

DESTINATION TRANSFORMATION


How we got the POWER & used it!

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WHERE WE ARE -- THE DATA

- ▶ North Carolina Teacher Working Conditions Survey
 - ▶ Four-Year Graduation Rate
 - ▶ Disciplinary Trend Data
 - ▶ EOC Trend Data
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NC TEACHER WORKING CONDITIONS DATA – 2014 RESPONSE RATE & OVERARCHING CLIMATE

	SJHS 2014	SJHS 2012	% CHANGE	CHS	CVHS	CHHS	SSS	WJHS
Response Rate	90.0 %	76.53%	13.47%	75.27%	58.54%	44.09%	50.0%	78.16%
The faculty and staff have a shared vision.	100.0%	98.6%	1.4%	80.0%	89.1%	82.5%	60.4%	69.4%
There is an atmosphere of trust and mutual respect in this school.	100.0%	94.5%	5.5%	70.0%	78.3%	70.7%	56.2%	50.0%
Teachers feel comfortable raising issues and concerns that are important to them.	97.5%	94.6%	2.9%	69.1%	70.8%	65.9%	60.4%	54.5%

TEACHER WORKING CONDITIONS COMPONENT -- TIME

	SJHS 2014	SJHS 2012	% CHANGE	CHS	CVHS	CHHS	SSS	WJHS
Class sizes are reasonable	79.0%	70.3%	8.7%	42.9%	37.5%	46.3%	59.2%	48.5%
Teachers have time to collaborate with colleagues.	98.8%	93.2%	5.6%	72.5%	81.2%	80.0%	77.6%	47.1%
Minimal interruptions	95.0%	79.7%	15.3%	59.4%	68.7%	65.9%	53.1%	55.2%
Non-instructional time provided is sufficient.	95.1%	81.1%	14.0%	75.4%	72.3%	76.9%	74.5%	61.8%
Efforts are made to minimize paperwork	82.3%	60.3%	22.0%	54.4%	43.5%	53.8%	47.9%	47.8%
Teachers have sufficient instructional time	93.6%	86.7%	6.9%	73.9%	72.3%	82.5%	75.5%	69.1%
Teachers are protected from duties that interfere with their essential role of educating students.	100.0%	85.3%	14.7%	52.2%	70.2%	67.5%	58.3%	51.5%

TEACHER WORKING CONDITIONS COMPONENT – STUDENT CONDUCT

	SJHS 2014	SJHS 2012	% CHANGE	CHS	CVHS	CHHS	SSS	WJHS
Students understand expectations	100.0%	94.7%	5.3%	66.7%	85.4%	97.6%	71.4%	66.2%
Students follow rules of conduct.	94.9%	80.8%	14.1%	40.6%	83.0%	95.1%	22.4%	58.8%
Policies and procedures about student conduct are clearly	98.7%	94.7%	4.0%	64.7%	91.7%	85.4%	77.1%	70.1%
School administrators consistently enforce rules	96.2%	93.3%	2.9%	52.2%	79.2%	85.4%	45.8%	50.0%
School administrators support teachers' efforts to maintain discipline	98.7%	93.2%	5.5%	69.1%	91.7%	97.6%	63.8%	65.2%
Teachers consistently enforce rules	92.4%	78.7%	13.7%	50.7%	76.6%	66.7%	45.8%	61.2%
The faculty work in a school environment that is safe.	100.0%	95.9%	4.1%	80.9%	100.0%	95.0%	77.6%	91.2%

