School Improvement Plan
2014-2016

Rosman Elementary School
Scott Strickler, Principal
Laura Russo and Anna Poteat,
School Improvement Team Co-Chairs

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 Elementary School

Vision

Ready for the Future!

Mission

At RES we are a family of learners and we **ROAR** even when no one is watching.

School Improvement Team Membership

Name	Committee Position*
Laura Russo	Committee Co-Chair
Anna Poteat	Committee Co-Chair
Jessica Ammons	Teacher Representative
Peggy Bayne	Priority II Chair/Instructional Support Representative
Stephanie Bell	Priority III Chair/Teacher Representative
Karen Brown	Teacher Representative
Michelle Cabe	Teacher Representative
April Chandler	Teacher Assistant Representative
Elaine Goar	Priority IV Chair/Teacher Representative
Jane Hamilton	Teacher Representative
Emilie Johnson	Teacher Representative
Tammy Kiser-Buckner	Teacher Representative
Anela McMahan	Teacher Representative
Amanda Mosser	Teacher Representative
Crystal Reese	Parent Representative
Kasey Shook	Teacher Representative
Scott Strickler	Principal
Laura Sullivan	Priority I Chair/Teacher Representative
Carol Weeks	Teacher Representative
Crystal Whitman	Lead Teacher Representative
Jennifer Worley	Teacher Representative

School Data and Summary Analysis

Strengths

Rosman Elementary School (RES) has a staff that is dedicated to helping students master the curriculum. Using the North Carolina Teacher Working Conditions Survey, our staff identified several strengths at RES: teachers and administrators work well together, professional development is data driven, the community is supportive of our students, and our school is a safe school. Survey results to correlate with this data comes from the following items on the North Carolina Teacher Working Conditions Survey: Q2.2.g, Q3.1.b, Q3.1.c, Q3.1.e, Q3.1.g, Q3.1.h, Q3.1.i, Q4.1.g, Q4.1.h, Q5.1.a, Q5.1.c, Q5.1.d, Q5.1.e, Q5.1.f, Q5.1.g, Q6.1.d, Q6.1.e, Q6.1.f, Q6.1.g, Q6.1.e, Q6.1.h, Q7.1.a, Q7.1.b, Q7.1.d, Q7.1.e, Q7.1.f, Q7.1.g, Q7.1.i, Q7.1.j, Q7.3.a, Q7.3.d, Q7.3.e, Q7.3.f, Q7.3.g, Q7.3.h, Q7.3.i, Q8.1.c, Q8.1.d, Q8.1.f, Q8.1.g, Q8.1.h, Q8.1.j, Q8.1.l, Q8.1.m

Opportunities for Improvement

Our greatest challenge at Rosman Elementary is to close the reading achievement gap. According to mCLASS Reading 3D, 55% of our students were not proficient in reading at the beginning of the 2014-2015 school year (BOY). Additionally, End of Grade testing data for that same year indicated that 49.5% of 3rd, 4th and 5th grade students were proficient in reading.   Using Educator Value Added Assessment System (EVAAS) teacher data for 3rd, 4th and 5th grades where applicable, we will track individual student achievement and use the resulting data to guide reading and math instruction. As a staff, Rosman Elementary is dedicated not only to improving proficiency rates, but also to creating lifelong readers. By using data derived from mCLASS Reading 3D, we will strive to accomplish a school-wide 80% proficiency composite rate by the End of Year (EOY). Last year, RES had a 65.5% proficiency rating on mCLASS Reading 3D for the End of Year (EOY) with only kindergarten through third-grade participating. As a school, we will continue to refine our use of assessment data for effective decision-making regarding curriculum and instruction, as well as professional development. Related to this is the need to balance federal, state and local requirements with teaching mastery so that every student can achieve grade level standards.

