School Improvement Plan

2014-2016

Rosman Middle School
Greg Carter, Principal
Kristy Ontko, 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.

<mark>*Adopted Friday December 5, 2014 by a 26-1 vote*</mark>

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

Committee Position	Name	Committee Position	Name
Principal	Greg Carter	Priority Team 3	Chamblee Carrington
Assistant Principal Representative	John Chmelar	Priority Team 3	Lori Jacques
SIT Chair	Kristy Ontko	Priority Team 3	Ashton Hughes
Lead Teacher	Rhonda Whitmire	Priority Team 3	Amanda Chapman
SIT Member	Sarah Reid	Priority Team 3	Chelsey Fandrick
SIT Parent Representative	Elise Morehouse	Priority Team 3	Desiree Abram, SRO
SIT Member	Amanda Lewis	Priority Team 3	Amanda Metcalf
SIT Member	Linda Carrillo	Priority Team 4	Elizabeth Ballard
SIT Member	Renee Compton	Priority Team 4	Josh Galloway
SIT Member	Denise Reese	Priority Team 4	Cassie Green
Priority Team 1	Sondra Green	Priority Team 4	Sarah Chappell
Priority Team 1	Brandy Glendening	Priority Team 4	Bob Shoemaker
Priority Team 1	Dusty Morgan	Priority Team 4	Missy West
Priority Team 1, Parent	Jennifer Kimsey	Priority Team 4	Trish Holliday
Priority Team 1	Amanda Roberts	Priority Team 5	Todd Anderson
Priority Team 1	Susan Hoxit	Priority Team 5	Jan Tucker
Priority Team 1	Chris Owen	Priority Team 5	Sam Head
Priority Team 2	Sara Transue	Priority Team 5	Grayson Barton
Priority Team 2	Dusty Robinson	Priority Team 5	Rob Yusko
Priority Team 2	Rae Parker	Priority Team 5	Christine Glance

<center>**School Data and Summary Analysis**</center>

<center>**Strengths**</center>

Access to technology with 1:1 initiative; Proficient use of technology applications with students, ie Google Drive, IXL for math, SpeakIt; Recently introduced to Mastery Connect so that we can progress monitor and provide interventions; 93% of educators are implementing technology use according to teacher survey; Purchasing of laptop carts and providing continual access to students regardless of day use status; Meeting AMO.

 According to EVAAS data for Reading over the last 3 academic years 6th and 7th grade had positive relative growth; According to EVAAS data for Math over the last 3 academic years instances of higher than relative gain were achieved in 6th and 7th grades; According to the state teacher's working conditions survey 91% of the faculty rated instructional technology as average or above average; According to the state teacher's working conditions survey 92% of the faculty rated support personnel as average or above average; According to the state teacher's working conditions survey student conduct rate 100% average or above average; According to the state teacher's working conditions survey the faculty rated Administrative support at 100% average or above average.

<center>**Gaps or Opportunities for Improvement**</center>

Even though 6th and 7th grade maintained a relative growth standard in Reading, there was overall negative gain in those grade levels. According to EVAAS data there was room for improvement according to the relative growth standard across all grade levels in Mathematics. According to EOG disaggregated results from the 13-14 school year RMS 6th graders scored below the state average with 44.9% proficient compared to the state average of 45.7%. While 7th and 8th grade performed at or better than the state average (55% and 42% respectively) on the reading EOGs, RMS students did not perform better than the other district middle school on the same tests. In terms of the Math EOG test 6th graders performed better than the state average, 48.3% proficient compared to the state's 39.6%, but 7th and 8th grade math EOG results were approximately 8-10 percentage points lower than the state average with only 30% of 7th graders and 26% of 8th graders demonstrating proficiency.   According to the Teacher Working Conditions survey results RMS educators are proponents for more collaborative planning time. RMS teachers also desire increased opportunities for quality professional development that is differentiated to meet his or her individual needs, specifically professional development that can assist with closing the achievement gap. RMS teachers also reflected that there should be more emphasis on using assessment data to impact instructional practices.

