

Rocky River Elementary School
School Improvement Plan
2017-2019



Dr. Chuck LaRusso, Principal
Mrs. Lani Earnhardt, Assistant Principal

**School Improvement Team Members
2017-2019**

Name	SIT Role	School Role
Kim Kerr	Parent	Parent
Haley Collins	Parent	Parent
Amber Novosel	Parent	Parent
Mary Recchion	Grade Level Rep	Preschool
Anselita Newkirk	Grade Level Rep	Preschool
Morgan Ferguson	Grade Level Rep	Kindergarten
Jenny Burris	Grade Level Rep	1st Grade
Donna Boprey	Grade Level Rep	1st Grade
Paula Attanucci	Grade Level Rep	2nd Grade
Rachel Graham	Grade Level Rep	2nd Grade
Christine Sivertson	Grade Level Rep	3rd Grade
Jill Huston	Department Rep	EC
Grace Gonzalez	Department Rep	EC (2017-2018)
Jennifer Williams	Department Rep	Instructional Assistant
Stephanie Sossamon	Department Rep	Enhancement/Support Team
Sharon Jayne	Ex Officio Member	Media Specialist
Jenna Cook	Ex Officio Member	Instructional Coach
Lani Earnhardt	Ex Officio Member	Assistant Principal
Dr. Chuck LaRusso	Ex Officio Member	Principal

State Board of Education Goals - Future-ready students for the 21st Century

- Goal 1 - North Carolina public schools will produce globally competitive students.
- Goal 2 - North Carolina public schools will be led by 21st Century professionals.
- Goal 3 - North Carolina public school students will be healthy and responsible.
- Goal 4 - Leadership will guide innovation in North Carolina public schools.
- Goal 5 - North Carolina public schools will be governed and supported by 21st Century systems.

District Goals for Mooresville Graded School District

- District Goal 1 - Establish MGSD students as globally innovative leaders by fostering a culture that cultivates critical thinking, communication, collaboration, creativity, rigor, relevance, and social relationships.
- District Goal 2 - In order to lead, teach, assess and support students, MGSD actively recruits, retains and continually develops highly competent, caring and student-focused staff.
- District Goal 3 - Implement innovative and cutting-edge systems and processes within safe, caring environments to enhance and promote the development of healthy, responsible students and graduates.
- District Goal 4 - Provide district leadership designed to achieve dynamic continuous improvement by fostering creativity, innovation, and collaboration that support the district's vision and mission.
- District Goal 5 - Implement cutting-edge and dynamic processes supporting and guiding decisions that reflect forward thinking and are based on data.

Vision Statement:

The vision of Rocky River Elementary School is to be a premier hands-on, minds-on global learning environment. We strive to inspire lifelong learning and personal, social and academic excellence.

Mission Statement:

Our mission is to provide a learning environment where students, families, and teachers collaborate to encourage, nurture, and equip every child, every day to be successful citizens in a global society.

As a Learning Community we value...

- *Diversity* - We respect individual differences: culture, interests and abilities.
- *Integrity* - We value honesty, trust, fairness, respect and responsibility.
- *High Expectations* - We achieve academic excellence by nurturing students' curiosity.
- *Student Centered Environment*- We create student centered classrooms where students are actively engaged.
- *Communication* - We establish a sense of community where students, teachers and parents feel connected to and supported by one another.

SCHOOL HISTORY:

Rocky River Elementary School (RRES) is located at 483 Rocky River Road and opened in the fall of 2009. Our school serves students ranging in age from 3 year-old pre-kindergarten through third grade students. The school currently operates 39 classrooms, in three classroom wings and a modular unit. Rocky River Elementary School also houses a central library with adjoining computer lab, music room, art room, gym, multi-purpose cafeteria with an adjoining stage for school presentations and assemblies. There are also six smaller classrooms which are used for pull-out tutor rooms, mini-labs, classroom projects areas and a variety of related services therapies. This year our school has added a 10-classroom modular unit for additional classrooms. Outside the school is an enclosed outdoor play area for preschool and younger students, two large play areas with play structures and recreation equipment, and expansive fields for school and community use.

OUR STUDENTS:

Rocky River Elementary School opened the 2009-2010 school year with 543 students. Since opening, enrollment has been steadily increasing. In the past several years Rocky River has added several inclusive preschool classrooms and an additional classroom serving school-aged students with disabilities. Our school serves students with disabilities with significant need for all three of the district's elementary schools. Rocky River continues to grow with a total enrollment that has reached 607 preschool and school-age students.

