

Section 6: Implementation of the Plan and Documentation of Results

Annual Progress Report on the Implementation of the School Improvement Plan

School Name: Rosman Elementary School

Principal: Donna Raspa

Submitted On: Monday, October 27, 2008

I. Introduction

A. General Comments

Throughout the 2007-2008 school year, priority committees met to implement the Action Steps for the newly created 2007 - 2010 School Improvement Plan. District and school goals were developed with defined action steps. A timeline was set for implementation of all action steps.

No significant changes were made to the 2007 - 2010 School Improvement Plan nor to the composition of the team. The major activities of the School Improvement team during the last school year were evaluating progress of the RES Safety Net Plan; designing the morning "Bonus Learning Time" homework lab; increasing media coverage to reflect all the good things happening at RES; and, planning for career day which also includes trying to attract business partners.

In general, Rosman Elementary School made good progress towards its goals. RES met 13 out of 13 AYP goals. We are an Honor School of Distinction meeting both expected and high growth. Writing scores increased by 20 points and Math scores increased by 12 points. Both of these were the highest gains by any elementary school in the district. Teacher lesson plans improved dramatically throughout the year since they were turned in and monitored. Teachers received weekly written feedback, including comments and questions about their plans. Teacher assistants also turned in logs which reflected the focus of their work with students. Safety Net goals were emphasized throughout the year which also contributed to the success of students.

With respect to our indicators, Rosman Elementary School is fairly successful in implementing the action steps to this date. We recognize a need to meet more frequently to monitor our progress toward the whole plan.

B. Globally-Competitive Students

One major initiative undertaken by the Priority 1 committee was to implement a Pre-K -K transition plan. Meetings were held at the school and county level to discuss what skills students should have in place for entering Kindergarten. In order to better serve students in grades 3 - 5, a help lab was implemented before school for those students who needed time to complete homework. This time was also used for remediation, as necessary. Title 1 staff and volunteers were utilized for Academic Coaching. The School Safety Net plan was implemented and monitored to determine student success. Another major change was that teachers were required to turn in lesson plans every Friday. Written constructive feedback was given to the teachers regarding their plans. Part-time assistants were hired to work with struggling students in grades 3 - 5. Teaching assistants were required to document a log of activities/remediation strategies that were implemented with low performing students. Planning time increased with a two hour block of grade level planning once per quarter.

Two action steps were not completed. Writing Out of the Box was abandoned because the topics were not relevant to all grade levels. It did not meet the desired outcome, so the school ceased the execution of this action step. School wide substitution for this was the introduction of the "Lucy Calkins Writer's Workshop," which will be fully implemented in each classroom in 2008-2009. A summer writing workshop was offered to all teachers. Math Lab was not implemented due to the inability to find a time that would fit into everyone's schedule, personnel to staff the lab, and space for it to operate during the school day. At this time, there are no additional steps planned.

C. 21st Century Professionals

Progress was made in almost every targeted area. The major initiatives that were undertaken during the 2007-2008 school year include: introduction of the Lucy Calkins Writing Workshop, Presentation Station (ongoing), Teacher Academy - Informational Text, United Streaming, Recycling -PFI, development of a curriculum pacing guide, Reading Foundations, Ag in the Classroom, Vertical Alignment planning, Mentor Training, and the NCAE Workshop.

Action steps not implemented were the development and implementation of a shared file and hard copy catalog of opportunities for professional development outside of TCS. The hard copy would have been obsolete by the time it was completed. Staff found it more beneficial to receive this information by e-mail and/or web postings. This was abandoned during mid-course as it was found to be obsolete. Tier 4 training was not offered at the district level; therefore, it could not be implemented.

No additional steps were identified as being necessary for Priority 2.

