

Comprehensive Progress Report

Mission:

As a community of learners we will be leaders all day, every day

Vision:

At Rosman Middle School, we strive to instill values and motivation to be successful and learn for today, as well as tomorrow. To accomplish this, we will cultivate habits that allow students to excel in leadership, academics, and our culture and community.

Goals:

The ultimate goal for students that attend Rosman Middle School is to develop the skills and mindsets that will allow them to lead their own lives, to be able to work effectively with others throughout life and to make a meaningful contribution wherever they go in life - at home, at school, at work, at play.
(adapted from The Leader in Me page 39)



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>There are rewards that are placed in Grade Levels to help with student behavior and expectations. Consistent class management in each grade level. All students have agendas that help with reinforcing procedures and classroom rules.</p> <p>Our school is looking at becoming a Leader in Me school. This will help establish consistent wording across all grade levels that will allow the staff to have the same expectations for all grade levels regardless of their grade.</p>	Limited Development 10/16/2018		
<i>How it will look when fully met:</i>			<p>A: Have grade levels define if disciplinary issues (major or minor) to decrease. Discuss if agendas are effective tools to purchase.</p> <p>Our school is looking at becoming a Leader in Me school. This will help establish consistent wording across all grade levels that will allow the staff to have the same expectations for all grade levels regardless of their grade.</p> <p>B: Through a school-wide book study, determine if fundraising efforts need to begin in preparation for implementing The Leader in Me system. In addition, discussion on how we change/monitor/move behavioral interventions and rewards to begin meeting The Leader in Me expectations.</p>		Scott Strickler	06/07/2019
Actions				0 of 2 (0%)		
	11/28/18	Monitor discipline as a school to see if rewards are effective			Scott Strickler	06/07/2019
	<i>Notes:</i>		Discipline data to be reviewed after each quarter with the Rosman Middle School leadership team.			
	11/28/18	Determine if Rosman Middle School is going to move into becoming a 'The Leader in Me' school - include teacher and community planning and preparation, in addition to financial planning and fundraising to move forward in an implementation year of 2019-2020.			Scott Strickler	07/06/2019
	<i>Notes:</i>					

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers at Rosman Middle School use the North Carolina Standard Course of Study to align all or our lessons and projects that we do in class. These guidelines help shape what we do in our classrooms on a daily basis. In addition to using the standard course of study, our teachers also use pacing guides set forth by our math program and by using teacher created pacing guides to ensure that the full curriculum is taught each year to all students.	Full Implementation 11/07/2018		

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Data analysis and instructional planning			
		A3.08	Online programs generate accessible and actionable student data about their use, performance, and progress.(5305)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>In the 2018/2019 school year, Rosman Middle School is focusing on implementing and using several online programs to generate accessible and actionable student data. These programs include the following programs: iReady, Moby Max, Mastery Connect, Freckle, and EasyCBM. Easy CBM is used as our universal screener for all students to identify students who are at risk and who may need extra support in the areas of math and reading.</p> <p>For parents, PowerSchool has been a useful tool for them to check in on their student's academic performance and growth.</p>	Limited Development 11/07/2018		
<i>How it will look when fully met:</i>			The staff of Rosman Middle School will be using the online tools and programs on a consistent basis in their classes to improve student learning. The goal is to see student academic growth throughout the year. This will be measured through progress monitoring of students, benchmark assessments, and the End of Grade Tests.		Rhonda Whitmire	06/28/2019
<i>Actions</i>				0 of 2 (0%)		
	11/28/18		Quarterly benchmarks taken by the students.		Rhonda Whitmire	06/07/2019
<i>Notes:</i>						

