



# **Transylvania County Schools**

School Improvement Plan  
2016-2018

Rosman Elementary School

Scott Strickler, Principal

Debby Masengill and Laura Sullivan,  
School Improvement Team Co-Chairs

# School Improvement Plan

## A Continuous Improvement Strategic Plan

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# School Improvement Plan

## A Continuous Improvement Strategic Plan

### Mission, Vision, Motto, Goals, and Values

*Adopted October 20, 2014 by a unanimous vote of the Transylvania County Board of Education*

**Mission Statement:** The mission of Transylvania County Schools is to prepare students to become caring and productive citizens in an ever-changing society through the shared responsibility of students, parents, educators, and the community.

**Vision Statement:** Transylvania County Schools provides a bright and promising future for its students; both recruits and retains a professional, caring, and talented workforce; engages with parents, families and the community at large; drives economic development and opportunity for our citizens; and exists as the central point of pride in our community.

**Motto:** Teaching Everyone Takes Everyone

#### Goals:

1. Every Transylvania County Schools student has a personalized education graduating from high school prepared for work, higher education, and citizenship.
2. Every Transylvania County Schools student, every day has excellent educators.
3. Every Transylvania County Schools student is healthy, safe, and responsible.

#### Values:

- All children can learn; however, they learn differently, and we must value and understand those differences.
- High expectations will result in high achievement.
- Through the shared responsibility of students, teachers, parents, and community, we can reach our goals.
- Children are our most important resource.
- All children deserve a safe, comfortable, attractive, and inviting atmosphere that fosters learning.
- All educators, students, and parents deserve respect.
- Minds and hearts are the focus of education.

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### Rosman Elementary School

#### Vision

Ready for the Future!

#### Mission

At RES we are a family of learners and we R.O.A.R. even when no one is watching.

(R.O.A.R. stands for Respectful, be Organized, have a good Attitude and be Responsible)

#### School Improvement Team Membership

Name	Committee Position*
Debby Masengill	Committee Co-Chair
Laura Sullivan	Committee Co-Chair
Jessica Ammons	Teacher Representative
Stephanie Bell	Teacher Representative
Tammy Kiser-Buckner	Teacher Representative
Stacey Heaton	Teacher Representative
Alyssa Miller	Teacher Representative
Anna Poteat	Teacher Representative
Melinda Reed	Teacher Representative
Nicole Ritz	Parent Representative
Scott Strickler	Principal
Crystal Whitman	Lead Teacher Representative

# **School Improvement Plan**

## **A Continuous Improvement Strategic Plan**

### **School Data and Summary Analysis**

#### **Strengths**

As a small, rural elementary school, Rosman Elementary School continually strives to meet the academic, social and other needs of our 300-plus student population. We work for and with the community to best serve our students as they begin their academic career. As a staff, we love and care for students' academic and social success. Our teams of teachers, staff, administration, and other specialists work collaboratively to determine how to best reach and teach our students. The strong Rosman community that our students come from supports for our students' growth.

#### **Gaps or Opportunities for Improvement**

After an examination of a wealth of data and staff reflection, we need growth in the areas of Reading and Math. When we examine school-wide mClass Reading 3D data or End of Grade (EOG) testing for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades, we have not met our goal of 80% proficiency or higher. However, if we reflect on the last five years our students have grown academically and we have become a more unified staff. While the school community is very supportive of the school, we still need to increase parent participation in academic functions at Rosman Elementary School other than our Title I nights. Parent participation in Title 1 events has continually increased or stayed between 35%-50%. We still strive to connect to educational partners both inside the school (with tutoring and other assistance), and at home with parental assistance with homework and other at-home activities.

#### **Missing Data/Procedure to Gather Needed Data to Make Improvements**

While we continue to look at a rather large stream of data (EOG's, mClass Reading 3D, benchmark assessments, teacher made formative and summative testing and other grading), the staff still recognizes that meeting the non-academic needs of students is paramount to their life-long success. Staff needs to identify and implement additional approaches to ensure we are reaching that whole child.

#### **Improvement Priorities for the School**

1. Focus on reading proficiency: With End of Grade test scores and a school wide benchmark indicator both showing that half or more of our students are not proficient in reading, our focus will be closing the literacy gap at Rosman Elementary School. This unifying goal for our staff is the first we must tackle to ensure we are preparing students for continued academic success.
2. Focus on encouraging positive student behavior: All stakeholders at RES will continue encouraging positive student behavior whether it is focused on staff encouraging students to show their best or students having a voice in how/when they earn celebrations demonstrating their positive behavior.
3. Focus on becoming better educators: By identifying and meeting all students' academic needs and collaborating to strengthen instruction with a book study and grade level project on differentiation, it is hopeful that core instruction will strengthen for all students.

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### Goal 1

<b>School Name:</b> Rosman Elementary	<b>Year:</b> 2016	<b>Principal:</b> Scott Strickler	<b>SIT Chair:</b> Debby Masengill and Laura Sullivan
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<b>P</b>	<b>PLAN: Identify the gap and the approach</b>
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**Overall SMART Goal (Two year projection):**

At Rosman Elementary School we are working towards meeting developing the whole child. Increasing reading proficiency is the foundation for creating a life-long learner and reader. To do this this we will use available professional resources and work towards student reading proficiency to increase a minimum of 5% according to mClass Reading 3D benchmarks on TRC in the 2016-2017 school year, moving toward our long-term goal of 80% school-wide reading proficiency through a balanced literacy approach.

