



# **Transylvania County Schools**

School Improvement Plan  
2016-2018

Rosman Middle School

Greg Carter, Principal

Susan Hoxit, School Improvement Chair

# 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 Middle School

#### Vision

Student Success Will Always Be The Driving Force at Rosman Middle School.

#### Mission

Rosman Middle School Expects:

C-operation among all, A-cademic growth, R-espect for ourselves and others, E-xcellence in everything we do, S-uccess for all students.

#### Creed

We don't have to; be the same, think the same, dress the same, or believe the same. But we do have to; respect differences, protect ourselves, and protect others from unfair treatment.

#### School Improvement Team Membership

\*Greg Carter, Principal  
John Chmelar, Assistant Principal  
Rhonda Whitmire, Lead Teacher  
Susan Hoxit, Chair SIT

#### **PRIORITY 1: Transylvania County Schools will produce globally competitive students.**

Sondra Green, 6th grade	Shania Powell, Social Worker
Christy Bryson, 7th grade	Susan Hoxit, 7 <sup>th</sup> grade
***(*) Dusty Morgan, 6th grade	Summer Travis, parent

#### **PRIORITY 2: Transylvania County Schools will be led by 21st Century professionals.**

Mary Ramey, Student Advocate	***Sarah Reid, 8th grade
Lynn Turner, EC.	Desiree Abram, SRO

Linda Carrillo, Spanish.

Melanie Cash, parent

#### **PRIORITY 3: Transylvania County Schools' students will be healthy and responsible.**

Matt Stack, PE	***(*)Denise Reese, Guidance
Jessica Whited, parent	Katerina Canter, Exp/Band..
Kevin Merrill, ISS	*Amanda Lewis, 7th grade
Amanda Chapman, 8 <sup>th</sup> grade	*Eric Wahus

#### **PRIORITY 4: Leadership will guide innovation in Transylvania County Schools**

Elizabeth Ballard, Exp.	Bob Shoemaker, 8th grade
Josh Galloway, Exp/PE	Missy West, 7th grade
Sam Head, 6th grade	Trish Holliday, Adm. Asst.

\*\*\*Alissa Cook, 6<sup>th</sup> grade

#### **PRIORITY 5: Transylvania County Schools will be governed and supported by 21st Century systems.**

Derrick Huggins, PE	*Grayson Barton, Exp/Chorus
*Kristy Ontko, 8th grade	***Laura Smith, CTE

\*Christine Glance, EC

\*\*\* Indicates Priority Leader, \*Indicates Leadership Team Member

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## **A Continuous Improvement Strategic Plan**

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

#### **Strengths**

Access to technology with 1:1 initiative; Proficient use of technology applications with students, ie Google Drive, Google Classroom, ixl for Math, SpeakIt; Ongoing use of Mastery Connect to assess student progress; Provide timely and relative interventions based on individual student needs on a consistent basis; Based on 2016 EVAAS data, our school's students have made progress similar to the growth standard in both Reading and Math and our proficiency in Math increased by 10%.

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

One area to improve would be our proficiency on our Math EOG scores. In the 2015-16 school year our Math EOG proficiency was 58%. The other test proficiencies are as follows: Reading- 69%, Science- 87.1%, Math I- 94.4%.

Another area that needs improving is consistent growth on the Reading EOG. Over the past three years our Reading Growth has been -1.4 in 2014, -1.9 in 2015, and -.1 in 2016. Our overall 3 year growth in reading has been -1.1 and is in the red in EVAAS evaluation. We determined that Reading is the greatest need because our Math growth was -.9 in 2014, -1.3 in 2015, and .1 in 2016 with a -.7, 3 year average growth.

Our proficiency rate is higher in reading. However, our growth in student reading performance has not seen adequate improvement over the three year period. Our SIT is in consensus that targeted instruction in reading can also have an impact in improving our student math performance, as well as our student reading performance.