During the 2013-2014 school year, our School Improvement Team completed the North Carolina Department of Public Instruction (NCDPI) Comprehensive Needs Assessment, School Rubric. One result was a desire to increase staff involvement in what resources were purchased for reading, math and other scholastic endeavors. Establishing peer review teams to determine the effectiveness of materials prior to acquisition and principal approval is one area that will be addressed. The area of focus will be within Title I funds and instructional supply monies provided by both state and local funding sources.

While the school community is very supportive, we need to increase parent participation in academic functions at Rosman Elementary School. Parent participation for the last school year was well below expected rates. Survey results to correlate with this data come from the following items on the NCTWC Survey: Q9.1.k, Q9.1.a, Q6.6, Q6.2.f, Q4.1.a, Q4.1.f, Q6.1.b, Q6.2.c, Q2.1.g, Q2.2.c, Q2.1.f, Q2.1.b, Q2.1.d, Q2.2.b, Q2.4, Q2.2.k, Q3.1.a, Q3.1.d, Q2.1.e, Q2.2.e, Q8.3.a, Q8.2.a, Q8.3.b, Q9.1.d, Q8.1.k, Q8.1.a, Q8.1.e

Missing Data/Procedure to Gather Needed Data to Make Improvements

With a large stream of data (AdvanceEd surveys, the North Carolina Teacher Working Conditions Survey, Reading 3D, EOG data and other academic indicators and informal surveys conducted throughout the year), we have a clear picture of staff and student strengths and specific needs. However, more data is needed in regards to parent participation. Although our parent participation is average when compared to other schools in the school system, academic events at RES are not well attended. As a staff, we would like to change this. Increased parent participation can provide opportunities for engagement between parents and staff that can positively impact student success.

Improvement Priorities for the School

1. Reading Proficiency

With End of Grade test scores and a school wide benchmark indicator both showing that more than half of our students are not proficient in reading, our primary goal at RES is to prepare our students for academic success.

2. Support for instructional programs from the community and through budgetary measures.

Informal data (PTSO, EOG, Literacy, Math Nights attendance) indicates a decrease in parent participation in academic functions at Rosman Elementary School in recent years. Our goal is to increase parental involvement in every child's education. To do so, we must determine how best to encourage and motivate parents to attend academic events and other related activities at RES. In addition, the School Improvement Team will also review curriculum materials, read proposals from individuals and grade levels, and make recommendations to the principal if the programs or materials support student achievement.

3. Positive school climate

Multiple survey indicators from all stakeholders (staff, parents, students) point to the need of students understanding their role in maintaining a positive atmosphere in our school by showing **R**espect, being **O**rganized, having a positive **A**ttitude, and demonstrating **R**esponsibility (**ROAR**). This statement is based on the Positive Behavior and Interventions System (PBIS) system and is intertwined with everything we strive for at RES. In many ways, PBIS data indicates that this awareness is already developing among our student population. In addition, all stakeholders need to work collaboratively to keep our campus clean and inviting.

Goal 1

Area for improvement and supporting data:	Student achievement in literacy Data: 64% of teachers surveyed believed that the achievement gap is large enough to cause great concern. As of September 2014 BOY, approximately 45% of the student population is proficient in reading, leaving 55% below grade level in literacy according to mCLASS Readling 3D.
School Goal:	Eighty percent of Rosman Elementary School students will be on grade level for reading.
Supports District Goal(s):	1, 2
Target:	Increase student TRC to 80%
Indicator(s):	mClass Reading 3D benchmark data, percentage of students with a Personal Education Plan (PEP)
Milestone:	mClass End of Year's (EOY) 2015 and 2016

Improvement Strategies

Strategy 1: Strategically use funds to maximize student learning and evaluate assessment and other school generated data.

Action Steps:
1. Continue to implement Guided Reading and use data provided by mCLASS Reading 3D, EVAAS and other measures.
2. Identify appropriate ELA materials at all levels (individual teachers, grade level teams, vertical alignment and others).
3. Priority Committees 2 and 5 will review materials, including those currently in use.
4. Pending SIT recommendation and principal approval, materials that are determined to increase proficiency in reading and literacy will be purchased.
5. Review ongoing programs quarterly and determine if data trends show increased proficiency.

