

One Team. One Mission. One Rock Hill.

TEACHER LISTEN & LEARN



ROCK HILL
Schools

TEACHER LISTEN & LEARN

Dear Rock Hill Team,

As we approach the end of our first quarter, I would like to take this opportunity to thank all Rock Hill Schools employees for providing a strong beginning to the school year. From the positive momentum established in our beginning of the year pep rally to the level of student engagement that I have observed during my visits to each school, I continue to be impressed by the outstanding educators in our school district.

Our Focus Five for the 2018-19 year will serve as the foundation for our work, and will be embedded into our continuous improvement efforts, our Strategic Plan, and our district's AdvancED accreditation.

Rock Hill's Focus Five

Safety & Security

Recruitment & Retention

Student Achievement

Organizational Culture & Effectiveness

Communication with All Stakeholders



Aligned with the focus on communication and as an essential part of my entry plan as superintendent, I am hosting monthly Listen & Learn sessions with teachers representing each school in our district. The first of these sessions took place on September 28. During the session, I was able to hear from our teachers about successes and areas for continued growth for our district, as well as share important information about what is taking place across our district.

In addition, teachers submitted questions from their respective schools. With support and input from district staff and leadership, we have worked to provide responses for each question. These responses are not all-inclusive, and we would certainly welcome the opportunity to further discuss these questions and other relevant topics in more detail within specific levels and school settings.

Our schools and district will benefit from this open dialog regarding the needs that exist for our students, staff, and organization overall. District leaders and I look forward to continuing this Listen & Learn series each month throughout the year, meeting with representatives chosen by the principals of each school. Please continue to submit questions to your school's representatives. Our next Listen and Learn session with teachers will take place on Friday, October 19 with questions due to your teacher representative by Friday, October 12.

Working together as One Team on One Mission for One Rock Hill, we will move our district forward to be the best in our state!

Sincerely,
Bill Cook

TEACHER LISTEN & LEARN

I would like to know a little more about our technology goals for K-2 as a district.

The district currently has a technology plan that has been developed based upon the projected needs of the system's instructional strategies centered around technology education. The goals of this plan will be evaluated this year through the implementation of the Rock Hill Schools' Technology Council. This group will focus their work around the following duties:

Serve as a forum for discussion of district technology plans and IT services, including mobile computing.

- Make recommendations to the district leadership on its technology plans to support educational needs, cost-effectiveness, & compatibility with projections of future technology needs.
- Make recommendations to the district leadership and staff on maintaining the progress of ongoing technology projects and in setting priorities for new technology initiatives and spending.
- Make recommendations to the district staff to ensure compliance with federal, state, and local laws and to assure compliance with SC Dept. of Education and CIPA (Children's Internet Protection Act) requirements.
- Select members of the committee to service on district RFP evaluation committees for technology purchases made to the district's technology plan.

A group of representative teachers will serve on this council, and members from the K-2 teaching levels will be included in this group. More information, including the K-2 plans and goals with technology, will be discussed and communicated throughout the school year. For further information, please contact Mr. John James at jjames@rhmail.org or Dr. John Jones at jajones@rhmail.org

I would also like to hear more about plans for getting and retaining teachers in our district.

The district is continuously evaluating our recruitment and retention plan. One of the strategies implemented last year for teacher retention was our Learning to Rock orientation for all new certified teachers in the district. We hired an additional .5 teacher support specialist to support our first year teachers in addition to assigning each first year teacher a mentor.

Last year, we administered our first job satisfaction survey. Data from that survey will be used to guide school and district leaders in retention efforts. Each school has been asked to consider having a retention and recruitment team that will work all year on school specific retention and recruitment strategies. If you are interested on serving on that team, please let your administrator know. Dr. Campbell also has a district retention and recruitment committee if you have interested or have suggestions for that team, please reach out to her.

Dr. Cook, please share your thoughts about the K-2 grading and reporting system for standards based report cards. During PD, teachers have worked diligently on efficient and intentional instruction and assessments for indicators. However, the report card requires many hours of repeated recording, i.e ELA informational text and literary text indicators that repeat. Families do not see this work. They only see power standards that don't clearly reflect some of the indicators. Do you have thoughts on making the report card more informative to families (even after years, many still don't understand it) and less cumbersome to teachers.