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

- EVAAS scores were evaluated for the last 3 years to determine areas that needed growth or were not meeting proficiency.
- Teachers' grades and subjective/objective observations
- Mastery Connect benchmark data
- On-going formative assessments

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

Ongoing implementation of instructional technology to improve student learning. Implementation of character building, academic motivational groups emphasizing R= responsibility, O=on time productivity, A=attitude and R=relationships (ROAR). Structure master schedule to provide a block of time (ROAR groups) to increase scaffolded support for all levels of learning to improve student proficiency and growth. Utilization of appropriate enrichment and remediation activities during ROAR Time to improve literacy and Math proficiency as demonstrated on the EOGs. Through teacher collaboration, ongoing implementation of formative assessment resources and shared planning time, ROAR Time can have greater impact on student achievement. Vertical Alignment with 6-12 teachers, as well as ongoing professional development, will strengthen our ability to enhance student growth.

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<b>School Name:</b>	<b>Year:</b>	<b>Principal:</b>	<b>SIT Chair:</b>
Rosman Middle School	2016	Greg Carter	Susan Hoxit

<b>P</b>	<b>PLAN: Identify the gap and the approach</b>
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**Overall SMART Goal (Two year projection):**

Goal 1- Rosman Middle School will achieve 80% composite proficiency on state EOG/EOCs tests.

**Data Analysis. Answer the question below using any data and/or information you have about your performance. (Team 1)**

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 largest area of need to improve our proficiency on our state tests would be in our Math EOG scores. In the 2015-16 school year our Math EOG proficiency was 58%. The other test proficiencies are as follows: Reading- 69%, Science- 87.1%, Math I- 94.4%.

### School Performance Grades

School Year	School Name	Composite Grade	Reading Grade	Math Grade	Science GLP	Math I GLP
2015-16	Rosman Middle	C - 68	C - 69	C - 58	87.1	94.4

**Data Analysis. Answer the data analysis questions. (Team 1)**

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

In the 2014-15 school year our Math EOG proficiency was a 48%

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

- We could improve our analysis and application of our school test data.
- We could focus on finding and implementing more effective research based interventions.

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

Data demonstrates that RMS students are experiencing difficulty

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<p>and it grew to a 58% in the 2015-16 year. This success could be attributed to more intensive interventions with targeted groups of students based on student success and growth data.</p>	<ul style="list-style-type: none"> <li>We can continue to improve our student intervention groups to target specific skills/standards.</li> </ul>	<p>in accessing middle school level math curriculum.</p> <p>Specifically, our lower performing students lack the basic math skills to perform multi-step problems.</p> <p>Additionally, these students lack proficiency in transferring real world applications from one math concept to another.</p>
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**Target SMART Goal (One year projection): (Team 3)**

The SMART Goal for 2016-17 will be to attain a 65% proficiency on the Math EOG test.

**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.)? (Team 3)**

We will use the available data to plan and structure intervention groups based on specific student needs. Teachers will use effective research based interventions to target Common Core standards in the regular classroom and intervention groups.

D	<b>DO: Develop and Implement Deployment Plan (Team 2)</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	Creating ROAR intervention groups based on data.	Administrators and Teachers	Student Portfolio and Progress Monitoring Data	Fall 2016	End of School Year 2017
2	The use of High School tutors to help meet student needs.	Teachers	Guidance Counselor and High School Teacher communication to arrange tutors	Fall 2016	End of School Year 2017

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3	Create and implement a positive incentive reward for reaching EOG goals.	Leadership Team	EOG test scores, Percentage of students who meet their goal	Fall 2016	End of School Year 2017
4	Create attendance incentives, mentor program	Leadership Team	Use Attendance Reports to analyze, Student Advocate to help target specific students	Fall 2016	End of School Year 2017
5	Vertical Alignment (6-12) to build Common Core standard implementation	Administrators and Teachers	Benchmarks, Summative Reflection on Implementation and Effectiveness	Fall 2016	End of School Year 2017
6	Varied time for targeted remediation (smart lunch, after school)	Teachers	EOG test scores, Percentage of students who meet their goal	Fall 2016	End of School Year 2017
7	Use PLC discussions to impact classroom teaching.	Administrators and Teachers	Summative Reflection on Implementation and Effectiveness		
8	Continue to align classroom grades with EOG proficiency - Standards Based Grading	Teachers	Compare EOG scores to overall class performance		