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

We are looking to meet many needs of students. One area that we are particularly excited about is learning how to be lifelong readers and have opportunities to read for information as well as for pleasure as they grow. To quantify this we are using an assessment that is already required by our state in Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade. Children are not just numbers but we do need a quantifiable way to measure what they are learning that is created for all students to use. We will examine this data and apply our findings to help both our students and teachers grow this year and beyond. Please see the narrative and data below as reference points of where we have come from and where we are headed!

Three years ago, mClass data and other indicators at RES were well below the 80% threshold. For the last two school years, students have hovered around 60% proficiency in both mClass Reading 3D and EOG scores. Proficiency must improve so we can attain our 80% goal within the identified time frame. This can be achieved through continual engagement of students with appropriate lessons, differentiation throughout the classrooms and continued review and analysis of available data.

2014-2015

mClass Reading 3D Assessment Data

Beginning of the Year (BOY) Text Reading Comprehension (TRC) Percentage: 42%

Middle of the Year (MOY) Text Reading Comprehension (TRC) Percentage: 45%

End of the Year (EOY) Text Reading Comprehension (TRC) Percentage: 52%

End of Grade (EOG) Assessment Data

3<sup>rd</sup> Grade Reading Percentage Proficient: 69.65%

3<sup>rd</sup> Grade Math Percentage Proficient: 54.39%

4<sup>th</sup> Grade Reading Percentage Proficient: 58%

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4<sup>th</sup> Grade Math Percentage Proficient: 63%  
 5<sup>th</sup> Grade Reading Percentage Proficient: 45.6%  
 5<sup>th</sup> Grade Math Percentage Proficient: 44.1%  
 5<sup>th</sup> Grade Science Percentage Proficient: 53.6%

2015-2016

mClass Reading 3D Assessment Data

Beginning of the Year (BOY) Text Reading Comprehension (TRC) Percentage: 48%  
 Middle of the Year (MOY) Text Reading Comprehension (TRC) Percentage: 45%  
 End of the Year (EOY) Text Reading Comprehension (TRC) Percentage: 50%

End of Grade (EOG) Assessment Data

3<sup>rd</sup> Grade Reading Percentage Proficient: 49.02%  
 3<sup>rd</sup> Grade Math Percentage Proficient: 58.82%  
 4<sup>th</sup> Grade Reading Percentage Proficient: 56.14%  
 4<sup>th</sup> Grade Math Percentage Proficient: 61.40%  
 5<sup>th</sup> Grade Reading Percentage Proficient: 64.71%  
 5<sup>th</sup> Grade Math Percentage Proficient: 61.54%  
 5<sup>th</sup> Grade Science Percentage Proficient: 57.69%

2016-2017

mClass Reading 3D Assessment Data

Beginning of the Year (BOY) Text Reading Comprehension (TRC) Percentage: 43%

**Data Analysis. Answer the data analysis questions.**

<p><b>1. What is contributing to your success in this area and how do you know?</b></p> <p>We have experienced success in the previous years through the hard work and determination of educators in the building. This success has been achieved by teachers creating quality lesson plans, discussing data together and sharing of a variety of resources within teams and other school staff. This unification of purpose has allowed for growth in both proficiency and student achievement.</p>	<p><b>1. What opportunities for improvement do you notice?</b></p> <p>Rosman Elementary School needs to have more vertical alignment conversations between grade levels. We also continue to strive to know and understand individual student needs and how we can meet their needs at the school level.</p>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b></p> <p>As a school we still have concerns about external factors that are causing us not to improve as much as we would like:</p> <ul style="list-style-type: none"> <li>- The lack of kindergarten preparedness as evidenced by kindergarten early screening and mClass BOY results,</li> <li>- The lack of parental support of reading at home as evidenced by percentage of reading log completion.</li> </ul> <p>While these external factors have played a part in student achievement (and/or lack of), we do have areas that the entire school community feels we can change and influence within the</p>
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		<p>school, ensuring our core instruction is reaching each and every student:</p> <ul style="list-style-type: none"> <li>- Using data to appropriately address students' individual needs as evidenced by mClass Reading 3DDIBELS scores</li> <li>- Those students that need additional assistance can have their needs met through differentiated instruction and remediation.</li> <li>-Improving upon vertical alignment, in order to have discussions where we are aware and understand what our students are learning at every grade level.</li> </ul>
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**Target SMART Goal (One year projection)** School-wide reading proficiency will increase a minimum of 5% according to mClass Reading 3D assessment results by the end of the 2016-2017 school year.

**What will you do during cycle 1 to address the root cause identified in #3 (Identify key approach or strategy you will implement during cycle 1 to move toward achieving your target goal.)?**

- Give identified students a double dose of reading interventions where they lack the skills, to include support by building-level specialists (i.e., reading specialists, instructional coach, Exceptional Children teachers, etc.)
- Ensure Guided Reading is done to fidelity through random checks and coaching from peers and school administration
- Continue to use Summer Reading Camp as an appropriate 'summer slide' prevention
- Use data that each grade level has identified for individual student needs in data team meetings where possible solutions are shared with grade level teams.
- Create and maintain home-school partnership initiatives with parents, community members and other parties
- Ensure Open Court (phonics program) is taught with fidelity through peer conversations and fidelity checks
- Parental and community involvement to heighten excitement about reading at school and home

<b>D</b>					
<b>DO: Develop and Implement Deployment Plan</b>					
Step #	Cycle 1 List the specific steps your team will complete during the first cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date