We are currently investigating the capability of PowerSchool in relation to the K-2 Report Card. Any changes to the K-2 Report Card would include input from all stakeholders before moving forward.

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As a special education teacher, I struggle with understanding why I, along with many of my other special education colleagues, have the oldest computer in my building. I have asked my school technology person when I will be in line for a new computer and have been told that there is no plan to update my computer. I have one of the oldest Macs and several programs will not work on my computer since I can no longer update it and continue to be able to link with the Promethean board. I have spoken with my principal, Tammy White, and she has not been able to find an answer to this issue either. It takes me so much time to complete IEP progress reports which must be done online every 4 1/2 weeks due to the frequent freezing of my computer. I do not understand why special education is at the bottom of the list, or not even on the list for new technology. I have watched my peers with newer Mac computers receive updated HP computers. Additionally, my son, an 8th grade student at Dutchman Creek has a faster and more up to date laptop than I do.

Special education teachers also need access to classroom computers. We can have our students in grades 3-5 use their district issued laptops in class, but we have few to no computers available for our k-2 students in our rooms. We often have multiple grade levels at a time in the resource room and absolutely need computers so we can differentiate our instruction. The special education department has purchased a wonderful new math program designed for special needs students for math instruction. One component of the program requires students to work on a computer for 45 minutes weekly independently. This is next to impossible without technology.

It is my understanding that what is distributed to all teachers at any given school includes special education teachers. This has been the practice for the last two years. If that teacher is a permanent staff member at any given school, they would receive the basic technology (laptop, promethean boards, etc.) that was distributed to all permanent staff members at that school. Devices are currently being purchased to replace the oldest ones. Itinerant ESE staff (Traveling ESE teachers or Traveling OT's, PT's, etc.) would receive their technology through the ESE Department.

From the Social Studies PLC

With the district providing a major focus and emphasis on mathematics and ELA, what support is being provided to our science, social studies, and related art teachers? The viewpoint is our content is not viewed as important and could therefore cause teachers to become lax with the content. Administration is consistently informing those groups that "they are very important", however actions speak louder than words. Specific steps to ensure that those content teachers are being supported would be greatly appreciated.

All content areas are very important to the total development of our students in Rock Hill Schools. PLCs, as well as staff development, have been, and will be, provided to support these content areas. Additionally, there are professional development and graduate courses offered that support the further in-service and understanding of specific frameworks, content, and instruction involved with these areas. The Instructional Division will continue to explore ways to support all teachers with curriculum and instruction needs in the school district. For further information, you may contact John Jones (jjones@rhmail.org) or Dr. Joya Holmes (jhomes@rhmail.org).

What is the district plan to decrease the class sizes at specific schools? Currently, teachers at Dutchman Creek are averaging class sizes significantly large than others within the district. With larger class sizes, it is difficult for teacher to truly differentiate lessons, meet the needs of all students, incorporate weekly conferences, have true conversation with data, and get to know our students on an individual basis.

Average class size ratios are in line with the district standards and our district standard ratios are lower than the state guidelines require them to be. One the secondary level, you may find some of the classes may be larger depending on the course and/or level of the course while others are relatively smaller. In matters regarding large class sizes, the school administration always works with Dr. Campbell to address grades/classes where we extreme situations of large class sizes.

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From the Exceptional Students PLC

When school schedules changes are made after an IEP is written, that IEP is often no longer legally compliant. For example, if a school decides in April not to provide inclusion the following year, all IEPs written before April which include inclusion are no longer legally compliant. This creates an abundance of needless paperwork that could be avoided by planning in advance. It often creates a tricky situation as school schedule change is not a legal reason for amending an IEP. Teachers must amend all impacted IEPs and provide a rationale for the decrease in services. This puts teachers in a tricky situation when documenting the reason that service was discontinued. Can efforts be made to reduce this moving forward?