#### Implementation Plan Quality Check: (Team 4)

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

- Funding for Student EOG and Attendance Incentives
- Resources for Research Based Interventions
- Funding for consumables for ROAR groups
- Funding for Professional Development
- Instructional supply funds will be used to support this endeavor
- Grade level account funds will be used to support/supplement needs

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

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

- PTO involvement to supplement funding resources
- Toxaway Charities funds will be also used as a supplement source of funding

**What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach? (Team 4)**

- Professional development on Research- Based Interventions, implementing solid teaching on Common Core Standards



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<p><b>Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions: (Team 5)</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> <p>EOG test data ROAR class Rosters Progress Monitoring Student Portfolio Attendance Data Student created EOG goals</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>EOG test data ROAR class Rosters Progress Monitoring Student Portfolio Attendance Data Student created EOG goals</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>EOG test data ROAR class Rosters Progress Monitoring Student Portfolio Attendance Data Student created EOG goals</p>

<b>S</b>	<b>Study – Analysis of data after implementing an approach</b>	
<p><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>		
<p><b>1. What worked and how do you know?</b></p> <p>Steps #1, #3, #4, #5, #6, #7 were implemented in part or school wide.</p> <p>The data demonstrates that although targets goals were not met, there was still a positive trend for the 3-year cycle in Math.</p> <p>Rosman Middle Math EOG</p>	<p><b>2. What didn't work and how do you know?</b></p> <p>Steps #2, #3 and #4 in the Deployment Plan were either not implemented, or not implemented schoolwide.</p> <p>The data demonstrates a negative growth trend in Reading for the 3-year cycle.</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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<p>2014-2015 48%</p> <p>2015-2016 58%</p> <p>2016-2017 58%</p> <p><b>Rosman Middle Math I</b></p> <p>2014-2015 93.3%</p> <p>2015-2016 94.4%</p> <p>2016-2017 95%</p>		
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**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)?**

<p><input type="checkbox"/> Target goal has been met and is changed to a new target goal.</p> <p><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 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.</p> <p><input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.</p>
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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.

Cycle 1 Strategies will be continued and revised as needed. We are continuing the approach from Cycle 1, including all previous actions steps with the exception of Step 2-Use of High School tutors. Step #8 has been modified to address the implementation of Revised Benchmark Data to drive instructional practices.

Step #	Person(s) responsible for	Measure/Indicator	Start Date	End Date
Cycle 2 List the specific steps your team will				

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complete during the second cycle.	completion of the step.	(How will you know if the step is completed correctly?)		
#1-ROAR intervention and enrichment groups based on EVAAS and Benchmark data. These will run on 6-week cycles. Intervention data will be reevaluated after each Benchmark cycle.	Administrators & teachers	Student Portfolio & Progress Monitoring Data.  Benchmark Data	Fall 2017	End of School year 2018
#3-Create and implement positive Incentive programs for school wide EOG goals. and some reward systems have been implemented by grade levels. This will continue to be adjusted throughout the school year.	Leadership Team	EOG test scores, Percentage of students who meet their goal	Fall 2017	End of School year 2018
#4-Create attendance incentives, mentor program.	Leadership Team; Student Advocate; Teachers	Use Attendance Reports; student needs (academic & personal)	Fall 2017	End of School year 2018
#5-Vertical Alignment (6-8) to build Common Core standard implementation	Administrators & teachers	Benchmark scores, Implementation of strategies shared in Vertical Alignment	Fall 2017	End of School year 2018
#6-Varied time for targeted remediation (smart lunch, WIN time, after school)	Teachers	EOG scores, Percentage of students who meet their goal, records of remediation attendance	Fall 2017	End of School year 2018
#7-Use PLC discussions to impact classroom teaching	Administrators & teachers	Summative reflection on implementation & effectiveness	Fall 2017	End of School year 2018
#8-Continue to align classroom grades with benchmark data and EOG proficiency using standards-based grading and instructional practices.	Teachers	Comparison of benchmark data and EOG scores to class performance.  Instructional practices aligned to standards tested.	Fall 2017	End of School year 2018