D. Healthy and Responsible Students

Priority 3 team focused on mutual respect between all stakeholders. Major initiatives undertaken in 2007- 2008 revolved around bus safety and respect between staff, students and parents. The action steps taken in regard to bus safety were to gather and display data concerning bus behavior and to recognize appropriate bus behavior at quarterly awards programs. The action steps taken to promote respect included publishing expectations for all staff and students, establishing a set of school wide rules, and use of a school wide silent signal. Puppet shows were performed to promote respect. Implementation of a peer mediation program, and display of data regarding classroom behavior were other action steps taken to promote respect at Rosman Elementary. A bus behavior graph was made and displayed in the hall near the front doors. The intention of this graph was to have the bus drivers move the paper bus with their bus number to indicate overall behavior of the students for each week. The graph was not put up until after Christmas and was never fully utilized. Priority 3 members feel they did not fully communicate the intention of the graph or follow up as needed to ensure its effectiveness. The Principal selected a bus each quarter to receive recognition at the Quarterly Awards Program. This selection was based on the bus with the fewest number of referrals to the office. Students and the bus driver for the chosen bus were asked to stand and be recognized during the awards program.

A set of school wide rules were written by staff before the start of the 2007-2008 school year. The rules were posted in every classroom, hallways, the cafeteria and the foyer for everyone to see. A series of puppet shows were performed on Tiger Talk to introduce each school wide rule. This was later modified to the use of posters on Tiger Talk to mention the character trait of the month. A peer mediation program was started during the 2007-2008 school year. Students from grades 3 - 5 and selected staff were trained by volunteers from the Center for Dialog along with the counselor at RES. A school wide quiet signal (a raised hand) was used during assemblies, in the cafeteria, and in classrooms to alert everyone to quiet down. School wide and classroom rules, were posted in classrooms and published in the Student and Staff handbooks. The use of a classroom graph to be posted in the halls to display overall behavior in each class was never fully implemented.

E. Leadership

Rosman Elementary School contacted businesses in and out of the Rosman district to determine if they were interested in becoming Partners in Education with our school. Priority 4 committee started a contact log which will be added to each time a new business becomes a partner of our school. This log will also be used when teachers have a business come and share in the classroom. In the next two years, we need to expand our business partners. At this point, we have 5 Friends of Education logged. These businesses have taken employee time to come and visit our school for presentations and demonstrations about their careers. Rosman Elementary began a mural on the cafeteria wall to celebrate and showcase businesses that support our school.

Rosman Elementary increased publicity for the school through the Transylvania Times and Mountain Voice by collecting information which staff members and Ed Center staff disseminated to the newspapers.

F. 21st Century Systems

Major initiatives included the implementation of Action Steps 1 and 2 by training staff in emergency procedures and the distribution of emergency flip charts. A security system for all visitors was put in place. All visitors reporting to the office are given a visitor's badge that includes a photo of the visitor. The visitor badge is time-sensitive which does not allow for it to be used again. All fire, tornado and lockdown drills were conducted as required by law. A Tactical Site Survey was conducted by an interagency team. Capital outlay monies were used to replace worn out outside classroom doors, increasing the safety of students and teachers. Progress was made on all action steps. No action steps were abandoned or needed revision, and no additional steps were identified as necessary.

II. Summary of Results

A. Globally-Competitive Students

In 2007-2008, Rosman Elementary School became a School of Distinction by achieving math scores of 84.5% at level 3 or 4. This is a major improvement from the prior two years. The 2007 - 2008 Math scores improved by 12 points over the previous year. Reading scores have not been released at this time due to renormalization of the test. If we continue the trend from 2007-2008, Rosman Elementary will surpass the goal of 90% at level 3 or 4 by the school year 2009-2010.

The K- 2 assessment produced the following results. Writing proficiency percentages for 2007-2008 were: Kindergarten 88%; 1st grade 92%; and 2nd grade 74%. Math proficiency percentages were: Kindergarten 88%; 1st grade 92%; and 2nd grade 79%. Reading proficiency percentages were: Kindergarten 88%; 1st grade 83%; and 2nd grade 79%.

Staff was involved in below and above level planning sessions. Curriculum Mapping and Vertical Alignment training was conducted. A two hour planning block for each grade level was provided four times during the school year.

B. 21st Century Professionals

Rosman Elementary School accomplished all of its targeted outcomes as defined by the School Improvement Plan with the exceptions of the hard copy of professional development and the Tier 4 training. The principal has the required sign-in/sign out sheet for each of the professional development opportunities listed on the School Improvement Plan. Evaluations are recorded with the district in the personnel office.