An IEP should be written for one year (less a day). This includes any transitioning from one grade to another, one semester to another, a change in minutes or whole sections from one semester to another. If the student will be a rising 6th or 9th grade, the current case manager MUST discuss the differing schedules/minutes with the future case manager to include minutes that will be reflected on the first day of school or the second semester of that school year within the IEP annual timeline. These differences are documented on the IEP, meeting minutes and the prior written notice.

From the Related Arts PLC

1. What is the reason for all middle schools to operate their enrichment classes using the same format? Would it be more effective to tailor the enrichment sessions based around the individual school and their student's needs?

2. Are there future plans to have an instructional specialist in place at the district level to accommodate and support the growing needs of arts education in the RHSD and its students and teachers?

The school system does provide a standard offering of courses within the related arts areas of curriculum and instruction. The expectation in school scheduling is that at least 40 minutes a day (200 minutes weekly) in related arts be offered to middle school students throughout the district. Beyond the standard courses offered in all middle schools (for example, PE, Art, etc.), middle schools do have flexibility in providing courses that may extend the individual interests of school-based courses and activities. For example, a middle school may offer an honors chorus class if the interest from students is there. Regarding a specialist to support this area, the Instructional Division will be examining ways to support related arts teachers within their current specialists/coach positions. We do recognize that this is a current need as our related arts classes are vital parts of the district's balanced instructional framework. (For further information, you may contact Ms. Jen Morrison at jl Morrison@rhmail.org)

Is there a plan to possibly build in bad weather make up days for first semester in the future? It is very hard to prepare for state EOCs when we lose days from first semester when it is already much shorter than 2nd semester.

The calendar committee has begun working on the 2019-20 and 2020-21 calendars. This is great feedback to consider along with other priority requests that are weighed by the committee. Over the past few years, it has been a priority to complete first semester high school exams prior to winter break. To achieve this, the number of days in first semester have been reduced. In the past, students and teachers on the committee have recommended this action.

Would any consideration be given to making up the 2 days we missed for Hurricane Florence on February 15th or 18th and the other one April 22nd...rather than both days in February?

State law requires we included 3 make-up days in the calendar. For this year, we have designated those as February 15, February 18, and April 22. It is important to use them in sequence since we only have three days available.

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Years ago, we were given work days, several times a year, to work in our classrooms, uninterrupted. This time allowed us to prepare for upcoming lessons, organize materials, collaborate/ plan with our assistants, and reflect on best practices. Now our workdays consist of mostly meetings and "some" time to work in our rooms. We have very little time to get these crucial, "housekeeping" items done, and would be very appreciative of a little extra time. Would it be possible to get back a few of those "classroom workdays"?

These days were late start days and we no longer have those days in our calendar. Feedback from schools and parents in the committee to the board led to the board voting to eliminate those days out of the calendar.

New Financial protocol is causing the most uproar right now. We still have not gotten our Flinn order from a week before school started. Why are they making grants more difficult? Do they not want us to get money from outside?

School districts must operate with limited public resources. It is our responsibility to our taxpayers to be good stewards of public monies. We are responsible for complying with laws and regulations, meeting goals and objectives, and safeguarding assets. Finance and Procurement have internal controls in place to help achieve our goals and objectives while being compliant with laws and regulations. Internal controls are checks and balances that help support our mission and to prevent fraud, waste, and abuse of our limited public resources.

Schools must follow the district's Procurement Code when making purchases. Schools must allow time for the vendor to process and ship the requested items which may take several weeks. The school received the Flinn order during the week of September 24th.

The Local Grants Approval Application is not a new form. The purpose of this form is to ensure (1) the principal and Finance are aware of an employee applying for funding, (2) grant is aligned with the school's goals and objectives, (3) reporting requirements are in compliance with laws, regulations, and the grantor, and (4) if there will be ongoing costs to the district as a result of the grant.

The lack of support for nursing mothers in a school building! There really needs to be a quiet space in EVERY school for moms to go and pump...and this is NOT just teachers, there are high school students who need this as well who have an even harder time than teachers do advocating for their rights! I am no longer nursing, but have multiple friends throughout the district who are. I was constantly walked in on, even though I had my door locked and covered, by maintenance/admin needing to get something in my room. This makes for a very stressful environment which is not conducive to pumping. Bathrooms are NOT a place for pumping....we as a district need to be more supportive of our working mothers! They represent a large portion of our teachers!!!!

