



School Improvement Plan  
2016-2018

Rosman Elementary School  
Scott Strickler, Principal

Debby Masengill and Laura Sullivan, 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 R.O.A.R. even when no one is watching.

(R.O.A.R. stands for Respectful, be Organized, have a good Attitude and be Responsible)

### School Improvement Team Membership

| <b>Name</b>     | <b>Committee Position*</b>  |
|-----------------|-----------------------------|
| Debby Masengill | Committee Co-Chair          |
| Laura Sullivan  | Committee Co-Chair          |
| Jessica Ammons  | Teacher Representative      |
| Stephanie Bell  | Teacher Representative      |
| Karen Brown     | Teacher Representative      |
| Cassandra Gray  | Parent Representative       |
| Jane Hamilton   | Teacher Representative      |
| Tammy Kiser     | Teacher Representative      |
| Donna Masters   | Parent Representative       |
| Alex McGarry    | Teacher Representative      |
| Anna Poteat     | Teacher Representative      |
| Nicole Ritz     | Parent Representative       |
| Laura Russo     | Teacher Representative      |
| Kasey Shook     | Teacher Representative      |
| Scott Strickler | Principal                   |
| Crystal Whitman | Lead Teacher Representative |

## **School Data and Summary Analysis**

### **Strengths**

As a small, rural elementary school, Rosman Elementary School continually strives to meet the academic, social and other needs of our 300-plus student population. We work for and with the community to best serve our students as they begin their academic career. As a staff, we love and care for students' academic and social success. Our teams of teachers, staff, administration, and other specialists work collaboratively to determine how to best reach and teach our students. The strong Rosman community that our students come from supports for our students' growth.

### **Gaps or Opportunities for Improvement**

After an examination of a wealth of data and staff reflection, we need growth in the areas of Reading and Math. When we examine school-wide mClass Reading 3D data or End of Grade (ROG) testing for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades, we have not met our goal of 80% proficiency or higher. However, if we reflect on the last five years our students have grown academically and we have become a more unified staff. While the school community is very supportive of the school, we still need to increase parent participation in academic functions at Rosman Elementary School other than our Title I nights. Parent participation in Title 1 events has continually increased or stayed between 35%-50%. We still strive to connect to educational partners both inside the school (with tutoring and other assistance), and at home with parental assistance with homework and other at-home activities.

### **Missing Data/Procedure to Gather Needed Data to Make Improvements**

While we continue to look at a rather large stream of data (EOG's, mClass Reading 3D, benchmark assessments, teacher made formative and summative testing and other grading), the staff still recognizes that meeting the non-academic needs of students is paramount to their life-long success. Staff needs to identify and implement additional approaches to ensure we are reaching that whole child.

### **Improvement Priorities for the School**

1. Focus on reading proficiency: With End of Grade test scores and a school wide benchmark indicator both showing that half or more of our students are not proficient in reading, our focus will be closing the literacy gap at Rosman Elementary School. This unifying goal for our staff is the first we must tackle to ensure we are preparing students for continued academic success.
2. Focus on encouraging positive student behavior: All stakeholders at RES will continue encouraging positive student behavior whether it is focused on staff encouraging students to show their best or students having a voice in how/when they earn celebrations demonstrating their positive behavior.
3. Focus on becoming better educators: By identifying and meeting all students' academic needs and collaborating to strengthen instruction with a book study and grade level project on differentiation, it is hopeful that core instruction will strengthen for all students.

## Goal 1

|  |                      |                                      |   |
|--|----------------------|--------------------------------------|---|
| <b>School Name:</b><br>Rosman Elementary | <b>Year:</b><br>2016 | <b>Principal:</b><br>Scott Strickler | <b>SIT Chair:</b><br>Debby Masengill and Laura Sullivan |
|--|----------------------|--------------------------------------|---|

**P**

### **PLAN: Identify the gap and the approach**

#### **Overall SMART Goal (Two year projection):**

At Rosman Elementary School we are working towards meeting developing the whole child. Increasing reading proficiency is the foundation for creating a life-long learner and reader. To do this this we will use available professional resources and work towards student reading proficiency to increase a minimum of 5% according to mClass Reading 3D benchmarks in the 2016-2017 school year, moving toward our long-term goal of 80% school-wide reading proficiency through a balanced literacy approach.