#### Implementation Plan Quality Check:

**What resources/budget needs do you have for cycle 2? None**

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**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?  
Ongoing training on the implementation of research-based intervention strategies and progress monitoring.**

Early release days - Sept 20, Oct 18, March 7, May 2 (as well as planning times)

PowerTeacher Pro- Sweet In house

September 20- Edgenuity Training- Program facilitator-Suzanne McMahan

October 18- Ongoing planning for implementation of Edgenuity/ROAR planning- Admin, IC

MTSS/Tier Process/Data collection and implementation/ ongoing-Whitmire and Reese

Vocabulary PD- Word Generation implementation by grade level teams-In house

Technology- Ongoing Google Educator certification training-In house

Website Training-In house

Digital Citizenship Certification-In house

Modifications/accommodations/differentiation/behavior plans/ Haley

Suicide Prevention-Social Worker

Differentiation training focusing on quality Tier 1 core instruction and all levels of learners (particularly advanced learners)/Bullock?

Ongoing Break-out sessions training-Ontko and Justice

Improving data collection and usage of IXL Math-In house (Steve) Wahus/Whitmire

Keys to Comprehension (Literacy)Glance and Reid ongoing

CASE 21 Benchmark training/data collection and analysis- In house

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

**A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)**

Roar Intervention groups

**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation)**

**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)**

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<p><b>EOG goals set/incentives given</b></p> <p>Vertical Alignment meetings</p> <p>Targeted Remediation times</p> <p>PLC meetings</p> <p>Alignment of classroom grading and instruction to NC standards</p>	<p><b>ROAR class rosters</b></p> <p><b>EOG scores/teacher documentation of goals</b></p> <p><b>Vertical Alignment meeting notes</b></p> <p><b>Remediation attendance rosters</b></p> <p><b>PLC meeting notes</b></p> <p><b>Student work samples, report cards, teacher pacing guides and lesson plans</b></p>	<p><b>EOG Test Data</b></p> <p><b>Progress Monitoring</b></p> <p><b>Attendance Data</b></p> <p><b>Comparison of student proficiency and growth to student created EOG goals</b></p> <p><b>Expectations for the end of Cycle 2 would be 70-75% Composite Proficiency on all state tests and a positive+1 growth on Math and Reading EOGs.</b></p>
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<b>School Name:</b>	<b>Year:</b>	<b>Principal:</b>	<b>SIT Chair:</b>
Rosman Middle School	2016	Greg Carter	Susan Hoxit

<b>P</b>	<b>PLAN: Identify the gap and the approach</b>
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**Overall SMART Goal (Two year projection):**

Goal 2- Rosman Middle School will achieve 2.0 composite positive growth on state EOG/EOCs tests.

**Data Analysis. Answer the question below using any data and/or information you have about your performance. (Team 1)**

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 largest area that needs improving is consistent growth on the Reading EOG. Over the past three years our Reading Growth has been -1.4 in 2014, -1.9 in 2015, and -.1 in 2016. Our overall 3 year growth in reading has been -1.1 and is in the red in EVAAS evaluation. We determined that Reading is the great need because our Math growth was -.9 in 2014, -1.3 in 2015, and .1 in 2016 with a -.7, 3 year average growth.

Gain Model|Predictive Model

Estimated School Growth Measure				
Grade	6	7	8	Growth Measure over Grades Relative to Growth Standard
<b>Growth Standard</b>	0.0	0.0	0.0	
<b>2014 Growth Measure</b>	-1.4 G	1.3 G	-4.0 R	-1.4 G
<b>Standard Error</b>	1.4	1.3	1.4	0.8
<b>2015 Growth Measure</b>	-3.6 R	0.1 G	-2.3 G	-1.9 R

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Standard Error	1.4	1.4	1.4	0.8
2016 Growth Measure	-4.3 R	5.1 B	-1.1 G	-0.1 G
Standard Error	1.4	1.4	1.4	0.8
3-Year-Average Growth Measure	<u>-3.1 R</u>	<u>2.2 B</u>	<u>-2.5 R</u>	<u>-1.1 R</u>
Standard Error	0.8	0.8	0.8	0.4

### Data Analysis. Answer the data analysis questions. (Team 1)

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

Our Reading School Growth Measure has improved in the last two years but we are still in the negative measure for growth. We have had targeted reading intervention groups.

