Rosman Elementary School
Scott Strickler, Principal
Debby Masengill, SIP Co-Chair
Laura Sullivan, SIP Co-Chair

Executive Summary

Description of the School

Rosman Elementary School is a small community school nestled in the mountains of Transylvania County along the French Broad River. We have a highly experienced staff with 85% of staff**,** or 22 teachers, having three or more years of experience. Ethnic breakdowns include: 287 students or 93% - White, 1 student or <1% American Indian, 19 students or 6% Hispanic and 1 student or <1% African American. 15% (57 students) of our students receive EC services **,** with 9% (27 students) being speech services, 4% (12 students) gifted services, and 1.6% (5 students) LEP/ESL services. We currently have 308 students attending Rosman Elementary School. The school has a dedicated staff whose main goal is to increase reading proficiency for all students. The school fine-tuned the master schedule to allow maximum time for uninterrupted reading instruction and small group reading instruction based on mClass Reading 3D data and EOG scores. Guided Reading is implemented building-wide to direct literacy instruction. In K-2, the Open Court phonics program is used to provide direct phonics instruction. Special education instructors provide inclusive programming during guided reading in most grade levels. Reading specialists participate in Guided Reading instruction in Grade 2 as well as provide an additional 90 minutes per week of pull-out instruction to all current year retention students. Instruction is driven by the Common Core Standards. Classroom teachers and other specialty teachers collaborate weekly by meeting during school hours and after school to unpack standards and plan lessons using the county pacing guides. Lesson plans are turned in on a weekly basis with a rotation in place for formal feedback from administration. Monthly Tier 1 and Tier 2 meetings and PEP reviews ensure that students' individual needs are met. Targeted instruction is given to students as directed by Tier Team. Additional instructional time for individual students is provided by teachers, assistants and administration as needs arise. Teachers will observe their peers in the 2nd quarter as well as provide feedback. This will continue quarterly through the end of the school year. Teachers use multiple data points from assessments, both formal and informal, to plan instruction. Students are assessed by county-created benchmarks each quarter that give teachers valuable data to help plan instructional strategies. EVAAS growth data is released in late November of each year, which helps teachers evaluate strengths and areas for improvement in their practice. We extend students' learning through character education, our school-wide PBIS program, and student groups such as Peer Mediators. We have 1:1 technology for students in 4th and 5th grades. Two computer carts are shared in Kindergarten through 3rd Grade. Our staff participates in ongoing technology training to maximize effectiveness using resources such as LearnPads, Study Island, and various websites or software.

Mission, Vision, and Purpose

Vision: Ready for the Future!

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

Notable Achievements and Areas for Improvement

Achievements

Rosman Elementary School (RES) has a staff that is dedicated to helping students master the curriculum. Using the North Carolina Teacher Working Conditions Survey, our staff identified several strengths at RES:

- teachers and administrators work well together
- professional development is data driven
- the community is supportive of our students, and our school is a safe school.
- survey results to correlate with this data come from the North Carolina Teacher Working Conditions
- Rosman Elementary made the highest elementary growth in the county when looking at all End of Grade tests taken in the 2014-2015 school year
- parent Involvement (which include at least six Title 1 nights per year) was greatly increased (went from attendance in the mid-teens/thirties to over half of the school)
- PTO involvement increase from both staff and parents

Areas for Improvement

Our greatest challenge at Rosman Elementary is to close the reading achievement gap. According to mCLASS Reading 3D, 55% of our students were not proficient in reading at the beginning of the 2014-2015 school year (BOY) and 52% of students not proficient at 2015-2016 BOY. Additionally, End of Grade testing data for the 2013-2014 school year indicated that 49.5% of 3rd, 4th and 5th grade students were proficient in reading, with an increase to 56.27% were proficient on the 2015 Reading EOG. Using the Educator Value Added Assessment System (EVAAS) teacher data for 3rd, 4th and 5th grades where applicable, we will track individual student achievement and use the resulting data to guide reading and math instruction. As a staff, Rosman Elementary is dedicated not only to improving proficiency rates, but also to creating lifelong readers. By using data derived from mCLASS Reading 3D, we will strive to accomplish a school-wide 80% proficiency composite rate by the End of Year (EOY). In the 2013-2014 year, RES had a 65.5% proficiency rating on mCLASS Reading 3D for the End of Year (EOY) with only kindergarten through third-grade participating. At EOY in 2014-2015 the TRC proficiency was 60%. As a school, we will continue to refine our use of assessment data for effective decision-making regarding curriculum and instruction, as well as professional development. Related to this is the need to balance federal, state and local requirements with teaching mastery so that every student can achieve grade level standards.

