

Section 6: Implementation of the Plan and Documentation of Results

Annual Progress Report on the Implementation of the School Improvement Plan

School Name: Rosman Elementary School

Principal: Donna Raspa

Submitted On: Monday, November 2, 2009

I. Introduction

A. General Comments

The School Improvement Team met regularly during the 2008-2009 school year to assess progress made meeting the goals of the School Improvement Plan and to review the time line established by the School Improvement Plan for 2007 - 2010. Priority committee meetings were held on the last Tuesday of each month. Progress toward completing the Action Steps was evaluated at these meetings.

No significant changes were made to the 2007 -2010 School Improvement Plan. Changes were made to the composition of the School Improvement Team. Donna Raspa replaced Caroleen Hodge as principal of RES. Danette Brinkley resigned as a parent representative and Tom Johnson was the replacement. Mr. Johnson had a daughter in kindergarten and a son in fifth grade. Peggy Bayne replaced Kelly Brannock as Media Coordinator. The major activities of the School Improvement Team during the 2008-2009 school year were to evaluate the progress and implementation of the Safety Net Plan, increase publicity to highlight the wonderful teaching and learning taking place at RES, plan and execute the second annual Career Day, and host a luncheon to honor and thank our volunteers at RES.

RES made good progress towards its goals and achieved expected growth. We made 13 of 13 AYP goals. RES is a School of Distinction.

Lesson planning continued to improve with positive feedback offered by the principal and lead teacher. Instructional assistants were fully utilized to provide additional instructional opportunities for students. Academic coaching logs were kept to document interventions. Safety Net goals were emphasized throughout the year which also contributed to the success of our students. In addition, all teachers in grades 3 - 5 tutored a minimum of one day a week after school. Individual K - 2 teachers also chose to tutor after school.

With respect to the indicators , RES was successful in implementing the action steps and meeting action goals throughout the 2008 -2009 school year.

B. Globally-Competitive Students

In 2008 - 2009, the grade chair in kindergarten attended a meeting with representatives from local daycare establishments to discuss the skills incoming students should have. Our More @ Four students visited the kindergarten classrooms at RES. Transition meetings were held between community agencies and RES to discuss the needs of several special education students who would be entering RES in the fall.

Grade level planning and vertical alignment meetings were held once during the 2008 -2009 school year. County grade level meetings were abandoned mid-year due to the gas shortage. All special teachers were involved with academic coaching for an hour each day. Mr. Brinkley was able to help in classroom and conduct tutoring more often due to his schedule.

The Title 1 teacher and assistants completed running records and worked with small groups of students to reinforce needed skills. We were able to keep a part-time assistant who also worked with grades K - 2; however, we were unsuccessful in hiring additional part-time help although it was an advertised position.

Lesson plans were turned in weekly with constructive feedback being given to the teachers. The state Math adoption took place for the 2009 -2010 year. Action steps abandoned in 2007 2008 (Help Lab, Math Lab, Writing out of the Box) were not reinstated.

C. 21st Century Professionals

Much progress was made toward meeting the target outcomes for 21st Century Professionals defined by the School improvement Plan. The first step, "Research and develop high-quality professional development opportunities to support Math, Writing, ESL students and working with special needs learners," had many components that needed special attention. In order to address these steps, many new tools have been added to the teachers' repertoire. The entire faculty completed the Moodle Writing professional development during 2008 - 2009. In 2009, supplementary Math materials were purchased for remediation and tutoring. We have a new Math adoption for the 2009-1200 school year with an on-line component being added to our program. Writing Partners in Math is on-going. The ESL teacher, Lynn Gibson, is scheduled to be here for a few hours two days a week. We have also had staff development training on Autism, as well as other Special Needs topics, which directly influence classroom instruction. All 3 - 5 teachers participated in after school academic coaching last year as well as individual K - 2 teachers.

"Develop and maintain a shared file" was abandoned because this type of documentation is now obsolete as well as cost-prohibitive. The Ed Center has been instrumental in keeping staff abreast of all professional development opportunities either via e-mail, web-page, fliers, or updates sent directly to schools. RES routinely gets information on WRESA staff development offerings. Tier 4 training was discontinued by the county and no further action was taken in this area.

