

Comprehensive Progress Report

Mission:

The purpose of Rockingham County High School is to educate, empower, and enable all students to become caring, socially conscious adults can succeed in an ever-changing world.

Vision: Rockingham County High School will be a nurturing, safe and professional environment that supports the educational success, social needs and emotional health of all students.

Goals:

ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (A1.07)

The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (A4.01)

A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (B1.03)

The school has established a team structure among teachers with specific duties and time for instructional planning. (B2.03)

The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs (C2.01)

The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning (E1.06)

Our Math goal for economically disadvantaged students in 2017-18 was 38.1. Our actual proficiency was 29.9. By providing daily 20 minute targeted remediation and involving more core teachers in CASA, we hope to reach our targeted goal of 41.5 percent proficient for the 2018-2019 school year. (A4.01)

For 2017-2018 school year, our reading goal for all students was 56.2% proficiency. Our actual proficiency was 46.7%. In order to reach our 2018-2019 percent proficiency goal of 57.9%, we will concentrate on reading stamina in History and English (A4.01)

In 2017-18, when comparing males and females, females outperformed males by almost 20 points, including Math. We will continue to monitor data of males during CASA and work to create hands-on activities to implement research based strategies that reach the target population. (A4.01)



Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		-Most teachers post classroom expectations but not all. -Tardies are being handled the same in every classroom. -Some teachers are incorporating "tech time" to encourage engagement. -Most teachers use "time out" to remove disruptive, non-compliant students.	No Development 09/26/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Lower discipline referrals to administration. Fewer time-out referrals. Fewer cell phone infractions		Cecil Kemp	01/14/2019
<i>Actions</i>			2 of 7 (29%)		
9/26/17	Rules posted in all classrooms		Complete 09/10/2018	Joan Tatum	10/10/2018
<i>Notes:</i> 7-12-18-Expectations for student behavior should be universal through out the school.					
9/27/17	PBIS Matrix posted in all classrooms		Complete 09/10/2018	Jennifer Rash	10/27/2018
<i>Notes:</i>					
7/12/18	Administration (Kemp) will conduct walk through s the first 15 minutes of class and the last 15 minutes of class to ensure classroom management is providing instructional time for the entire class.			Cecil Kemp	01/14/2019
<i>Notes:</i> 7-12-18-Bell to bell instruction will be a cultural shift for some of our teachers. This sift will be seen through out the entire school.					
7/12/18	The Instructional Coach will conduct walkthroughs the first 15 minutes of class and the last 15 minutes of class to ensure classroom management is providing instructional time for the entire class.			Jennifer Rash	01/14/2019
<i>Notes:</i> 7-12-18-Bell to bell instruction will be a cultural shift for some of our teachers. This shift will be seen through out the entire school.					
7/12/18	Administration (Davis) will conduct walk through s the first 15 minutes of class and the last 15 minutes of class to ensure classroom management is providing instructional time for the entire class.			Lori Davis	01/14/2019
<i>Notes:</i> 7-12-18-Bell to bell instruction will be a cultural shift for some of our teachers. This sift will be seen through out the entire school.					

7/12/18	Administration (Tatum) will conduct walk through s the first 15 minutes of class and the last 15 minutes of class to ensure classroom management is providing instructional time for the entire class.		Joan Tatum	01/14/2019
<i>Notes:</i> 7-12-18-Bell to bell instruction will be a cultural shift for some of our teachers. This sift will be seen through out the entire school.				
9/19/18	All teachers will complete the professional development for core proposition one.		Jennifer Rash	11/08/2018
<i>Notes:</i>				
Implementation:		07/12/2018		
Evidence	5/14/2018 A checklist was uploaded			
Experience	5/14/2018 This experience has been beneficial because it brought a needed sense of universal expectations to RCHS.			
Sustainability	5/14/2018 We need to do a better job of documenting WHEN and HOW teachers are reinforcing rules; need full participation from all teachers.			