By law we are required to accommodate nursing mothers in finding an appropriate place to pump. While some mothers prefer to pump in their classrooms, others do not. Identifying that appropriate place comes from a conversation between the employee and their building administrator.

Nursing students should work with their administration and guidance counselors for an appropriate place to pump. If any nursing mother has a concern regarding an appropriate location to pump, they should reach out to Dr. Campbell in personnel and nursing student mothers can reach out to Dr. Kokolis in strategic planning and program support.

TEACHER LISTEN & LEARN

What plans or actions are in place to improve teacher retention within Rock Hill Schools?

Last year, we administered our first job satisfaction survey. Data from that survey will be used to guide school and district leaders in retention efforts. Each school has been asked to consider having a retention and recruitment team that will work all year on school specific retention and recruitment strategies. If you are interested on serving on that team, please let your administrator know. Dr. Campbell also has a district retention and recruitment committee if you have interested or have suggestions for that team, please reach out to her.

How can we better support ESE teachers whose roles are being redefined and are accumulating larger caseloads? Is there more training planned for general education teachers in how to best serve their students with special needs?

Our ESE department is committed to assisting teachers and offering training that supports the overall efforts in ESE at the school level. Special Needs Administrators are met with on a continuous basis regarding strategies and support models that can be integrated at the school level. As the district continues to focus upon Least Restrictive Environment when applying a tiered support of instruction, training will be provided to all teachers as multi-tiered systems of support continue to emerge within the total program.

What is the best way to identify young children in the event of an evacuation/reunification when the teacher isn't available? (ID badges?)

We must plan and conduct our emergency response procedures as a team. Young children located without their teacher may be identified by their related arts teachers, guidance counselors, resource, cafeteria and custodial personnel or office staff must all be full participants in all procedures and drills, from straightforward evacuations to complex family reunifications. Teachers are not alone. Issuing ID badges in elementary grades is possible but problematic. Accidental loss is much easier than with older students, and personal ID information "on the loose" is dangerous for students. Certain family status or custody situations with young children are other reasons against issuing ID badges.

At one time RRMS was being considered a "School of the Arts", is that still the case?

Several ELA teachers want to know...with an emphasis on improving the writing skills of students, since schools (or at least RRMS does) have a reading specialist/interventionist as well as a math interventionist, are there any plans to adding a writing interventionist to perhaps be used during EE's to help with that?

Our efforts will continue to support all areas of language arts instruction through our existing specialists and coaches. Although our current budget does not provide for additional instructional support positions, we will work to aid writing instruction within integrated approaches to ELA assistance, direction, and planning.

The district administration has had a presentation from RRMS related to implementing an Arts choice program. At this time, the district has not determined a specific timeline or implementation of an Arts program at RRMS. The district does have an arts focus at Saluda Trail Middle School and South Pointe High School through the STEAM program. (Science, Technology, Engineering, Art, and Math)

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What professional development opportunities is the district planning to provide to BMAs, counselors, administrators, and teachers in regards to challenging student behaviors?

321 Insights – on-line modules – preparation for roll-out -October 1

Safe Schools – Currently has a variety of modules that are available NOW...on challenging behaviors, de-escalation, etc. (scroll down beyond the safe schools area to “other modules”.....

BMA's had an intensive 3-day training before school started. ESE is contracting with an experienced special education teacher (not currently full time with Rock Hill) to train and work 1:1 with our BMA's during the 2018-2019 school year. She will come on board November 1, 2018.

How are things going with the Building Bridges classrooms? Is there any way to provide more support to our four-year-olds exhibiting poor behaviors due to environmental needs and their parents prior to students leaving Central and transitioning to kindergarten? Beyond Catawba or other related services, what can be built into academic programs in 4K and 5K to identify and support our youngest learners?