When comparing our school to other schools in the district, 84% felt they had the opportunity to learn from one another in comparison to only 54% within the district. 62% felt they were given adequate time for professional development whereas only 41% of teachers within the district felt they were given adequate time for professional development. When surveyed 48% of our teachers had received Special Education Professional Development while only 26% of the teachers district wide indicated they had received training. The percentage of those receiving Reading Strategies Training was 59% compared to 60% district wide and 53% statewide.

Noteworthy progress and performance are high participation rates in each of the staff development activities offered and the fact that 100% of the certified staff participated in the Lucy Calkins Writing Workshop. The trend in performance indicates that we are a positive successful staff growing towards becoming 21st Century Professionals. We are on track for reaching our goals by 2010.

C. Healthy and Responsible Students

Since student, staff and parent survey results are used as indicators for Priority 3, the results from the 2007-2008 survey were analyzed to determine the effectiveness of the action steps taken this year. Questions used to measure respect were Parent #19 (There is mutual respect between students, teachers, and parents at my child's school), Student #23 (Other students treat me with respect) and Staff #16 (Students treat school personnel with respect). The parent results went down slightly from 96% to 94%. Results from the student question went up from 75% to 77%. Staff results rose significantly from 75% to 92%. Questions used to measure bus safety were

Parent #26 (Student behavior on my child's school bus is safe and orderly), Student #27(Student behavior on my school bus is safe and orderly), and Staff #30 (Student behavior on school buses is safe and orderly). Parent results increased from 75% to 77%, student results went from 66% to 68%. Staff results went down from 83% to 70%.

The survey results show comparisons to previous years data as well as comparison to other schools and the district as a whole. Overall, indicators show an increase in the belief that students, parent and staff show respect for each other. The staff indicator showed a significant increase. While increasing two points, students' results are below where they should be. Indicators show that action plans geared toward fostering a climate of mutual respect are on target.

Results for bus safety questions indicate that parents, staff, and students still perceive the buses as unsafe. The staff question showed a significant drop from 83% to 70% while the staff, student and parent results showed an increase of 2%. These indicators show that the issue of bus safety continues to be a concern for all stakeholders. Changes to current action steps may need to be considered.

D. Leadership

On February 29, 2008, Rosman Elementary implemented its first school wide career day. The Career Day promoted curiosity and awareness of job opportunities throughout the community and surrounding communities. It made students aware of the importance of education in the 21st century. In the past, only the 5th grade had a career day. This was expanded to all grades including More @ 4, which was an increase of 86% participation. Twelve different businesses, two per grade level, shared with our students. Teachers chose areas from the SCOS they wanted to focus on and Priority 4 members contacted businesses in the community that could address these goals. Priority 4 committee will need to increase efforts to make contact with community businesses. Out of the twelve businesses represented at Career Day, only five chose to become a Partner in Education.

Priority 4 team members will meet with grade level chairs to give them the Friends of Rosman Elementary School information sheet and contact log. Each grade level will be responsible for recording information which will be added to our Friends of Education notebook that is kept in the office. The mural was created in the cafeteria to showcase businesses that support Rosman Elementary School. The final step is to create leaves (plaques) for each business partner and hang them on the limbs of the tree to showcase each partner in education. Efforts will continue to increase publicity and will also include the Rosman Chronicle as well as the Transylvania Times and the Mountain Voice.

School volunteer hours increased from 1765.75 hours in 2006-2007 to 1894.8 in 2007-2008. Our student ratio increased from 4.46% in 2006-2007 to 4.78% in 2007-2008. A luncheon was provided for the volunteers, rather than cake and punch, which was very much appreciated.

E. 21st Century Systems

The indicator for the results is that Rosman Elementary School would maintain performance above the elementary average on annual survey questions relating to school safety Staff # 8 (My school is a safe and secure place to work and learn), Parent # 9 (School is a safe place for my child to learn), Student # 12 (I feel safe while in school) and school facilities Parent # 11 (My

child's school is clean and in good repair), Student # 14 (My school building and grounds are clean and in good condition).

Rosman Elementary was able to maintain performance above the elementary average on a single survey item, Parent # 9 (School is a safe place for my child to learn). Normal responses were given for items Staff # 8 (My school is a safe and secure place to work and learn) and Student # 12 (I feel safe while in school). Items below the average included Parent # 11 (My child's school is clean and in good repair) and Student # 14 (My school buildings and grounds are clean and in good condition).

