

Comprehensive Progress Report

Mission: At RES, we value respect, organization, a positive attitude, and responsibility and we ROAR even when no one is watching.

Vision: At Rosman Elementary, we are a school family that focuses on the whole child. We work to create unique and memorable opportunities to encourage students, support diverse learners, and serve the community through student leadership.

Goals:
Every student will maintain a growth mindset and meet individual growth indicators on state tests.
Students will utilize proper coping skills and support systems when dealing with emotional trauma.
Home Communication will continue to expand and include multiple formats.



! = 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
Initial Assessment:		Teachers are following the Focus Four initiative and posting classroom rules and learning goals in all of the classrooms. Observations are done regularly by admin to ensure policies and procedures are carried out.	Limited Development 10/25/2018		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		Rules and goals are posted and updated in the classrooms. Office referrals are reduced from prior years.	Objective Met 10/23/22	Robert Dinsdale	06/01/2019
Actions					
	10/23/22	Classroom Rules are posted	Complete 10/01/2022	Teachers	10/01/2022
<i>Notes:</i>					
Implementation:			10/23/2022		
Evidence	10/23/2022	Per multiple classroom inspections and observations, the objective can be observed.			
Experience	10/23/2022	It was discussed as a staff and followed through by teachers.			
Sustainability	10/23/2022	Teachers will need to do this every year. Reminders may be needed.			

	A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
Initial Assessment:	<p>Teachers are meeting with students and students are recording portfolio items. Students are also able to use Google Classroom to monitor work progress, as well.</p> <p>Teachers use their morning meetings and leadership materials to instruct on and improve growth mindset in all grades.</p>	Limited Development 11/11/2018			
How it will look when fully met:	<p>Students will have a system to monitor their academic and behavior progress. Students and teachers will use this information in conferences and meetings to demonstrate success or struggles.</p> <p>School will provide funds for students to have a format (online or pencil/paper) to display information and also to train teachers on how best to implement a student growth mindset.</p> <p>Proficiency and growth on state and local assessments will improve. This will be measured and monitored through state reports in EVAAS.</p>		Robert Dinsdale	06/30/2024	
Actions			1 of 4 (25%)		
1/14/19	Training on Student-Led Conferences		Robert Dinsdale	01/31/2024	
	<p><i>Notes:</i> Focused on K-5th Grade. Principal will work on securing teachers who already do student-led conferences to show staff how it is done.</p>				
11/11/18	Student Led Conferences	Complete 03/30/2023	Robert Dinsdale	03/30/2024	
	<p><i>Notes:</i> Teachers will have students lead a portion of their yearly parent-teacher conferences.</p>				
11/11/18	Student Data Portfolio		Robert Dinsdale	06/11/2024	
	<p><i>Notes:</i> Students will log academic growth and in an assigned portfolio. Behavior growth needs to be documented for Student Led Conferences.</p>				
11/13/23	Students in 2nd, 3rd, and 5th Grade participate in rock climbing or high ropes activities to build confidence and self-awareness.		Robert Dinsdale	06/30/2024	
	<p><i>Notes:</i></p>				

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
Initial Assessment:		<p>District officials and instructional coached are working to create instructional materials (HUB) to benefit instruction for all students. Meetings are held monthly both between district and school officials and the instructional coach and teachers.</p> <p>Teachers utilize the Envision and CKLA programs from math and reading.</p> <p>LETRS training began in January 2022.</p>	Limited Development 11/11/2018		
		Priority Score: 1	Opportunity Score: 2	Index Score: 2	
How it will look when fully met:		When completed, teachers will have accessible lessons and materials available from the district and the school instructional coach.	Objective Met 10/03/22	Melonie Armano	06/01/2023
Actions					
	11/18/21	Textbook supplies	Complete 08/22/2022	Crystal Whitman	08/31/2022
	<i>Notes:</i>				
	11/18/21	Pacing Guides	Complete 08/22/2022	District	06/01/2023
	<i>Notes:</i>				
Implementation:			10/03/2022		
Evidence	10/3/2022	Materials are in the classroom			
Experience	10/3/2022	We have adopted new curriculum pieces and are rigorously involving everyone in using them.			
Sustainability	10/3/2022	Update pacing guides each year			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>We are using the MClass, IXL, Envision, and NC Check-in platforms to identify where students stand academically and to create groups. Groups are held during intervention and enrichment times when additional adults are available.</p> <p>Teachers are also analyzing and giving feedback on the data provided through Core Problem Solving sessions and through Problem Solving Plans.</p>	Limited Development 10/04/2021		
<i>How it will look when fully met:</i>		<p>When this objective is fully met, teachers will have a routine of using data to monitor student progress and implement interventions and enrichment on a regular basis, and school proficiency will rise to the 80% level on the EOGs.</p> <p>This will be evident through grade level notes, completed data sheets, and End of Grade exams for 3-5.</p>		Robert Dinsdale	05/31/2024
Actions			0 of 5 (0%)		
	10/4/21	Create Core Problem Solving plans and PSPs for struggling students.		Robert Dinsdale	06/01/2024
<i>Notes:</i>					
	10/4/21	Intervention and Enrichment time is set aside to provide support for students and utilize flexible staff members. Designated staff members will assist with intervention.		Robert Dinsdale	06/01/2024
<i>Notes:</i>					
	11/7/23	Two tutors assigned to grade levels to assist in math and reading as needed.		Robert Dinsdale	06/05/2024
<i>Notes:</i>					
	10/9/23	Students with certain EC identification in Grades 3-5 will be grouped with a classroom teacher and a teacher assistant to assist with core instruction.		Robert Dinsdale	06/10/2024
<i>Notes:</i>					
	11/7/23	Data Analysis will be done during grade level PLCs after NC Check-Ins and MOY data collection		Robert Dinsdale	06/15/2024