<center>**Missing Data/Procedure to Gather Needed Data to Make Improvements**</center>

Disaggregated data denoting teacher standards in the classroom as compared to student performance on EOGs and North Carolina final exams should be made available to school stakeholders. Discussion will occur between teachers and administrators to determine how anticipated classroom grades will correlate to EOG performance. An accurate analysis of student growth using EVAAS and implementing specific strategies to improve student growth is needed. Another piece of data that would be beneficial is a student survey to evaluate the effectiveness of Tiger Time scheduling and instructional changes.

<center>**Improvement Priorities for the School**</center>

Rosman Middle school will place emphasis on implementing instructional technology to improve student learning and utilization of appropriate enrichment and remediation activities during Tiger Time to improve literacy and student proficiency as demonstrated on the EOGs. These priorities are supported by the discrepancies between state and school performance on the Reading and Math EOGs. Through teacher collaboration, implementation of Mastery Connect (progress monitoring), and shared planning time, Tiger Time (remediation) can have greater impact on student achievement. Our Leadership Team has developed, designed, and executed plans for several professional development activities that are centered on better integration of technology into classroom instruction.

In addition, our school will focus on maintaining a positive school climate. Safety will be emphasized by displaying posters establishing hallway expectations and teachers will establish classroom rules and behavior guidelines while explicitly modeling and teaching students what "respect" looks and sounds like. A student incentive program focusing on positive middle school traits will be developed and implemented by faculty and staff. To further develop positive school climate, a major focus will be on teaching and learning as our staff collaboratively plans and develops best practice strategies to address student strengths, learning styles, and student choice. Classroom lessons will be regularly structured to provide student choices of approach with relevant, integrative and challenging learning opportunities focusing on the diverse needs of individual students.

Goal 1

Area for improvement and supporting data:	Student Growth-subgroups in EVAAS data are not all showing positive growth; Meets Expected Growth in all grade levels for both math and reading.
School Goal:	Increase student growth on EOG testing by utilizing Tiger Time to implement research based interventions to focus on areas of need.
Supports District Goal(s):	1
Target:	Growth in EVAAS is measured by NCEs (Normal Curve Equivalent). Our goal is to show overall school growth of 1.0 or above NCE.
Indicator(s):	EVAAS data, Mastery in Mastery Connect, SRA Reading/Math Scores, 6 Minute Fluency Graphs
Milestone:	Spring 2016

Improvement Strategies

Strategy 1: Implement a change in the current Tiger Time (remediation) schedule so that the purpose of Tiger Time is to provide a systematic response to student needs including time for enrichment and remediation.

Action Steps:
1. Clearly identify the purpose of Tiger Time
2. Use data to identify groups
3. Re-organize Tiger Time Schedules for remediation and enrichment
4. Review cumulative records
5. Re-evaluate by benchmark assessments to monitor student growth to adjust schedules for 2016
6. Continued, frequent checks to evaluate effectiveness of remediation/enrichment program

Strategy 2: Evaluate the master schedule to identify time to focus on Literacy/Math in grades 6-8 in addition to Tiger Time

Action Steps:
1. Clearly identify the purpose of Skill Development Time
2. Implement tier 2-3 vocabulary from Common Core and focus on higher level stem questions
3. Implement Six Minute Solution-Reading Fluency Program
4. Implement SRA Reading/Math, iReady, STEM enrichment activities
5. Continue to evaluate effectiveness
6. Continue review of master schedule spring 2015

Strategy 3: Provide state required instructional planning and duty free lunch for each teacher per requirements of NC G.S. 115C-105.27.

Action Steps:
1. Evaluate master schedule
2. Identify available staff to provide duty free lunch
3. Provide required planning time
4. Develop a lunch duty schedule

Funding: Local school funds, county remediation funds (069 account), and instructional supply funds.

