



School Improvement Plan  
2016-2017

Rosman Middle School

Greg Carter, Principal

Susan Hoxit, School Improvement Chair

# Transylvania County Schools 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.

# Rosman Middle School

## 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.

## School Improvement Team Membership

### Team 1:

\*Sondra Green, 8-MT, Leadership Team      Shanea Powell, Social Worker  
Brandy Glendening, 6,7,8-MT                Susan Hoxit, 7-ELA, Chair SIT  
Dusty Morgan, 6-SC                            Devin Wilson, CTE.  
Hettie Lance, parent

### Team 2:

Mary Ramey, Student Advocate                \*Sarah Reid, 6-SS, Leadership Team  
Renee Compton, EC.                              Desiree Abram, SRO  
Linda Carrillo, Spanish.                        Leesa Anderson, PE  
Melanie Cash, parent                              Elise Keever, Office

### Team 3:

Auburn Smith, PE                                \*Denise Reese, Guidance  
Amanda Chapman, 7-MT                        Chelsey Montgomery, Exp/Band..  
Ashton Hughes, 8-ELA                         Amanda Lewis, 7-SC, Leadership Team,  
Tracy Reynolds, parent                         Kevin Merrill, ISS

### Team 4:

Elizabeth Ballard, Exp.                         Bob Shoemaker, 8-SS  
Josh Galloway, PE                                Missy West, 6-ELA  
Sam Head, 7-SS                                    Trish Holliday, Adm. Asst.  
\*Alissa Cook, 6-MT

### Team 5:

Derrick Huggins, PE                              Grayson Barton, Exp/Chorus, Leadership Team  
Kristy Ontko, 8-SC                                \*Laura Smith, CTE  
Sarah Chappell, parent                         Christine Glance, EC

## **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 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.

### **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.

### **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.

# Transylvania County Schools

## School Improvement Plan

### A Continuous Improvement Strategic Plan

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

|          |  |
|----------|--|
| <b>P</b> | <b>PLAN: Identify the gap and the approach</b> |
|----------|--|

**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)**

# Transylvania County Schools

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|  |   |  |
|--|---|--|
| <p><b>1. What is contributing to your success in this area and how do you know?</b></p> <p>In the 2014-15 school year our Math EOG proficiency was a 48% 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> | <p><b>2. What opportunities for improvement do you notice?</b></p> <ul style="list-style-type: none"> <li>● We could improve our analysis and application of our school test data.</li> <li>● We could focus on finding and implementing more effective research based interventions.</li> <li>● We can continue to improve our student intervention groups to target specific skills/standards.</li> </ul> | <p><b>3. What seems to be the root cause of the problem and how do you know?</b></p> <p>The transition from the North Carolina Standard Course of Study to Common Core Math standards has impacted student exposure to Common Core standards. This implementation has impacted student learning as well as teacher strategies to effectively teach new curriculum.</p> |
|--|---|--|

**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                                | Fall 2016  | End of School Year 2017 |

# Transylvania County Schools

## School Improvement Plan

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|   |   |                             |  |           |                         |
|---|---|-----------------------------|--|-----------|-------------------------|
|   |   |                             | communication to arrange tutors  |           |                         |
| 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)**

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- 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)**

|  |   |  |
|--|---|--|
| <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<br/>ROAR class Rosters<br/>Progress Monitoring<br/>Student Portfolio<br/>Attendance Data<br/>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<br/>ROAR class Rosters<br/>Progress Monitoring<br/>Student Portfolio<br/>Attendance Data<br/>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<br/>ROAR class Rosters<br/>Progress Monitoring<br/>Student Portfolio<br/>Attendance Data<br/>Student created EOG goals</p> |
|--|---|--|

## **S Study – Analysis of data after implementing an approach**

**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><b>1. What worked and how do you know?</b></p> | <p><b>2. What didn't work and how do you know?</b></p> | <p><b>3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No</b></p> |
|---|--|---|

**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 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>  |   |            |          |
| 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. |   |   |            |          |
| Step #  | Person(s)   | Measure/Indicator   | Start Date | End Date |
| Cycle 2 List the specific steps your team will complete during the second cycle.  | responsible for completion of the step.   | (How will you know if the step is completed correctly?)   |            |          |
|   |   |   |            |          |
|   |   |   |            |          |
|   |   |   |            |          |
|   |   |   |            |          |
|   |   |   |            |          |
| <b>Implementation Plan Quality Check:</b>   |   |   |            |          |
| <b>What resources/budget needs do you have for cycle 2?</b>   |   |   |            |          |
| 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.   |   |   |            |          |
|   |   |   |            |          |
| <b>What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach?</b>   |   |   |            |          |
| <b>Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions</b>  |   |   |            |          |
| <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.)</b> | <b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)</b> |            |          |
| <b>S</b>  | <b>Study – Analysis of data after implementing an approach</b>  |   |            |          |

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**At the end of cycle 2, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:**

|  |   |   |
|--|---|---|
| <b>1. What worked and how do you know?</b> | <b>2. What didn't work and how do you know?</b> | <b>3. Do you need any additional assistance as you look at your results and start planning for Cycle 2?</b><br>___ Yes ___ No<br><br><b>From whom do you need assistance?</b> |
|--|---|---|

**Reflect on the data analysis for the year so far and check the option below that best describes your direction for the next SIP.**

|          |   |
|----------|---|
| <b>A</b> | <b>Act – Continue with the Target Goal or revise the Target Goal for next year.</b> |
|----------|---|

- Overall goal has been met and School Improvement Plan focus will change for next year.
- Or...
- Target goal has been met and is changed to a new target goal.
- Target goal not met but current plan is effective so we will continue current plan and repeat it for the 2013-14 SIP to take our work to sustaining.
- Target goal not met, so we will continue current plan for 2013-14. We will make improvements to the plan based on what didn't work through this year.