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1	Enhanced data analysis to identify which students are at risk of falling behind in reading	Grade Level Chairs	Identify at risk and partial risk students and the appropriate interventions, then measure to see if students are being successful as interventions are used	9/16/16	6/16/17
2	Create grade level team/individual goal charts that will show and motivate student success for each grade level or classroom	Grade Level Teachers	Comparison between classes and/or grade levels to see progress being made thorough mClass data.	10/31/16	Ongoing
3	Create and maintain data folders to set goals (these can be behavioral or academic goals). This data will then be used to formulate how we are meeting student needs either grade levels or with individual students.	Grade Level Teachers	mClass Reading 3D growth data  Documentation showing that the data was created and used to drive student success	10/31/16	Ongoing
4	We will have reading-literacy educational materials to engage parent partnership and participation at all school sponsored academic parental events.	Staff	Portfolio of information given to parents, in combination with sign-in sheets to determine number of potential involvement. Also look at teacher and grade level reading log completion by percentage.	08/16	Ongoing

**Implementation Plan Quality Check:**

**What resources/budget needs do you have for the first cycle?**

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Additional budgetary or other resources are not needed to complete these goals. We already have staff and materials to complete these tasks.

**If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?**

None needed at this time

**If funding is not available, identify the steps from the implementation plan that will address the funding gap.**

**What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?**

Review of data folders and other implementation ideas in staff meetings or grade level specific data meetings already scheduled.

**Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:**

<b>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)</b>	<b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</b>	<b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</b>
mClass Reading 3D  Grades  Anecdotal Teacher Responses and other data  Parental response on both 'formal' events, but also on reading log participation	mClass Reading 3D	mClass Reading 3D, specifically DIBELS  Parental involvement via 'formal' events and rosters of participation of reading logs

<b>S</b>	<b>Study – Analysis of data after implementing an approach</b>
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**At the end of cycle 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:**

<b>1. What worked and how do you know?</b>	<b>1. What didn't work and how do you know?</b>	<b>3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</b>
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<p>The students at RES continue to grow in proficiency across the board in mClass – we grew 6% (from 50% to 56% at EOY) from the 2015-2016 school year to the 2016-2017 school year. This would be due to universal practices teaching, along with several years of consistency in programs and procedures.</p>	<p>While we continued to grow, the pace of growth is not what we anticipated. How do we help with <b>core instruction with rigor and relevance</b> to ensure greater gains? Writing is a larger piece in this and needs to be a focus.</p>	<p>Growth is smaller than anticipated and we want to ensure we continue positive growth AND proficiency.</p>
<p><b>Reflect on the answers in box 1 and 2 above for cycle 1 and check which option best describes what you will do in your plan for cycle 2 (double click the box and select “check” to check the box)?</b></p>		
<p><input checked="" type="checkbox"/> Target goal has been met and is changed to a new target goal.  <input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.</p>		<p><input type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above.  <input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.</p>

<b>A</b>	<b>Act – Revise or continue with implementation plan based on data analysis.</b>			
<p>4. What is your focus for cycle 2 (Identify key approach or strategy)? We are continuing with the measurement indicators for steps 1-3. We plan to include other assessment data along with MClass data for step 2.</p>				
Step #	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
Cycle 2 List the specific steps your team will complete during the second cycle.				
Look at core instruction and continue growth in mClass 3D	All staff	Review of mClass Reading 3D scores and EOG scores.	Ongoing	Ongoing
Lesson plans will be relevant to meet the needs of each teacher's students.	All teaching staff and administration	<ul style="list-style-type: none"> <li>- Grade level discussion</li> <li>- Lesson plan reviews from school administrations</li> </ul>	The 2017-2018 school year	Ongoing

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Review of CASE21 (or benchmark data for kindergarten and 1st grade) data both with individuals teachers and in comparison with grade levels (revision of step 2 above)	School administration (data facilitation) and individual teachers	Growth in benchmark data and mClass data (with hopeful correlations to EOG data in 3rd, 4th, and 5th grades)	2017-2018	Ongoing
<b>Implementation Plan Quality Check:</b>				
<p><b>What resources/budget needs do you have for cycle 2?</b> Appropriate school budget codes for materials</p> <p><b>If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?</b> Instructional supplies funds from codes 1, 2, and 3</p> <p><b>If funding is not available, list the steps from the implementation plan that will address the funding gap.</b></p>				
<p><b>What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach?</b> All professional development is completed to strengthen and enhance core instruction.</p>				
<b>Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions</b>				
<p><b>A. List the information or measures the team will use to determine if the approach was implemented/completed?</b></p> <ul style="list-style-type: none"> <li>- mClass TRC and progress monitoring data</li> <li>- EOG correlation to mClass and Case 21 data</li> <li>- Benchmark data</li> <li>- Data folders</li> </ul>	<p><b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)</b></p> <ul style="list-style-type: none"> <li>- Completed lesson plans to fidelity (as shown with Lesson Plan reviews by school administration)</li> <li>- Progress monitoring fidelity data</li> </ul>	<p><b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)</b></p> <p>-Regression, stagnation, or growth in benchmark data and in MClass TRC data</p>		

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### Goal 2

<b>School Name:</b> Rosman Elementary	<b>Year:</b> 2016	<b>Principal:</b> Scott Strickler	<b>SIT Chair:</b> Debby Masengill and Laura Sullivan
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<b>P</b>	<b>PLAN: Identify the gap and the approach</b>
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**Overall SMART Goal (Two year projection):**

At Rosman Elementary School we ROAR, which means we will:

- be Respectful of yourself and others
- be Organized
- have a good Attitude
- be Responsible

By encouraging all students, staff, and parents, to ROAR at all times, Rosman Elementary School will have a positive, clean, and safe environment. We will know we are successfully doing this as indicated from data collected on an annual survey given to students and by meeting the quarterly goal the school collecting enough rewards (as show in our ROAR bead charts in the cafeteria), in addition to the tracking the number of discipline reports referred to school administration. This will allow RES to determine whether or not the token economy system is influencing student behavior.