11/28/18	Comparison of programs universally used and gains in individual student proficiency on EOG and NCFE tests.		Rhonda Whitmire	06/07/2019
Notes:				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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Initial Assessment:			<p>Rosman Middle School has a MTSS Committee that works on identifying students that need extra support and students who may need testing for special education.</p> <p>We are working on strengthening the AIG program at the middle school, however, significant changes in the budget would need to be addressed to hire an AIG teacher to meet the needs of the Academically Gifted kids. We are also in need of additional support of an EC teacher to allow for our growing population of EC students to have their needs met. In addition to these two programs, a re-establish our ACT program to reach academically and behaviorally at-risk programs. This would involve adding a position but will be beneficial to these students academically, behaviorally, socially, and in life.</p>	Limited Development 11/07/2018		
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How it will look when fully met:			<p>Students of all ages and ability levels will grow in their academic knowledge and demonstrate that via the end of grade test score growth as shown through the EVAAS accountability measurement tools.</p> <p>Action steps will be added after we determine progress for the 18/19 school year.</p>		Scott Strickler	12/01/2020
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Actions						
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Notes:						
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	KEY	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)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Our teachers at Rosman Middle School do a good job of checking in with students and being attentive to the emotional needs of our students. We are in need of a full-time social worker, guidance, counselor, nurse, instructional coach, and assistant principal. All of these positions are shared with other schools and do not allow them to be as effective as possible. Emotional needs are increasing every year with our students. Teachers can be in tune to these needs but do not always have the time or the expertise to deal with these needs without referring them to someone who specializes in this.</p> <p>To accomplish this indicator, we would need to change our current county policy and school budget for these positions by hiring more staff, therefore, placing a higher priority on the emotional needs of our students.</p> <p>A suggestion was made that with beginning the Leader in Me program next year that some sort of advisor/advisee, mentor/mentee program could be added to our ROAR time.</p>	Limited Development 11/07/2018		
How it will look when fully met:			<p>Review data indicators with staff such as disciplinary records, student attendance data, mental health hospitalizations (that the school is made aware of) and other relevant data factors on the student physical and mental health of the school on a monthly basis. Determine if student needs in this area are increasing or decreasing.</p> <p>Additional action steps may be added after determining progress during the 2018/2019 school year.</p>		Scott Strickler	06/19/2020
Actions				0 of 5 (0%)		
	12/11/18	Finish Leader in Me Book Study			Scott Strickler	06/09/2019
	<i>Notes:</i>					
	12/11/18	Guidelines for Implementation			Scott Strickler	06/09/2020
	<i>Notes:</i>					

12/5/18			Teachers will receive training on how to deal with students with behavior difficulties and how to provide the correct interventions to them.		Scott Strickler	08/20/2020
Notes:						
12/11/18			Summer Staff Training for Leader in Me		Scott Strickler	06/09/2021
Notes:			Summer of 2020			
12/11/18			Advocating for a full time Guidance Counselor, an Additional Day for the Social Worker at Rosman Middle, and an additional Meridian counselor to meet the growing social and emotional needs of the students at Rosman Middle School.		Scott Strickler	06/09/2021
Notes:						
	KEY	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)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>Here at Rosman Middle School, we have some great things going on when it comes to transitioning from elementary to middle school and from middle school to high school. The sixth grade has a sixth-grade orientation cookout that usually has about 80 to 90 percent of our students and parents attend. Parents are invited to come meet the teacher and to find out many different things about the upcoming school year. Also, there are transition meetings that happen for all EC students that come from the elementary to the middle school that is held with the parents and the teachers at RMS. The sixth-grade students also participate in a transition program that helps them prepare for the rest of their school career by becoming responsible students who learn how to work and function as a team, not just a group.</p> <p>There are also transition meetings that happen for the EC kids that are going from 8th grade into high school. The guidance counselor meets with individual 8th-grade students to be able to help them pick their classes and to transition into the high school with ease.</p> <p>There is some disconnect between the transitions of 6th to 7th grade and 7th to 8th grade though. This is an area that we can work on to help the students become as successful as possible here at RMS.</p> <p>With students being able to play sports in the sixth grade now, an effort needs to be made by coaches to make sure that the 5th-grade parents are aware of tryouts for fall sports.</p> <p>An effort will also be made to look at Class Dojo and see if the students can just be promoted from year to year so parents do not have to reconnect each year.</p>	Limited Development 10/16/2018		
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How it will look when fully met:	Surveys to students and parents to determine effectiveness (or feel of effectiveness) for transitions and how they occurred. Each grade level will have a transition plan on how to move up to the next grade level. Sixth-grade will be responsible for the upcoming Sixth-graders, Seventh-grade for the upcoming Seventh graders, and 8th grade for the upcoming Eighth graders. Sixth-grade teachers will meet with Seventh-grade teachers to help with the transition and Seventh grade will meet with the Eighth-grade teachers to help with that transition as well. Eighth-grade and our Guidance Counselor will meet with the High School point person to come up with a plan on how to better the transition between middle school and high school.		Scott Strickler	09/09/2019
Actions		0 of 3 (0%)		
12/5/18	Create a transition for the students from middle school to high school. Meet with the middle school principal, high school guidance counselor, middle school guidance, assistant principal, and an eighth-grade teacher representative.		Denise Reese	02/28/2019
<i>Notes:</i>				
11/28/18	Teachers and staff will consistently use Class Dojo for parent communication.		Alissa Cook	09/09/2019
<i>Notes:</i>				
11/28/18	Surveying stakeholders to see transitional effectiveness.		Missy West	09/09/2019
<i>Notes:</i>				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Rosman Middle School has a MTSS committee that meets regularly at the school and involves professionals from each grade level as well as other specialists in the building, the principal, and parents when appropriate.	Full Implementation 11/07/2018		
	KEY	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)	Implementation Status	Assigned To	Target Date