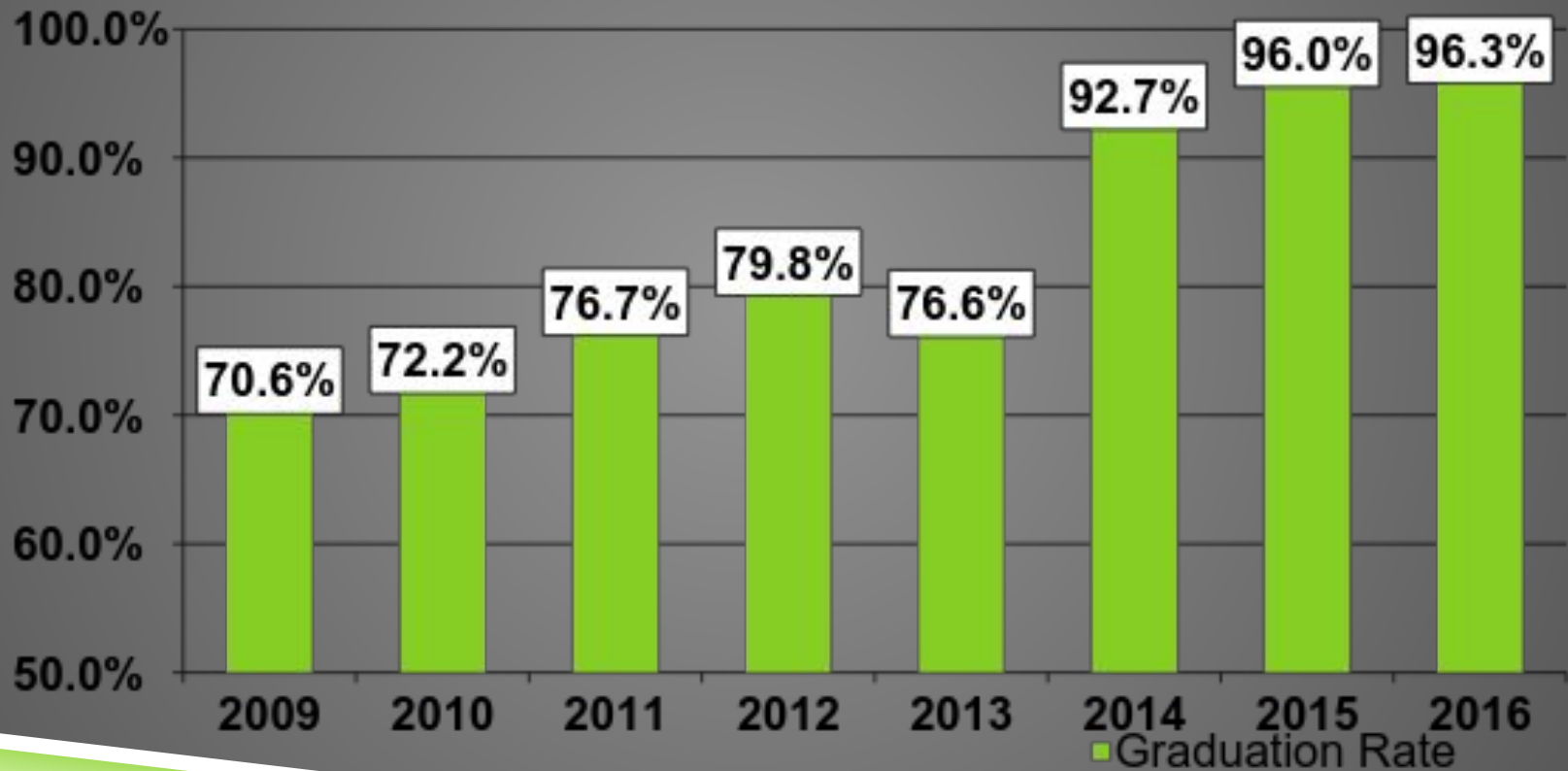
TEACHER WORKING CONDITIONS COMPONENT – TEACHER LEADERSHIP

	SJHS 2014	SJHS 2012	% CHANGE	CHS	CVHS	CHHS	SSS	WJHS
Teachers are recognized as educational experts.	100.0%	89.0%	11.0%	75.4%	79.2%	75.6%	65.2%	72.7%
Teachers are trusted to make sound professional decisions about instruction.	98.7%	90.4%	8.3%	81.2%	78.3%	75.6%	73.5%	80.3%
Teachers are relied upon to make decisions about educational issues.	97.4%	87.7%	9.7%	75.4%	76.6%	75.6%	68.7%	68.7%
Teachers are encouraged to participate in school leadership roles.	100.0%	97.2%	2.8%	82.4%	97.9%	87.8%	93.7%	79.1%
The faculty has an effective process for making group decisions to solve problems.	100.0%	94.4%	5.6%	59.4%	76.6%	82.1%	72.7%	65.0%
In this school we take steps to solve problems.	100.0%	97.2%	2.8%	68.7%	89.1%	85.4%	72.3%	65.1%
Teachers are effective leaders in this school.	100.0%	94.5%	5.5%	78.8%	85.1%	80.5%	81.2%	92.3%
Teachers have an appropriate influence on decision-making	88.7%	83.3%	5.4%	61.5%	68.7%	65.0%	61.4%	47.7%