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

**In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please attach it.)**

The staff of Rosman Elementary School will work towards rewarding students with our token economy system of individual and classroom beads (which can earn a wide variety of recognition for our students, classes and even school). More specifically, we will use the ROAR language and distribute more beads to incentivize students to have better behavior. This will be measured by how many ROAR charts are posted in the cafeteria (each ROAR chart is worth 40 classroom beads) and tracking the number of disciplinary referrals over time.

**Data Analysis. Answer the data analysis questions.**

**1. What is contributing to your success in this area and how do you know?**

- The number of different students referred to school administration over the course of five years has decreased.
- We have been giving reminders on afternoon announcements to distribute beads, which has led to

**1. What opportunities for improvement do you notice?**

Need weekly reminders of school wide progress towards ROAR sheet completion and school wide rewards.

**3. What seems to be the root cause of the problem and how do you know?**

Teachers not giving out ample amounts of classroom beads. Grade level and teacher discussions have led to the discovery of lack of time and or remembering to distribute.

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more beads being distributed school wide as evidenced by evidenced by the need for purchasing beads.		
<b>Target SMART Goal (One year projection):</b>		
Rosman Elementary will show they have a positive and orderly school environment by earning at least one school wide reward per quarter.		
<b>What will you do during cycle 1 to address the root cause identified in #3(Identify key approach or strategy you will implement during cycle 1 to move toward achieving your target goal.)?</b>		
We will implement daily reminder announcements about class bead distribution and weekly reminder announcements on school wide reward progress. At least 75% of students will also agree that the school is positive, orderly, and safe on student surveys.		

<b>D</b>	<b>DO: Develop and Implement Deployment Plan</b>				
Step #	Cycle 1 List the specific steps your team will complete during the first cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
	Formally reteach/emphasize expectations for respect to all staff and students as well as expectations for behavior in all classrooms and on school grounds.	All Teachers	Students can explain all ROAR expectation throughout the school.	8/29/16	6/9/17
2.	Set goal for RES staff: each staff member will distribute 10 class beads per week/2 per day.	All staff	More reward sheets will be	8/29/16	6/9/17

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		completed leading to at least one quarterly school wide reward.		
3. Formulate, distribute, and collect data on student survey to analyze student thoughts and feelings about the safety, cleanliness, and positive environment of Rosman Elementary.	The school improvement team	100% Student survey completion	8/29/16	6/9/17
<b>Implementation Plan Quality Check:</b>				
<p><b>What resources/budget needs do you have for the first cycle?</b></p> <p>Special beads Orange beads Black beads Teacher rings Bead boxes</p> <p>Encourage parent volunteers to distribute beads on Fridays. Require Parents to sign behavior log nightly (whether it be in Calendar or Planner).</p> <p><b>If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?</b></p> <p>State Funds</p> <p>If funding is not available, identify the steps from the implementation plan that will address the funding gap.</p>				
<b>What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?</b>				
<p>PBIS Staff refresher, PBIS team Tier I training for those who have not attended. School Counselor needs Tier I training to effectively lead our PBIS team and our school in effectively implementing a successful schoolwide program/ environment.</p>				
<b>Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:</b>				

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<p><b>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)</b></p> <p>We will evaluate student disciplinary infractions at the front office level (if a student is sent to school administration for a disciplinary incident and receives a consequence outside of the classroom), in addition to various positive behavioral incentives (use of the token economy through bead distribution and the number school wide celebrations). Students will participate in celebrations they enjoy and that will be matched with survey data. The survey will show that students understand how to ROAR and have a positive attitude towards school.</p>	<p><b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</b></p> <ul style="list-style-type: none"> <li>- Number of disciplinary actions sent to the school administration and receives a consequence outside of the classroom</li> <li>- Use of the token economy (in the form of beads)</li> <li>- Number of school wide celebrations</li> <li>- Results from the student survey</li> </ul>	<p><b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</b></p> <p>We will evaluate if there is an increase in bead distribution and if student requests for school wide rewards are met by the frequency of school wide PBIS rewards.</p>	
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<b>S</b>	<b>Study – Analysis of data after implementing an approach</b>	
<b>At the end of cycle 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:</b>		
<p><b>1. What worked and how do you know?</b> PBIS is improving student behavior and helping students reach goals according the ROARing PBIS survey given to students K-5.</p>	<p><b>1. What didn't work and how do you know?</b> The ROARing survey needs assistance in completing survey or survey printed upon teacher request.</p>	<p><b>3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes _X_No</b></p>
<b>Reflect on the answers in box 1 and 2 above for cycle 1 and check which option best describes what you will do in your plan for cycle 2 (double click the box and select "check" to check the box)?</b>		



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<input type="checkbox"/> Target goal has been met and is changed to a new target goal. <input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.	<input checked="" type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above. <input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.
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<b>A</b>	<b>Act – Revise or continue with implementation plan based on data analysis.</b>
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4. What is your focus for cycle 2 (Identify key approach or strategy)? If you are continuing with the approach from cycle 1, restate it here. If you are changing your approach for cycle 2, state it here. Our focus for cycle 2 is improving student behavior and ensuring that all students have a clear understanding of expectations and boundaries.