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Curriculum and instructional alignment

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		County wide CONNECT teams have been created to work on county based benchmarks that align with county pacing guides CASA/PLCs are effective and consistent in EOC classes. Non-EOC academic subjects are in the beginning states of effective PLCs. Scheduling is done to have common planning for the EOC courses. EVAAS data is used to drive instruction in EOC classes.	Limited Development 09/27/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		-Teachers school wide will PLC weekly and use the CASA portal to guide discussion -Teachers school wide consistently use SchoolNet to collect ongoing data on their students -Benchmark tests results are used to collect data that drives instruction as well as used to ensure teachers are on pace and teaching the curriculum		Jennifer Rash	06/01/2019
Actions			1 of 2 (50%)		
10/2/17	CASA Meeting schedule from core subjects as well as CASA Portal entries are up to date.		Complete 05/17/2018	Jennifer Rash	06/01/2018
<i>Notes:</i>					

10/5/18	Each Core teacher will be required to turn in weekly lesson plans to address how they will be using their I&E time.		Jennifer Rash	06/01/2019
<i>Notes:</i>				
Implementation:		05/29/2018		
Evidence	5/29/2018 Evidence can be found in the data mart CASA Menu.			
Experience	5/29/2018 This is the 2nd year that we have continued our work in CASA by using data. We have come a long way, but need to be more consistent with bringing our data to meetings.			
Sustainability	5/29/2018 IC and teachers are going to have to do a better job of using data to support the result of students' performance after remediation has occurred.			

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Student support services			
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, EOC teachers are using the PLC model to plan and create common assessments for their students. Other core subjects do not PLC on a regular basis and are not creating common assessments. EOC teachers are beginning to use data from common assessments to develop remediation lessons.	Limited Development 07/25/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Core teachers will use CASA and common assessments to guide their instructional practices on a weekly basis. The lower student achievement the smaller the instructional group. Modified lesson plans based on skill level.		Jennifer Rash	05/08/2019
Actions			0 of 7 (0%)		
7/25/17		EOC teacher will meet to once per semester during a planning day to develop common assessments for their students. These teachers will gather their data and organize their information by using data charts that will be used weekly in CASA meetings to drive instruction for the next week.		Jennifer Rash	06/01/2019

<i>Notes:</i>					
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10/23/17	All core subjects/departments will meet to assess the data from the cumulative benchmark that they receive at the end of each semester. From each of the meetings, the team members will identify one skill/area of knowledge that is a common problem and development a plan to address the issue with their students.		Jennifer Rash	06/05/2019
<i>Notes:</i>				
9/18/18	During our embedded 20 minute remediation period, our core teachers will use anchor activities that build reading stamina.		Jennifer Rash	05/15/2019
<i>Notes:</i>				
9/18/18	Math 1 teachers will use data from casa to pull small groups to back fill any weaknesses during the 20 minutes of daily remediation.		Jennifer Rash	05/06/2019
<i>Notes:</i>				
9/18/18	Math 2 honors and Math 3 honors will loop during the year. They will have the same teacher for both math classes. Continuity of instruction is our goal.		Cecil Kemp	05/06/2019
<i>Notes:</i>				
9/19/18	All certified staff will complete core proposition 3 professional development.		Jennifer Rash	05/12/2019
<i>Notes:</i>				
9/19/18	All core teachers will develop and implement a small group IE plan for 20 minutes each day to ensure there students are successful. The plan will be developed during CASA meetings using the bottom portion of the form.		Jennifer Rash	05/05/2019
<i>Notes:</i>				
Implementation:		05/29/2018		
Evidence	5/29/2018 Book study powerpoint and calendar of meeting times, data mart CASA menu			
Experience	5/29/2018 Teachers at RCHS have used the results of benchmarks this school year to help guide their instructional decisions. EOC teachers have used it to help identify the students that they need to pull during I&E time. Our book study was a GREAT tool that opened up school wide discussion on the strengths and weaknesses at our school, as well as what we plan to do moving forward with RTI implementation. EOC teachers did an excellent job of using their PLC time do plan upcoming lessons.			