Strategy 2: Identify student academic deficits to guide fund usage.

Action Steps:
1. Use **A**nnual **M**easurable **O**bjectives (AMO) data to determine how to meet subgroup needs
2. Use of specialists (Special Needs Educators, Academically Intellectually Gifted, Reading Specialists) for student consultation and to assist in determining the effectiveness of materials and programs used by special needs populations.
3. Differentiated instruction and training: by determining differentiation needs, as well as how to implement the inclusion model successfully, we can help every child learn and be successful. Knowledge of differentiation of instruction was identified in both the AdvanceEd and the North Carolina Teachers Working Conditions surveys as a school deficit.
4. Use of student data (mCLASS Reading 3D, EVAAS and End Of Grade [EOG] data)
5. Grade level data meetings

6. Tier Team meetings

Strategy 3: Select professional development opportunities to enhance knowledge and teaching strategies building-wide as supported by academic achievement and survey data.

Action Steps:
1. Professional development for differentiated instruction strategies
2. Teachers will observe other teachers who successfully differentiate instruction in the same grade level and across grade levels.
3. Appropriate book study for effective differentiation strategies
4. Monitor data from academic sources and surveys in order to ensure professional development opportunities result in the improvement of student learning and achievement.

Strategy 4: Increase implementation of research-based reading strategies in Guided Reading lessons and improve staff knowledge of resources available at both grade-level and school-wide.

Action Steps:
1. Increase time to familiarize staff with available resources for English Language Arts (ELA) instruction
2. Collaborate with grade-level team and vertical teams to discuss ELA strategies
3. Use data from academic sources to determine if the increased use of research-based strategies is effective

Strategy 5: Effectively use data and resources from mCLASS to identify specific deficits in students.

Action Steps:
1. Meet quarterly to plan for the upcoming quarter and vertically align using data from mCLASS and benchmark assessments for those taking benchmarks
2. Continue to effectively use the Data Wall to identify struggling students and grade-level deficits; determine how to address individual student and grade-level deficits through data meetings
3. Review and analyze percentage of students with active PEPs

Strategy 6: Provide state required instructional planning and duty free lunch for each teacher per requirements of NC G.S. 115C-105.27.

Funding: To be determined by progress of action steps.

Review Frequency: Quarterly

Assigned Implementation Team: Priority Committees 2 and 5

What data will be used to determine whether the strategies were deployed with fidelity?
One function of this goal is to determine the allocation of funds based on student needs with a comprehensive discussion by the School Improvement Team to identify and review educational materials for classrooms. In addition to funds usage and classroom purchases, the theme of this goal is to address deficits in student learning, specifically in reading. Bolstering English Language Arts instruction and using data (i.e., mCLASS Reading 3D results, End of Grade testing data, student EVAAS predictions and other academic data measures), we can determine the effectiveness of instruction in

individual classrooms and school-wide. Another area of growth for RES is to use data, both academic and through teacher input, to guide professional development. Additional training opportunities for teachers and staff will strengthen student academic achievement.

RES will determine the effectiveness of this goal using the resources above and other data: SIT meeting minutes, teacher EVAAS data, teacher input and research, survey results, Title I requirements (tying this in with Strategic Planning, Mission/Vision, High Expectation, Communication), and classroom fidelity checks and observations to ensure materials are being used appropriately.

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Student data and survey data with implementation of mandated benchmarking. We will analyze this data to determine if a growing number of our students are reaching proficiency. This determination will allow the staff of Rosman Elementary to confirm that we are improving student achievement and fostering lifelong readers.

Future Steps and Monitoring
(To be reviewed in the 2015-2016 School Year)

What does data show regarding the results of the implemented strategies?
Based upon identified results, should/how should strategies be changed?