#### **Data Analysis. Answer the question below using any data and/or information you have about your performance.**

We are looking to meet many needs of students. One area that we are particularly excited about helping students learn how to be lifelong readers and have opportunities to read for information as well as for pleasure as they grow. To quantify this we are using an assessment that is already required by our state in Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade. Children are not just numbers but we do need a quantifiable way to measure what they are learning that is created for all students to use. We will examine this data and apply our findings to help both our students and teachers grow this year and beyond. Please see the narrative and data below as reference points of where we have come from and where we are headed!

Three years ago, mClass data and other indicators at RES were well below the 80% threshold. For the last two school years, students have hovered around 60% proficiency in both mClass Reading 3D and EOG scores. Proficiency must improve so we can attain our 80% goal within the identified time frame. This can be achieved through continual engagement of students with appropriate lessons, differentiation throughout the classrooms and continued review and analysis of available data.

#### 2014-2015

##### mClass Reading 3D Assessment Data

Beginning of the Year (BOY) Text Reading Comprehension (TRC) Percentage: 42%

Middle of the Year (MOY) Text Reading Comprehension (TRC) Percentage: 45%

End of the Year (EOY) Text Reading Comprehension (TRC) Percentage: 52%

End of Grade (EOG) Assessment Data

3<sup>rd</sup> Grade Reading Percentage Proficient: 69.65%

3<sup>rd</sup> Grade Math Percentage Proficient: 54.39%

4<sup>th</sup> Grade Reading Percentage Proficient: 58%

4<sup>th</sup> Grade Math Percentage Proficient: 63%

5<sup>th</sup> Grade Reading Percentage Proficient: 45.6%

5<sup>th</sup> Grade Math Percentage Proficient: 44.1%

5<sup>th</sup> Grade Science Percentage Proficient: 53.6%

2015-2016

mClass Reading 3D Assessment Data

Beginning of the Year (BOY) Text Reading Comprehension (TRC) Percentage: 48%

Middle of the Year (MOY) Text Reading Comprehension (TRC) Percentage: 45%

End of the Year (EOY) Text Reading Comprehension (TRC) Percentage: 50%

End of Grade (EOG) Assessment Data

3<sup>rd</sup> Grade Reading Percentage Proficient: 49.02%

3<sup>rd</sup> Grade Math Percentage Proficient: 58.82%

4<sup>th</sup> Grade Reading Percentage Proficient: 56.14%

4<sup>th</sup> Grade Math Percentage Proficient: 61.40%

5<sup>th</sup> Grade Reading Percentage Proficient: 64.71%

5<sup>th</sup> Grade Math Percentage Proficient: 61.54%

5<sup>th</sup> Grade Science Percentage Proficient: 57.69%

2016-2017

mClass Reading 3D Assessment Data

Beginning of the Year (BOY) Text Reading Comprehension (TRC) Percentage: 43%

**Data Analysis. Answer the data analysis questions.**

**1. What is contributing to your success in this area and how do you know?**

**2. What opportunities for improvement do you notice?**

3. What seems to be the root cause of the problem and how do you know?

|  |   |  |
|--|---|--|
| <p>We have experienced success in the previous years through the hard work and determination of educators in the building. This success has been achieved by teachers creating quality lesson plans, discussing data together and sharing of a variety of resources within teams and other school staff. This unification of purpose has allowed for growth in both proficiency and student achievement.</p> | <p>Rosman Elementary School needs to have more vertical alignment conversations between grade levels. We also continue to strive to know and understand individual student needs and how we can meet their needs at the school level.</p> | <p>As a school we still have concerns about external factors that are causing us not to improve as much as we would like:</p> <ul style="list-style-type: none"> <li>- The lack of kindergarten preparedness as evidenced by kindergarten early screening and mClass BOY results,</li> <li>- The lack of parental support of reading at home as evidenced by percentage of reading log completion.</li> </ul> <p>While these external factors have played a part in student achievement (and/or lack of), we do have areas that the entire school community feels we can change and influence within the school, ensuring our core instruction is reaching each and every student:</p> <ul style="list-style-type: none"> <li>- Using data to appropriately address students' individual needs as evidenced by mClass Reading 3DDIBELS scores</li> <li>- Those students that need additional assistance can have their needs met through differentiated instruction and remediation.</li> <li>-Improving upon vertical alignment, in order to have discussions where we are aware and understand what our students are learning at every grade level.</li> </ul> |
|--|---|--|

**Target SMART Goal (One year projection)** School-wide reading proficiency will increase a minimum of 5% according to mClass Reading 3D assessment results by the end of the 2016-2017 school year.