Building Bridges is the beginning of a new approach to working with students that have emotional behavioral and psychiatric challenges. The Building Bridges Program is a national program created to offer strong coordinated partnerships between educational and mental health services to ensure comprehensive mental health supports that are educationally based to improve the lives of students and their families struggling with emotional/behavioral and often psychiatric struggles. Like many new programs, housed in schools that have never experienced the struggles of children experiencing significant and profound emotional and behavioral issues, there will be adjustments within the school program and the school environment as well. The students in Building Bridges are students that have average or above average intelligence and are capable, once emotions and behaviors are regulated, to access grade level and proceed on a diploma pathway with continued, emotional supports (counseling, etc.) as necessary. Many of our Building Bridges students are starting to mainstream into content classes and/or specials to access the general curriculum, join their same age peers as they practice and participate in the general education programming.

Providing more support to our youngest students that are 3,4 and 5 year olds have increased this school year. One Behavior Management Assistant, trained in crisis prevention interventions (with on-going training throughout the year) have been placed at every elementary school as well as CCDC for the 2018-2019 school year.

321 Insights ; a Trauma Informed Training Toolkit that is aligned with Adverse Childhood Experiences, building resiliency, regulation strategies, and building trauma informed classrooms will be available for ALL certified and non-certified staff at every school starting in October, 2018. The preparation for 321 Insights has been in progress since last spring and will be completed on October 8, 2018. More to come on this Training.

The ACES Awareness training for all staff provides a foundational understanding of adverse childhood experiences to all staff.

The District-wide book study on Teaching to Strengths: supporting Students Living with Trauma, Violence, and Chronic Stress will be read and discussed with school representative, facilitated by Dr. Turner, during the 2018-2019 school year. The essential areas of each chapter will be shared with each school staff.

Providing support and information for our parents of young children experiencing significant behavior issues comes with the “Triple P” -- Positive Parenting Program. This is more like a toolbox of ideas. The parent chooses the strategies they need and chooses the way they may need them in their home to set rules, routines that are respected and followed, encourage behavior that is appropriate and self-regulation. More on this as well as the school year progresses.

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Lack of certified Health teachers in the district

When we have vacancies in health, an administrator can hire someone with either a health or a physical education certification. Under state certification guidelines, an educator that holds a certification in physical education has acceptable certification to teach health. The decision of rather to hire a health certified teacher or physical education certified teacher is at the discretion of the hiring administrator based on needs of the schools and other factors. If you have a specific question or concern, please reach out to Dr. Campbell in personnel.

We are curious if there are plans for balancing student numbers across elementary schools?

As a new school opens we will be looking at long range planning, the geography of the district and school choice as it relates to balancing our schools. Long range planning will be the key to balancing numbers in the future.

Concerned with our technology initiative are we on track with our goals and are our teachers being prepared as 21st century technology savvy leaders?

Rock Hill Schools is currently “on track” with our goals for teachers to be prepared for teaching our modern learners. As our students become more advanced and connected to the world in which they live and learn, the district aims to support technology efforts around the themes of professional learning, relationships and culture, and personalization. To develop world-class teachers, further work will be done to expand and enhance our learning environments, equitable learning opportunities, overall achievement, and improved digital ecosystem. District leaders, principals, and teacher leaders will be sharing our efforts in achieving these goals in the upcoming year. (For further information, you may reach John Jones at jajones@rhmail.org)

What is RHSD doing to decrease class size for burned out multi-cat I-III teachers?

With the Read to Succeed Act, 2nd grade is such an important grade in teaching and growing our students in order to avoid retention in 3rd grade. A lot of IEPs are set in place in 2nd grade after many interventions in previous years. What efforts are being put forward to ensure all students needs are being met (i.e. class size). Last school year, ESE started a PLC specifically for our UNIQUE Pathways 1-3 ESE teachers. We have used this time to share concerns and practical solutions as a cohort as well as bring in training (alternative assessment, curricular best practices, etc.) for this specific population.

Additional classroom support, starting the 2017-2018 school year for every UNIQUE Pathways classroom has offered daily support due to the increasing caseload in each class. Each classroom has at least 2 teacher assistants. Layers of support, that include school psychologists, ESE Itinerant teachers that have specific expertise in working with this population are available to observe, model best practices and assist in any way possible in light of the unique needs of each student.