D. Healthy and Responsible Students

Priority Three focused on mutual respect between all stakeholders. Initiatives undertaken in 2008-2009 centered around bus safety and respect. Staff voted on new school-wide rules. New posters were printed and distributed to all classrooms. Large posters were put up in hallways, the cafeteria, the gym, and other common areas of the school. The new rules reflected fewer and simpler rules as requested by staff members in a survey. The new rules were presented on Tiger Talk. Classroom guidance sessions focused on character traits. Monthly award winners for the character trait of the month were announced on Tiger Talk each month.

The Peer Mediation Program continued in 2008 - 2009. Martha Snow, our guidance counselor, conducted a retreat for the peer mediators. Mrs. Raspa awarded a boy and a girl each quarter for good bus behavior with a variety of incentives given to students as well as a pencil and a certificate. Officer Thomas conducted a bus safety program in each class at the beginning of the year as part of our bus safety education effort. The school wide quiet signal was consistently used. Parents and students received a copy of the RES handbook which listed the rules for good behavior. Priority 3 had discussed having the winners announced on Tiger Talk published in the local paper.

It should be noted that RES had 61% of the students on free and reduced lunch. Action steps abandoned in 07-08 (Graphing classroom and bus discipline data) were not implemented in the 08-09 school year.

E. Leadership

The major initiatives undertaken by Priority 4 were Career Day and compiling a Friends of Education list. We also had an appreciation luncheon for our wonderful volunteers. The event was enjoyed by all and was advertised in the Transylvania Times. We also increased the number of volunteers in 2008-2009.

The action steps that we took were to contact new businesses for Career Day, finish our Friends of Education mural, and make sure we contacted the Transylvania Times newspaper to publicize our events.

All action steps were continued. One mid-course correction was to allow the Publicity Committee to take over getting the events publicized. The dates for Career Day and the Luncheon were also changed.

F. 21st Century Systems

A goal for Rosman Elementary is to maintain performance above the elementary average on annual survey questions relating to school safety. Indicators are: Parent 9 (School is a safe place for my child to learn), Student 12 (I feel safe while at school), Staff 8 (My school is a safe and secure place to work and learn), Parent 11 (My child's school is clean and in good repair), and Student 14 (My school building and grounds are clean and in good condition). Rosman Elementary was able to maintain performance above the elementary average on two survey items, Parent 9 and Student 12, as well as improve positive responses to a third item, Parent 11. All survey items yielded stable responses except for Student 14, on which agreeable responses decreased from 75% to 71%.

Major initiatives by Priority Committee 5 included a midyear parent and student survey regarding school safety and facilities as well as an end-of-year survey. Grades 3-5 students and RES staff identified specific needs to better address Parent 11 and Student 14. Additional initiatives included addressing items listed on the 2008 Tactical Site Survey conducted by a team of community agencies including our SRO, Scott Thomas.

Action steps taken that related to the Tactical Site Survey that did not require Capital Outlay Funds included: having all electrical outlets not in use covered, replacement of glass on two trophy cases with shatterproof glass and the moving of a large trophy which had been placed in an unsafe location. A sign was also placed at the entrance to the school property stating that all vehicles that enter the property are subject to search and seizure. Action steps taken that required Capital Outlay Funds included the removal of pine trees that impeded the line of sight to and from the school and the subsequent development of a bus parking lot on the school grounds. Traffic is routed in a one-way pattern which ensures the safety of all. Periodic safety drills and having all visitors wear a visitor tag were action steps that were continued. No action steps were abandoned and none were necessary to add, nor was it necessary to make mid-courses corrections to the action plan.