**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.)?**

- Give identified students a double dose of reading interventions where they lack the skills, to include support by building-level specialists (i.e., reading specialists, instructional coach, Exceptional Children teachers, etc.)
- Ensure Guided Reading is done to fidelity through random checks and coaching from peers and school administration
- Continue to use Summer Reading Camp as an appropriate 'summer slide' prevention
- Use data that each grade level has identified for individual student needs in data team meetings where possible solutions are shared with grade level teams.
- Create and maintain home-school partnership initiatives with parents, community members and other parties
- Ensure Open Court (phonics program) is taught with fidelity through peer conversations and fidelity checks
- Parental and community involvement to heighten excitement about reading at school and home

| <b>D</b>   |  |   |  |            |          |
|--|--|---|--|------------|----------|
| <b>DO: Develop and Implement Deployment Plan</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  | Enhanced data analysis to identify which students are at risk of falling behind in reading | Grade Level Chairs                                | Identify at risk and partial risk students and the appropriate interventions, then measure to see if students are being successful | 9/16/16    | 6/16/17  |



|   |   |                      |   |          |         |
|---|---|----------------------|---|----------|---------|
|   |   |                      | as interventions are used   |          |         |
| 2 | Create grade level team/individual thermometers that will show and motivate student success for each grade level or classroom   | Grade Level Teachers | Comparison between classes and/or grade levels to see progress being made thorough mClass data.   | 10/31/16 | Ongoing |
| 3 | Create and maintain data folders to set goals (these can be behavioral or academic goals). This data will then be used to formulate how we are meeting student needs either grade levels or with individual students. | Grade Level Teachers | mClass Reading 3D growth data<br><br>Documentation showing that the data was created and used to drive student success  | 10/31/16 | Ongoing |
| 4 | We will have reading-literacy educational materials to engage parent partnership and participation at all school sponsored academic parental events.  | Staff                | Portfolio of information given to parents, in combination with sign-in sheets to determine number of potential involvement. Also look at teacher and grade level reading log completion by percentage | 08/16    | Ongoing |

**Implementation Plan Quality Check:**

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

Additional budgetary or other resources are not needed to complete these goals. We already have staff and materials to complete these tasks.

**If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?**

None needed at this time

**If funding is not available, identify the steps from the implementation plan that will address the funding gap.**

**What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?**

Review of data folders and other implementation ideas in staff meetings or grade level specific data meetings already scheduled.

**Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:**

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

mClass Reading 3D

Grades

Anecdotal Teacher Responses and other data

Parental response on both 'formal' events, but also on reading log participation

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

mClass Reading 3D

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

mClass Reading 3D, specifically DIBELS

Parental involvement via 'formal' events and rosters of participation of reading logs

## Goal 2

|   |                      |                                      |   |
|---|----------------------|--------------------------------------|---|
| <b>School Name:</b><br>Rosman<br>Elementary | <b>Year:</b><br>2016 | <b>Principal:</b> Scott<br>Strickler | <b>SIT Chair:</b> Debby Masengill and<br>Laura Sullivan |
|---|----------------------|--------------------------------------|---|

|   |  |
|---|--|
| <b>P</b>  | <b>PLAN: Identify the gap and the approach</b> |
| <p><b>Overall SMART Goal (Two year projection):</b></p> <p>At Rosman Elementary School we ROAR, which means we will:</p> <ul style="list-style-type: none"> <li>- be <u>R</u>espectful of yourself and others</li> <li>- be <u>O</u>rganized</li> <li>- have a good <u>A</u>ttitude</li> <li>- be <u>R</u>esponsible</li> </ul> <p>By encouraging all students, staff, and parents, to ROAR at all times, Rosman Elementary School will have a positive, clean, and safe environment. We will know we are successfully doing this as indicated from data collected on an annual survey given to students and by meeting the quarterly goal the school collecting enough rewards (as show in our ROAR bead charts in the cafeteria), in addition to the tracking the number of discipline reports referred to school administration. This will allow RES to determine whether or not the token economy system is influencing student behavior.</p> |  |
| <p><b>Data Analysis. Answer the question below using any data and/or information you have about your performance.</b></p>   |  |
| <p><b>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.)</b></p> <p>The staff of Rosman Elementary School will work towards rewarding students with our token economy system of individual and classroom beads (which can earn a wide variety of recognition for our students, classes and even school). More specifically, we will use the ROAR language and distribute more beads to incentivize students to have better behavior. This will be measured by how many ROAR charts are posted in the cafeteria (each ROAR</p>   |  |

chart is worth 40 classroom beads) and tracking the number of disciplinary referrals over time.

