

ROCORI Senior High School is a 9th grade through 12th grade building. With over 800 students in the building it is generally considered a medium sized high school. The student demographic is primarily white middle class with a strong rural connection. 91% percent of the students are white while the remaining 9% consists of Latino, African American, and Native American. Over 54% of the teachers at ROCORI High School have their Master's degree and over 60% of the teachers have more than ten years of classroom experience. The senior high's curriculum is rich in diversity. We offer several paths for graduation with extensive offerings in the arts, technical areas, and college courses. RHS has several partnerships with neighboring colleges and technical colleges. Students, without leaving the high school grounds, can enroll in classes that are taught by ROCORI Teachers and receive college or technical college credit. Our College in the High School program offers over 17 college courses where students can earn college credit. The graduating class of 2017 received over 3,243 free college and technical college credit during their four years at ROCORI.

ROCORI Senior high has, in the last five years, done extremely well on both state and national standardized tests. The senior high has scored first in the MMR category for the last five years in the region and routinely at the top of the proficiency category as well on the Minnesota Comprehensive Assessment. As for the ACT test, 82% of the 2018 graduating class took the test and the average score was 22.3. This score has been consistent over the last five years and puts RHS in the top 3 of area schools.

In 2012, 2014, 2016, and again in 2017, ROCORI Senior High School was awarded a Bronze Medal Award from US News and Education for its academic performance. Out of 610 High Schools in Minnesota, the state received seven gold medal schools, 34 silver medal schools and 100 bronze medals. ROCORI High School continues to perform at a very high level in its academics in comparison to both regional and statewide high schools.

Needs Summary

Building description of needs for the 2018-19 school year, based on the following data:

Data Used: Building Data

- ACT
- MCA
- District Assessment

District 2016 Needs Assessment Survey

- Leadership
- Professional Capacity
- Operational Effectiveness
- Family Engagement

Strengths:

- 68% of RHS staff believes there is an atmosphere of mutual trust within the building.
- In regards to leadership, 89% of RHS staff believes the building principal provides a clear vision of building expectations and goals.

Areas of improvement:

- Increase collaborative efforts with building plan creation, communicating the building plan consistently throughout the year.
- Increase instructional tools and support to improve student learning.

SMART GOALS

Career and College Ready:

The percent of all students at RHS, enrolled by October 1, who are college and career ready by graduation on the ACT assessment, will increase from 31% in 2018 to 36% in 2019.

Graduation: *The percentage of all students at RHS, enrolled by October 1, who will graduate will increase from 98.5% in 2018 to 99% in 2019.*

SPED referral: *The percentage of students referred to special education services at RHS will be reduced from .03% in 2018 to .03% in 2019. (RHS has a low referral rate compared to other schools within the district)*

READING

The READING SMART for 2018-19 at RHS is as follows:

The percentage of all students in grade 10 at RHS enrolled by October 1 who are proficient on the Reading MCA will increase from 71.5% when these students were in 8th grade to 76% in grade 10.

Closing the Achievement Gap

The READING SMART goal for scores in 2018-19 for Subgroups not meeting proficiency goals at RHS is as follows:

The percentage of all students in Free/Reduced Lunch of grade 10 at RHS enrollment by October 1, who are proficient on the Reading MCA will increase from 52% in 2017 as 8th graders to 60% in 2019 as 10th graders.

MATH

The MATH SMART goal for 2018-19 at RHS is as follows:

The percentage of all students in grade 11 at RHS, enrolled by October 1, who are proficient on the Math MCA will increase from 61.8% in 2016 when these students were in grade 8 to 65% in 2019 in grade 11.

Closing the Achievement Gap

The MATH SMART goal for the 2017-18 year for Subgroups not meeting proficiency goals of RHS is as follows:

The percentage of all students in Free/Reduced Lunch in grade 11 at RHS enrolled by October 1, who are proficient on the Math MCA will increase from 31.7% in 2016 in grade 8 to 38% in 2019 in grade 11.

The percentage of all students in the Hispanic subgroup of grade 11 at RHS, enrolled by October 1, who are proficient on the Math MCA will increase from 7.1% when students were in 8th grade to 30% in 2019 in grade 11.

The percentage of all students in Special Education of grade 11 at RHS enrolled by October 1 who are proficient on the Math MCA will increase from 13% in 2016 when these students were in 8th grade to 18% in 2019 in grade 11.

Professional Development Math Focus

Focus Area:

SPED, Hispanic, and identified tier II students

Supporting Evidence:

SPED, F/R and tier II students made less growth than non-sped, non-F/R, and Tier I students

MCA math Growth data:

SPED -.43 compared to Non-SPED -.04

Free or reduced -.03 compared to Non-Free or reduced -.01

Tier II (at-risk) -3.23 compared to Tier I (core)-.57

SPED, Hispanic, and F/R did not meet blended index AYP math targets

MCA math AYP data:

Hispanic blended index target 38.05 2016 Hispanic index 19.23

Free and reduced blended index target 48.57

Free and reduced index 40 SPED blended index target 31.06 2016 SPED index 21.4

Identified Needs Based on Data

1. MCA and ACT Student Learning data indicates RHS is meeting or exceeding the average reading and math performance at the state level. While reading student learning data increased steadily within the last two years except in 2017 where it dipped slightly, math has remained unchanged. Data analysis of 2018 MCA math growth data suggest tier II students are not making gains with achievement gap reduction. The analysis indicates very low growth for students identified for math intervention. In addition, the RTI team believes the ASPIRE periodic test is not providing adequate gap analysis and will be moving to the STAR Testing Program.
2. Needs assessment results indicate 68% of RHS staff believes there is an atmosphere of mutual trust within the high school. In regards to leadership, 89% of RHS staff believes the building principal provides a clear vision of building expectations and goals. Areas in need of improvement include increasing collaborative efforts with building plan creation, communicating the building plan consistently throughout the year, and increasing instructional tools and support to improve student learning.

The high school has identified two goals based upon data:

1. Increase MCA math growth for Hispanic, Special Education, and Tier II students.
2. Increased communication and collaborative strategic planning with all staff.

Systems, Strategies and Support Category

Support services provided to RHS students during the 2018-19 school year to meet building goals

- Analysis of periodic and summative STAR data to drive instruction and monitor growth for all learners at the end of each trimester
- Response to Intervention building leadership meetings bi-monthly to monitor building programs designed to foster growth for at risk learners.
- Core math instruction for students identified as level 1 and 2 within EL programming. EL and math department collaborative efforts to instruct and assess math standard progress
- Students with an identified need will be referred to Student Assistance Team for intervention services.

Support services provided to RHS staff during the 2018-19 school year to meet building goals

- Induction program for non-tenured teachers
- Instructional supervision through the professional advisory program to support PGP and SLG development for off cycle staff. Staff members are encouraged to create a PGP/SLG designed to support building goals.
- Teacher evaluation program-PGP and SLG evaluation for on cycle staff
- Emphasis on collaboration structure and work
- MDE trainings on EL Strategies for multi-lingual students.
- Implement new Math curriculum and identify any gaps in scope and sequence

Support services provided to high school during the 2018-19 school year to meet building goals

- Staff Collaboration meetings bi-monthly to review data and progress monitor PGP/SLG progress
- Response to Intervention building leadership meetings bi-monthly to monitor formative, periodic, and summative student learning data, as well as perceptual demographic, and school processes.
- Staff development building leadership team oversight to align staff development opportunities and building workshops to support to building goals
- Focused data “dumps” to staff to have current information for progress monitoring. (STAR, ACT, MCA)
- Focused training on English Learner Strategies for general education teachers.