<i>Initial Assessment:</i>	We have a school leadership team that meets monthly to discuss issues pertinent to our school. This includes a full School Improvement Team meeting, in addition to a discussion with staff about what needs to be changed, implemented, or revised schoolwide. Our other meeting is a full staff meeting that is focused on professional development, as well as meeting the needs of staff to help students move forward academically and socially.	Full Implementation 11/07/2018		
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Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Distributed leadership and collaboration				
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>Rosman Middle School has teachers that function as a team by teaching different subjects to different students. We have multiple teachers teaching two subjects allowing for collaboration among the core teachers. The teachers are aware of specific duties that they have and are given a set time for planning every day that they are working.</p> <p>Our teachers at Rosman Middles school share the responsibilities required of a teachers. Each teacher serves on a different committee so that everyone can contribute to creating a positive school environment here at Rosman Middle School. Each grade level functions as a team and teaches all of the students here at the school. This is a major benefit because teachers in the middle school know all of the students at Rosman Middle/High School.</p> <p>-Planning: Weekly Total 8.33 Hours</p> <p>Grade level teachers have 100 minutes daily while elective teachers generally align with the RHS schedule rather than RMS. During planning many meetings happen including the following: Grade Level Team Meetings, Subject Specific PLCs, School Improvement Meetings, IEP Meetings, Vertical Alignment Meetings, MTSS Meetings, etc.</p> <p>-Lunch: Weekly Total 2.5 Hours</p> <p>RMS teachers eat in the cafeteria with students. Sometimes tutoring or enrichment is offered during the lunch period to students. The administrative staff and SRO help will duty coverage during lunch as well.</p> <p>Common planning time at Rosman Middle has been a major benefit for the past several years. Teachers are able to plan together different cross curricular units and activities. They are also able to hold PLCs and Vertical Planning Meetings to see how each grade interacts and affects the other grades. During this time teachers are also able to seek advice from other colleagues who may have done an activity or taught a similar skill in a different way that worked in their classroom.</p>	<p>Full Implementation 11/07/2018</p>		
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Core Function:	Dimension B - Leadership Capacity				
Effective Practice:	Monitoring instruction in school				
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To
Target Date					

Initial Assessment:	Through the North Carolina Educator Evaluation System (NCEES) each teacher is met with a minimum of five times per year to discuss goals, current teaching strategies, and student progress throughout the course of a school year. The lead teacher, assistant principal, and principal each take a grade-level per week and conduct walkthroughs on that grade level.	Full Implementation 11/07/2018		
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Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Quality of professional development
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	KEY	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)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>In regularly scheduled meeting with two teams (school administration and school leadership) a large amount of data resources are reviewed as needed:</p> <ul style="list-style-type: none"> - Discipline data - Attendance data - Benchmark scores - Student grades and classroom averages - Composite results of NCEES evaluations - Classroom walkthrough data - Students of special needs and their unique learning and behavioral needs (this occurs both within the MTSS process and informally) - EOG and growth data as available - Any other school-wide identified trends or data streams that need to be reviewed and discussed 	Full Implementation 11/07/2018		
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Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Rewarding staff is a continually refined process of informal recognition by school leaders and peers, to formalized processes such as nominating a teacher of the year to represent our school at the county level. The need for recognition and rewards is ongoing as staff (in addition to students) is continual and must be recognized as important in order to continue the retention of quality staff. Recruitment is aligned and works with the county administration's Human Resources department. Also, note that formal evaluations are already created and determined by DPI and state legislation. In order to hire new staff, we will continue to work as a staff, and with students, to interview and offer positions to the most qualified applicant who best fits our school culture. Please note that formal evaluations are already created and determined by DPI and state legislation and we use that tool to grow and nurture staff.	Limited Development 11/07/2018		
<i>How it will look when fully met:</i>			While this is an ongoing process, evaluating new hires from the 2018-2019 school year will be a partial indicator of the success of our effort. If there is a staff member who leaves for any reason, an exit interview will be conducted to determine the effectiveness of a wide range of our school culture. Action steps will be added after determining progress during the 2018/2019 school year.		Scott Strickler	09/02/2021
<i>Actions</i>						
<i>Notes:</i>						