Over the past five years, positive responses to items Parent # 9 (School is a safe place for my child to learn) and Student # 12 (I feel safe while in school) have had similar percentages. Staff response to Staff # 8 (My school is a safe and secure place to work and learn) has shown a positive increase over the same time. The remaining items, Parent # 11 (My child's school is clean and in good repair) and Student # 14 (My school building and grounds are clean and in good condition), experienced a significant decrease from previous year's results.

In comparison, the Stakeholder Satisfaction Survey Composite for elementary schools also reflected a county wide decrease, from 92.7% to 88% for Goal 5.1: Adequate, safe education facilities support high student performance.

Overall, good progress toward the final goal identified for 2009-2010 is being made. As stated, Action Steps 1 and 2 have been accomplished. Ongoing training for new faculty and staff will be conducted for Action Steps 1 and 3. Nine out of twenty-seven items on the Tactical Site Survey conducted on 6-28-07 have been accomplished. An additional item, school bus parking, is currently in the construction phase.

III. Reflections and Lessons Learned

Changes have been made for the 2008-2009 school year, including an administration change. Donna M. Raspa is the new principal at Rosman Elementary. Several roster changes have also been made due to resignation and reassignment. Patricia Gash, Priority 2 Chair, is currently teaching second grade. Peggy Bayne is the new Media Coordinator. Tom Johnson, husband of the PTO president, has replaced Danette Brinkley as a parent representative. He has children in Kindergarten and 5th grades. Alissa Cook, the 5th grade teacher representative, is on maternity leave until November 10, 2008. Barbie Higdon, a 2nd grade teacher, is the chairperson for Priority 1.

For Priority 1, the data shows evidence that the action steps implemented were successful in raising test scores. Data supports that the goals and objectives were obtained. All action steps that were implemented helped reach this level of performance. Collaborative work between school and community increased student performance. This should continue with the execution of the programs set in place by the School Improvement Plan and we expect the projected growth to continue. The trend in performance for Priority 2 indicates that Rosman Elementary has a positive staff that is growing towards becoming 21st Century Professionals. We are on track for reaching our goals identified for 2007 - 2010.

Many of the action steps directed toward respect at Rosman Elementary had a positive influence on the climate of respect. Implementation of a peer mediation program, development of school wide rules and introduction on Tiger Talk of these rules, publication and distribution of staff and student expectations, and use of a school wide silent signal fostered a positive sense of respect among stakeholders. The display of classroom respect graphs was not utilized or implemented fully and did not impact overall results. Bus safety issues continue to be a concern for all stakeholders. The recognition of good behavior on a bus each quarter may have helped increase the parent and student feelings of safe bus transportation. The bus behavior graph was not implemented last year. Adjustments to action steps concerning bus safety need to be studied.

The Committee for Priority 4 will step up efforts to increase partners in education. Based on the overall results from the Stakeholder Satisfaction Survey, the School Improvement Team and Priority Committee 5 did not effectively address the school goal of having adequate, safe education facilities at Rosman Elementary to support high student performance. While the school did receive a 99% approval rating by parents regarding school safety, insufficient progress was made on 4 out of 5 survey items. As previously noted in Section 11, these items included PRN 11 (My child's school is clean and in good repair), STF 8 (My school is a safe and secure place to work and learn), STD 12 (I feel safe while in school), and STD 14 (My school building and grounds are clean and in good condition). In order to make progress on the School Improvement Plan, the committee must actively ensure that issues appropriate to our Action Steps are addressed in an appropriate and timely manner. Current data reflects a need to concentrate specifically on having a facility that is clean and well maintained, as well as improving school safety by addressing items on the Tactical Site Survey.

While some goals continue to need work, perhaps the most important success of our 2007-2008 School Improvement Plan was in pushing staff out of their comfort zones and into considering change and ideas for change. Change is hard and the 2007-2008 school year was marked with hard changes and new practices. As a result, the staff at RES has become more open minded, more willing to try new strategies, stronger in their planning, and stronger in their use of time. All of these are key ingredients to school improvement.

