

Our Direction

Rosman Elementary School

Date of Report: 1/31/2019

Vision:

Ready for the Future!

Values:

Teachers, administrators, parents, and the community share responsibility for advancing the school's mission.

- Each student is unique and valued.
- Schools should educate the whole child.
- Students experience success in a safe and caring environment.
- All children are capable of growth through positive and appropriate expectations.
- Students learn best when actively engaged and taught with a variety of approaches.
- Students demonstrate understanding in a variety of ways.

Mission:

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

R - Respect , O - Organized, A - (Good) Attitude, R - Responsibility

Goals:

- Every student will maintain a growth mindset and meet individual growth indicators on state tests.

Performance Measure(s)

Performance Indicator: Student proficiency in state math assessments		
Data Source: State EOG Results	Baseline Year: 2018	Baseline: 0.55
Target Date: 2020	Target: 0.71	Actual:

Performance Indicator: Student proficiency in state reading assessments		
Data Source: State EOG Results	Baseline Year: 2018	Baseline: 0.55
Target Date: 2020	Target: 0.64	Actual:

- Home Communication will continue to expand and include multiple formats.

Performance Measure(s)

Performance Indicator: Parent Survey Question- I feel knowledgeable about what is going on at my school		
Data Source: Annual Parent Survey	Baseline Year: 2018	Baseline: 95
Target Date: 2019	Target: 97	Actual:
Target Date: 2020	Target: 98	Actual:

Performance Indicator: Parent Survey Question- I know how to help my child with his/her homework.		
Data Source: Annual Parent Survey	Baseline Year: 2018	Baseline: 94
Target Date: 2019	Target: 96	Actual:
Target Date: 2020	Target: 97	Actual:
Target Date:	Target:	Actual:

Performance Indicator: Parent Survey Question- Teachers regularly communicate with me.		
Data Source: Annual Parent Survey	Baseline Year: 2018	Baseline: 96
Target Date: 2019	Target: 97	Actual:
Target Date: 2020	Target: 98	Actual:

- Students will utilize proper coping skills and support systems when dealing with emotional trauma.

Performance Measure(s)

Performance Indicator: Reduced office referrals for students on behavior plans		
Data Source: Administration Records	Baseline Year: 2018	Baseline:
Target Date:	Target:	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Based on a November survey, 99% of responding parents felt welcome at the school and felt knowledgeable about the school's expectations for their child. 98% of responding parents felt calls and notes were answered promptly, teachers communicated regularly, and that the school is safe from outside threats. 97% responded that they felt knowledgeable about what is going on at the school and that their child receives academic help when needed. 95% know how to help his or her child with their homework. 92% felt parents were involved in decision making at RES.

In October, students were surveyed and asked a wide range of questions. Of note, 49.8% of 1st through 5th grades listed math as their favorite subject while only 10.1% listed reading as their favorite subject. Science was second at 26.6%. PE was listed as their favorite "Special." The item most listed as a negative or something to change is an increased recess time. The item most listed as a positive is their teachers and nice people.

In October, teachers were surveyed and asked a wide range of questions. The most liked aspect of the school is the staff and the sense of family between staff. On "Things to Change," the most commonly mentioned items were testing, scheduling stress, and more PE/Recess.

Student Outcome Data:

2017-18 EOG Results:

- Math Overall- 54.7% (down 8%)
- Reading Overall- 55.2% (down almost 3%)

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

Selected Indicators:

Community Engagement

E2.02 The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)

E2.03 The high school tracks the post-secondary school placements and experiences of their graduates and reports the results to the school board, faculty, and school community.(5190)

Curriculum and instructional alignment

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

Distributed leadership and collaboration

B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)

Facilities and technology

D2.04 The LEA/School consistently implements a process to determine and to acquire necessary instructional technology.(5176)

D2.08 All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5312)

D2.05 The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)

Family Engagement

E1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)

High expectations for all staff and students

A1.08 ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)

Monitoring instruction in school

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

Quality of professional development

C2.01 The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)

C2.02 ALL teachers develop individual professional development plans based on classroom observations and self-assessments.(5161)

C2.03 The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)

C2.04 The LEA/School structures professional development to provide adequate time for collaboration and active learning.(5164)

Resource Allocation

D1.02 The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)

Strategic planning, mission, and vision

B1.01 The LEA has an LEA Support & Improvement Team.(5135)

B1.03 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)

Student support services

- A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)
- A4.16 The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)

Talent recruitment and retention

- C3.01 The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(5165)
- C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)

Teacher quality and experience

- C1.05 The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees.(5156)
- C1.06 The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)
- C1.07 ALL pre-K teachers have specialized education in early childhood education or child development.(5158)