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

- We could improve our analysis and application of our school test data.
- We could focus on finding and implementing more effective research based interventions.
- We can continue to improve our student intervention groups to target deficits in specific skills/standards.

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

Common Core Essential Curriculum necessitates that teacher strategies that have been traditionally geared to understanding literary concepts instead move toward the application of these concepts.

For example; a student is no longer required to just identify “personification”, but must now be able to explain how the author’s use of this literary technique affects the context of a reading passage.

**Target SMART Goal (One year projection): (Team 3)**

We will achieve a 1.0 Reading School Growth Measure on the 2017 Reading EOGs.

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**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.)? (Team 3)**

We will use the available data to plan and structure intervention groups based on specific student needs. Teachers will use effective research based interventions to target building academic vocabulary in the regular classroom and intervention groups.

<b>D</b>					
<b>DO: Develop and Implement Deployment Plan (Team 2)</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	Research/Implement resources to increase academic vocabulary	Instructional Coach and Teachers	Adoption and use of resources	Fall 2016	End of School year 2017
2	Creating ROAR intervention groups based on data.	Administrators and Teachers	Student Portfolio and Progress Monitoring Data	Fall 2016	End of School Year 2017
3	Create and implement a positive incentive reward for setting and reaching EOG growth goals.	Leadership Team	EOG test scores, Percentage of students who meet their goal	Fall 2016	End of School Year 2017
<b>Implementation Plan Quality Check: (Team 4)</b>					
<p>What resources/budget needs do you have for the first cycle?</p> <ul style="list-style-type: none"> <li>● Funding for Student EOG and Attendance Incentives</li> <li>● Resources for Research Based Interventions</li> <li>● Funding for consumables for ROAR groups</li> <li>● Funding for Professional Development</li> </ul> <p>If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?</p> <p>If funding is not available, identify the steps from the implementation plan that will address the funding gap.</p> <ul style="list-style-type: none"> <li>● PTO involvement to supplement funding resources</li> </ul>					



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**What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach? (Team 4)**

- Professional development on Research- Based Interventions, implementing solid teaching on Common Core Standards

**Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions: (Team 5)**

<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>
EOG test data ROAR class Rosters Progress Monitoring Student Portfolio Attendance Data Student created EOG goals	EOG test data ROAR class Rosters Progress Monitoring Student Portfolio Attendance Data Student created EOG goals	EOG test data ROAR class Rosters Progress Monitoring Student Portfolio Attendance Data Student created EOG goals

<div style="display: flex; justify-content: space-between; align-items: center;"> <span style="font-size: 2em; font-weight: bold;">S</span> <span style="font-weight: bold;">Study – Analysis of data after implementing an approach</span> </div>		
<p style="color: red; font-weight: bold;">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>		
<p><b>1. What worked and how do you know?</b></p> <p><b>Steps #1, #2, #3 were implemented in part or schoolwide. The data demonstrates that although targets goals were not met, there was growth in some grades on Reading EOG.</b></p>	<p><b>2. What didn't work and how do you know?</b></p> <p>Steps #1 and #3 were not implemented school-wide, although they were implemented in some grades or by certain teachers.</p> <p>The average growth measure for 2017 was -2.3.</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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7th grade- +2.8 average growth		
<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>		
<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.	xTarget 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.	