**Data Analysis. Answer the data analysis questions.**

|   |  |   |
|---|--|---|
| <p><b>1. What is contributing to your success in this area and how do you know?</b></p> <p>- The number of different students referred to school administration over the course of five years has decreased.</p> <p>- We have been giving reminders on afternoon announcements to distribute beads, which has led to more beads being distributed school wide as evidenced by evidenced by the need for purchasing beads.</p> | <p><b>2. What opportunities for improvement do you notice?</b></p> <p>Need weekly reminders of school wide progress towards ROAR sheet completion and school wide rewards.</p> | <p><b>3. What seems to be the root cause of the problem and how do you know?</b></p> <p>Teachers not giving out ample amounts of classroom beads. Grade level and teacher discussions have led to the discovery of lack of time and or remembering to distribute.</p> |
|---|--|---|

**Target SMART Goal (One year projection):**

Rosman Elementary will show they have a positive and orderly school environment by earning at least one school wide reward per quarter.

**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.)?**

We will implement daily reminder announcements about class bead distribution and weekly reminder announcements on school wide reward progress. At least 75% of students will also agree that the school is positive, orderly, and safe on student surveys.

|          |  |                                  |                       |               |             |
|----------|--|----------------------------------|-----------------------|---------------|-------------|
| <b>D</b> | <b>DO: Develop and Implement Deployment Plan</b> |                                  |                       |               |             |
| Step #   | Cycle 1<br>List the specific                     | Person(s)<br>responsi<br>ble for | Measure/Indica<br>tor | Start<br>Date | End<br>Date |

|   | steps your team will complete during the first cycle.   | completion of the step.     | (How will you know if the step is completed correctly?)                                    |         |        |
|---|---|-----------------------------|--|---------|--------|
|   | Formally reteach/emphasize expectations for respect to all staff and students as well as expectations for behavior in all classrooms and on school grounds.                         | All Teachers                | Students can explain all ROAR expectation throughout the school.                           | 8/29/16 | 6/9/17 |
|   | 2. Set goal for RES staff: each staff member will distribute 10 class beads per week/2 per day.   | All staff                   | More reward sheets will be completed leading to at least one quarterly school wide reward. | 8/29/16 | 6/9/17 |
|   | 3. Formulate, distribute, and collect data on student survey to analyze student thoughts and feelings about the safety, cleanliness, and positive environment of Rosman Elementary. | The school improvement team | 100% Student survey completion   | 8/29/16 | 6/9/17 |
| <b>Implementation Plan Quality Check:</b>   |   |                             |  |         |        |
| <b>What resources/budget needs do you have for the first cycle?</b>   |   |                             |  |         |        |
| Special beads<br>Orange beads<br>Black beads<br>Teacher rings<br>Bead boxes<br><br>Encourage parent volunteers to distribute beads on Fridays. Require Parents to sign behavior log nightly (whether it be in Calendar or Planner). |   |                             |  |         |        |

**If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?**

State Funds

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

**What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?**

PBIS Staff refresher, PBIS team Tier I training for those who have not attended.

**Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:**

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

We will evaluate student disciplinary infractions at the front office level (if a student is sent to school administration for a disciplinary incident and receives a consequence outside of the classroom), in addition to various positive behavioral incentives (use of the token economy through bead distribution and the number school wide celebrations). Students will also be on the celebrations they enjoy and then the celebrations matched with their survey data. The survey will show that students understand how to ROAR and have a positive attitude towards school.

