

Transylvania County Schools
2012-2014 School Improvement Plan
Section 6 Mid-Point Report

School: Rosman Elementary

Principal: Scott Strickler

Date: December 16, 2013

Current School Improvement Team Members:

Scott Strickler - Principal

Crystal Whitman - Lead Teacher

Anna Poteat - SIT Co-Chair

Laura Russo - SIT Co-Chair

Jessica Ammons - Fourth Grade Representative

Peggy Bayne - Media Coordinator

Stephanie Bell - Third Grade Representative

Tammy Buckner - Fourth Grade Representative

Michelle Cabe - Third Grade Representative

Doyle Chambers - Fourth Grade Representative

Alissa Cook - Fifth Grade Representative

Elaine Goar - Second Grade Representative

Margaret Joseph - ESL Teacher

Lystra Keever - Kindergarten Representative

Anela McMahan - Fifth Grade Representative

Kasey Queen - Third Grade Representative

Crystal Reese - Instructional Assistant Representative

Laura Sullivan - Specials Representative

Carol Weeks - AIG Teacher

Jennifer Worley - Kindergarten Representative

Mission and Vision Statements

Mission Statement

The mission of Rosman Elementary, in partnership with home and community, is to prepare students to be Productive citizens and Lifelong learners through Academic success in a Nurturing environment. (PLAN)

Vision Statement

Our students will reach their emotional, intellectual and social potential in the 21st Century.

Introduction: General Comments

At this midway point for Rosman Elementary's School Improvement Plan (SIP) the School Improvement Team (SIT) has completed a full review and revision of all Priority Goals, their results and expected outcomes. Some factors have affected these changes and the new direction of the SIT. For the 2013 - 2014 school year a new principal, Scott Strickler, was hired along with two new teachers, Tammy Kiser-Buckner (4th Grade) and Kasey Queen (3rd Grade), along with one new teacher assistant, Lisa Medley (3rd Grade). All of these were replacements for employees who retired or went to pursue other career paths. In addition, the SIT reviewed the [North Carolina School Improvement Planning and Implementation Guide](#) and re-envisioned many of the Goals set forth in the [Rosman Elementary School Improvement Plan](#) to align with state guidelines.

The school demographics have stayed relatively stable. Rosman Elementary School has 359 students enrolled for the 2013 - 2014 school year compared to 371 the previous school year. Rosman Elementary School is a School-Wide Title One School and has a majority of students on the federal Free and Reduced lunch program. This year, the percentage of students receiving free or reduced lunches is currently at 72.74%. In 2012 - 2013, the percentage of students on the program was 71.9%, so this percentage has remained consistent.

Rosman Elementary School has also fully implemented the Common Core and Essential Standards (CC/ES) for the second school year and along with the new standards are new state assessments. While scores at Rosman Elementary School were below expected proficiency (as were the results across the state for many schools and districts), growth was higher than expected. Please see Appendix A for 2012 - 2013 test scores and growth. Using data, lesson plans aligned with the CC/ES and collaboration between individual grade level teachers on both a school and county-wide level, Rosman Elementary will continue to teach students that are at, above and below grade-level proficiency. One newly enacted state law that has changed the direction of how teachers provide educational opportunities to children is the North Carolina Read to Achieve plan (part of the Excellent Public Schools Act, [House Bill 950/State Legislature 2012-142 Section 7A](#)). This plan has allowed Rosman Elementary to focus on preparing all students to read on grade level or, if a student is reading below grade level, that additional support and services be provided to allow that student to 'catch-up' to grade level reading proficiency.

These changes may cause short-term challenges, but with a vibrant community of educators, invested parents and stakeholders, Rosman Elementary is up to the challenge of not only preparing students to attain a high school diploma but also be tomorrow's citizens in the Rosman community and abroad.

Progress Report and Summary of Results

• Goal 1: Globally Competitive Students

In looking at Goal 1 - Transylvania County Schools will produce globally competitive students, the SIT looked at the goals and action strategies and determined the following:

Goal 1: Rosman Elementary School will be designated an Honor School of Excellence with high growth and will meet all AYP goals for students in grades 3 - 5. 90% of students in grades K - 2 will be at benchmark or above using AIMSweb targeted assessments.

Rosman Elementary School was not designated as an Honor School of Excellence for the 2012-2013 school year, in part due to the first year of a new testing model on a new curriculum. In addition, AYP (Average Yearly Progress) for all students was not met. The AIMSweb targeted assessments for Kindergarten, First and Second grade were also below 90% for the previous school year.