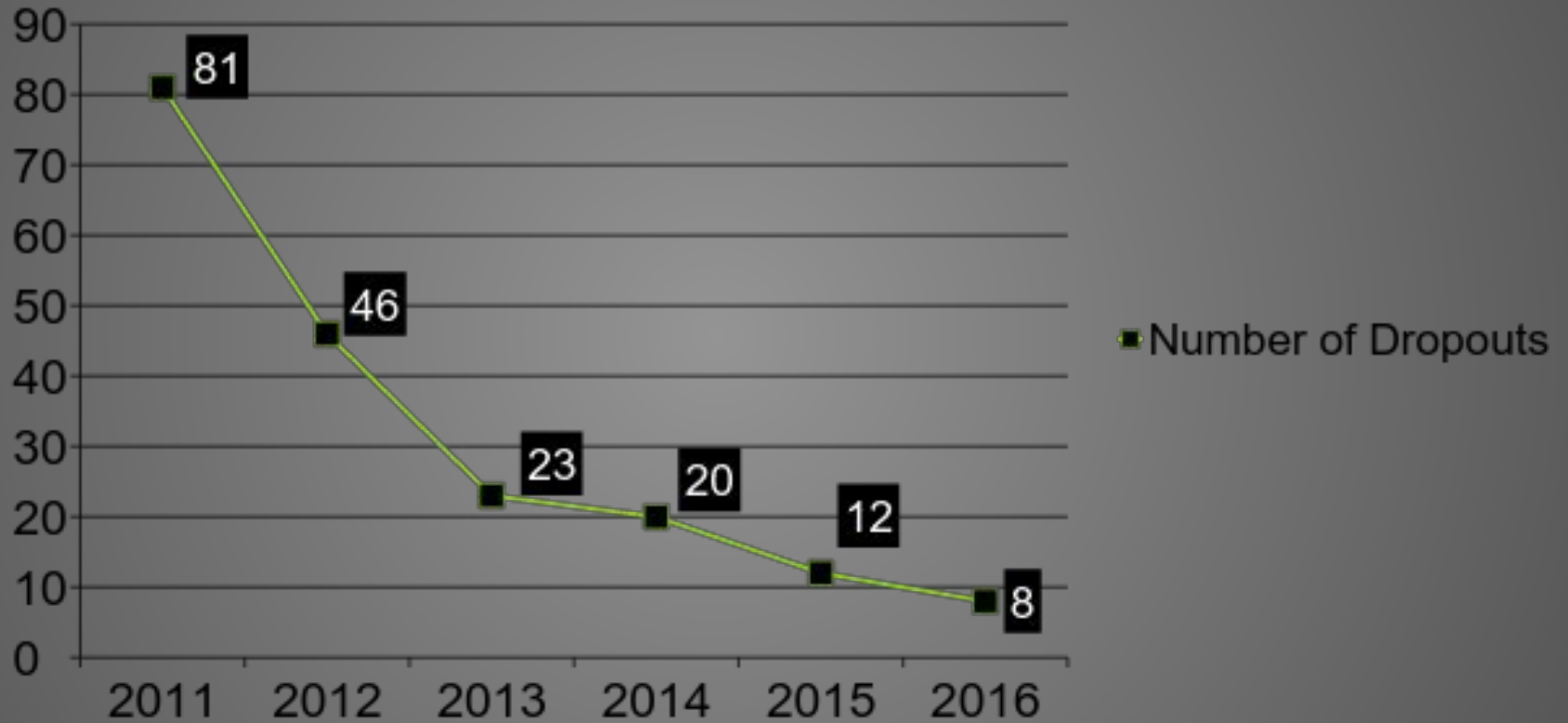
TEACHER WORKING CONDITIONS COMPONENT – INSTRUCTIONAL SUPPORT

	SJHS	SJHS	% CHANGE	CHS	CVHS	CHHS	SSS	WJHS
State assessment data are available in time to impact instructional practices.	43.8%	84.8%	-41.0%	45.9%	35.7%	40.0%	36.6%	33.9%
Local assessment data are available in time to impact instructional practices.	60.6%	91.0%	-30.4%	55.9%	56.1%	50.0%	59.0%	58.9%
Teachers use assessment data to inform their instruction.	91.0%	95.6%	-4.6%	77.6%	91.3%	70.3%	82.6%	72.6%
Provided supports translate to improvements in instructional practices by teachers.	97.4%	95.8%	1.6%	83.9%	84.1%	78.4%	79.5%	79.0%
Teachers are encouraged to try new things to improve instruction.	100.0%	100.0%	0.0%	95.3%	91.1%	82.5%	95.7%	90.8%
Teachers are assigned classes that maximize their likelihood of success with students.	93.0%	75.0%	18.0%	51.6%	77.8%	66.7%	43.2%	54.2%
Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	94.7%	85.9%	8.8%	81.2%	73.3%	74.4%	82.6%	78.8%
State assessments provide schools with data that can help improve teaching.	46.8%	67.1%	-20.3%	37.7%	48.8%	56.8%	46.2%	41.0%
State assessments accurately gauge students' understanding of standards.	29.9%	49.2%	-19.3%	23.7%	35.7%	33.3%	20.0%	21.0%