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

- Number of disciplinary actions sent to the school administration and receives a consequence outside of the classroom
- Use of the token economy (in the form of beads)
- Number of school wide celebrations
- Results from the student survey

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

We will evaluate if there is an increase in bead distribution and if student requests for school wide rewards are met by the frequency

|  |  |                              |  |
|--|--|------------------------------|--|
|  |  | of school wide PBIS rewards. |  |
|--|--|------------------------------|--|

### Goal 3

|  |                      |                                      |   |
|--|----------------------|--------------------------------------|---|
| <b>School Name:</b><br>Rosman Elementary | <b>Year:</b><br>2016 | <b>Principal:</b><br>Scott Strickler | <b>SIT Chair:</b><br>Debby Massengil and Laura Sullivan |
|--|----------------------|--------------------------------------|---|

|  |  |
|--|--|
| <b>P</b>   | <b>PLAN: Identify the gap and the approach</b> |
| <p><b>Overall SMART Goal (Two year projection):</b></p> <p>Our educators will increase the understanding and use of differentiation in their daily instruction to increase student growth and to reach all students by the end of the 2017-2018 school year. This understanding and use will be measured through growth of our students in their EVAAS scores (which is a measurement based on growth) where our current school wide data shows that in the broad sense our 'lower' and 'middle' students (as defined by EVAAS) are not growing at the pace of instruction that is prescribed by the curriculum due to the fact growth in many grades is in the negative, specifically in those two areas.</p> |  |
| <p><b>Data Analysis. Answer the question below using any data and/or information you have about your performance.</b></p>  |  |
| <p><b>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.)</b></p> <p>- The 2015-2016 EVAAS Decision Dashboard Report showed that Middle and Low Achieving students made less progress than the Growth Standard. This is where our focus on differentiation will be reflected on. The data behind this need is:</p>  |  |

- 10 of 15 teachers that currently teach at Rosman Elementary School have negative growth in EVAAS for Reading (based on either End of Grade testing for 3<sup>rd</sup>-5<sup>th</sup> grade teachers or mClass Reading 3D TRC for Kindergarten-2<sup>nd</sup> teachers)

- 3 out of 7 teachers that currently teach at Rosman Elementary School have negative growth in EVAAS for Math (Math for EVAAS is only measured by End of Grade testing, so there is no piece for Kindergarten-2<sup>nd</sup> grade teachers in Math)

**Data Analysis. Answer the data analysis questions.**

**1. What is contributing to your success in this area and how do you know?**

Some middle to high achieving groups made progress similar to or more than the Growth Standard in most areas. The School Growth Measure for the past three years has shown that the school has consistently made progress similar to or more than the Growth Standard.

**Please see Appendix A for a school-wide overview of EVAAS data broken by achievement groups.**

**2. What opportunities for improvement do you notice?**

The specific subjects that made less progress than the Growth Standard (using EOG scores as measurement) were 3rd Grade Reading, 3rd Grade Math, and 5th Grade Science.

**Please see Appendix A for a school-wide overview of EVAAS data broken by achievement groups.**

**3. What seems to be the root cause of the problem and how do you know?**

It is not clearly evident at this time what the root cause is. It is possible that socioeconomic factors are playing a role, and teachers are not reaching 80% of their students in core classroom instruction (a goal set forth currently within the MTSS model). We will continue to work on giving great classroom experiences, in addition to helping all students learn in a variety of engaging ways as we continue to determine the root cause of these issues.

**Target SMART Goal (One year projection):**

To provide professional development in differentiation for our educators, so that they will be able to reach all students with their core classroom instruction and increase Student Growth EVAAS scores, specifically those students in the Middle to Low Achievement Groups.



**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.)?**

Every educator will participate in a differentiation book study and activities to implement the strategies learned in the book study. The books are provided by school administration and authored or co-authored by Carol Ann Tomlinson.

| <b>D</b>   |   |   |  |            |          |
|--|---|---|--|------------|----------|
| <b>DO: Develop and Implement Deployment Plan</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  | Find resources which will provide a list of differentiation strategies for a pre-survey | Jessica Ammons and Lystra Keever                  | The list compiled is directly from differentiation instruction materials.  | 9/6/16     | 9/16/16  |
| 2  | Make the survey using Google Forms  | Laura Sullivan                                    | The form is easy to understand and will provide data to use for comparison later.  | 9/16/16    | 10/1/16  |
| 3  | Send the survey to classroom teachers to complete                                       | Laura Sullivan                                    | Responses from all classroom teachers  | 10/10/16   | 10/14/16 |
| 4  | Collect and discuss the data  | SIT Goal 3 team                                   | Data is recorded in a useful format to use for comparison later  | 11/7/16    | 11/7/16  |
| 5  | Book studies begin  | All Certified Teachers                            | Grade level teams will make presentations to the staff that show what they have learned and implemented in their classrooms. | 11/7/16    | 3/24/16  |