Are there any plans to reduce class sizes in the self-contained classes?

The plans to reduce class sizes in our UNIQUE Pathways will be within the budget discussions for the coming school year. Rock Hill Schools are in compliance, however, with the state and federal government on class size in self-contained due to having at least two teacher assistants assigned to each classroom. Classes have approximately 17 students each, which are a lot of students but can actually have more when there are a teacher and two assistants.

TEACHER LISTEN & LEARN

Since implementing PBIS, we have seen a decrease in the number of major offenses from students, but how should this program be used to reward students who are always meeting expectations. We have data on the decrease in major behavioral offenses, but do we have data on how this is impacting students who are always meeting expectations. What are other schools doing to reward and collect this data?

PBIS data is collected through a variety of way throughout the school year. There are specific PBIS Data that the PBIS school site chairperson has already utilized in the 2017-2018 school year such as the TIC (Team Implementation Plan), the SAS (Self-Assessment Survey), this year the schools will also learn the BoQ (Benchmark of Quality) assessments.

District-wide use of Tableau and Educator Handbook will give the PBIS teams outstanding information that digs deep into the specific areas of where, when and who to let the teams who what the next steps should be in the school. Rewards and reinforcers for students and staff are unlimited. A list of free reinforcers are attached to this Q and A for all ages.

There is a concern at (a high school) regarding the number and frequency of teachers getting pulled away from classroom instruction for either school or district-level training, initiatives, or PD sessions. Not only does this result in lost instructional time, but there are rarely enough subs available to cover all of the the teacher absences and it results in other teachers being pulled to cover (without compensation) for their colleagues. This not only results in lost planning time, but it also has a negative impact on teacher morale.

We have been very thoughtful about when we schedule district PD offerings. In the PD Needs Assessment completed by 700+ district teachers last year, 74% of teachers indicated 'during the day with subs' as their preferred time for PD. The offerings during the day with subs are for topics that our district data indicates are a priority. However, most of what we offer on the district level is after-school or site specific at a time designated by the school. This year, after school PD attendance has been low and schools do the best they can to manage the PD offered during planning times. We are continuing to work with Kelly Services to recruit more substitutes.

A frequently asked question at (a high school) is whether teachers who are asked to cover classes, when there are not enough subs available, could be compensated.

This was done several years ago, but seemed to go away with the 2008 recession/budget crisis. Teachers asked to cover classes for an extended period of time (i.e a nine weeks or semester) are compensated for doing so. Teachers that may be asked to cover for a class period occasionally are not compensated by the district. If teachers were compensated for covering a class period, this may have been school initiated and not district funded.

Another concern at (a high school) is the four current unfilled math positions, three of which are Algebra I, an EOC tested course. What efforts are being made to recruit individuals to fill these positions? Are there other resources within the district that could be used to address this problem.

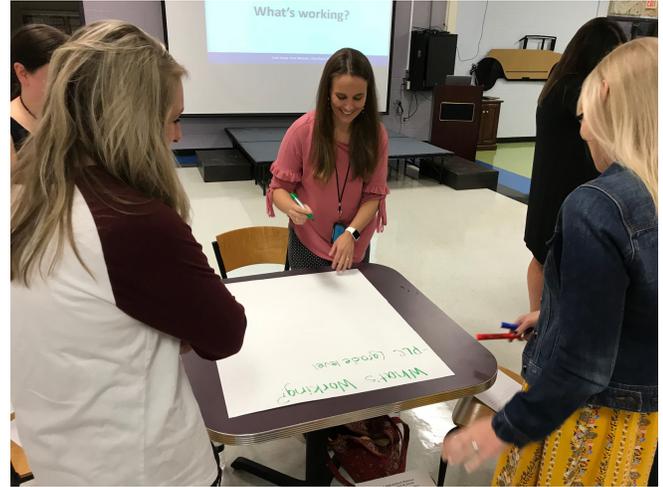
As one team in the district, we have already asked a few of our teachers to move and make certain those classes are covered as we continue to recruit math teachers. We are working with Dr. Conner to ensure the present teachers have as much support and structure as possible.