<b>A</b>	<b>Act – Revise or continue with implementation plan based on data analysis.</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. We are keeping the approach for Cycle 2. Changes will be made for implementation school-wide. Benchmark data will be used, which we did not have in Cycle 1.				
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.				
#1 Research & Implement resources to increase academic vocabulary.	Instructional Coach, Teachers	Adoption and use of resources, progress monitoring and test data.	Fall 2017	End of School Year 2018
#2 Creating ROAR intervention & enrichment groups based on data.	Administrators and Teachers	Student work samples, ROAR attendance lists, Progress monitoring and Benchmark data	Fall 2017	End of School Year 2018

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#3 Create and implement a positive incentive reward for setting and reaching EOG goals	Leadership Team, Teachers	EOG test scores, percentage of students who met their goal	Fall 2017	End of School Year 2018
#4 Use benchmark data and EOG data to align, improve and differentiate standards-based instructional practices.	Teachers	Comparison of benchmark data and EOG scores to class performance.  Instructional practices aligned to standards tested.	Fall 2017	End of School Year 2018

#### 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?**

**Ongoing training on the implementation of research-based intervention strategies and progress monitoring.**

Rosman Middle:

Early release days - Sept 20, Oct 18, March 7, May 2 (as well as planning times)

PowerTeacher Pro- Sweet In house

September 20- Edgenuity Training- Program facilitator-Suzanne McMahan

October 18- Ongoing planning for implementation of Edgenuity/ROAR planning- Admin, IC

MTSS/Tier Process/Data collection and implementation/ ongoing-Whitmire and Reese

Vocabulary PD- Word Generation implementation by grade level teams-In house

Technology- Ongoing Google Educator certification training-In house

Website Training-In house

Digital Citizenship Certification-In house

Modifications/accommodations/differentiation/behavior plans/ Haley

Suicide Prevention-Social Worker

# School Improvement Plan

## A Continuous Improvement Strategic Plan

Differentiation training focusing on quality Tier 1 core instruction and all levels of learners (particularly advanced learners)/Bullock?

Ongoing Break-out sessions training-Ontko and Justice

Improving data collection and usage of IXL Math-In house (Steve) Wahus/Whitmire

Keys to Comprehension (Literacy)Glance and Reid ongoing

CASE 21 Benchmark training/data collection and analysis- In house

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

**A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)**

Teacher lesson plans

Word Generation scores

iReady data

Roar Intervention groups

EOG goals set/incentives given

**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)**

Teacher records of progress on Word Generation and iReady

ROAR class rosters

EOG scores/teacher documentation of goals

**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)**

EOG Test Data

Progress Monitoring

Benchmark data

Comparison of student proficiency and growth to student created EOG goals

Expectations for the end of Cycle 2 would be 70-75% Composite Proficiency on all state tests and a positive+1 growth on Math and Reading EOGs.

# **School Improvement Plan**

## **A Continuous Improvement Strategic Plan**

### **Action Steps Implemented as of 10/30/17**

#### **Goal 1**

Step #1-ROAR intervention groups have been created based on EVAAS data and interventions have been started. These will run on 6-week cycles.

Interventions will be reevaluated after Benchmark testing is completed next week.

Step #3-Incentive programs are being discussed for school wide EOG goals and some reward systems have been implemented by grade levels. This will continue to be adjusted throughout the school year.

Step #4-Students have been identified for a school-wide mentor program and teachers have signed up to mentor individual students. Groups of At-Risk students have been identified by grade level and are receiving small group support twice weekly.

Step #5-No progress to date

Step #6-Smart Lunch has begun in some grade levels as needed. WIN (What I Need) time has started as an in school supervised study for academic support twice weekly.

Step #7-PLC and Grade Level meetings are being held on a regular basis. Teachers have taken part of this time to dig into testing data from EVAAS and the TCS Testing Data.

Step #8-At the end of Quarter 1, once final grades are posted, teachers will reflect on student grading practices and correlation to Common Core Standards.

#### **Goal 2**

Step #1-Word Generation has been implemented school-wide. iReady Diagnostic and Instruction has been purchased and is being implemented for those students who may be considered At-Risk.

Step#2-ROAR intervention groups have been created based on EVAAS data and interventions have been started. These will run on 6-week cycles. Interventions will be reevaluated after Benchmark testing is completed next week.