II. Summary of Results

A. Globally-Competitive Students

Rosman Elementary made expected growth with 82.58% proficiency in Reading and Math for the 2008 - 2009 school year. With Science included, the proficiency rate is 79.8%. Math achievement on EOGs was 88.398% at level 3 or 4. Reading achievement on EOGs was 79.558% at level 3 or 4. In 2008 -2009, Science was placed into accountability for 5th grade. RES scored 74.6 03% at level 3 or 4. In comparison with the other three elementary schools in the county, RES is third in proficiency rate with Pisgah Forest and T.C. Henderson above us and Brevard Elementary below us. Although we did not meet our goal of 90% proficient, all areas reflect an increase in proficiency percentages. Proficiency rates for grades K - 2 were: 2nd grade achieved 81.25 % in Reading, 80% in Math and 52.5% in Writing. 1st grade proficiency rates were 83.3% in reading, 90.91% in Math and 67.69% in Writing. Kindergarten had a 91.94% proficiency rate in Reading, 68.14% in Math and 79.41% in Writing.

Academic coaching at all grade levels helped to improve individual scores. The one-on-one interventions implemented helped build student confidence and self-esteem which positively impacted performance.

B. 21st Century Professionals

Budget cuts severely limited the professional development opportunities available to teachers during the summer of 2009. In spite of a limited budget, teachers were given several professional development opportunities, during the 2008-2009 school year. All teachers completed training on the use of the new Math adoption series. Several teachers attended a Lucy Calkins workshop at WRESA.

SMART boards have been installed in the Computer lab and the Media Center, utilizing funds from Lake Toxaway Charities as well as instructional funds SMART Board training was conducted by representative of Seed Communications and will be ongoing this year.

Providing teachers opportunities to learn from each other by visiting classrooms at RES and other schools a minimum of two times a year was partially fulfilled. Grade level and special area teachers read chapters of Classroom Instruction That Works by Robert Marzano and presented to the rest of the faculty. Jig-sawing the book was efficient and fun for all. Teachers conducted walk-throughs before and after reading the book and then met to discuss differences in what they had recorded each time they visited classrooms.

Teachers also had an opportunity to review lesson plans on their grade level as well as other grade levels. This was a helpful when discussing vertical alignment. A team from RES went to TC Henderson and vice versa as a mini-prep for the SACS visit. Time constraints and lack of funding for substitutes limited this type of activity and will also be an issue this school year. Additional action steps were not necessary. An unsuccessful attempt was made to hire a part-time academic coach.

Accomplishments at RES include completion of several professional development activities . Trainings included Lucy Calkins training, United Streaming, SMART Board training, Writing Moodle, and AIMSweb training. A representative from grades 3 - 5 attended a Science Conference to learn strategies for inquiry-based classroom activities and then shared at their

grade level. Partners in Math training will continue with a teacher from each grade level attending the training. The principal and a 4th grade teacher attended Dr. Lynn Canady's "Grading Assessments that Promote Student Retention" which has spurred many lively discussions on grading practices. Several teachers attended a Patricia Gregory workshop on Improving EOG scores. Individual teachers also attended trainings as desired. These activities will help move the staff toward their goal of becoming 21st century professionals . We have a high participation rate undertaking professional development opportunities.

C. Healthy and Responsible Students

Survey results from the annual stakeholders survey are used as indicators of progress toward goals. Results from the 2008 -2009 staff, parent and student surveys were analyzed to determine the effectiveness of the action steps taken during the 2008 – 2009 school year. Questions used to measure respect were Parent #19 (There is mutual respect between students, teachers and parents at my child's school), Student #23 (Other students treat me with respect) and Staff #16 (Students treat school personnel with respect). The parents' results were stable at 94%. Results from student question #23 rose from 77% to 80%, which is considered stable. Staff results went down slightly from 92% to 87% , which is considered stable. Survey questions used to measure bus safety were Parent #26 (Student behavior on my child's school bus is safe and orderly), Students #27 (Student behavior on my school bus is safe and orderly, and Staff # 30(Student behavior on school buses is safe and orderly). Parent results were up from 77% to 84% , which is considered stable. The results from the students rose from 68% to 77%. This is considered an increase according to the stakeholders survey. Staff results were stable with scores rising from 70% to 84%. Results from student, parent, and staff survey results indicate that behavior on school buses is seen as improving.