Is there a plan for teachers with bachelor's degrees, who are required to have at least 3 hours at the college level, to have course offerings at little or no cost to teachers?

There were 3 graduate credit courses offered by the district this semester- Special Ed Law, Nature and Needs of Gifted Learners and Science for Elementary Teachers. They were advertised in the newsletter. The enrollment in all of them are pretty low and one didn't have enough enrollment to make.

WHAT'S WORKING - ELEMENTARY SCHOOL

- PLC (grade level, monthly special areas)
- PBIS
- Communication with social media
- Efforts to be more consistent across the district
- Mentor training
- Build on the Rock
- Collaboration and PLCs are working
- Giving teachers more time to collaborate between schools
- District is focusing on original initiatives and making them stronger
- Safety initiatives (i.e. student reunification)
- Behavior Management Assistant's (BMAs)
- Early and on-going retention
- Collaboration efforts (PLCs)
- Learning to Rock (new teacher orientation)
- Facility renovations and district beautification
- Open communication with administrators and Central Office (visible and approachable)



WHAT'S WORKING - MIDDLE SCHOOL

- PBIS (truly supporting positive behavior)
- Teacher support and professional development
- PLC (Pass data very equally)
- Literacy
- 1 Book 1 School with all students and staff represented

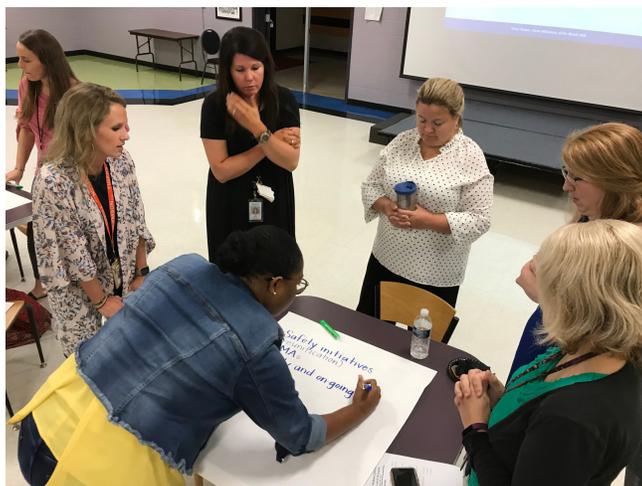
WHAT'S WORKING - HIGH SCHOOL

- ATC dual credit connection with York Technical College for digital arts, welding, health sciences, etc.
- South Pointe has a more clearly defined vision/mission for STEAM school of choice
- PLCs working better together across schools
- Improving morale



HOW CAN WE IMPROVE? - ELEMENTARY SCHOOL

- K through 2 technology that is new and developmentally appropriate
- More collaboration time that includes work sessions that are open and teacher driven and conversational (i.e. not administrator driven or speakers)
- Mental health training and initiatives for all schools with practical strategies and application solutions to the epidemic
- Special needs resources (human resources)
- Salary
- Class sizes
- Bring Reading Recovery back to all all schools
- We need more classroom assistants.
- Continue to reduce class size.
- Can we cap number for school of choice?
- More training on helping special needs students without our classrooms
- Training on technology; keep technology updated (MAP testing, etc.)
Note: Testing issues with MAP were exacerbated on a national level with the testing company, NWEA, and many issues with MAP testing were beyond our control.
- Reducing non-instructional duties that require using "personal time"



HOW CAN WE IMPROVE? - MIDDLE SCHOOL

- Strengthening PBIS; share successful schools stories
- Support for inclusive classroom
- Certified health teachers



HOW CAN WE IMPROVE? HIGH SCHOOL

- Bell schedule kiks with RTI and with ATC
- Revisit RTI so it will benefit all students
- Place students more appropriately - pushing towards higher while better supporting lower students
- Stop taking teachers from planning/teaching time
- Support mental health of both students and teachers -- we are not prepared to support our students emotionally and we need more training

STAY CONNECTED



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