

MAY RIVER HIGH SCHOOL IMPROVEMENT COUNCIL

Proposal for population management

NORMS

The School Improvement Council seeks to work WITH our district leadership as we navigate the difficult path of community growth. Tonight's discussion is the result of much prior discussion and thought. As such, we ask that:

- Input is for clarification and support, not directed at individuals or critical of historical paths taken.
- Time for questions and comments will occur at the end of the presentation. Please wait for the microphone so we can provide order to the meeting.
- Please respect the time of all in attendance. We will end Q and A at 7:30pm and will provide an opportunity for additional feedback in written form.

FIVE YEAR DATA PROJECTIONS

- I. Based on District 5 year plan. *Note: Day 45 of 2018 was 22 students above projection:

PROJECTED RESIDENT STUDENTS

Number of students anticipated to *live in the zone*

	9	10	11	12	Total	CHOICE effect**	
2018-19	380	375	296	283	1334	1332	95%
2019-20	408	400	376	296	1480	1478	106%
2020-21	445	425	409	385	1664	1662	119%
2021-22	471	485	451	430	1837	1835	131%
2022-23	512	501	450	475	1938	1936	138%

FACILITY PLAN TO ACCOMMODATE GROWTH

Year	projection	Capacity/response	result
19-20	1478	1560/based on 1400 and addition of 8 mobiles (@ 20 per).	Meets static capacity (95%), not programmatic and “floating” situation.
20-21 (semester 1)	1662	1720/based on 8 additional mobiles in Fall 2020	Meets static capacity (97%), not programmatic and “floating” situation.
20-21 (semester 2)	1662	2070/ IF REFERENDUM PASSES and 350 student capacity increase by addition	Building at 82%, which is within 3% of need to intervene.
21-22	1835	2070	89% capacity.
22-23	1936	2070	96% capacity.

AS A RESULT OF THIS DATA, WE BELIEVE...

The SIC believes we are likely again “planning for yesterday” if the referendum goes through and we continue to be at 96% facility capacity in 5 years.

A 2nd referendum will fail later if the community feels we failed them with this one, as we are again facing 96% capacity two years after the first (if it is successful).

Even with a referendum (no guarantee), we are back to the discussion of adding space or another high school.

...We need to seek other avenues.

PROPOSAL:
I. SENIOR LATE ARRIVAL/EARLY RELEASE

Allow seniors with enough credits to graduate to attend $\frac{1}{2}$ – to $\frac{3}{4}$ day.
Students may miss up to 2 classes in the a.m. or p.m.

Pros:

- The most impactful of any non-rezoning options.
- Students may work or attend college classes.
- **Seniors are not forced to take classes that they know they do not need and, thus, have a negative influence on other students that need these classes.**
- Seniors still count as full-time.

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Cons:

- Schools need a parking attendant.
- The Board must review the Spring athlete eligibility requirement, as many Seniors will have only 2 credits in the Fall. This meets High School League, but not Beaufort's policy.
- Schools will need a specific plan for daily movement in and out of students (i.e. special i.d. badges to identify students with this privilege).

II. ZERO-HOUR CLASSES

Give schools the flexibility to offer some teachers and students the opportunity to “volunteer” to take a class that starts at 7:15am and allows students to leave school by 2:20pm. The teacher would be on a 7am-3pm workday vs. 8-4pm.

Pros:

- Provides flexibility to allow some of the population that prefers early mornings.
- Allows Sophomores or Juniors to work after school jobs.
- High schoolers with younger siblings in elementary school are available for after school care.
- If specialty areas of CATE are scheduled for zero hour, it will make those spaces more available as we add a 2nd instructor to reach more students (i.e. the room will be able to be used 5 blocks/day).

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Cons:

- Communication would require flexible approach with teachers (i.e. “flipped classroom” faculty meetings).
- This option would be for students with transportation only. Bus riders would only be able to participate if we had (for example) a bus that did “trunk stops” at the main entrance to neighborhoods.
- Requires a daily “early hour” administrator to match this schedule.

III. EARLY GRADS

Create and encourage an accelerated pathway to allow students to graduate after their Junior year or mid-year graduates.

Pros:

- Many students seek this option now.
- It would allow post-secondary options sooner.
- It is a very good option for students with military plans

III. EARLY GRADS

Create and encourage an accelerated pathway to allow students to graduate after their Junior year or more mid-year graduates.

Cons:

- This option is really only for Technical college, entry to workplace or military.
- Students must know they cannot be counted in the graduation ranking for gpa.
- Remaining 4 year graduates are impacted, as the total number in the class is smaller, so the percentage in the top 25% is also smaller.
- This needs to be a monitored program, as some students lack the maturity.
- Students would need to “double up” in core classes.

IV. EXPAND VIRTUAL AND BLENDED MODEL

Allow more students to take advantage of online opportunities for credit acquisition and provide monitored opportunities.

- Pros:
- Allows for a lab to be run with more students and a proctor.
- Cons:
- Not for all students.

V. COOP CLASSES FOR 11TH AND 12TH GRADE STUDENTS COUNTING FOR CREDIT

A “teacher of record” would run this program for two high schools. According to the new state credit opportunity, this teacher would monitor students at the job site, create online assignments (i.e. a work log, research assignment, etc.) for students to earn grades, and would work to educate local business about the \$1,000 per student to the company and opportunities using students (Note: this is in addition to CATE opportunities).

- Pros:
- Students get real world work experience, to include management, soft skills, etc.
- Requiring the “teacher of record” ensures students remain committed to this for both the job and grading purposes.

V. COOP CLASSES FOR 11TH AND 12TH GRADE STUDENTS COUNTING FOR CREDIT

- Pros:
- Students get real world work experience
- Requiring the “teacher of record” ensures students remain committed.
- Cons:
- This does require funding to provide for the teacher (split with BLHS)?
- This program contributes to even more students leaving at odd times (again, need for parking attendant).

ADDITIONAL CONSIDERATIONS

Title	Description	Outcome(s)
Further ACE marketing	Push ACE programs through IGP's and use promotional videos	Students matched to future desires improves academic outcome at both locations.
Expand Dual Enrollment	Specifically provide additional funding to allow Seniors full day Dual Enrollment.	Pros: Students continue to move toward eventual career goals. Cons: 1) Cost; 2) Must depend on TCL/USC-B to expand opportunities
Expand Zero Hour	Invite TCL or USC-B to teach large classes in the Distance Learning Lab during "zero hour"	Pros: Students end their day earlier; college can teach larger class numbers. Cons: Depending on outside management.
5 th Hour Option	Allow high schools flex for 3:50-5:15pm class if teacher and students volunteer	

PROJECTED OUTCOMES BY ITEM

Program	Number of students saved in seats by block (MRHS only):			
	1st	2nd	3rd	4th
Late arrival/early dismissal	120	100	70	80
Zero hour class				120
Early graduation	25	25	25	25
Co-op opportunity			10	15
Totals:	145	125	105	240

QUESTIONS

Senior Staff?

Attendees?

We will address questions until 7:30pm. Additional questions can be submitted in writing.