SJHS 4-YEAR GRADUATION RATE



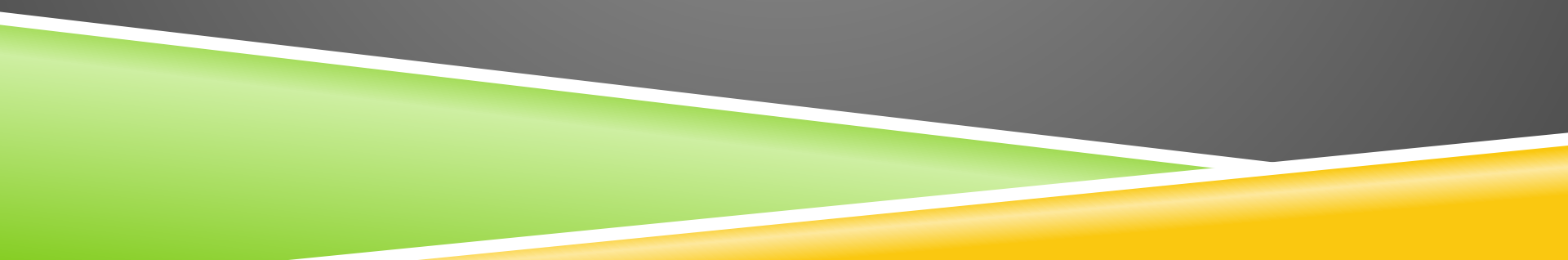
SJHS DROPOUT NUMBERS



SJHS DISCIPLINE AND EOC TREND DATA

	Office Referrals	Biology Proficiency	Math I Proficiency	English II Proficiency
2012-2013	1,479	38.2%	28.8%	46.3%
2013-2014	596	49.2%	35.4%	53.0%
2014-2015	524	59.3%	44.4%	53.2%
CHANGE 2013 – 2015	-955	+21.1%	+15.6%	+6.9%

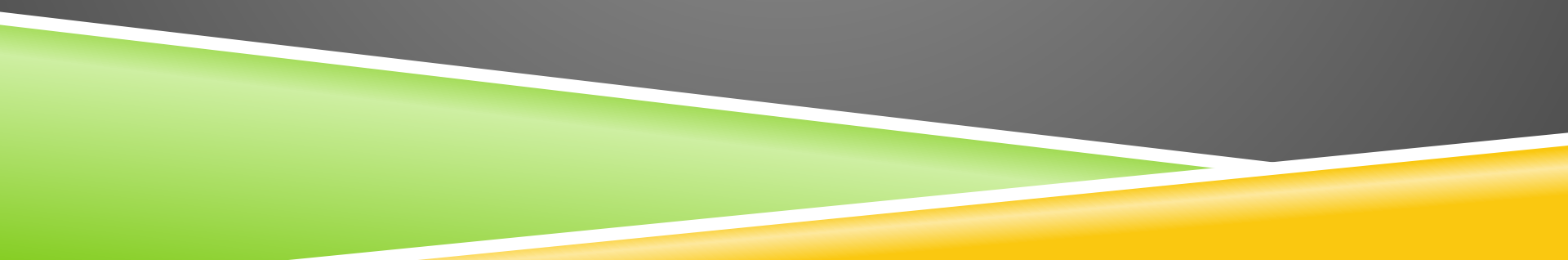
WHERE WE WERE -- SJHS 2010

- ▶ Description of Parking Lot Mule Days Week
 - ▶ Fights in Courtyard, Hallway, and Bus Parking Lot @ Homecoming Pep Rally
 - ▶ Non-Students on Campus
 - ▶ Parents Fighting in Parking Lot
 - ▶ Student and Teacher Grabbing One Another
 - ▶ Stagnant, low test scores and teacher morale
 - ▶ The Colors: Blue – JoCo Hoover and Red - Savage
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MOST IMPACTFUL CHANGE

An Intervention Schedule...

POWER BLOCK



DRINK THE JUICE

- Philosophy
 - What is POWER?
 - PLAN
 - ORGANIZE
 - WORK
 - EAT
 - RELAX
 - Various Bell Schedules

BUILDING CONSENSUS THROUGH PLANNING

Planning Site Visit Feedback

Feedback From Site Visit Committee

Subcommittees

Subcommittee Objectives

DUTY/SUPERVISION

Weekly Schedule

Duty Roster

ATTENDANCE

We went from paper and pencil

to...Google

Entire School -- Spreadsheet



LESSONS LEARNED

- ▶ Communication
- ▶ Accountability / Leadership
- ▶ Continual progress monitoring -- Discussion vs Dissension
- ▶ Teacher voice (Water Cooler)
- ▶ Rearranging the schedule to fit the needs of students and the building
- ▶ Consensus building in support and classified staff
- ▶ Behavioral Interventions