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

|          |  |
|----------|--|
| <b>P</b> | <b>PLAN: Identify the gap and the approach</b> |
|----------|--|

**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   |
| <b>Standard Error</b>           | 1.4    | 1.4   | 1.4    | 0.8  |
| <b>2016 Growth Measure</b>      | -4.3 R | 5.1 B | -1.1 G | -0.1 G   |
| <b>Standard Error</b>           | 1.4    | 1.4   | 1.4    | 0.8  |

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|                               |        |       |        |        |
|-------------------------------|--------|-------|--------|--------|
| 3-Year-Average Growth Measure | -3.1 R | 2.2 B | -2.5 R | -1.1 R |
| Standard Error                | 0.8    | 0.8   | 0.8    | 0.4    |

| <b>Data Analysis. Answer the data analysis questions. (Team 1)</b>   |   |   |
|--|---|---|
| <p><b>1. What is contributing to your success in this area and how do you know?</b></p> <p>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.</p> | <p><b>2. What opportunities for improvement do you notice?</b></p> <ul style="list-style-type: none"> <li>We could improve our analysis and application of our school test data.</li> <li>We could focus on finding and implementing more effective research based interventions.</li> <li>We can continue to improve our student intervention groups to target deficits in specific skills/standards.</li> </ul> | <p><b>3. What seems to be the root cause of the problem and how do you know?</b></p> <p>Common Core Essential Curriculum necessitates that teacher strategies that have been traditionally geared to <u>understanding</u> literary concepts instead move toward the <u>application</u> of these concepts.</p> |

| <b>Target SMART Goal (One year projection): (Team 3)</b>                      |
|---|
| We will achieve a 1.0 Reading School Growth Measure on the 2017 Reading EOGs. |

| <b>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)</b>   |
|---|
| 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 |
|          |   |   |   |            |          |

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|   |   |                                  |   |           |                         |
|---|---|----------------------------------|---|-----------|-------------------------|
| 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 |
|   |   |                                  |   |           |                         |
|   |   |                                  |   |           |                         |
|   |   |                                  |   |           |                         |
|   |   |                                  |   |           |                         |
|   |   |                                  |   |           |                         |

#### 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

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

#### 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)

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

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

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

EOG test data  
ROAR class Rosters  
Progress Monitoring

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

|   |  |   |  |
|---|--|---|--|
| <b>S</b>  | <b>Study – Analysis of data after implementing an approach</b> |   |  |
| <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>   |  |   |  |
| <b>1. What worked and how do you know?</b>  | <b>2. What didn't work and how do you know?</b>                | <b>3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No</b>  |  |
| <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.<br><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. |  | <input 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.<br><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> |   |            |          |
| <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.</b> |  |   |            |          |
| <b>Step #</b><br>Cycle 2 List the specific steps your team will complete   | Person(s) responsible for completion of the step.                                | Measure/Indicator (How will you know if the step is completed correctly?) | Start Date | End Date |

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|                          |  |  |  |  |
|--------------------------|--|--|--|--|
| during the second cycle. |  |  |  |  |
|                          |  |  |  |  |
|                          |  |  |  |  |
|                          |  |  |  |  |
|                          |  |  |  |  |

**Implementation Plan Quality Check:**

**What resources/budget needs do you have for cycle 2?**

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?**

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

|   |  |  |
|---|--|--|
| <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><b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)</b></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> |
|---|--|--|

**S Study – Analysis of data after implementing an approach**

**At the end of cycle 2, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:**

|   |  |  |
|---|--|--|
| <p><b>1. What worked and how do you know?</b></p> | <p><b>2. What didn't work and how do you know?</b></p> | <p><b>3. Do you need any additional assistance as you look at your results and start planning for Cycle 2?</b><br/>         ___Yes ___No</p> <p><b>From whom do you need assistance?</b></p> |
|---|--|--|

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Reflect on the data analysis for the year so far and check the option below that best describes your direction for the next SIP.

**A**

**Act – Continue with the Target Goal or revise the Target Goal for next year.**

Overall goal has been met and School Improvement Plan focus will change for next year.

Or...

Target goal has been met and is changed to a new target goal.

Target goal not met but current plan is effective so we will continue current plan and repeat it for the 2013-14 SIP to take our work to sustaining.

Target goal not met, so we will continue current plan for 2013-14. We will make improvements to the plan based on what didn't work through this year.




### School Improvement Plan Assurances Sheet

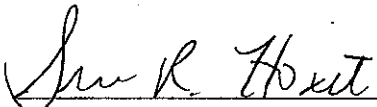
School: Rosman Middle School

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> .<br>(Date)<br>The results of the vote were as follows:<br><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