Step # 2 Cycle 2 List the specific steps your team will complete during the second cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
Print survey for Kindergarten students or assist in lab for survey.  Have all classroom teachers complete survey with all students to measure understanding and knowledge of PBIS system.	Classroom teacher and SIT Goal 3 team. Scott Strickler (copies)	Survey will be completed by all students at RES.	September 2017	April 2018

**Implementation Plan Quality Check:**

**What resources/budget needs do you have for cycle 2? Paper used for print outs for kindergarten and first grade.**

**If you identified budget needs, what budget code will you use to meet the budget needs for this cycle? Local funds**

**If funding is not available, list the steps from the implementation plan that will address the funding gap.**

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<p><b>What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach?</b></p> <p>All PBIS members including counselor need PBIS Tier 1 training to ensure full understanding of PBIS implementation.</p>		
<p><b>Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions</b></p>		
<p><b>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)</b></p> <ul style="list-style-type: none"> <li>- Reference student survey results and behavioral results in discipline referrals and consequences</li> </ul>	<p><b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)</b></p> <ul style="list-style-type: none"> <li>- Increase in discipline referrals</li> <li>- Students not understanding PBIS ROAR behaviors (from survey results)</li> </ul>	<p><b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)</b></p> <ul style="list-style-type: none"> <li>- Discipline data</li> <li>- Student survey data</li> </ul>

# School Improvement Plan

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### Goal 3

<b>School Name:</b> Rosman Elementary	<b>Year:</b> 2016	<b>Principal:</b> Scott Strickler	<b>SIT Chair:</b> Debby Massengil and Laura Sullivan
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<b>P</b>	<b>PLAN: Identify the gap and the approach</b>
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**Overall SMART Goal (Two year projection):**

Our educators will increase the understanding and use of differentiation in their daily instruction to increase student growth and to reach all students by the end of the 2017-2018 school year. This understanding and use will be measured through growth of our students in their EVAAS scores (which is a measurement based on growth) where our current school wide data shows that in the broad sense our 'lower' and 'middle' students (as defined by EVAAS) are not growing at the pace of instruction that is prescribed by the curriculum due to the fact growth in many grades is in the negative, specifically in those two areas.

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

**In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please attach it.)**

- The 2015-2016 EVAAS Decision Dashboard Report showed that Middle and Low Achieving students made less progress than the Growth Standard, we will reflect on this. The data behind this need is:
- 10 of 15 teachers that currently teach at Rosman Elementary School have negative growth in EVAAS for Reading (based on either End of Grade testing for 3<sup>rd</sup>-5<sup>th</sup> grade teachers or mClass Reading 3D TRC for Kindergarten-2<sup>nd</sup> teachers)
- 3 out of 7 teachers that currently teach at Rosman Elementary School have negative growth in EVAAS for Math (Math for EVAAS is only measured by End of Grade testing, so there is no piece for Kindergarten-2<sup>nd</sup> grade teachers in Math)

**Data Analysis. Answer the data analysis questions.**

<p><b>1. What is contributing to your success in this area and how do you know?</b></p> <p>Some middle to high achieving groups made progress similar to or more than the Growth Standard in most areas. The School Growth Measure for the past three years has shown that the school has</p>	<p><b>1. What opportunities for improvement do you notice?</b></p> <p>The specific subjects that made less progress than the Growth Standard (using EOG scores as measurement) were 3rd Grade Reading, 3rd Grade</p>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b></p> <p>It is not clearly evident at this time what the root cause is. It is possible that socioeconomics is playing a role, and teachers are not reaching 80% of their students in core classroom instruction (a goal set forth currently within the MTSS model). We will continue to work on giving great classroom experiences, in addition to helping all students learn in a variety of engaging</p>
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## School Improvement Plan

### A Continuous Improvement Strategic Plan

<p>consistently made progress similar to or more than the Growth Standard.</p> <p><b>Please see Appendix A for a school-wide overview of EVAAS data broken by achievement groups.</b></p>	<p>Math, and 5th Grade Science.</p> <p><b>Please see Appendix A for a school-wide overview of EVAAS data broken by achievement groups.</b></p>	<p>ways as we continue to determine the root cause of these issues.</p>
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**Target SMART Goal (One year projection):**

To provide professional development in differentiation for our educators, so that they will be able to reach all students with their core classroom instruction and increase Student Growth EVAAS scores, specifically those students in the Middle to Low Achievement Groups.

**What will you do during cycle 1 to address the root cause identified in #3(Identify key approach or strategy you will implement during cycle 1 to move toward achieving your target goal.)?**

Every educator will participate in a differentiation book study and activities to implement the strategies learned in the book study. The books are provided by school administration and authored or co-authored by Carol Ann Tomlinson.

<b>D DO: Develop and Implement Deployment Plan</b>					
Step #	Cycle 1 List the specific steps your team will complete during the first cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Find resources which will provide a list of differentiation strategies for a pre-survey	Jessica Ammons and Lystra Keever	The list compiled is directly from differentiation instruction materials.	9/6/16	9/16/16
2	Make the survey using Google Forms	Laura Sullivan	The form is easy to understand and will provide data to use for comparison later.	9/16/16	10/1/16
3	Send the survey to classroom teachers to complete	Laura Sullivan	Responses from all classroom teachers	10/10/16	10/14/16