While the school community is very supportive, we need to increase parent participation in academic functions at Rosman Elementary School. Parent participation for the last school year was well below expected rates. Survey results to correlate with this data come from the following items on the North Carolina Teachers Working Conditions Survey.

Transylvania County Schools
Mid-Point School Improvement Plan Review
Fall 2015

Goal 1 Performance and Data Analysis

District Strategic Plan Goal:	School Goal:
Every Transylvania County Schools student has a personalized education, graduating from high school prepared for work, higher education and citizenship.	Eighty percent of Rosman Elementary School students will be on grade level for reading.

<u>What data is needed to complete a review of the goal?</u>
MClass Reading 3D Beginning-of-Year results (2014-2015)
20% (66 students) are above proficiency
22% (73 students) are proficient
17% (55 students) are below proficiency
41% (134 students) are far below proficiency

MClass Reading 3D End-of-Year results (2014-2015)
17% (47 students) were above proficiency,
34% (93 students) were proficient
18% (48 students) were below proficiency
31% (83 students) were far below proficiency

MClass Reading 3D Beginning-of-Year results (2015-2016)
24% (72 students) are above proficiency
24% (73 students) are proficient
19% (57 students) are below proficiency
33% (97 students) are far below proficiency

<u>Is the goal in-progress or not yet addressed:</u>
The goal is in progress, as seen in the above data. There has been an increase in the percentage of students either proficient or above proficient when comparing MClass Reading 3D Beginning-of-Year results for the last two years. This two-year trend is positive, as is the decrease in the number of students far below proficiency. We hope to continue this positive growth trend to meet our goal.
How are we doing over time (trend)?

<u>How are we doing compared to the district (comparison)?</u>
RES made more growth than any other school in the county during the 2014-2015 school year according to mClass Reading 3D:

The composite scores for Transylvania County Schools were:
27% above proficiency
33% proficient
15% below proficiency
25% far below proficiency

Transylvania County Schools
Mid-Point School Improvement Plan Review
Fall 2015

How are we doing compared to like schools (competitive)?
According to NCDPI statistics, RES is in the top 65 Title One Schools in NC with a school performance grade of B or higher. This also includes schools that made all of their Annual Measurable Objectives (as RES did).

1. What are the celebrations and the data to support them?
Acknowledgement of staff and student success are ongoing with verbal congratulations, as well as school wide celebrations. Plans are being put in place to have a school-wide celebration for students before this year's EOG to encourage continued success. The data is from both mClass Reading 3D data and EOG scores.

2. What are the opportunities for improvement and the data to support them?
We feel that the current strategies are working and we do not have any data to suggest that they are not being effective. Please see mClass data in the questions above.

 3. What other data do we need?
Staff needs to determine the effectiveness of SRA Reading (a program widely used in Kindergarten, 1st and 2nd grades) and Open Court by reviewing student progress.

4. What are our next steps as indicated by the data?
Continue steps as identified in plan and monitor their effectiveness.

5. What recommendations does the team have for mid-course corrections, changes, or improvements to this goal?
Strategy 1, Action Steps 2-5 will be under review by the Goal One subcommittee.
Combine and re-work Strategy 1 - Action Steps 2, 3, and 5 to be changed to signify that future purchases of ELA materials with substantial ($500 and above) cost, will be approved through the SIT Goal 1 subcommittee.