Notes:

A3.05		The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We are assessing students at least three times a year using MClass, NC Check-ins, and Envision.	Limited Development 10/04/2021		
How it will look when fully met:		Students will assess and data will be collected and shared several times during the year.		Robert Dinsdale	06/30/2024
Actions			0 of 3 (0%)		
10/4/21	Assess 3-5 students formally using county and state assessments			Melonie Armano	05/01/2024
<i>Notes:</i>					
10/4/21	Assess K-5 students in math through Envision assessments			Robert Dinsdale	06/01/2024
<i>Notes:</i>					
10/4/21	Assess K-5 students in reading through MClass			Robert Dinsdale	06/02/2024
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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
<i>Initial Assessment:</i>		<p>Teachers regularly and consistently do groupings during reading and math interventions to aid in student learning.</p> <p>The MTSS team and administration (district and school) work to provide direction and support for teachers and staff to meet individual needs. This is done through providing staffing, instructional resources, and logistical support for the teachers.</p>	Limited Development 01/22/2020		
<i>How it will look when fully met:</i>		<p>When this objective is fully met, teachers will have a routine of using data to monitor student progress, implement interventions and enrichment on a regular basis. "High growth" will be achieved by the school on the EOGs for 3rd-5th.</p> <p>This will be evident through grade level notes, lesson plans, completed data sheets, and End of Grade exams for 3-5.</p>		Robert Dinsdale	06/30/2024
Actions			0 of 3 (0%)		
	11/18/21	Intervention blocks for 30 minutes based on mCLASS Benchmark data and progress monitoring in K-3. Intervention blocks for 30 minutes based on Envision diagnostic for 4-5.		Robert Dinsdale	06/07/2024
	<i>Notes:</i>				
	11/18/21	PSPs generated for students scoring at Well Below		Robert Dinsdale	06/07/2024
	<i>Notes:</i>				
	10/23/22	MTSS Team meets monthly or as needed to assess students progress and assign interventions and possibly refer to EC team for evaluation.		Robert Dinsdale	06/30/2024
	<i>Notes:</i>				

	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>Teachers are using the district SEL screener to identify students in need and develop plans for interventions.</p> <p>Current EC staff is working with classroom teachers to develop strategies for students who struggle with social-emotional development.</p> <p>Zones of Regulation and social skills are being rolled out to those students with the most immediate needs. In turn, those practices are being carried into the regular classroom.</p>	Limited Development 11/11/2018		
How it will look when fully met:			<p>Each classroom will have:</p> <ul style="list-style-type: none"> • teachers who are knowledgeable and comfortable in addressing the emotional needs of all children • teachers who implement a wide variety of strategies • effective school-wide systems for additional support for emotional needs <p>so that a student's emotional state is acknowledged and improved so optimal learning can continue.</p> <p>Evidence will show in office referral reduction, reduction in classroom disruption from students identified as trauma-impacted, existence of school-wide systems of support, documentation of training.</p>		Robert Dinsdale	06/30/2024
Actions				3 of 5 (60%)		
	11/11/18	Positive Greetings	Complete 05/31/2022	Staff	05/03/2022	
<i>Notes:</i> Teachers will work to make an initial positive contact with students to start the day.						
	11/11/18	Training on dealing with students in trauma	Complete 05/31/2022	Robert Dinsdale	06/18/2022	
<i>Notes:</i> Initial action will be carried out by C.A.R.E partners in January of 2019 with the intention to make it an annual training/refreshers.						
	11/11/18	Stress relief techniques/activities taught and implemented for students & teachers	Complete 06/30/2022	Janet Powell	06/30/2022	
<i>Notes:</i> Can be yoga or other techniques						
	11/18/21	SEL Professional Development - assigned by district		Classroom Teachers	06/07/2024	

<i>Notes:</i>					
9/13/21	SEL/Morning Meeting/ Restorative Circle in classrooms.			Robert Dinsdale	06/30/2024
<i>Notes:</i>					

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Strategic planning, mission, and vision			
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		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	We have a team established. SIT is voted on every year and meets regularly.			Full Implementation 11/18/2021		
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	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
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<i>Initial Assessment:</i>	Principal and Instructional Coach meet for a dedicated time weekly to review practices.			Limited Development 10/25/2018		
	Grade levels meet with either the principal or the Instructional Coach at least twice a month. This is in addition to committee and whole staff meetings.					
	Principal meets with the SEL team monthly and as needed.					