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4	Collect and discuss the data	SIT Goal 3 team	Data is recorded in a useful format to use for comparison later	11/7/16	11/7/16
5	Book studies begin	All Certified Teachers	Grade level teams will make presentations to the staff that show what they have learned and implemented in their classrooms.	11/7/16	3/24/16
6	Send out a pre-survey and post survey to parent stakeholders concerning their child's reports of what they do in the classroom	Laura Sullivan	Responses are collected from parents	12/5/16	3/27/16
7	Send a differentiation checklist to administration for them to use when walking through classes.	Laura Sullivan	Checklists are completed by administration and information is collected.	12/5/16	4/13/16
8	Send out a post differentiation survey to staff	Laura Sullivan	The post survey provides data needed for measuring the effectiveness of the book study	4/10/16	4/13/16
9	Analyze data from all surveys and checklists	Goal 3 team	The data shows increased use of differentiation strategies in the classrooms	5/2016	6/2016
10	Analyze the EVVAS RES data	All Staff	Staff is able to determine if the differentiation book study improved student growth	8/2016	12/2017

**Implementation Plan Quality Check:**

**What resources/budget needs do you have for the first cycle?**

Books for the Differentiation Book Studies

**If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?**

# School Improvement Plan

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State Funds

**If funding is not available, identify the steps from the implementation plan that will address the funding gap.**

**What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?**

The Differentiation Book Study and the presentations/activities involved with the study, as defined by each individual grade level/team.

**Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:**

<p><b>A. List the information or measures the team will use to determine if the approach was implemented/completed ? (Completion Data)</b></p> <p>The pre- and post-surveys. Lesson Plan Samples EVAAS data for 2016-2017</p>	<p><b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</b></p> <p>The surveys will need to show an increase in the use of differentiation strategies in the regular classroom. EVAAS data, EOG scores, and other test scores will help us determine if the differentiation strategies were effective in increasing growth in all students, especially those in the Middle to Low Achieving Group.</p>	<p><b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</b></p> <p>The EVAAS data, M-Class, EOG scores, and Benchmark scores will help us to determine if the differentiation</p> <p>We will use the information and measures in A and B to determine if the Book Study was effective or if more professional development/accountability is needed.</p>
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### **S Study – Analysis of data after implementing an approach**

**At the end of cycle 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:**

<p><b>1. What worked and how do you know?</b></p> <p>The staff survey results show a significant increase in the staff's awareness and understanding about differentiation strategies. The staff survey results also show an increase in staff</p>	<p><b>2. What didn't work and how do you know?</b></p> <p>We will not know until the EOG and EVAAS results are released in Oct if the book study and trainings on differentiation has</p>	<p><b>3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___X No</b></p>
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## School Improvement Plan

### A Continuous Improvement Strategic Plan

<p>implementation of differentiation strategies in their classroom. The parent surveys show that students have experienced several differentiated strategies in their classrooms.</p>	<p>made a measurable impact on student growth. While the survey results showed an increase in the implementation of differentiation strategies in the classroom, an even larger increase in differentiation strategies would be beneficial to our students.</p>	
<p><b>Reflect on the answers in box 1 and 2 above for cycle 1 and check which option best describes what you will do in your plan for cycle 2 (double click the box and select "check" to check the box)?</b></p>		
<p><input type="checkbox"/> Target goal has been met and is changed to a new target goal.  <input checked="" type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.</p>		<p><input checked="" type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above.  <input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.</p>

<b>A</b>	<b>Act – Revise or continue with implementation plan based on data analysis.</b>			
<p><b>4. What is your focus for cycle 2 (Identify key approach or strategy)? If you are continuing with the approach from cycle 1, restate it here. If you are changing your approach for cycle 2, state it here.</b> To provide specific, ready-to-implement tools in differentiation for our educators, so that they will be able to reach all students with their core classroom instruction and increase Student Growth. In Cycle 1, we focused on a differentiation book study. In Cycle 2 we will be focusing on sharing and collecting specific, ready-made differentiation tools.</p>				
Step #	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
<p>Cycle 2 List the specific steps your team will complete during the second cycle.</p>				
<p>Provide very specific, ready-made tools we find online or from other educators to make implementation of differentiation</p>	<p>Laura Sullivan Jessica Ammons Lystra Keever</p>	<p>We will give the same staff differentiation survey again in the Spring of 2018. We will also include questions asking about the effectiveness of those</p>	<p>March 2018</p>	<p>May 2018</p>

## School Improvement Plan

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strategies easier for teachers.		strategies. If the post survey shows an even larger increase in implementation than the May 2017 survey, we will know that the tools were effective.		
We will ask teacher to share examples from their lesson plans that provide us with differentiation strategy ideas. We will share these ideas with the staff in a usable format.	Laura Sullivan	We will give the same staff differentiation survey again in the Spring of 2018. If the post survey shows an even larger increase in implementation than the May 2017 survey, we will know that the tools were effective.	March 2018	May 2018
We will analyze the data from the EOG scores, the EVAAS scores in the Fall of 2017, in addition to using te21 benchmark scores. We will be specifically looking at the growth in the Lower and Middle achievement groups on the Decision Dashboard Report and comparing them to the growth or lack of growth in last year's data.	Laura Sullivan Jessica Ammons Lystra Keever	If the EVAAS data shows an increase in student growth, particularly for those in the Middle to Low Achievement range, we will know that our differentiation efforts were effective.	October 2017	October 2017

**Implementation Plan Quality Check:**

**What resources/budget needs do you have for cycle 2? None**  
**If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?**  
**If funding is not available, list the steps from the implementation plan that will address the funding gap.**

**What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach?**



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Continue with differentiation staff development and integrate it into other training/professional development opportunities

**Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions**

<p><b>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)</b></p> <p>Staff Survey Results-If the results show that there was an increase in using differentiation strategies, we will know that our staff training and tools were effective.</p> <p>EOG, EVAAS, and te 21 Results - If the EVAAS data shows more growth, particularly in the low and middle achievement groups. We will know that our staff training and tools were effective.</p> <p>We will also seek out other sources for data, such as mClass, Moby Max, etc. which could possibly provide us information concerning student growth.</p>	<p><b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)</b></p> <p>EOG scores EVAAS Results te21 benchmark scores Staff Survey Results mClass Moby Max</p>	<p><b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)</b></p> <p>We will give the Staff Differentiation Survey again at the end of cycle 2 (Spring 2018). If the post survey shows an even larger increase in implementation than the May 2017 survey, we will know that the tools, ideas and training we provided were effective in increasing the implementation of strategies in the classroom. If the EVAAS data shows an increase in student growth, particularly for those in the Middle to Low Achievement range, we will know that our differentiation efforts were effective in increasing student growth.</p>
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# School Improvement Plan

## A Continuous Improvement Strategic Plan

### Appendix

#### Rosman Elementary School EVAAS Decision Dashboard Snapshot

Select items below to see them above.								
+ Add All ✖ Remove All								
Test/Grade	Subject	School Value Added		School Diagnostic - Achievement Groups				
		2016	3 Year Average	1 (Lowest)	2	3 (Middle)	4	5 (Highest)
End of Grade, Grade 3 ✖	Reading	■	▲		◆	◆	●	●
End of Grade, Grade 4 ✖	Math	▼	▲	◆	◆	○	○	○
	Reading	■	■	○	○	◆	○	○
End of Grade, Grade 5 ✖	Math	■	▼	○	○	○	◆	○
	Reading	■	■		●	●	○	○
	Science	▼	■		◆	◆	○	◆

**School Value Added**

- ▲ Significant evidence that the school's students made more progress than the Growth Standard
- Evidence that the school's students made progress similar to the Growth Standard
- ▼ Significant evidence that the school's students made less progress than the Growth Standard
- No data currently available

**School Diagnostic**

- Moderate evidence that the group exceeded the Growth Standard
- Evidence that the group met the Growth Standard
- ◆ Moderate evidence that the group did not meet the Growth Standard
- Not enough students to generate a growth measure

Select items below to see them above.								
+ Add All ✖ Remove All								
Test/Grade	Subject	School Value Added		School Diagnostic - Achievement Groups				
		2017	3 Year Average	1 (Lowest)	2	3 (Middle)	4	5 (Highest)
K-2 Assessment, Kindergarten ✖	Text Reading and Comprehension	▲	■	○	●	●	●	
K-2 Assessment, Grade 1 ✖	Text Reading and Comprehension	■	■	○	○	○	◆	●
K-2 Assessment, Grade 2 ✖	Text Reading and Comprehension	■	▼	●	○	◆	◆	
End of Grade, Grade 3 ✖	Reading	■	▲		●	●	○	●
End of Grade, Grade 4 ✖	Math	■	■	○	○	◆	○	○
	Reading	■	■		○	○	◆	○
End of Grade, Grade 5 ✖	Math	■	▼	◆	●	○	○	○
	Reading	■	■	○	●	○	○	○
	Science	■	■		○	●	◆	◆

**School Value Added**

- ▲ Significant evidence that the school's students made more progress than the Growth Standard
- Evidence that the school's students made progress similar to the Growth Standard
- ▼ Significant evidence that the school's students made less progress than the Growth Standard
- No data currently available

**School Diagnostic**

- Moderate evidence that the group exceeded the Growth Standard
- Evidence that the group met the Growth Standard
- ◆ Moderate evidence that the group did not meet the Growth Standard
- Not enough students to generate a growth measure

# School Improvement Plan

## A Continuous Improvement Strategic Plan

### School Improvement Plan Assurances Sheet

School: Rosman Elementary School

Please complete the following assurance items, sign, date, and attach to the School Improvement Plan for your school.

v		Requirement
✓	1	The SIP meets all of the requirements set forth in North Carolina General Statute 115C-105.27.
✓	2	The members of the School Improvement Team and their position titled are included with this plan.
✓	3	All required components (student achievement, excellent educators, and healthy/safe/responsible students) have been addressed in this plan in some meaningful way.
✓	4	Relevant achievement (proficiency) targets as identified by the data have been addressed in this plan.
✓	5	Instructional objectives address growth. EVAAS is explicitly mentioned somewhere in the plan as a resource/tool/objective/strategy.
✓	6	Professional development has been included in this plan
v	7	Safe school plans have been included in this plan. (This is managed separately and is coordinated with A. Justice).
N/A	8	Waivers have been included in this plan (if applicable, see Gibbs).
✓	9	Financial flexibility and budget information have been included in this plan.
✓	10	<p>All eligible staff members were given the opportunity to vote on the School Improvement Plan by means of secret ballot on <u>12-5-16 - 12-9-16</u>.</p> <p style="text-align: right;">12-9-16 (Date)</p> <p>The results of the vote were as follows:</p> <p style="text-align: center;"><u>29</u> For      <u>0</u> Against      <u>0</u> Abstain</p>
For Title I Schools Only (Elementary)		
This plan reflects the requirements for Title I School-wide Schools		

[Signature]  
Signature of the Principal

12-9-16  
Date

[Signature]  
Signature of School Improvement Team Chairperson(s)

12-9-16  
Date

# School Improvement Plan

## A Continuous Improvement Strategic Plan

### Year 2 Update Addendum Information

#### School Professional Development Plan (2017-2018):

Rosman Elementary School is dedicated to finding and reaching students by allowing teachers to grow in their own professional development through items identified by staff, as well as greater needs seen by administration. Our yearly learning goals (that correspond with early dismissals for students) are as follows:

September 20: Guided Math follow up and deeper dig (Crystal Whitman)

A need identified by staff and administration. Looking into how to use a variety of newly purchased resources and games to implement in the classroom. In addition, taking some long term looks at the curriculum and how to implement what teachers are teaching now and spiraling it into future quarters. This was also a follow up and reflection time from county wide PD in August 2017.