6. Describe how you obtained feedback from stakeholders to develop this mid-point assessment of the school's School Improvement Plan. Be sure to include information on what stakeholders are represented in this feedback and on which methods you used to obtain information from them (i.e. meetings to include dates, surveys, and/or other methods). Specifically address how you involved parents as well as community members who do not have children in your school in this assessment.
- mClass 3D data
- NCDPI EOG released scores and data other
- Title I parent nights - specifically focused around literacy
- Augustine Literacy Project volunteers

Transylvania County Schools
Mid-Point School Improvement Plan Review
Fall 2015
Goal 2 Performance and Data Analysis

District Strategic Plan Goal: Every Transylvania County Schools student is healthy, safe and responsible	School Goal: By encouraging all students, staff, and parents to **ROAR**, Rosman Elementary School will have a positive and clean environment.

<u>What data is needed to complete a review of the goal?</u>
Bathroom ROAR sheets compilation
Classroom ROAR sheets and how many have been completed
Office Referrals (School and Bus)
Bus Award Records

<u>Is the goal in-progress or not yet addressed:</u>
Portions of the goal are in progress:
Office Referrals and the associated discipline data
Bus Awards provided during awards programs
PBIS bead distribution on buses and in car rider line

15 classroom beads per teacher per week needs to be modified. Classroom teachers are now eligible to give own class a bead for ROARing classroom behavior.
Strategy 1 Action Step 3: Needs to be announced (discussed at the January PBIS meeting)

Portions of the goal are met:
Bathroom Cleanliness Monitoring System is no longer needed due to outstanding
janitorial crew and ROARing students PBIS behaviors.

<u>How are we doing over time (trend)?</u>
The overall safety and cleanliness in our school has greatly improved due to outstanding janitorial crew and ROARing students PBIS behaviors

<u>How are we doing compared to the district (comparison)?</u>
Our concern is unique to our school and comparison is not applicable.

<u>How are we doing compared to like schools (competitive)?</u>
Our concern is unique to our school and comparison is not applicable.

Transylvania County Schools
Mid-Point School Improvement Plan Review
Fall 2015

1. What are the celebrations and the data to support them?
We have not yet met the celebration school wide goa (27) for the year.

2. What are the opportunities for improvement and the data to support them?
We need to increase bead distribution per classroom. Mr. Strickler announces weekly over morning announcements to remind teachers to distribute beads.

 3. What other data do we need?
None at this time.

4. What are our next steps as indicated by the data?
Classroom beads can now be distributed by classroom teachers to their own class. Countdown to school-wide reward on announcements. (for example- 'Only 11 more ROAR sheets until the school reward!!!')

5. What recommendations does the team have for mid-course corrections, changes, or improvements to this goal?
Strategy 1 Action Step 4: Remove (replace with implement ROAR in car rider)
Rework Strategy 2 (more classroom oriented rather than bathroom)

6. Describe how you obtained feedback from stakeholders to develop this mid-point assessment of the school's School Improvement Plan. Be sure to include information on what stakeholders are represented in this feedback and on which methods you used to obtain information from them (i.e. meetings to include dates, surveys, and/or other methods). Specifically address how you involved parents as well as community members who do not have children in your school in this assessment.
We used the TIGER PAW as our data point showing that strategy 1 is in progress and bead distribution needs to increase. We used feedback from the bathroom surveys (staff and student replies) to determine that the goal was met consistently and determined that it was no longer needed.

Transylvania County Schools
Mid-Point School Improvement Plan Review
Fall 2015

Goal 3 Performance and Data Analysis

District Strategic Plan Goal: Every Transylvania County Schools student has a personalized education, graduating from high school prepared for work, higher education and citizenship.	School Goal: To increase family engagement with a focus on electronic communication

What data is needed to complete a review of the goal?
Parent/Student Access Statistics from the Parent Portal system.

Is the goal in-progress or not yet addressed:
The goal is still in progress. The indicators we chose for this goal were as follows: 50% of parents will have logged into Parent Portal and there will be an increase in parents who receive electronic communications from the school and teachers.

