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

Rosman Middle School
Principal, Greg Carter
SIP Chair, Kristy Ontko

Executive Summary

Description of the School (Describe the school system's size, community, location, and changes it has experienced in the past three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community and the system?)

Rosman Middle School has used the middle school concept since the fall of 2000. RMS was created as a new school starting in school year 2000-2001. Prior to that year, grades 7 and 8 were housed at Rosman High School and grade 6 was housed at Rosman Elementary School and T.C. Henderson Elementary School. RMS has worked diligently over the past decade and a half to create an independent middle school program that meets the needs of middle age students. At the same time, we strive to retain a strong community identity within our school and develop cooperative relationships with our neighboring schools.

We are located on a common campus with Rosman High School. The two schools share some common facilities and staff members. When asked to reflect on the past several years, the school staff identified several areas of accomplishment and areas for growth. Several areas for growth, as identified by the staff, include a restructured master schedule, institution of a more effective character development program (GRIT/Growing Responsible Independent Tigers), and to build more focus on our technology in the classroom. Most importantly, the RMS faculty desires to focus more on curricular planning and student achievement results and the establishment of a separate identity for middle school students in our community.

Rosman Middle School is proud to have a highly qualified teaching and support staff. The 20114-2015 NC School Report Card provides baseline data regarding teachers considered licensed and highly qualified. Currently, 100% of our classes are taught by highly qualified teachers, 26% of our staff have an advanced degree such as a master's or doctoral degree, and 6 members of the staff are National Board Certified teachers. We have a fairly young staff with 58% having less than 10 years of experience but 41% has more than ten years of experience in the classroom. Our school has a lower teacher turnover rate of 13% which is lower than the state average.

Rosman Middle School has worked diligently to improve technology and the integration of technology into the core curriculum. 99% of classrooms have been outfitted with LCD projectors and document cameras. Three classrooms in each grade level have been updated with SmartBoard technology with plans to incorporate more in the immediate future. RMS participates each year in the county science fair which is an informative, creative way to share and showcase new ways to promote student achievement.

Rosman Middle School is a small, but proud, school where the achievement and healthy development of students is the first priority.

Mission, Vision, and Purpose

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

Mission
Rosman Middle School Expects:
C-ooperation 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.

Notable Achievements and Areas for Improvement

Describe the school's notable achievements and areas for improvement over the past three years. Additionally, describe areas for growth and improvement for the school in the next three years.

In the past three academic years, RMS has met expected growth in both reading and math according to the Education First NC School Report Card process. In 2012-13, our school percentage of students at or above grade level in the area of reading exceeded both the district and state average by 2.3% and 7.4% respectively. In the subsequent two academic school years, our school has identified a minor downward trend in our proficiency level in math and reading, with math being the weaker of the two academic areas.

Rosman Middle School will focus on increasing student growth in the areas of math and reading over the next three years by modifying the master schedule and providing additional academic support in structured enrichment/intervention times. This initiative will provide targeted academic reading and math interventions supporting all ability levels.

Additional Information

One specific identified group targeted for increasing growth is our AIG population. These students will receive additional strategies and support during GRIT(Growing Responsible Independent Tigers) enrichment/intervention schedule.

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Goal Performance and Data Analysis

District Strategic Plan Goal 1: Every Transylvania County Schools student has a personalized education graduating from high school prepared for work, higher education, and citizenship.

School Goal 1: Increase student growth on EOG testing by utilizing GRIT Time to implement research based enrichment/interventions to focus on areas of need.

What data is needed to complete a review of the goal?

 EVAAS data, Mastery in Mastery Connect, SRA Reading/Math Scores, 6 Minute Fluency Graphs, EOG scores in 6-8 Reading and Math, 8th grade Science EOG , 6-7 Science NCFE scores and 6-8 Social Studies NCFE scores.

Did we meet our goal/objective?

(Goal is still in progress due to the fact that we are only in month 3 of the current school improvement cycle)

In progress status:

Schedule restructuring has been implemented and our new enrichment times have been implemented as well.

How are we doing over time (trend)?

Core instructional classes have been extended to 75 minutes three days per week to increase academic standards-based instruction. The master schedule has been modified two days per week in order to strategically implement structured research based enrichment and interventions focusing on math and reading for a minimum of 40 minutes each. The instructional technology facilitator is collaborating with RMS Leadership team to conduct a stakeholder survey of students and parents to seek input on the effectiveness of GRIT Time enrichment opportunities.

How are we doing compared to the district (comparison)?

The other middle school in our district utilizes a Master schedule with approximately 60 minute class periods and daily enrichment/intervention times of shorter duration each day.

How are we doing compared to like schools (competitive)?

Comparison can be made at end of year based on school report card in comparison to other schools in the state.

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District Strategic Plan Goal 2: Every Transylvania County Schools student, every day has excellent educators.

School Goal 2: Identify multiple technology resources to formatively assess student skills and identify curricular areas that need interventions, remediation or enrichment to increase student success and academic growth.

What data is needed to complete a review of the goal?

Teachers are currently utilizing formative assessment data through Mastery Connect, iReady (ACT/Student at Risk program), IXL, Easy CBM and Moby Max, etc.,to identify areas of academic strengths and weaknesses. Summative assessment data (EOG/NCFE/EVAAS) is being utilized to identify targeted areas of strengths and weaknesses in relation to learner's needs. Grade level teams and PLC meetings are utilized to collaborate, research and identify effective technology methods of formative and summative assessments. This is an ongoing process.