D. Leadership

Career Day was held on May 1, 2009 with two different businesses highlighted at each grade level. The number of volunteers attending our "Thank You" luncheon increased by twenty. We had 36 attend the luncheon. RES logged 1,365.5 hours of volunteer service.

E. 21st Century Systems

According to the Stakeholder Satisfaction Survey conducted in the Spring of 2009, RES performed above the elementary average on two survey items, Parent 9, School is a safe place for my child to learn, (98% school average compared to 97% elementary average) and Student 12, I feel safe while in school, (92% school average compared to 91% elementary average). This was an improvement over 2007 – 2008 when RES was able to maintain performance above the elementary average on only one item. In addition, RES experienced sizable improvement on a third survey item Parent 14, (My child's school promotes partnerships with businesses and organizations for improvement), with an increase from 87% to 93%. The elementary average was 98% on this item.

Although the response rate for Student 8 (My school is preparing me to deal with issues and problems I might face in the future) remained stable, the number of positive responses decreased from 96% to 90%. The elementary average for this item was 96%. RES' weakest area was expressed by its students on Student 14, (My school building and grounds are clean and in good condition), on which only 71% perceived that school building and grounds to be clean and in good condition, down from 75% the previous year. The elementary average was 84%. This item

showed the greatest disparity between school response and elementary average, making it a priority for the remaining year in the School Improvement Plan.

Related to school safety and the results of the Stakeholders Satisfaction Survey, Priority Committee 5 also examined items addressed on the school's Tactical Site Survey. An examination of the results shows a very positive trend. In 2007 -2008, 27 items were listed in need of attention. In 2008-2009, only 19 items were noted. The most recent Tactical Site Survey, conducted on 7/14/09 and 7/15/09, listed 13 items that were in need of improvement, two of which have already been addressed.

III. Reflections and Lessons Learned

2008- 2009 was a year of change. Administration and staff needed time to get adjusted to each other and to the changes. Everyone worked very hard to make the year successful. A positive exchange of ideas resulted in a smooth opening to school this year.

For Priority 1, the implementation of academic coaching, tutoring after school and interventions during the school day were successful in raising test scores. Data supports that goals and objectives were attained. All action steps that were implemented helped reach this level of student performance. We expect the trend toward positive student growth to continue.

All staff took part in one or more staff development opportunities with many teachers taking part in several. RES is definitely working hard to have a staff of 21st century Professionals. Plans to address reading as a major focus of staff development are being made.

We will continue all steps that lead to a positive influence on safety and the climate of respect. All indicators show that bus safety issues have lessened; therefore, we will continue with all strategies implemented last year. The continued use of classroom bus safety lessons presented by the School Resource Officer as well as implementation of awards for appropriate bus behavior presented quarterly had an overall positive effect on bus behavior and safety. The committee discussed having quarterly bus award winners announced during Tiger Talk and published in the local paper. The committee will need to review this action since it was not implemented during 2008 -2009. Several actions taken at Rosman Elementary produced a positive effect on respect among all stakeholders. The Peer Mediation program was used throughout the year. A retreat was conducted in October to train the Peer Mediators. New rules posted throughout the school added consistency to the implementation of school wide rules. The universal quiet signal promoted a respectful way to communicate the need for quiet.

Priority 4 held a luncheon for all the volunteers. Students performed and the attendance was good. Gifts of appreciation were given to the volunteers. This is an area that continues to need additional strategies to increase our pool of volunteers.

The maintenance and cleanliness of the building continues to be a priority. The hiring of an additional full time custodian helped improve the school's appearance and cleanliness. There was still the need to hire outside services to clean the carpets and wax the floors to get ready for the new school year. Lights were installed in the new bus parking lot. Safety issues are always a concern; however, good progress was made in meeting the goals of the SIP.

IV. Next Steps

RES will continue with the action step of meeting with local day care establishments to discuss the needs of upcoming kindergarten students. In 2009 -2010, Kindergarten teachers will meet with More @ Four and area preschools to inform them about the new AIMSweb assessment program. During this school year, it is suggested that first grade students read to local preschoolers. This is a change from last year, since it was noted that most kindergarten students are not able to read until later in the year.