Below are the action strategies and progress towards the goal is given:

- The Action Strategy stating “Subject to the availability of funds and identified instructional needs, Rosman Elementary School will transfer funds from its State textbook allotment for the purchase of instructional supplies, instructional equipment, or other classroom materials pursuant to the provisions of N. C. Gen. Stat. 115C-105.25(b)(2).” was not put into place and therefore removed due to lack of state funding for lack of state provided funds.
- We did not establish a school-wide Accelerated Reading (AR) goal as it may be an incentive for students to reach the goal, but instead a school-wide effort of motivating students to read more at grade level and with books that peak their interests would provide the goal of students reading more at or near grade level in a more appropriate manner.
- The Words Their Way is currently in place and was successfully implemented throughout the school.
- Grade levels are meeting more than once a month as Professional Learning Communities (PLCs) to investigate individual student performance, as well as grade wide practices to positively impact student learning.
- Intervention, Maintenance and Enrichment (IME) time has successfully been implemented as Rosman Elementary’s Response to Intervention (RtI) at the beginning and end of each school day. Students in the morning participate in activities related to reading while in the afternoon math is the focus.
- Running records have been implemented but have changed due to the statewide implementation of Reading 3D, which is where these records are being recorded and held.

- In the Kindergarten, First and Second grade classrooms, the Wilson Reading Fundations has been implemented at Rosman Elementary School as the researched-based phonics program we use.

Goal 2: (No goal specified)

Below are the action strategies and progress towards the goal is given.

- In the Kindergarten, First and Second grade classrooms, the Wilson Reading Fundations has been implemented as the researched based phonics program at Rosman Elementary School.

● **Goal 2: 21st Century Professionals**

In looking at Goal 2 - Transylvania County Schools will be led by 21st Century Professionals, the SIT looked at the goal and action strategy and determined the following:

Goal 1: 100% of core academic teachers at RES will complete at least one high quality professional development activity that supports school improvement each year.

Below are the action strategies broken and progress towards the goal is given:

- Professional Development has been offered throughout the year. As a staff, a half-day professional development on Professional Learning Communities (PLCs) has been offered and another half-day professional development opportunity on guided reading was completed with another opportunity to follow later in the year. The staff is also participating in learning and implementing the 7 Keys to Comprehension text by Susan Zimmerman and Chryse Hutchins during grade level meetings.

- The use of technology and curriculum is being assessed to see how literacy materials are being used and how to expand literature choices to align with the Common Core and Essential Standards. Individual grade levels are completing assessments of resources needed and turning them into the Media Specialist, Peggy Bayne, to determine the best way to allocate media and library funds to correspond to the needs of the school and the curriculum.

● **Goal 3: Healthy, Responsible Students**

In looking at Goal 3 - Transylvania County School students will be healthy, responsible students, the SIT looked at the action strategies and determined the following:

Goal 1: RES will increase stakeholder satisfaction on survey items relating to student respect/behavior with one another to the following targets: STD-23: 73%. RES will increase

stakeholder satisfaction on survey items relating to student bus behavior to the following targets: STF-30: 78%; PRN-26: 83%; STD-27: 54%.

For this goal each measurement was met as broken down below:

- STD-23 (Student question 23, which states “Other students treat me with respect.”) went from 73% in the 2011-2012 school year to 79% in the 2012-2013 school year.
- STF-30 (Staff question 30, which states “Student behavior on school buses is safe and orderly.”) went from 83% in the 2011-2012 school year to 85% in the 2012-2013 school year.
- PRN-26 (Parent/Guardian question 26, which states “Student behavior on my child’s school bus is safe and orderly.”) went from 83% in the 2011-2012 school year to 87% in the 2012-2013 school year.
- STD-27 (Student question 27, which states “Student behavior on my school bus is safe and orderly.”) went from 54% in the 2011-2012 school year to 74% in the 2012-2013 school year.

All four measures increased in the 2012-2013 school year.

Below are the action strategies and progress towards the goal is given:

- Continuing the implementation of the Positive Behavior Interventions and Support (PBIS) program at Rosman Elementary School.
- Continue to use the Peer Mediation program as an avenue where students can solve problems.
- Holding anti-bullying lessons as an effective tool to teach students about how to be fair and kind to each other.
- Continue awarding quarterly Bus Awards to students who are showing exemplary behavior on the bus.

- **Goal 4: Leadership**

In looking at Goal 4 - Leadership will guide innovation in Transylvania County Schools, the SIT looked at the goal and action strategies and determined the following:

Goal 1: RES will increase stakeholder satisfaction on survey items relating to school climate to the following targets: STF-01: 82%; PRN-29: 62%. RES will increase stakeholder satisfaction on survey items relating to onsite decision making processes to the following targets: STF-24: 80%;

STF-25: 70%; STF-28: 73%; STF-31: 84%. RES will increase stakeholder satisfaction on survey items relating to school resources to the following targets: STF-11: 82%.

School Climate

- STF-01 (Staff Question 1, which states “The school climate is positive.”) went from 82% in the 2011-2012 school year to 40% in the 2012-2013 school year .

- PRN-29 (Parent Question 29, which states “My child show symptoms of test stress.”) went from 62% in the 2011-2012 school year to 68% in the 2012-2013 school year.