Step #3-Incentive programs are being discussed for school wide EOG goals and some reward systems have been implemented by grade levels. This will continue to be adjusted throughout the school year.

# School Improvement Plan

## A Continuous Improvement Strategic Plan

### School Improvement Plan Assurances Sheet

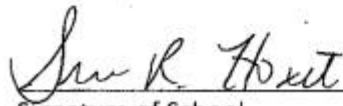
School: Rosman Middle School

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).
	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	All eligible staff members were given the opportunity to vote on the School Improvement Plan by means of secret ballot on <u>11-18-16</u> . (Date) The results of the vote were as follows: <u>23</u> For <u>1</u> Against <u>    </u> Abstain
For Title I Schools Only (Elementary)		
		This plan reflects the requirements for Title I School-wide Schools

  
Signature of the Principal

11/21/16  
Date

  
Signature of School Improvement Team Chairperson(s)

11/21/16  
Date

# School Improvement Plan

## A Continuous Improvement Strategic Plan

### Year 2 Update Addendum Information

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

- *Early release days - Sept 20, Oct 18, March 7, May 2 (as well as planning times)*
- PowerTeacher Pro- Tom Sweet In house
- September 20- Edgenuity Training- Program Facilitator-Suzanne McMahan
- October 18- Ongoing planning for implementation of Edgenuity/ROAR planning- Admin, IC
- MTSS/Tier Process/Data collection and implementation/ ongoing-Whitmire and Reese
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- Improving data collection and usage of IXL Math-In house (Steve) Wahus/Whitmire
- Keys to Comprehension (Literacy)-Glance and Reid- ongoing
- CASE 21 Benchmark training/data collection and analysis- In house

#### School Assessment Activities:

- All students in grades 6-8 will take the End of Grade test in Reading and Math, with the exception of Math 1 students who will take the Math 1 EOC instead.
- 8th grade students will take the End of Grade test in Science.
- All students in grades 6-8 will take the Science and Social Studies NCFE.
- All EOG, EOC and NCFE testing will take place within the testing window during the last 10 days of school. Students will test online using chromebooks, with the exception of any IEP or 504 exemptions.
- Case Te21 Benchmarks for Reading and Math will be administered to all students in grades 6-8 in the Fall and Spring. The benchmarks will be taken online using chromebooks and will be delivered to students via the Mastery Connect platform.
- Benchmark data will be reviewed by Instructional Coach, administrators and teachers to inform & drive instructional practices, help in the development of Personalized Education Plans (PEP), assignment of remediation & enrichment groups, and to guide the Progress Monitoring and MTSS/Tier process.

#### School Homework Plan/Philosophy:

Homework will be assigned to students as needed for practice and reinforcement of concepts, content or skills that have already been taught. Work completed at home may also be completion of classwork, projects, or study for tests/quizzes. A next day quiz or formative assessment on the homework assignment may be part of the process used as the grading procedure for homework at the teacher's discretion. Students will have the opportunity to ask questions about homework assignments to clarify understanding of content standards.

For the 2017-2018 RMS will be transitioning from the following: Homework will no longer be a separate category in grading, but will be one component of the minor grades category which counts as 60% of the total grade. Assignments not turned in on the due date will receive 10% off final grade per day. Beginning with the 2018-2019 school year RMS will follow and implement the District Policy 3135-R regarding homework.

# School Improvement Plan

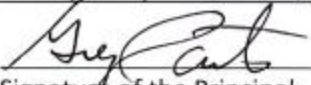
## A Continuous Improvement Strategic Plan

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

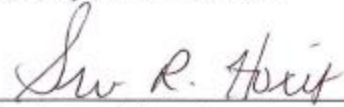
School: Rosman Middle School

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).
N/A	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>11/16/17</u>  Indicate date(s) of presentation to school staff: <u>11/16/17</u>
<b>For Title I Schools Only (Elementary)</b>		
		This plan supports the requirements for Title I School-wide Schools

  
Signature of the Principal

11/17/17  
Date

  
Signature of School Improvement Team Chairperson(s)

11/17/17  
Date