Increasing grade level planning to once per quarter may be difficult due to funding issues and coverage of classes. It is suggested that a one hour block of planning occur as an extension of the regular planning, thereby enabling teachers to meet for extended planning. Instructional assistants could provide the needed coverage for the extra hour.

County grade level meetings will continue and have already been held to train for AIMSweb assessments and to discuss the new K - 2 report cards. Academic coaching will continue with special area teachers working in grades 2 - 5 targeting those students who have been identified as strategic and progress on the AUMSweb assessments. All staff members will implement the Safety Net plan at all grade levels. During this year, AIMSweb assessment will replace running records that were completed by the Title 1 staff. Teachers will continue to complete running records at their discretion. Efforts will be made to hire part-time academic coaches to provide additional service to our students in need, particularly those who just need an extra boost to be on grade level.

Lesson plan review will continue. The staff feels that the feedback received thus far has been positively constructive, which is favorably effecting the morale of the staff. This year, teachers will get four passes to not turn in lesson plans, to use as needed. Mrs. Raspa has not required lesson plans each week, understanding the AIMSweb learning curve required additional time. A new Math adoption is in place for this year.

RES scheduled a Curriculum Night, in conjunction with a PTO meeting and student performance, to inform parents about the NCSCOS, AIMSweb and general expectations at each grade level. Students were encouraged to go the Media Center to enable parents to give full attention to the teachers. Several other parent night activities are being discussed, such as, "Math Game Night," "Science Fair Workshop," and a Reading activity night.

Writing is an area that we will need to concentrate on across all grade levels. K - 2 scores were low last year. More intensive Write from the Beginning lessons along with Lucy Calkins strategies should improve writing scores. Results from the AIMSweb fall assessments gave very good information which will enable teachers to zero in on the areas that students need intervention. All grade levels are working together to implement new strategies for improvement as outlined by the student's PEP. Teachers are grouping the children, according to the intervention needed, for a period of time determined by each grade level. The new PEP development by the county adds additional diagnostic information. Teachers will use research-based strategies and document progress throughout the year.

Mr. Gibbs, our fifth grade Science teacher, has met with 3rd and 4th grade teachers to discuss strategies that can be used to help prepare the students for the Science EOG test.

Reading intervention materials, both fiction and non-fiction, were purchased early this year for use by teachers to address specific area of weakness. An advertisement for part-time academic coaches was posted.

All classrooms teachers attended AIMSweb training for the new assessment system. Training on the new supplemental Math materials is forthcoming. We will work hard to increase reading proficiencies. Foundations (Wilson reading) training will be scheduled for K - 2 teachers. All teachers, who have not had Foundations of Reading training will participate in training this year. Eight teachers are currently taking an on-line course , 7 Keys to Comprehension, offered by WRESA. We will investigate Spelling programs/models to use school wide, which is a request from the faculty.

Actions to foster respect for all stakeholders will continue. The Peer Mediation Program will continue and a retreat was held on October 16th for peer mediators. Staff will be asked to focus on following new school wide rules throughout the building and to practice the universal quiet signal in all areas of the school. The quarterly bus award program will continue. The bus drivers will recommend students to the Assistant Principal to receive the bus behavior award. The School Resource Officer conducted Bus Safety lessons in each classroom at the beginning of the 2009 - 2010 school year. Substitute bus drivers will be utilized before teacher assistants are asked to drive buses. If teacher assistants are needed to drive a bus, they will drive the shortest route. This plan has greatly alleviated the anxiety assistants felt over driving unknown routes.

The cleanliness of the building and grounds continues to be a focus of concern. Most halls were painted in the summer and all the bathrooms were painted, including the stalls. New mirrors were installed in student bathrooms. Locks were installed or repaired on all bathroom doors. This was a area of concern for the students. Custodial duties were divided between the two full time custodians. This delineation of duties has helped both custodians adhere to a schedule. Additionally, Ken Jones is coming in to clean the floors and More @ 4 classroom in the evening. We will continue to keep on top of all maintenance issues.