<i>How it will look when fully met:</i>	Meetings will happen regularly with agendas and actions taken from meetings as evidence.				Robert Dinsdale	06/30/2024
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Actions				0 of 4 (0%)		
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10/5/21	SEL Team (principal, social worker, counselor, SRO, and EC person as available) meets monthly or as needed. Review grade level notes, specifically the section about student SEL concerns.				Guidance Counselor	06/01/2024
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Notes:

10/5/21	Staff holds monthly meetings				Robert Dinsdale	06/01/2024
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Notes:

10/5/21	Curriculum meetings are held monthly by administration and teachers.				Robert Dinsdale	06/01/2024
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Notes:

11/18/21	Admin meetings on Mondays.				Robert Dinsdale	06/07/2024
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Notes:

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
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
<i>Initial Assessment:</i>		The school looks are performance data and aggregated classroom observation data in grade level and SIT meetings as well as during monthly staff meetings. As PD decisions are made post-LETRS, data will be a factor in deciding which professional development to focus on.	Limited Development 11/13/2023		
<i>How it will look when fully met:</i>		The objective will be achieved when the school reaches 80% proficiency in the majority of grade levels and data sharing becomes a standard agenda item on a monthly basis for SIT, Grade Levels, and Staff Meetings.		Melonie Armano	06/30/2024
Actions			0 of 2 (0%)		
	11/13/23	Testing data is gathered in a shared, accessible location for appropriate staff members.		Robert Dinsdale	06/30/2024
<i>Notes:</i>					
	11/13/23	State RtA data, EOG and NCCI is shared at grade levels, staff meetings, and SIT meetings after BOY, MOY, and EOY and other testing times.		Robert Dinsdale	06/30/2024
<i>Notes:</i>					

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Staff are trained in emergency bleeding control. Bleed Kits are in a strong majority of the classrooms and shared spaces.</p> <p>A limited number of staff are trained in CPR and First Aid.</p> <p>Continue to make entryway and easy access areas of the school safe.</p> <p>Whole Child discussions are being implemented regarding Culture of Achievement vs. Culture of Learning.</p>	Limited Development 12/02/2018		
<i>How it will look when fully met:</i>					
<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
<i>Initial Assessment:</i>		Currently, we put out digital newsletters regarding curriculum and other school information/news are sent out weekly at a school level, School Connect calls are made on a weekly basis on Sundays and include links to the digital newsletters, classroom teachers send home newsletters on a regular basis- weekly, biweekly, monthly, our website includes resource links for parents, information about school and classroom activities is sent out on social media, and in addition to fall parent conferences, RES conducts student-led conferences in the spring where students present their growth to parents and/or community members.	Limited Development 10/19/2018		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		The school will create and continue to send school-wide newsletters, weekly mass phone calls, social media updates, and regular conferences that allow parents to become fully aware of current curriculum and teaching practices. This will be measured by twice-yearly surveys conducted by the school measuring parent knowledge and awareness of curriculum and school activities.		Robert Dinsdale	06/29/2024
<i>Actions</i>			5 of 6 (83%)		
11/11/18	Teacher and Parent surveys		Complete 11/29/2021	Robert Dinsdale	05/15/2024
		<i>Notes:</i> Paper surveys will be sent in the winter to parents and done digitally by staff. Surveys will also be sent in the spring prior to EOGs.			
11/11/18	Social Media		Complete 05/13/2019	Robert Dinsdale	06/01/2024
		<i>Notes:</i> School events and activities will be put out on social media on a regular basis.			
11/11/18	Parent Conferences		Complete 05/31/2023	Robert Dinsdale	06/10/2024

Notes: Teachers will meet with all parents by November 11. Effort will be made to schedule conferences in a way as to get as many parents as possible to come in to meet. Students who are struggling academically or behaviorally will conference more often.

11/11/18 Weekly Phone Updates

Complete 05/13/2019

Robert Dinsdale

06/15/2024

Notes: Weekly calls will be made via the PowerSchool broadcast system. Calls will mention upcoming events and occurrences.

10/19/18 Weekly Newsletter

Complete 11/01/2018

Robert Dinsdale

06/20/2024

Notes:

11/13/23 Student Led Conferences

Robert Dinsdale

06/30/2024

Notes:

Implementation:

10/09/2023

Evidence

11/29/2021
Agendas, newsletters, and events.

Experience

11/29/2021
We have established routines and scheduled actions to complete this objective and these actions have been carried out consistently.

Sustainability

11/29/2021
We will need to continue to follow the routines and actions already established and monitor for improvements.