|    |  |                |  |         |         |
|----|--|----------------|--|---------|---------|
| 6  | Send out a pre-survey and post survey to parent stakeholders concerning their child's reports of what they do in the classroom | Laura Sullivan | Responses are collected from parents   | 12/5/16 | 3/27/16 |
| 7  | Send a differentiation checklist to administration for them to use when walking through classes.                               | Laura Sullivan | Checklists are completed by administration and information is collected.               | 12/5/16 | 4/13/16 |
| 8  | Send out a post differentiation survey to staff  | Laura Sullivan | The post survey provides data needed for measuring the effectiveness of the book study | 4/10/16 | 4/13/16 |
| 9  | Analyze data from all surveys and checklists   | Goal 3 team    | The data shows increased use of differentiation strategies in the classrooms           | 5/2016  | 6/2016  |
| 10 | Analyze the EVVAS RES data   | All Staff      | Staff is able to determine if the differentiation book study improved student growth   | 8/2016  | 12/2017 |
|    |  |                |  |         |         |

**Implementation Plan Quality Check:**

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

Books for the Differentiation Book Studies

**If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?**

State Funds

**If funding is not available, identify the steps from the implementation plan that will address the funding gap.**

**What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?**

The Differentiation Book Study and the presentations/activities involved with the study, as defined by each individual grade level/team.

**Determine the measures/data that will be used to determine the effectiveness of the first cycle 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 data.)</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>  |
|--|--|---|
| <p>The pre- and post-surveys.<br/><br/>Lesson Plan Samples<br/><br/>EVAAS data for 2016-2017</p>   | <p>The surveys will need to show an increase in the use of differentiation strategies in the regular classroom. EVAAS data, EOG scores, and other test scores will help us determine if the differentiation strategies were effective in increasing growth in all students, especially those in the Middle to Low Achieving Group.</p> | <p>The EVAAS data, M-Class, EOG scores, and Benchmark scores will help us to determine if the differentiation</p> <p>We will use the information and measures in A and B to determine if the Book Study was effective or if more professional development/accountability is needed.</p> |

## Appendix A

### Rosman Elementary School EVAAS Decision Dashboard Snapshot

| Select items below to see them above.  |         |                    |                |  |   |            |   |             |
|--|---------|--------------------|----------------|--|---|------------|---|-------------|
| <input type="button" value="+ Add All"/> <input type="button" value="✕ Remove All"/> |         |                    |                |  |   |            |   |             |
| Test/Grade   | Subject | School Value Added |                | School Diagnostic - Achievement Groups |   |            |   |             |
|  |         | 2016               | 3 Year Average | 1 (Lowest)                             | 2 | 3 (Middle) | 4 | 5 (Highest) |
| End of Grade, Grade 3 ✕  | Reading | ■                  | ▲              |  | ◆ | ◆          | ● | ●           |
| End of Grade, Grade 4 ✕  | Math    | ▼                  | ▲              | ◆                                      | ◆ | ○          | ○ | ○           |
|  | Reading | ■                  | ■              | ○                                      | ○ | ◆          | ○ | ○           |
| End of Grade, Grade 5 ✕  | Math    | ■                  | ▼              | ○                                      | ○ | ○          | ◆ | ○           |
|  | Reading | ■                  | ■              |  | ● | ●          | ○ | ○           |
|  | Science | ▼                  | ■              |  | ◆ | ◆          | ○ | ◆           |

#### School Value Added

- ▲ Significant evidence that the school's students made more progress than the Growth Standard
- Evidence that the school's students made progress similar to the Growth Standard
- ▼ Significant evidence that the school's students made less progress than the Growth Standard
- No data currently available

#### School Diagnostic

- Moderate evidence that the group exceeded the Growth Standard
- Evidence that the group met the Growth Standard
- ◆ Moderate evidence that the group did not meet the Growth Standard
- Not enough students to generate a growth measure