Goal 2

Area for improvement and supporting data:	School Climate, Health, and Safety Data: Office referrals and classroom data; safety of school building and cleanliness, STD Survey #14
School Goal:	By encouraging all students, staff, and parents to **ROAR**, Rosman Elementary School will have a positive and clean environment.
Supports District Goal(s):	3
Target:	Rosman Elementary will have a positive and orderly school environment.
Indicator(s):	Increase ROAR sheets to 24 on cafeteria tiger paw; increase "agree" that the school is safe and clean on student surveys to 75%
Milestone:	Quarterly ROAR awards, monthly surveys

Improvement Strategies

Strategy 1: Students will follow school-wide ROAR matrices to show **R**espect, **O**rganization, (Positive) **A**ttitude, and **R**esponsibility.

Action Steps:
1. Post ROAR matrices
2. Formally teach/emphasize expectations for respect to all staff and students as well as expectations for behavior in all classrooms and on school grounds
3. Set goal for RES staff: each staff member will distribute 15 class beads per week
4. Class recognition for classroom earning most class beads for two week period
5. Implement **ROAR** on buses
6. Highlight students with exceptional bus behavior at quarterly awards program

Strategy 2: Implement a grade level restroom/water fountain cleanliness monitoring system.

Action Steps:
1. Develop a rubric for cleanliness objectives
2. Give grade levels a monthly monitoring assignment
3. Students selected by teacher will complete a rubric
4. Collect rubrics monthly
5. Observational walk-throughs completed by staff and/or parents
6. Separate the data into its component parts
7. Provide administration with data to be shared with custodians to address specific areas of need

Funding: None Required

Review Frequency: Quarterly

Assigned Implementation Team: PBIS Team/Classroom Teachers

What data will be used to determine whether the strategies were deployed with fidelity?
Strategy 2: Staff will be asked to check and verify completed rubric information a minimum of one day per week; Mid-Year Survey and End-of-Year Student Survey.
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
Strategy 1: Quarterly **ROAR** sheets. Strategy 2: Formative data will be used through the use of the rubric as well as observational data. Summative data will be collected upon the completion of the 2014/2015 Student Stakeholders Survey.

Future Steps and Monitoring
(To be reviewed in the 2015-2016 School Year)

What does data show regarding the results of the implemented strategies?
Based upon identified results, should/how should strategies be changed?

Goal 3

Area for improvement and supporting data:	Collaboration with parents, teachers and staff to work together for the education of the students at RES. In recent years, parent support has dropped drastically for educational evenings, classroom and PTO meetings and events. RES wants to ensure that parents not only have the opportunity to participate in their children's education, but will participate in their children's education. Data: High percentage of incomplete or missing work, low attendance at parent meetings.
School Goal:	To increase family engagement with a focus on electronic communication.
Supports District Goal(s):	1,2, & 3
Target(s):	To raise the percentage of parent participation at the school level in order to support student achievement.
Indicator(s):	50% of parents logged into Parent Portal and an increase in parents who receive electronic communications from the school and teachers.
Milestone:	June 2016

Improvement Strategies

Strategy 1: Parents will use Parent Portal to monitor student progress.

Action Steps:
1. Give hard copy directions about Parent Portal directly to parents.
2. Use automated calling system to inform parents about the Parent Portal.
3. Integrate Parent Portal information into other scheduled activities, including parent conferences, Muffins for Mom and Doughnuts for Dad.
4. Disseminate username and password information to parents.

Funding: None required

Review Frequency: Quarterly

Assigned Implementation Team: Priority 4

What data will be used to determine whether the strategies were deployed with fidelity?
Parent participation rates in these activities/events.
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
An increase in stakeholder participation and survey results.

Future Steps and Monitoring
(To be reviewed in the 2015-2016 School Year)

What does data show regarding the results of the implemented strategies?
Based upon identified results, should/how should strategies be changed?