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

School: Rosman Middle
Principal: Greg Carter
Date: December 16, 2013
Current School Improvement Team Members:
Greg Carter, Principal
Betty Scruggs, Assistant Principal
*** Indicates Priority Team Leader
*Indicates Leadership Team Member
PRIORITY 1:
***Sondra Green, 8th grade
Amanda Roberts, 7th grade
Brandy Glendening, 6-8 math
Rhonda Whitmire, ACT (formerly Plan B)
Dusty Morgan, 6th grade
Aaron Whitmire, Exp.
TBD, parent
PRIORITY 2:
Laura Owen, Teacher Asst.
*Sarah Reid, 6th grade, **Secretary SIP**
Renee Compton, EC.
***Amanda Lewis, 7th grade
*Linda Carrillo, Exp., **Vice Chair SIP**
Dusty Robinson, PE
Karen Murr, parent

PRIORITY 3:
Chamblee Carrington, PE
*Denise Reese, Guidance
Sandy Shook, parent
Chelsey Fandrick, Exp/Band.
Amanda O'Shields, 8th grade
Desiree Abram, SRO
***Amanda Chapman, 6th grade
Susan Hoxit, TA/ISS
PRIORITY 4:
Mick Galloway, PE
Alyssa Gillikin, Exp/Chorus
*Kristy Hasman, 8th grade, **Chair SIP**
Robert Yusko, Exp/CTE
Elisa Morehouse, parent
*Christine Glance, EC/Math

***Ashton Hughes, 7th grade
PRIORITY 5:
Elizabeth Ballard, Exp.
Bob Shoemaker, 8th grade
Josh Galloway, Exp/PE
***Missy West, 6th grade
Jennifer McCall, 7th grade
Nina Whitmire, Adm. Asst.
Carla Whitmire, parent

Introduction: General Comments
None submitted.

Progress Report and Summary of Results
- **Goal 1: Globally Competitive Students**

  In order to produce globally competitive students, teachers have continued to make use of given technologies such as, but not limited to, smart boards, clickers, and computer software provided by the school system. Our school system has implemented a 1:1 computer initiative for all students in grades 6-12. Each student in our middle school has been issued a Chromebook. Teachers use these technologies to aid students in producing given assignments such as school news broadcasts, student projects, or any other assignment in which the teacher may deem the use of technology beneficial to the students' education.

  In an effort to accommodate all grade levels, we have restructured our master schedule, EC (Exceptional Children Program), AIG (Academically and Intellectually Gifted) classes, and ACT (Academic Coaching Team). This is important because it allows instructional personnel to serve more students across grade levels and serve them more effectively during this core academic time.

  Additionally, grade level teachers continue to identify all students who consistently fail the State End of Grade tests. These students are placed in small group corrective reading and math programs according to their performance level, EC or 504 qualification, and/or teacher recommendations. As a result, we typically maintain six classes of SRA reading classes across the three grade levels at our school. We have implemented SRA math in sixth, seventh, and eighth grade levels. Until we evaluate the effectiveness of this program, each math teacher will continue to accommodate a small group of struggling students in order to target any learning gaps that exist.

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

  Priority Team 2 has been working to ensure that 100% of RMS Staff will participate in professional development opportunities focusing on integrating technology into the classroom, at-risk interventions, upcoming Core Standards, and best practices. In order to obtain this goal, several action strategies were put into place.

ELA (English Language Arts) teachers have implemented SRA (Systematic Corrective Reading Program).
-For the first time during the 2012-2013 school year, SRA classes were taught in each grade.

Action Strategy 2: Math and ELA (English Language Arts) teachers have received AIMS Web Training.
- All grade levels had access and training to AIMS Web, including EC (exceptional children) and AIG (academically and intellectually gifted) teachers during the 2012-2013 school year.

All teachers with Smartboards in their classrooms have not yet received SMART Board Training.
-Teachers who have a SMART board in their room should have received training either from colleagues or by a SMART board representative. Not all teachers have access to a SMART board. One concern our team discussed was the current SMART boards becoming outdated. Also, we discussed whether our SMART boards need regular maintenance and/or servicing.

All teachers will receive RTI (Response to Intervention) Training.
- All staff have received training at the school level in faculty meetings. However, we feel this is an ongoing process and more adequate training is needed.

Sixth grade math teachers continue to Utilize TransMath.
- Sixth grade implemented TransMath, but due to data and program needs and accessibility have transitioned to using SRA math. TransMath is utilized in the EC program.

All core teachers are supposed to have participated and/or created Literacy Toolkits.
- This was supposed to be an ongoing project for staff, however we received training during the 2011-2012 school year and the professional development was discontinued. Staff members have been encouraged to incorporate literacy skills in all academic instruction.

All teachers have been provided opportunities for technology training sessions.
- Teachers have been trained in SAS (Student Data Management system) as well as instructional websites, and Google docs. Training is ongoing as teachers are incorporating the use of chromebooks in their classrooms.

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

    Priority Team 3 has worked to reduce from 61% to 30% parent perceptions that our school has a substance abuse problem, as measured by item PRN-10 of the annual Stakeholder Satisfaction Survey. The action steps we have followed to achieve this goal include:
    1. Determine the actual number of students who choose to obtain and/or use illegal substances at RMS as well as determine how and when these choices are made.

