

WAKE FOREST-ROLESVILLE HIGH SCHOOL

“It Can Be Done!”

Wake Forest-Rolesville High School Mission

Wake Forest-Rolesville will promote a school family where all members merge their beliefs, heritage, and skills to provide a safe environment that fosters success, understanding, tolerance, and self-worth.

Wake Forest-Rolesville High School Vision

Wake Forest-Rolesville High School will

- *Foster character, leadership, responsibility, and citizenship.*
- *Cultivate a community-focused, safe, nurturing environment.*
- *Increase and personalize educational opportunities for all students.*
- *Promote academic excellence for all students.*
- *Embrace diversity.*

It Can Be Done at Wake Forest-Rolesville High School

Serving the town of Wake Forest, the community of Rolesville and surrounding communities in northeastern Wake County, Wake Forest-Rolesville High School (WFRHS) is one of 19 high schools in the Wake County Public School System. Our school offers a comprehensive curriculum including College/University Prep, College Prep Tech, Career Prep, and Occupational Studies.

Principal Andre' Smith has led the administrative team since 1997. Joining him are Dr. Tina Hoots, Assistant Principal for Instruction, Mr. Andrew Markoch, 9th grade Assistant Principal, Dr. Walter Denning, 10th grade Assistant Principal, and Ms. Pamela Smith, 11th grade Assistant Principal.

WFRHS offers a challenging curriculum for its over 2000 students, offering 43 honors and 12 advanced placement courses. In all courses of study, rigor and relevance are stressed.

Personalizing the educational experience for our students, especially in light of our increased enrollment over the past five years, is central to the work of WFRHS. Our Ninth Grade Academy guides students through the transitional year of high school with targeted programs aligned with freshmen needs and intentional scheduling to support students' academic development. All WFRHS cougars are members of an advisory program that provides small group experiences and one-on-one academic coaching. The school also offers extensive student support through Saturday School, remediation, and tutoring.

Our faculty and staff of over 145 gifted individuals are dedicated to the challenge of ensuring student success. For the past five years, WFRHS has been acknowledged as a School of Distinction by the State of North Carolina for its consistently high academic performance with over 80% of students demonstrating proficiency on North Carolina End-of-Course tests. We believe, "It Can Be Done" at Wake Forest-Rolesville High School!

A Brief History of Wake Forest-Rolesville High School

Wake Forest-Rolesville High School moved to its present site in 1959. Although the campus has changed over the years, the original building is still a part of our campus and is used today primarily for our 9th Grade Center.

In its early years, Wake Forest High School served the small town of Wake Forest and the surrounding rural area. In 1970, the school expanded to include students from Rolesville's Vaiden Whitley High School and students from DuBois High School, an historically African-American student body. These expansions culminated in the renaming of the school to the present day Wake Forest-Rolesville High School. A vocational building was added to the campus in 1972. By 1975 additional classrooms were needed; 12 classrooms, a gym, and a band room were added at that time. The present media center was added in 1982.

By 1990, a math and science wing was added to the front of the school, changing the school's profile. This addition included 22 classrooms on three levels, an auditorium and a new gym. In 2002 an Administration Building, 12 classrooms, an orchestra room, and a dance room were added, and in 2004, the cafeteria was expanded. Because of additional growth in 2005, 8 mobile classrooms were added to the campus. A new vocational building is also under construction.

Many of the campus buildings reflect the impact of the local community on the school. The original building was named for M. P. Bridges, a teacher and principal at WFRHS. The first gymnasium was named for C.T. Wilkinson, a local physician and community supporter of the school's athletic program. The new gymnasium was named for Larry Lindsey, head basketball coach for many years. Mr. Lindsey was the coach of the 1970-71 championship team of the newly created Wake Forest-Rolesville High School. The present football stadium was purchased from Wake Forest College for \$1.00 when the college moved from the town of Wake Forest to Winston-Salem, North Carolina.