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	KEY	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)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>While currently working to engage parents through the following systems:</p> <ul style="list-style-type: none">- Report cards- 'All calls' home when needed- Parent conferences when requested- Individual parent phone calls when needed- The school-wide use of Class Dojo to connect and communicate with parents (this is in the beginning stages)- The usage of Parent Portal for parents to access grades- Use of social media to promote the school and school-wide events- Other individual teacher and grade level or team led initiatives to reach parents and other stakeholders <p>We know that today's parents expect more. The creation of a parent-teacher organization, small panels of parents and other stakeholders to gain outside feedback, more communication about evenings that parents can come to school and participate in activities, grade level (and school-wide) newsletters that go home with report cards are all ways that we can improve and expand parent communication.</p>	Limited Development 11/07/2018		
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How it will look when fully met:	<p>Rosman Middle School will have a functioning PTO which will foster greater communication between the teachers and the parents. The PTO will be able to support the students, teachers, and schools through their encouragement, financial support, and being willing to work to make our school a better place.</p> <p>There will be a newsletter that will go home with every report card and at the beginning of the year to give a synopsis of what to expect in the upcoming quarter.</p> <p>There will be different community nights in which the parents will be invited into our building to engage parents and have them see all the great things going on at Rosman Middle School. This will be in addition to our STEM Night which has already been running for several years and has had a very successful turnout over this time period.</p>		Scott Strickler	06/19/2019
Actions		1 of 3 (33%)		
12/11/18	Creation of Newsletter Template.	Complete 12/19/2018	Erik Wahus	01/17/2019
Notes:				
12/11/18	Creation of PTO		Scott Strickler	03/21/2019
Notes: PTO president will be determined as soon as the PTO is created.				
12/11/18	Creation of a Community Night Committee		Scott Strickler	03/21/2019
Notes: Different teachers will be responsible for these nights once the committee is formed.				

Core Function:			Dimension E - Families and Community			
Effective Practice:			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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Currently our school uses our teacher web pages. We have a sixth grade orientation for all upcoming sixth grade parents that has a participation rate of about 80 percent of our students.</p> <p>We are looking at having more consistent updates of on web pages, quarterly newsletters, and using ClassDojo to communication information to parents and the community.</p>	Limited Development 11/07/2018		
<i>How it will look when fully met:</i>			When this objective is fully met a greater communication between parents, community, and staff will be occurring. This will maximize the effectiveness of working together to help our students/their children become the most successful they can be. Participation in school functions will increase and parents will be well informed of these events and things happening at the school in advance.		Erik Wahus	06/07/2019
Actions				2 of 3 (67%)		
	12/5/18	Define the criteria of items that need to be put on social media.		Complete 01/09/2019	SIT/Leadership Team	01/09/2019
<i>Notes:</i>						
	12/5/18	Social Media Websites will be updated on a regular basis to show current events happening at the school. This is a great avenue for parents to get information.			Tricia Holliday	01/17/2019
<i>Notes:</i>						
	12/4/18	Develop a template for quarterly newsletter.		Complete 12/19/2018	Erik Wahus	01/17/2019
<i>Notes:</i>						

		E2.04	The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently our school has speakers come in to talk about leadership with our students once a month. Our sixth grade also does Job Shadow Day where they go to local businesses to see what it would be like to work in a job/field that they are interested in some day.	Limited Development 11/07/2018		
How it will look when fully met:			When this is fully implemented our school and community will work together for the betterment of our students' education. We will want to receive the support of the community so that they value what we are doing here to prepare children to be productive members of society. By partnering with businesses, our students will be able to have more hands-on work related experiences and be better prepared when they come out of high school. In addition to this they will be aware of the different types of jobs and businesses that our county has to offer and where they may want to work some day or fill a need by opening their own business someday.		Christy Bryson	06/12/2020
Actions				0 of 6 (0%)		
12/4/18	Create a community outreach committee.				Scott Strickler	01/22/2019
Notes:						
12/4/18	How do we know if we meet this goal?				Christy Bryson	03/01/2019
Notes:						
12/4/18	Determine goals for our school/community collaboration.				Christy Bryson	03/01/2019
Notes:						
12/4/18	Think about ways to connect with partners.				Christy Bryson	03/01/2019
Notes:						
12/4/18	Establish a vision of how all the different parties will work together.				Christy Bryson	03/01/2019
Notes:						
12/5/18	Investigate how we can sponsor a resource fair for students and parents to come see what resources are available to them.				Scott Strickler	06/10/2020
Notes:						