2. Design a three-year system for tracking, collecting, analyzing, and reporting data to all stakeholders.

3. DARE Program in seventh grade. 4. Risky Behaviors Program (all grades).

- **Goal 4: Leadership-** Priority Team 4 has continued to use RTI in order to academically support our at-risk student population. Through appropriate RTI interventions, RMS has reduced the number of CARE Team referrals by 50%. This has been achieved by using 4-6 weeks of researched based interventions. When strategies have shown academic improvement, we continue with Academic Coaching Team (ACT) placement. When interventions have not shown academic improvement, students are then referred for EC testing/placement. RMS will continue to demonstrate academic success by the number of students making A and A-B Honor Roll, in addition to reducing the quarterly failure percentage. Student success is encouraged and recognized by providing educational incentives and publishing student accomplishments on the school website and in local newspapers.

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

  Priority Team 5 has been diligently working to increase stakeholder satisfaction on STF-11("Adequate and appropriate resources and materials are available at my school") to 93% during SY 2012. Since 2005, this goal has stayed consistently in the 60s-70s% range. In 2011, it fell to 59% of staff believing that RMS has adequate resources. Since then, it has risen steadily, but not to the 93% goal. In 2012, adequate resources were at 74%, and then in 2013, it rose to 77%. This reflects that this goal remains stable.

Reflections & Lessoned Learned For:

Goal 1: We believe that we are working diligently on preparing our students to be globally competitive students through the use of technology and working with our classes to become more proficient in the new Common Core Standards. As our technology and resources continue to evolve and improve, the students will continue to become more globally active and aware of new resources. In our ever changing digital society we must continue to work to use available technology to propel students into the world of technological learning. While we focus on this goal, a focus should be to gather digital resources and technologies that can be useful in the classroom on a 1:1 level. We also need to focus on resources that will help our students become more proficient in meeting the Common Core Standards in Math and Language Arts with a focus on digital math manipulatives, digital literary devices, and technologies.

Goal 2: We feel that all of RMS staff has participated in some type of professional development related to technology, however not all staff members have participated in the same types of professional development. We feel that professional development in

technology should continue as we further implement Chromebook usage in our classrooms. We do think that some of these action strategies are outdated and that more training for the Chromebooks would be beneficial.

Goal 3: The parent perception in the annual Stakeholder Satisfaction Survey has actually grown from 61% to 69%, 69% and 77% in 2013. DARE has been taught in seventh grade and the Risky Behaviors Program has been taught in SY 2012/2013 and none recorded thus far in 2013/14. Although the data does not reflect substance abuse as a problem in our school, parent perception reflects that either parents are aware of things that the school is not or that parents assume that because our community has had substance abuse problems then our schools must have the same problems. Although the parent perception was 77% thinking that substance abuse as a problem, only 21% of students and 21% of staff thought that substance was a problem.

Goal 4: In the 2012-2013 school year RMS referred 1 student to CARE Team. This is greater than a 50% decrease. We feel that the intervention system put in place (RTI) has helped reduce this number by offering areas of success in the classroom to avoid EC referrals. We also feel it is important to note that the number of students coming to us already placed in EC is higher than it has been in recent years. We also feel that the increase in collaboration among grade levels and curricula has helped this number to decrease as well. We also feel that as a school, we are affording students the opportunity to be recognized for their accomplishments in the classrooms by publishing student names in the newspaper and at the end of the year academic awards banquet.

Goal 5: It is hard to believe that the goal of RMS having adequate and appropriate resources and materials available in 2013 did not rise significantly with the introduction of chromebooks to every child in the school. As a team, we believe that this goal will increase significantly for school year 2013-14 because students will have access to Chromebooks all year instead of only a half year, such as was the case in 2012-13. For the 2013-14 school year, 100% of students at RMS possess chromebooks, and 97% of those students are allowed to take them home. Three percent only have access to their chromebooks at school. Obviously this goal does not just involve technology, so this reflects that many teachers and staff still believe that RMS does not receive all that is needed to make a child successful in a classroom.

Next Steps:
Goal 1: We feel that we need to continue to focus on appropriate technology integration into the classroom. This focus should be to use technology to challenge and encourage global awareness. Also a focus on teamwork and problem solving techniques should continue while we reinforce Common Core Standards across the grade levels.

Goal 2: Priority Team 2 may want to create a survey to get feedback from teachers on what professional development they think is needed. Doing this would provide some guidance when planning professional development in the future. As a team we also think that having more training in the RTI process would help us meet our goal. When evaluating future goals, technology training may want to develop the skills needed to successfully implement chromebook usage in our classrooms.

Goal 3: The next steps would be to continue the current programs and possibly educate the parents about the lack of incidences along with the information about programs being taught. The biggest challenge is getting information to parents for various reasons. Focusing on positive Healthy and Responsible behaviors versus negative might help shift the focus for students from what is bad for their health to what they can do to improve their health. Examples include water during class and possibly walking/exercise clubs that meet after school especially for 6th graders and other students not involved in sports.

Goal 4: Priority Team 4 feels that other appropriate incentives for students earning Honor Roll status would be to have quarterly ice cream socials and recognize A and A-B Honor Roll students names in addition to our "Students of the Quarter" on our website.

Goal 5: Priority Team 5 may want to survey staff to find out what they include in 'adequate and appropriate resources and materials.' Besides technology, what might we need to address to improve our access to resources? Our priority team needs to delve deeper into how and who we can access for better resource support in our surrounding community.