In 1980 the Trentini Foundation was created by alumni of the school to honor former football coach, Anthony J. Trentini. Each year since 1981 the Foundation has awarded a scholarship to an outstanding Wake Forest-Rolesville senior who reflects the values and character of Anthony Trentini. The senior scholarship is currently valued at \$28,000. Recipients are recognized for their school and community involvement, academic achievement, character, and athletic participation. The Foundation also awards grants to elementary, middle, and high school teachers; these grants have enabled recipients to enhance curriculum in areas where public funding is lacking, to purchase needed equipment, and to enrich the educational experience of their students.

Although some features of the small, rural area of Wake Forest remain, most of the rapid growth across Wake County has impacted development in this part of the region. The diverse student population currently enrolled at WFRHS reflects the changing demographics of our district.

Wake Forest-Rolesville High School

Membership

School Year	White	Black	Other	Total
2000-01	930	17	35	1180
2001-02	866	268	34	1172
2002-03	940	249	54	1251
2003-04	1091	335	86	1512
2004-05	1247	394	119	1760
2005-06	1419	448	163	2030

Other Student Characteristics

School Year	Disabilities	Free/Reduced Lunch
2000-01	150	13%
2001-02	150	13%
2002-03	160	13%
2003-04	243	15%
2004-05	209	15%
2005-06	275	15%

Student Performance

WFRHS student achievement is impressive and improving, as assessed by North Carolina's statewide assessment model (the ABCs), SAT scores, and the decline in the number of dropouts.

School Year	SAT	ABCs	Dropouts
2000-01	1025	73.2%	8.4%
2001-02	1014	80.5%	2.6%
2002-03	1029	81.2%	3.4%
2003-04	1023	86.7%	5.0%
2004-05	1018	85.4%	4.1%

We are pleased that our students continue their educational experience beyond the secondary level:

2005 Graduation Plans

4-Yr. College	60%
2-Yr. College	35%
Military, Employment, Other	5%

WFRHS Supports High School Redesign

To meet the demands of the work place and the collegiate environment, high schools throughout our nation are making changes to ensure that all graduates are well prepared for the world after high school.

Through more rigorous and relevant course work along with an emphasis on personalizing the high school experience, schools are helping to prepare students for the post-secondary world. Students need to feel connected to their learning experiences and challenged by their studies if they are going to benefit from the high school experience

WFRHS is meeting this challenge through increased academic emphasis for all students, expanded advanced placement offerings, increased relevancy in all curricular areas, and an advisory program designed to assist students throughout their high school years.

Our school is guided by national high school redesign goals, our district goals, and the goals of the Smaller Learning Communities Grant to ensure an effective high school experience for all students.

Building a Successful Start: Freshman Transition

The transition to high school is a challenging one for most students. With a larger facility, demanding courses, increasing responsibilities, and a host of other adolescent issues, the freshman student enters a new world.

Wake Forest-Rolesville began its Freshman Academy in 2001 to meet the unique needs of freshman. All entering ninth graders are part of the Freshman Academy. The focus of the academy is on student success in all areas of the freshman experience.

Our team of ninth grade teachers works cooperatively on strategies and activities that help ninth graders succeed. They focus on the academic, organizational and social needs of this important group of students.

The Freshman Academy offers a summer orientation camp, a Curriculum Fair, and Open Houses prior to the opening of school to help students and parents explore their new school. Throughout the year, the Academy monitors student academic success through conferences, a homework lab, Academy Assemblies, and various recognition/reward programs.

The Ninth Grade Center, a designated wing where students complete their English and Social Studies courses along with offices for administrators and counselors focused on freshmen, is the cornerstone of the Ninth Grade Academy.

Construction Technology Career Academy Builds Futures

The Construction Technology Career Academy began at WFRHS in 2001. The Academy serves academic and honors students in grades 10-12 who would like to explore careers in construction technology. A team of teachers works collaboratively to deliver an integrated curriculum for Academy students. Teachers work with the local community to provide students with work-based learning opportunities. In addition, the Academy links students to two- and four-year colleges and universities for continued study. Students are able to feel connected to their school through this smaller learning community. They have also worked with their peers in unique ways toward a common goal, a different experience than the traditional high school program.

The Construction Technology Career Academy has helped our students be successful in high school and has focused them for the world of work after high school and for college and university study.

Saturday School Blue and Red

School is not just for Monday through Friday. At WFRHS, Saturday is an extended time for assisting students in their academic and personal development. This program is intended to reduce dropouts, suspensions and course failures; with the result being improved graduation rates, and overall success in high school.