IV. Next Steps

Globally Competitive Students, Priority 1 committee discussed better ways to help students in need of extra help. Implemented for the 2008-2009 school year is Academic Coaching. Resource teachers have at least one period per day that they work with a specific grade level. Any other time a resource teacher has a free block of time, he/she is involved in Academic Coaching. Title 1 assistants are also utilized in classrooms working with students in need of Academic Coaching. Looking toward 2008-2009, Priority 2 committee notes that the data indicates a need to offer workshops dealing with the Gifted and Talented, ELL, Closing the Achievement Gap and continuing to keep abreast with Reading Strategies.

In order to continue to build mutual respect between all stakeholders, Rosman Elementary will continue to publish and distribute to all staff, students and parents the expectations for respect and behavior through the use of Staff and Student Handbooks, posters and classroom discipline plans. Follow-up is needed to determine if the staff wants to continue to use the school wide rules implemented last year or if revisions are needed. The rules then need to be posted in all classrooms and other areas of the school. This will be the basis for developing a school wide discipline plan to include universal consequences. The silent signal needs to be reviewed with all students and used in assemblies, the cafeteria and classrooms as appropriate. The peer mediation program will continue with some new additions. A retreat is being planned for the peer mediators. Peer mediators from last year will continue to serve with the additions of new third graders. Further training for all staff is being considered. The peer mediation program will be expanded in its use. The peer mediators will be talking with 3rd, 4th and 5th grade classrooms to explain how peer mediation works. A mock mediation session is being planned for a future PTO meeting. Posters or brief informational clips will be continued on Tiger Talk to promote the school wide rules and positive character traits.

The Action Step referring to the Bus Behavior Graph will be eliminated. Only four of the bus drivers are the responsibility of RES. Not all of the bus drivers come into the building on a regular basis. The Committee also expressed concern about the impact a graph would have on our students. The younger students may not be motivated by a graph. Our School Resource Officer held a bus safety program in each classroom during the first two weeks of school. The Principal will have each bus driver select a student on his/her bus that consistently demonstrates appropriate bus behavior for a special recognition. The students will be recognized at quarterly awards program, with a certificate and other incentives, such as lunch with the principal, free item from local stores and restaurants as available. The quarterly winner will also be announced on Tiger Talk and an announcement will be sent to the local newspapers.

Priority 4 will continue to brainstorm ways to attract local businesses. In order for Rosman to address below standard survey results in the area of school cleanliness and repair, Priority 5 committee recommends that the school hire additional custodial staff and provide adequate training in cleaning techniques and safety issues to new and existing custodians. The committee also prioritized items on the Tactical Site Survey that was conducted by the SRO on 8/21/08. The committee recommends that the following items be addressed during the 2008-2009 school year to remain on target for completion of Action Step 4: installation of an air lock system; fencing between the river and fields; installation of speed bumps on the drive entering the campus, to possibly be completed in conjunction with paving of the new bus parking to save costs; a barrier between the parking area and the playground can be addressed at minimal cost if the fencing around the blacktop that will under go construction can be removed and reused at the specified location. The trophy and AR cabinet cases need to be replaced with ones with shatter proof glass and anchored to the wall; the tree lines between the school and church and between the river and

fields need to be cleaned up and trimmed to open up our site -line. This would address safety issues as well as ground maintenance concerns.

To provide information to make ongoing decisions about school improvement efforts, it is recommended that the committee, with administrative assistance, develop a checklist to be used to complete quarterly site inspections to ensure that the building and grounds are kept clean and in good repair. Quarterly inquiries will also be conducted to determine if items on the Tactical Site Survey are being addressed as well. A mid-year survey addressing an adequate, safe facility will be developed by the committee and distributed to parents. Results from these measures will be used to track progress and address concerns. The committee will also utilize results from the 2008-2009 Stakeholders Satisfaction Survey to monitor parent, staff and student perceptions on facility-related issues. Results from a Tactical Site Survey to be completed in 2009 will also be considered for future decision making.

An additional resource that the committee did not have available but felt was necessary for ongoing decision-making included the identifications of items on the Tactical Site Survey that required Capital Outlay funds. The committee recognizes that the school board allocates these funds and therefore can only make recommendations on how these funds are spent. However, the committee would like more direct input on completing those items on the survey that do not require Capital Outlay funds.