Did we meet our goal/objective?

Goal is still in progress due to the fact that we are only in month 3 of the current school improvement cycle.

In progress status:

Teachers are researching and exploring multiple programs (Mastery Connect, iReady (Student at Risk program), IXL, Easy CBM and Moby Max, etc). During grade level team meetings and PLC groups, teachers are working collaboratively to learn more about the EVAAS process in order to utilize data to improve data-driven instruction in core subject areas.

How are we doing over time (trend)?

As the year progresses, teachers are incorporating more Mastery Connect formative assessments into weekly plans. Teachers will be asked to work collaboratively to streamline the process into an effective tool and determine if the data can be used to drive instruction. If not, we will be tasked to continue to work to identify an effective method of collecting useful data to accomplish this goal.

How are we doing compared to the district (comparison)?

Based on Mastery Connect Benchmarks, the following data in regards to enrichment and interventions is available on reading and math standards assessed up to this point in the academic school year.

RMS- Math
38% at mastery
29% near mastery
33% remediation required

BMS- Math
49% at mastery
27% near mastery
24% remediation required

RMS- Reading
66%- at mastery
17%- near mastery
16% remediation required

BMS- Reading
55% at mastery
27% near mastery
17% remediation required

How are we doing compared to like schools (competitive)?

We will use End of Year School report card for comparison to other schools.

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District Strategic Plan Goal 3: Every Transylvania County Schools student is healthy, safe, and responsible.

School Goal 3: Reduce student discipline referrals and enhance student morale

What data is needed to complete a review of the goal?

Grade level implementation of GRIT program (Growing Responsible, Independent Tigers)
Teacher documentation of mentoring program

Did we meet our goal/objective?

Goal is still in progress due to the fact that we are only in month 3 of the current school improvement cycle.

In progress status:

GRIT program has been implemented in depth for six weeks at beginning of the school year with on-going strategies and successes being recognized by each grade level. Teachers have created contact lists of students recommended for the mentoring program (attendance/effort/motivation) etc. and documentation will be collected by end of year. Student attendance contracts are being completed for students that exceed 2 unexcused absences during any instructional quarter.

How are we doing over time (trend)?

On-going implementation of GRIT characteristics and accomplishments. Reward programs recognizing growth in GRIT traits held each mid-term.

How are we doing compared to the district (comparison)?

Discipline records from both schools will need to be collected at year's end. The other middle school in the county is also participating in a similar program initiative. Attendance average comparison between schools?

How are we doing compared to like schools (competitive)?

Comparison of state-wide discipline referral data will be evaluated at the end of the year.

1. **What are the celebrations and the data to support them?**
   - All grade levels and subjects are developing district wide benchmark assessments.This will provide formative assessments and monitor student growth providing opportunities for targeted intervention during enrichment/remediation time.

   - Our GRIT characteristic emphasis and GRIT awards at the beginning of the year boosted student morale and encouraged student modeling of important character traits. Continuing these awards once a quarter will carry this emphasis throughout the rest of the year.

   - 8th Grade students who completed attendance contracts during the 1st quarter have not exceeded unexcused absences during the 2nd quarter.

2. **What are the opportunities for improvement and the data to support them?**
   - Sharing formative data on student growth between teachers to better collaborate and support EOG improvement.
   - Refinement of district wide benchmark assessments and using data to drive enrichment and remediation.
   - Vertical alignment by subject area with elementary and high school to provide instruction that builds upon itself systematically.

3. **What other data do we need?**
   - Sharing Benchmark results between grade levels and district middle schools
   - A spreadsheet to create a 'at a glance' for student performance that would include previous years EOG scores, and Benchmark results. This 'at a glance' form could be passed from grade level to grade level.
   - A discipline log that tracks discipline referrals
   - Student and parent survey results regarding master schedule and GRIT adjustment for the 2015-16 academic year.
   - Quarterly attendance records and attendance contracts by grade level.

4. **What are our next steps as indicated by the data?**

   - Develop GRIT enrichment/remediation groups that change periodically to suit the needs of all students including AIG and EC based on benchmark results and additional formative assessments.
   - Determine effectiveness of master schedule GRIT adjustment and make additional schedule modifications if necessary.
   - Develop project-based learning enrichment activities by grade level that are engaging, reinforce 21st century skills, and reinforce state standards.

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

- More enrichment and less remediation- Training on how to make remediation times more engaging for students

- The consistency of GRIT days need to be improved to strengthen the effectiveness of enrichment/intervention efforts.

- Grade level teams will work collaboratively to investigate EVAAS data to statistically support interventions and support for identified targeted learners. These groups will be a focus in GRIT instruction times.

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.

This mid-point assessment review was completed using feedback from teachers during PLC meetings to discuss
implementation of strategies to work towards meeting our goals. Surveys of both parents and students to provide feedback in regards to implementation of our rotating schedule, extended class periods and dedicated enrichment Tiger Times are planned at the end of the 2nd quarter in mid-January. This survey data will be used to drive our instructional planning for the remainder of this school and for making preparations for next school year. The results of the survey data will be displayed on our school website for community and parents to view.