Our school offers two different programs for Saturday School. Saturday School Blue focuses on credit recovery and personal development. Students who attend this program use NovaNet for course remediation and course recovery. The Intervention Coordinator/Counselor works with students in anger management, stress management, substance abuse, career awareness, study skills, money management, test taking strategies, and pre-college counseling. A Speaker's Bureau is also a part of Saturday School Blue.

Saturday School Red focuses on disciplinary issues. Students are assigned Saturday School Red in lieu of out-of-school suspensions. These students have discipline, attendance and tardy issues. During Saturday School Red students work on homework and class work while in attendance.

Projects Under Development

Cougar Connections: Advisory Program

For the 2005-06 school year, Wake Forest-Rolesville began an Advisory Program for all students. Each faculty member leads a Cougar Connections group of 15-20 students. These advisory groups meet twice each month throughout the school year to help build a closer relationship for students with at least one adult on our campus. The groups focus on grade specific materials prepared by teacher leaders. The groups also help monitor student academic progress.

Theme-Based Learning Communities

Our school is also exploring the addition of new learning communities for the 2005-06 school year. WFRHS student data indicate a strong interest in the Fine Arts. We are currently working on a plan for an Arts Learning Community, teaming the visual and performing arts teachers with social studies and English teachers for an integrated curriculum.

We also have many students who are exploring service related fields for post-secondary study. Students in our early childhood classes, teacher cadet program, ROTC program, and health occupation classes apply their classroom work in community projects and programs. These students relate work and study through internships and service projects. We are exploring opportunities to expand and enrich this experience through a Service Learning Community.

A third learning community will build on the success of our agriscience program. Through a Life Science Learning Community students will pair science and agriculture classes to expand their interest in this area of study.

We are also considering a Communications Learning Community to include students who are interested in school newspaper, yearbook, literary magazine, speech,

and creative writing. Teacher leading these courses would partner with grade level English teachers and with digital media teachers for an integrated curriculum..

These learning communities will focus on experiential learning and will include collaboration with local community partners.

Advanced Placement Vertical Teams

WFRHS continues to expand its Advanced Placement courses We are developing vertical team structures with our feeder middle schools to ensure that students begin the journey toward more rigorous courses of study early in their academic career. Currently we offer 15 AP courses. Our AP Team continues to develop strategies to strengthen our AP program at WFRHS.

Professional Learning Communities

In the fall of 2006, we will begin Professional Learning Communities for all teachers. Staff development for this new project is being offered this spring in preparation for 2006-2007. Teachers will work collaboratively in their PLCs to clarify essential outcomes, to create common assessments, and to identify best practices that ensure all students are successful. Teachers will be grouped in PLCs by content areas and through academies. They will have common planning time to work as a Professional Learning Community.

Staff Development Model

Our work in High School Redesign and in the development of Smaller Learning Communities has been supported by an intentional, aligned staff development plan. For 2004-05 our school, along with all WCPSS high schools, studied Robert Marzano's *Classroom Instruction That Works*. Faculty met in interdisciplinary small study groups to review and reflect on the nine strategies that Marzano's research. This book study was intended to develop increased utilization of best practices that lead to student academic success.

During the first semester of 2005-06, the faculty studied Ruby Payne's *A Framework for Understanding Poverty*. Payne's work focuses on economic diversity and the role of education in helping students from all economic classes to become successful students. Her work reinforces the need for helping students develop mental models for academic success, recommendations aligned with Marzano research.

For the second semester of 2005-06, our faculty is working on developing Professional Learning Communities. Ten teacher leaders and administrators are currently exploring this concept, based on the work of Rick DuFour. They are presenting the essential tenets for developing PLCs to our faculty this spring.

In 2006-07, the faculty of Wake Forest-Rolesville will be grouped into PLCs and begin their collaborative work. To support this new approach, the faculty will study Wald and Castleberry's *Educators as Learners: Creating a Professional Learning Community in Your School*. PLCs will focus on common curriculum areas and will use this book to guide their work as a PLC. Common planning time will be designated for all PLC meetings.