October 18: Nonfiction Text focus (Crystal Whitman and Melinda Reed)

-Strategies helpful to get students into nonfiction, strategies to help throughout the reading of nonfiction, extending thinking after nonfiction reading.  
-Inclusion Strategies for ALL teachers (Monica Bickford and Tim Masterson)  
Discussion of how all teachers can give all students access to the curriculum

March 7: Incorporating Reading and Writing in the Math block - follow up from NCCAT session (Debby Masengill and Megan Rembert)

-More information to be determined after the workshop is complete and school administration to determine the best way to present information to staff.  
-Racial relations discussion about Rosman Elementary School and all of Transylvania County (Scott Strickler)

May 2: Technology/NC Wise Owl (Rae Parker and Tech Department will assist)

-Review of new technology that can be used in the classroom, in addition to how to fully use NC Wise Owl for the benefit for students.  
-Focus on new standards for ELA and Math (Crystal Whitman)  
Review of new curricular standards that will be implemented the following school year.

#### School Assessment Activities:

Rosman Elementary School, its staff, students and additional stakeholders know and believe that students come to school to learn, have fun, and make friends. As educators we want to know how, when, and why students in our classrooms learn. This can be completed through a variety of formal and informal assessments. Teachers and other educators here believe that:

- Formative assessments are key to understanding what a student know throughout the process of instruction. This can be done in a variety of ways to inform how instruction takes place and how it can change and evolve over the course of teaching a unit, lesson, or concept.
- Summative assessments are important to know what a student has learned at the end of instruction for a unit of study or multiple concepts.

# School Improvement Plan

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- Benchmark assessments are used to help teachers know and understand what their students have learned over a longer period of time, such as a nine weeks grading period, to help predict how they will continue to grow and learn as the school year progresses.

While these types of assessments are important to help staff, students, and stakeholders know the students of Rosman Elementary School, we also recognize that many skills, assets, and soft skills are informally viewed, measured, and praised throughout the course of a child's academic career. This whole child approach is extremely important when looking at any child as they grow and develop in their learning throughout their school career.

### **School Homework Plan/Philosophy:**

Rosman Elementary School believes in providing students opportunities to extend their learning through opportunities at home. As a school, we also realize, that a child's learning is so much more than homework assignments and we work to value and honor family time and commitments outside of the school day.

### What is the purpose of homework for Rosman Elementary Students?

Homework is an extension or practice of what is learned during a school day. This mindset allows parents and/or students to independently demonstrate that they have an understanding and grasp of what is learned during the school day. Many teachers assign a set time for students or families to read together. This practice is to strengthen a student's understanding and comprehension of text, but also to encourage students and families to read and discuss books and other texts together. For teachers, homework is to show if students are understanding and using the concepts that are being taught in class.

### Grading and responsibility of homework assignments

Students may be graded on homework for up to 10% of their quarterly grade in each subject. Students who chronically are not completing homework will either:

- 1 - Have opportunities to complete homework assignments during the school day with or without teacher assistance.
- 2 - Have modified homework assignments that are possible for a student to complete independently either in school or at home.
- 3 - Have homework expectations removed due to extreme circumstances at home. This can be done on a temporary or permanent basis.

# School Improvement Plan

## A Continuous Improvement Strategic Plan

### Transylvania County Schools School Improvement Plan Assurances Year 2 Update (2017-2018 School Year)

School: Rosman Elementary School

Please complete the following assurance items, sign, date, and attach to the updated School Improvement Plan for your school.

✓	Requirement
✓	1 The SIP meets all of the requirements set forth in <u>North Carolina General Statute 115C-105.27</u> and <u>BOE Policy 3430</u>
✓	2 Current members of the School Improvement Team and their position titled are included with this plan (note changes or updates from original membership from 2016-17).
✓	3 All required components (student achievement, excellent educators, and healthy/safe/responsible students) have been addressed in this plan in some meaningful way. An evaluation of progress is evidenced.
✓	4 Relevant achievement (proficiency) targets as identified by the data have been addressed in this plan. An evaluation of progress is evidenced.
✓	5 Instructional objectives address student growth. EVAAS is explicitly mentioned somewhere in the plan as a resource/tool/objective/strategy. An evaluation of progress is evidenced.
✓	6 Professional development information has been included in this plan.
✓	7 Safe school plans have been included in this plan. (This is managed separately and is coordinated with A. Justice).
✓	8 <del>Waivers have been included in this plan (if applicable, see Gibbs).</del>
✓	9 SIT and/or other Teacher Leaders have had meaningful consultation in developing the school's budget. Financial flexibility and budget information have been included in this SIP, if necessary based on goals.
✓	10 <i>No vote is required as this is year 2 of an approved plan. However, a presentation to SIT as well as the school's staff to provide an update on the plan's progress must be held.</i> Indicate date(s) of presentation to SIT: <u>12-04-2017</u> Indicate date(s) of presentation to school staff: <u>12-11-2017</u>
For Title I Schools Only (Elementary)	
✓	This plan supports the requirements for Title I School-wide Schools

[Signature]  
Signature of the Principal

12-11-2017  
Date

Deborah Masengill  
Signature of School Improvement Team Chairperson(s)

[Signature]  
Date  
12-11-2017