Sustainability		5/29/2018 Teachers are still struggling to be consistent with their data at PLC meetings. Also, we are going to continue our RTI work once a month during planning periods to support vertical and cross curriculum discussion to work as a team to meet more of the needs of our students.			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		- Teachers consistently do referrals to the Guidance and Student Health Services for mental health counseling - Teachers refer students who are struggling academically/behaviorally to MTSS teams - Counselors receive ongoing professional development	Limited Development 10/02/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Teachers are provided a protocol to follow that gives teachers the supports and resources necessary to fully meet the needs of students. Each teacher maintains an up to date that describes student concern/interaction that documents what part of the protocol they instituted with each individual students. Guidance and teacher worked together to meet the needs of the individual students by conferencing, working with parents and developing steps/plans for students to optimize success.	Objective Met 05/29/18	Sandee Wiggins	06/01/2018
Actions					
	10/2/17	Provide teachers with a protocol for emotionally needed students.	Complete 04/18/2018	Sandee Wiggins	01/31/2018
<i>Notes:</i>					
	3/6/18	Provide a information sheet to teachers that include warning "signs" of students that may be suicidal or harmful to others.	Complete 04/18/2018	Terry Giles	04/30/2018
<i>Notes:</i>					
Implementation:			05/29/2018		
Evidence		5/29/2018 Mental health checklist provided by Sandee Wiggins.			
Experience		5/29/2018 Our SIT believed it was important to "remind" teachers of the warning signs and proper "channels" for students that were struggling with emotional problems.			
Sustainability		5/29/2018 To continue having conversations with students about the emotional needs and possible risk assessments of our students.			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date			
<i>Initial Assessment:</i>	At-Risk 9th grade students are identified when they enter and are assigned to our Drop Out Prevention Counselor Mentor program that places 12th graders with At-risk 9th grade students to develop relationships and increase successful transition Teacher/Student mentor program where teachers mentors At Risk students. C.O.M.S - Cadets mentor students with minor discipline and academic concerns Open House for 9th graders and 9th grade assembly. Students identified as level two on EOCs are placed in a year long A/B day course.	Limited Development 10/02/2017				Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>	-Several 12th grader/9th grader mentoring pairs are meeting regularly throughout the year -At-Risk 9th graders attendance improves. - Consistent and credible process is in place to recruit 12th graders as mentors. -An active team of 9th grade teachers has been developed that meets regularly to identifies and discusses interventions for possible at-risk students. - ROTC has an active Cadet mentoring program.	Objective Met 09/24/18	Joan Tatum	06/01/2018	Actions				
	10/2/17 12th grade/9th grade mentor identification process is developed.	Complete 05/29/2018	Sandee Wiggins	01/31/2018	<i>Notes:</i>				
	10/2/17 ROTC Cadet mentoring program (COMS) is active with identified mentors/cadets.	Complete 05/29/2018	Henry Gaither	01/31/2018	<i>Notes:</i>				
Implementation:		09/24/2018			Evidence	5/29/2018 List of names of mentors and mentees are provided. Documentation also includes trainings and checklist of mentors.			
Experience	5/29/2018 9th grade students were reluctant to participate and keep in touch with their mentors.				Sustainability	5/29/2018 RCHS has got to pursue a better way to provide the necessary time for the mentors to work with their students. Also, ROTC established the program but had no participants in the program.			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>			RCHS as School Improvement Team meetings twice a month. All departments have a representative on SIT team that participates on a regular basis.	Limited Development 10/02/2017		
<i>How it will look when fully met:</i>			-Assign and monitor tasks to implement our school improvement plan that are consistently monitored through the Indistar system. NC Star Agenda/Meeting Minutes are up to date and document the ongoing assessment and achievement of key indicators.		Cecil Kemp	01/31/2018
Actions						
<i>Notes:</i>						
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>			The leadership team met sporadically last year to discuss general school concerns. The team did not meet monthly with no minutes were kept. The team was comprised of school administration and teacher There was no parent Representative on the team	Limited Development 10/02/2017		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>			The SLT will meet twice monthly throughout the year. This team will use agendas and provide meeting minutes from each meeting. The previous meetings minutes will be approved at the next meeting. SIT agendas will address the 5 indicators being monitored. The team will be comprised of school administration, teacher representation, support personnel, and a parent.	Objective Met 05/29/18	Cecil Kemp	01/31/2018
Actions						
	10/2/17	Agenda for the SIT meetings will include the indicators to be assessed and provided to the team prior to meeting via email.	Complete 05/29/2018	Jennifer Rash	06/08/2018	
<i>Notes:</i>						
	10/2/17	Google Calendar for SIT team provided to team with due dates for data.	Complete 04/17/2018	Jennifer Rash	06/01/2018	
<i>Notes:</i>						
	10/26/17	Parent will be invited to join SLT.	Complete 05/18/2018	Joan Tatum	12/15/2017	

<i>Notes:</i>				
10/26/17	Meetings will be scheduled two times per month.	Complete 05/29/2018	Cecil Kemp	06/10/2018
<i>Notes:</i>				
10/26/17	Meeting minutes will be kept and shared with team the following week.	Complete 05/29/2018	Erin Hughes	06/10/2018
<i>Notes:</i>				
Implementation:		05/29/2018		
Evidence	5/29/2018 SIT Meeting Agendas/Minutes			
Experience	5/29/2018 SIT consistently met twice a month to discuss plan.			
Sustainability	5/29/2018 Towards the middle of the school year, we gained confidence with Indistar and the process. We will continue to meet and try to be more diligent about uploading documentation through the school year.			

