical Honor Society. Students strive toward National Certification in through the following programs: NCCER Core for Masonry, Welding, and Building Construction, OSHA for Building Construction, ASE for Auto Technology, NIMS for Machine Tool, Autocad for PLTW:Pre-Engineering, ServeSafe and ProStart for Culinary Management, National Health Science Exam, CNA, and CPR for Health Science, and AAFC Assess for Early Childhood Education, with consistent growth from 54 student (2013-14) to 72 students (2016-17) achieving certification over the past four years.

School Quality Factors: Implementation Capacity

Strategic Five Year Plan

Colleton County High School has demonstrated actions to achieve purpose by receiving input from various stakeholders, including community members, school staff, students and parents for the attached 5 Year Strategic Plan. These stakeholders have met several times over the past year to revise and update the plan to reflect goals already met and set new goals. Over the past two years, the goals set in the strategic plan have encouraged the school and district to find methods to increase the 1-to-1 ratio of students to computers. With laptop sets in classrooms, students have more engaged in lessons and more creative in producing end products to demonstrate their understanding of the standards.

ELEOT Evaluation Tool

There are currently several methods in place for evaluating and supervising staff. Induction teachers, as well as current teachers, are expected to meet the attached ADEPT Performance Standards and are evaluated using the attached ELEOT tool. Administrators and evaluators are also provided with a process for evaluating staff as demonstrated in the attached Evaluation Timeline. New teachers and mentors were trained during Summer 2017 on the attached SC 4.0 Rubric for SC Teaching Standards. Teacher observations are collected and recorded in the Edviate software program (attached) by all evaluators and administrators in order to provide timely feedback to instructors so they might make improvements to their current practices.

Stakeholder Surveys

Colleton County High School uses parent, student and teacher surveys (attached) created in Google forms to assess current programs and conditions within the school. These surveys are distributed using school email, community town hall meetings, the Colleton County School District website and the Colleton County High School website. Surveys include topics ranging from upcoming changes to school calendars, changes in school start and end times, student safety and frequency of bullying.

Coaching Program

Colleton County High School has been very active in planning and delivering professional learning over the past few years and has increased the frequency with the addition of teacher leaders and coaches over the past two school years. Several project-based learning teachers in the Cougar New Tech School and Health Careers Academy have become certified New Tech facilitators and certified New Tech trainers. These staff members have been utilized for professional development sessions throughout the school year as well as instructional coaches during the school day.

Two Colleton County High School teachers spend one half of their day teaching and the other half of their day as instructional coaches with funds supported by grant money. One of these teachers is also a CERRA certified Mentor Training for the school district and trains all mentors for the Colleton County School District each summer. The other is responsible for training all induction teachers in several sessions throughout the school year. Teacher leaders and coaches have provided professional learning to Colleton County High School staff on topics that include RTI (attached), agency, first year teaching, mentoring, culture and project-based learning (attached), critical friends feedback sessions for projects, creating rubrics, increasing engagement, environmental science (attached) topics and cognitive coaching (attached). Staff has also participated in monthly professional development through videos and reflective questions using the Edivate software program.

Last Year's (2016/17) Achievements:

Student Climate:

Out-of-school suspensions or expulsions for violent and/or criminal offences decreased by 50%.

Student Achievement:

The annual dropout rate decreased to 2.7%.

Students enrolled in AP/IB Programs increased to 5% from 1.3%.

Career/Tech student in co-curricular organizations nearly doubled.

The number of seniors who have completed FAFSA forms increase to 210.