Decision Making

- STF-25 (Staff Question 25, which states “Within my school, there are effective strategies to identify and correct problems and weaknesses.”) went from 70% in the 2011-2012 school year to 66% in the 2012-2013 school year.

- STF-28 (Staff Question 28, which states “Communication between staff and school administration is effective.”) went from 73% in the 2011-2012 school year to 37% in the 2012-2013 school year.

- STF-31 (Staff Question 31, which states “Processes within my school are aligned to achieve high performance.”) went from 84% in the 2011-2012 school year to 85% in the 2012-2013 school year.

School Resources

STF-11 (Staff Question 11, which states “Adequate and appropriate resources and materials are available at my school.”) went from 82% in the 2011-2012 school year to 73% in the 2012-2013 school year.

For all but one of these measures, the Stakeholder Satisfaction Survey showed a decrease in stakeholder satisfaction. This is being addressed with new administration by partnering with staff to hear, understand and support their needs as educators.

Below are the action strategies broken down and progress towards the goal is given:

- School staff is continuing to work and maintain a positive school climate.

- In allowing community members, parents and other stakeholders to have activities available for them and their students such as Open House, Meet the Teacher, Thanksgiving meal, Volunteer Luncheon and other opportunities, Rosman Elementary will continue to grow and be a positive place for our students, staff and community members.

- Through the purchase of materials and staff discussions on the best means to allocate funds, staff and stakeholder buy in will continue to increase.

- **Goal 5: 21st Century Systems**

In looking at Goal 5 - Transylvania County Schools' students will be governed and supported by 21st Century systems, the SIT looked at the goal and action strategy and determined the following:

Goal 1: (No goal stated, The rationale is stated as "Analysis of the Priority Five stakeholder satisfaction data does not warrant an action step process as all items are stable and in the 80's to 90's range.)

Below is the action strategy broken down and progress towards the goal is given.

Rosman Elementary School SIT Priority Goal 5 Team is in the process of determining how to utilize budgeted workshop funds for appropriate staff development in literacy. The chosen staff development will be based on school-wide assessment data from Reading 3D and AIMSweb.

Reflections and Lessons Learned

With a new focus on what the current Rosman Elementary School Goals and Action Strategies are, the members of the SIT will work to complete each goal or strategy, revise it to make it relevant to the school now or choose to change the goal entirely if its steps or strategies are outdated. This new phase in the SIT has already taken several smaller items and made a school-wide impact by creating processes that assist students or students' learning. The next SIP will focus on the guidelines provided in the [North Carolina School Improvement Planning and Implementation Guide](#) and strive to make gains in student learning, achievement and environment, but also build a positive school culture and environment that allows teachers and staff the freedom to collaborate with each other for the greater good of the students that attend Rosman Elementary School.

Next Steps

In January of 2014, the Rosman Elementary School SIT will begin to review goals for the next version of the School Improvement Plan (SIP). Using the [North Carolina School Improvement Planning and Implementation Guide](#) to model the next SIP will allow progressive and appropriate change to be seen at Rosman Elementary School.

Appendix A - Test Scores and Reported Growth from 2012 - 2013

Reading and Math Scores from the 2011-2012 School Year

	Rosman Elementary School	Transylvania County Schools	North Carolina
Reading - Percent Proficient	47.4	49.9	43.9
Reading - Met Proficiency Target	Met	Met	Met
Math - Percent Proficient	44.3	42.3	42.3
Math - Met Proficiency Target	Met	Met	Met

School Accountability Growth from the 2011-2012 School Year

Report: School Accountability Growth School: Rosman Elementary School
Year: 2013 District: Transylvania County Schools

2012-2013 School Accountability Growth Estimates		
School Accountability Growth Type	One-Year Estimate	
	Index	Level
Overall	1.98	Meets Expected Growth

The index value is the growth measure divided by its standard error, and it provides a signal as to whether the progress estimate is significantly different from the expected growth. The index value also standardizes growth measures across different models, subjects, grades and/or years for a more equitable comparison than the growth measure alone.

What is included in a school accountability growth estimate?

NC DPI Policy

School-wide Accountability Growth composites are scores that represent growth at the school level. The table above reports the 2012-13 School-wide Accountability Growth composite. The end-of-grade and end-of-course assessments administered in the school are used to calculate the composite. Below is a table that shows the assessments included in the composite for this school.

Descriptions of School Accountability Growth Types		
School Accountability Growth Type	School Accountability Growth Includes	
	Test	Subject
Overall	EOG	Math, Reading, Science

Rules for Effectiveness Level Determination

Exceeds Expected Growth: Schools whose students are making substantially more progress than the state growth standard/state average (the school's index is 2 or greater).

Meets Expected Growth: Schools whose students are making the same amount of progress as the state growth standard/state average (the school's index is equal to or greater than -2 but less than 2).

Does Not Meet Expected Growth: Schools whose students are making substantially less progress than the state growth standard/state average (the school's index is less than -2).