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Subject area groups meet twice a month to have CASA and planning. There is a combination of horizontal and vertical planning that occurs across courses in subject areas. The CASA district portal is utilized to document meeting discussion and plans. A shared Google folder is utilized for planning meetings to share plans and resources. Currently, CASA is addressed in the EOC courses. Common formative assessments are utilized in CASA to determine next steps for re-teaching and enrichment.	Limited Development 07/25/2017		
How it will look when fully met:		Vertical alignment with EOC teachers and NCFE's to target common core skills. CASA meetings, Departmental meetings, SIT meetings. Focused remediation plan. Structured support for beginning teachers (trained Mentors) Agenda's for all formal meetings. Complete understanding of the structure and function of each team.		Cecil Kemp	06/08/2019
Actions			1 of 4 (25%)		
10/23/17		Administration will insure that EOC teachers have a common planning period for CASA and PLCs.	Complete 08/27/2018	Lori Davis	08/27/2018
<i>Notes:</i>					
10/23/17		EOC common planning days once a semester to plan common assessments and to review student data from first half of semester to determine if instruction is aligned among all EOC subject teachers		Cecil Kemp	05/05/2019

<i>Notes:</i>				
10/23/17	Each core subject area (department) will develop a vertical alignment plan that identifies the skills students need to learn across the various classes from 9th to 12th grades.		Angela Wilson	05/05/2019
<i>Notes:</i>				
10/23/17	PLC teams will complete the CASA Portal weekly and re-address the 2nd part of each entry documenting whether the plan for remediation of the targeted skill was successful or not. and/or		Jennifer Rash	05/05/2019
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Monitoring instruction in school			
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KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Administration performs walkthroughs on regular basis. Administration attends CASA meetings Administration follows corporate schedule of completion of evaluations	Limited Development 09/26/2017		
<i>How it will look when fully met:</i>		School Administration will conduct walkthrough observations twice a month, and complete required observations. Staff will attend CASA Meetings weekly and professional development will be provided monthly during staff meetings based on walkthrough data.		Cecil Kemp	06/01/2019
Actions			0 of 7 (0%)		
9/18/18	All core teachers will have weekly CASA meetings with Mrs. Rash and administration. They will use the data generated in this meeting to drive instruction.			Jennifer Rash	06/06/2019
<i>Notes:</i>					
9/19/18	All certified staff will complete the core proposition 2 professional development			Lori Davis	01/17/2019
<i>Notes:</i>					
9/19/18	All certified staff will complete core proposition 5 professional development.			Lori Davis	05/17/2019
<i>Notes:</i>					
9/19/18	Instructional Coach will conduct walk through s the first 15 minutes of class and the last 15 minutes of class to ensure classroom management is providing instructional time for the entire class.			Jennifer Rash	05/05/2019
<i>Notes:</i>					