We did not meet our goal of 50%. Presently, 12.5% of parents have logged in this school year. We have not collected data that would help us determine if there has been an increase in electronic communications to parents from the school and teachers.

How are we doing over time (trend)?
The number of parents who are accessing Parent Portal increased from:
10% in the first quarter of 2014 -15 to 12.5% in the first quarter of 2015-16
The number of logins has increased from 151 in the first quarter of 2014-2015 to 448 in the first quarter of 2015-2016.

How are we doing compared to the district (comparison)?
While not near the goal, RES has more parents accessing ParentPortal than other elementary schools:
BES - 5.23%
PFE - 8.67%
RES - 12.5%
TCH - 9.05%

How are we doing compared to like schools (competitive)?
Information not currently available for school across the state.

1. What are the celebrations and the data to support them?
The celebrations are:
1) The number of logins went from 151 (Quarter 1 in 2014-15) to 448 (Quarter 1 in 2015-16.)
2) The percentage of parents accessing the Parent Portal increased by 2.5%.
3) Our percentage of logins is greater than any other elementary school in the county.

2. What are the opportunities for improvement and the data to support them?
We need to increase the percentage of parents accessing the parent portal. The number of parents who are accessing Parent Portal increased from 10% in the first quarter of 2014 -15 to 12.5% in the first quarter of 2015-16. The number of logins has increased from 151 in the first quarter of 2014-2015 to 448 in the first quarter of 2015-2016. The data tell us that parents who *have* accessed Parent Portal are using it with increasing frequency, so they must have found it helpful.

 3. What other data do we need?
We suspect that teachers are using more electronic means for parent communication but, we need to collect data from teachers to find out if they are using email, text, or other electronic communication with parents and compare that to how teachers were communicating last year.

4. What are our next steps as indicated by the data?
The data tell us that parents who *have* accessed Parent Portal are using it with increasing frequency, so they must have found it helpful. Therefore, we should continue to encourage parents to sign up and access it at least once.

We suggest having a Parent Portal table set up at all parent nights to encourage parents to sign up that night. If they have signed up but have not logged in, staff members could assist them in logging in that night.

After viewing the data, it is evident we need to find out why a larger percentage of parents do not access parent portal. Teachers will be asked to ask parents three questions during the third quarter parent conferences:
(1) Do you have internet access through a smart phone or at home?
(2) Have you registered to use Parent Portal?
(3)If not, may we ask why and how can we help you?

5. What recommendations does the team have for mid-course corrections, changes, or improvements to this goal?

Because only parents of students in grades 3-5 can access grades (Kindergarten, 1st and Second have standards based report cards not accessible in PowerSchool) through Parent Portal and because many families in our school do not have internet access, our goal needs to be readjusted to 20% to more accurately reflect the demographics of parents who would benefit from accessing the Parent Portal.

An instrument needs to be developed to measure how teachers and the school are communicating to parents. This instrument should be used to collect the data needed to see if we are using more electronic communication than last year.

6. Describe how you obtained feedback from stakeholders to develop this mid-point assessment of the school's School Improvement Plan. Be sure to include information on what stakeholders are represented in this feedback and on which methods you used to obtain information from them (i.e. meetings to include dates, surveys, and/or other methods). Specifically address how you involved parents as well as community members who do not have children in your school in this assessment.

After viewing the Parent Portal data, it is evident we need to find out why a larger percentage of parents do not access Parent Portal. Teachers will be asked to ask parents three questions during the third quarter parent conferences:

(1) Do you have internet access through a smart phone or at home?
(2) Have you registered to use Parent Portal?
(3)If not, may we ask why and how can we help you?

In an effort to reach out to parents/stakeholders, we created an easy-to-follow instruction card for logging into Parent Portal, which was given to parents at third quarter parent conferences of 2014-15 and first quarter parent conferences of 2015-16. These instruction cards are also available at the main check-in/check-out station at the school.

Community members who do not have children in the school are not stakeholders in the achievement of this goal.