Review Frequency: Quarterly

Assigned Implementation Team: SIT, or as referred to at Rosman Middle School; Leadership Team

What data will be used to determine whether the strategies were deployed with fidelity?
Data sources that we will use: EVAAS data, Mastery Connect assessments aligned with state standards, NC School Report Cards, End-of-Grade (EOG) Results
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
Reading-We will graph fluency data with 6 minute solution. We will track reading comprehension through benchmark assessments. As for student performance in math, we will track comprehension as well as using formative assessments through writing exercises, and faculty comparison discussions of student performance on teacher standards versus performance on standardized assessments.

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

What does data show regarding the results of the implemented strategies?
Data should show growth from previous year's EVAAS scores.
Based upon identified results, should/how should strategies be changed?

Goal 2

Area for improvement and supporting data:	Increase the infusion of technology in each classroom to assist in meeting expected growth across all grade levels and sub groups as demonstrated by EVAAS data reports.
School Goal:	Identify multiple technology resources to formatively assess student skills and identify curricular areas that need interventions, remediation or enrichment to increase student success and academic growth.
Supports District Goal(s):	1, 2
Target:	Implement progress monitoring for typical and at-risk populations with Mastery Connect, iReady, and EVAAS data
Indicator(s):	At least two teachers per grade level will implement instructional technology resources to personalize education
Milestone:	Spring 2016

Improvement Strategies

Strategy 1: All teachers will integrate 21st Century skills daily into their lessons by using a variety of technology and data resources to progress monitor students towards mastery of common core specific standards.

Action Steps:
1. Attend in-school training sessions. Faculty will participate in professional development that has been custom designed by our SIT for the specific purpose of providing training for integration of technology into classroom instruction. These sessions will occur on each TCS early release PD days. Specific objectives for each day will be followed as outlined on the PD agenda developed by the SIT.
2. Subject level collaborations: occur during planning times, TCS early release days, and faculty meetings designed for vertical planning.
3. Utilizing Benchmarks and progress monitoring assessments to develop Intervention Groups
4. 100% Participation in Mastery Connect Webinars
5. Implement i-ready math pilot across grades 6-8
6. Implement i-ready reading for at-risk student population grades 6-8

Funding: Remediation funds (069) and instructional supply funds.

Review Frequency: Quarterly

Assigned Implementation Team: Rosman Leadership Team (SIP) and Technology Coordinator

What data will be used to determine whether the strategies were deployed with fidelity?
Data sources that we will use: Mastery Connect for assessment (progress monitoring), iReady for technology instruction. Implementing online classrooms such as Moodle, Google classroom and Edmodo. Use of online informational texts for content related material.

Benchmark data supplied by MasteryConnect benchmarks. Use Text to Speech and Speech to Text apps to enhance student learning, especially the learning of the EC population.
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
Trend data will be provided by reports generated from benchmark assessments and progress monitoring. These reports will be the focus of discussion during grade level and subject area collaborations. Principal and lead teacher will execute frequent instructional fidelity checks by conducting classroom observations. Student growth will be tracked by regular monitoring of performance data.

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:	School climate for students
School Goal:	Reduce student discipline referrals and enhance student morale
Supports District Goal(s):	3
Target:	Reduce discipline referrals by 10% Current discipline referral data indicates that less than 20% of our students receives at least one discipline referral at some point during the school year.
Indicator(s):	1. Reduce student discipline incidents 2. Increase positive response on student component of TCS's Stakeholders Satisfaction Survey
Milestone:	Spring 2016

Improvement Strategies

Strategy 1: Develop a universal positive behavior recognition plan.

Action Steps:
1. Define positive student traits to be recognized
2. Implement use of "Good News" cards to recognize positive student traits
3. Design, develop, and implement a positive reward system that is specifically focused on middle school student needs.
4. Increase the number of positive student/teacher interactions.
5. On-going professional development on student/teacher interactions

Funding: Local school funds

Review Frequency: Quarterly

Assigned Implementation Team: Leadership Team (SIT)

What data will be used to determine whether the strategies were deployed with fidelity?
Student discipline reports-printed quarterly
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
A reduction in student office referrals. Stakeholders Satisfaction Survey, discipline reports, teacher anecdotal records, etc.

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?