9/19/18	Administration (Davis) will conduct walk through s the first 15 minutes of class and the last 15 minutes of class to ensure classroom management is providing instructional time for the entire class.		Lori Davis	05/05/2019
<i>Notes:</i>				
9/19/18	Administration (Tatum) will conduct walk through s the first 15 minutes of class and the last 15 minutes of class to ensure classroom management is providing instructional time for the entire class.		Joan Tatum	05/05/2019
<i>Notes:</i>				
9/19/18	Administration (Kemp) will conduct walk through s the first 15 minutes of class and the last 15 minutes of class to ensure classroom management is providing instructional time for the entire class.		Cecil Kemp	05/05/2019
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Quality of professional development
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KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		SIT team do not currently look at data from classroom observations to make decisions concerning professional development needs. Most of the PD is driven by district level. Teachers do not consistently attend non-mandated PD offered from the district.	Limited Development 07/25/2017		
<i>How it will look when fully met:</i>		SIT team looks at administrative data/concerns from observations and walkthroughs to help develop professional development for entire school and subject specific. RCHS will also provides teacher choices for PD opportunities relevant to the teachers needs.		Jennifer Rash	06/01/2019
Actions			1 of 8 (12%)		
10/23/17	Administration will create a walkthrough schedule that will be followed by the administrative team as well as being shared with the teachers.		Complete 09/21/2018	Lori Davis	05/05/2019
<i>Notes:</i> 7-12-18- A focus will be made on a limited version of the walk through form to ensure specific behaviors of the teacher.					
10/23/17	Once a semester, administration will provide the staff with the school wide walkthrough data at a monthly staff meeting. During the meeting, the principal will discuss trends being observed from the walkthroughs and have a conversation with the staff about what the data reveals about instructional practices of teachers.			Cecil Kemp	05/14/2019
<i>Notes:</i> The goal is to share the walk through data with the teachers at every staff meeting.					

10/23/17	The SIT team and Instructional Coach will analyze the data from the walkthroughs to determine possible PD topics. The SIT team members will also gather input from their department members to help guide the types of PD that will be provided over the course of the next school year.		Jennifer Rash	05/05/2019
<i>Notes:</i>				
11/10/17	The teachers and IC will create flexible groupings for remediation based on skills. The groups will be assessed twice a month.		Jennifer Rash	05/05/2019
<i>Notes:</i> 7/12/18-Math 1 has experimented with flexible grouping. English 2 has to a lesser extent. No other subject has tried this technique.				
7/12/18	The teachers will teach content the entire period (bell to bell instruction). Walkthroughs will be conducted the first and or last 20 minutes of the periods to ensure compliance.		Cecil Kemp	01/15/2019
<i>Notes:</i> We will use the walk through data to determine compliance				
7/12/18	Administration will complete walkthroughs weekly while completing the form and every teacher will be observed twice a month.		Joan Tatum	05/05/2019
<i>Notes:</i> 7/12/18-Walkthroughs will be paired down to specific behaviors that administration would like to see from the teachers.				
9/19/18	All certified staff will complete core proposition 4 professional development.		Lori Davis	04/12/2019
<i>Notes:</i>				
9/24/18	Teachers will review data during CASA to develop needs of school and Professional Development opportunities.		Jennifer Rash	06/01/2019
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently have evaluation standards and training for beginning teachers Mentor Assignments in place for beginning teachers Professional Development for all teachers A variety of evaluation methods used (informal walkthroughs from administration and staff members, formal observations, etc.) Teachers and administration attend county job fair Coop with local universities to house student teachers	Limited Development 09/26/2017		
<i>How it will look when fully met:</i>		A formal system of peer evaluation to mentor BT's SIT team walkthroughs Administration will provide teachers with feedback from informal observations All teachers/departments will regulary participation in PLCs		Greg Slate	06/01/2018
Actions					
Notes:					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Bi-Annual Open House Bi-Annual Parent-Teacher Conferences. Most teachers send home progress reports to be signed at the mid-point of the semester. Some teachers communicate with parents through Remind. Administration uses Connect-Ed system to reach all parents with important messages. We have a school website that provides parents/community with information regarding our school.	Limited Development 09/26/2017		
<i>How it will look when fully met:</i>		Parent Resources will be posted on Canvas per unit. Continue semi-annual Parent-Conference Nights and Open Houses. Teacher will maintain contact log 100% of parents prioritizing students making and Ds and Fs.	Objective Met 10/05/18	Erin Hughes	06/01/2018
Actions					
	10/2/17	10/2/17 RCHS will host a Parent-Teacher Conferences once a semesters at the end of the first nine weeks. Teachers will reach out to set up conferences with the parents of students that are making Ds and Fs on their report cards.	Complete 05/29/2018	Jennifer Rash	06/01/2018

Notes:

10/2/17	Teachers will keep a log that documents contacting %100 parents of students making a D or lower.	Complete 05/29/2018	Lori Davis	01/31/2018
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11/7/17	During the fall semester, the school will have a parent teacher conference night that also doubles as a Canvas tutorial night	Complete 10/25/2017	Erin Hughes	10/25/2017
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Notes: Mrs. Hughes will tutor parents on the uses of Canvas during our fall parent teacher conference night.