OUR STAFF :

Rocky River Elementary School students are served by 33 K-3rd grade regular classroom teachers, and has 3 preschool classroom teachers. In addition the school employs a Physical Education teacher, music teacher, art teacher, school library media coordinator, counselor, reading specialist, a ESL teacher, and instructional coach. Eight special education teachers provide special education services

for students with disabilities. The office and instructional support staff includes three office professionals, 27 full and/or part-time instructional assistants, including several special education teaching assistants, four custodians, and six cafeteria staff. The leadership staff includes a principal and assistant principal.

OUR PARENTS:

Rocky River Elementary School parents are important partners at Rocky River. We have a parent organization, the PIT Crew, that is active in a number of ways including hosting family events, volunteering and fundraising. Parents also spend countless hours volunteering in our school. They provide tutoring services and assist teachers as well as are active in after-school programs and events. The 2018 North Carolina Teacher Working Condition Survey results indicated 96.4% agreement that Parents/Guardians support teachers, contributing to their success with students and 100% agreement that the school does a good job of encouraging parent/guardian involvement. Our community is also critical to our success with 100% of staff respondents indicating the community we serve is supportive of our school. We currently have 798 parents connected to Classroom Dojo, a digital platform to communicate with our parents and highlight school events.

CLASS SIZE, SCHEDULE AND RESOURCES:

The average class size in our preschool is 15 students. School age class sizes are as follows: kindergarten (17), first grade (17), second grade (18) and in third grade to (17). The weekly schedule at RRES provides each student in grades K-3 with 65 minutes of enhancements including physical education, music, E/I Lab, library, guidance, art, Istation, STEAM Lab and Rosetta Stone. Additionally, every grade level has a 40 minute enrichment/intervention (E/I) block where no new instruction is taught and students are provided with activities to address a deficit or enhance a skill already mastered. In the 2015-2016 school year Rocky River deployed digital devices to each Rocky River student. Our kindergarten and 1st grades have 1:1 iPads, while our 2nd and 3rd grade students have been assigned 1:1 MacBook Airs. Teachers also have access to Macbook and iPad carts in order to learn technology skills, and integrate digital resources into the class curriculum. The schedule at RRES also allows for early release days for district, school, and staff teams to focus on student improvement goals, curriculum alignment, development of performance assessments, and professional improvement activities to help ensure that students will master the Essential Standards of the Common Core Curriculum.

Enrollment Data				
	2015-2016	2016-2017	2017-2018	2018-2019
Pre-K	64	31	45	39
Kindergarten	146	151	156	117
1st Grade	161	155	155	154
2nd Grade	137	173	141	160

3rd Grade	181	141	178	137
Total	689	651	675	607

Student Demographics								
	2015-2016		2016-2017		2017-18		2018-19	
White	513	74%	504	77%	539	79%	483	80%
Black	52	8%	42	6%	45	7%	39	7%
Hispanic	74	11%	45	7%	47	7%	38	6%
American Indian/Alaskan Native	2	.02	6	1%	4	1%	3	.5%
Asian/Pacific Islander	11	2%	11	2%	6	1%	6	1%
Multi-Racial	37	5%	43	7%	34	5%	38	6%
Students with Disabilities	94	13.6%	104	16%	111	16%	92	7%
Economically Disadvantaged	-	26.1%	-	23.6%	108	16%	91	15%
Males	369	54%	340	52%	361	53%	317	52%
Females	320	46%	311	48%	314	47%	290	48%
Total Student Population	689	100%	651	100%	675	100%	607	100%

Historical Data				
	2014-2015	2015-2016	2016-2017	2017-2018
Kindergarten Reading	82%	84%	75%	82%
Kindergarten Math	89%	86%	85%	92%
1st Grade Reading	54%	47%	62%	59%
1st Grade Math	75%	77%	82%	85%
2nd Grade Reading	72%	63%	64%	79%
2nd Grade Math	87%	85%	85%	96%
3rd Grade Reading	78%	67%	81%	77%

3rd Grade Math	92%	76%	91%	87%
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GAP ANALYSIS

3rd Grade*

	All	White	Black	Hispanic	SWD
Reading	138/182	115/145	3/8	12/19	14/33
	76%	79%	38% (41 pt. gap)	63% (16 pt. gap)	42.4% (37 pt. gap)
Math	156/182	128/145	5/8	14/19	19/33
	86%	88%	63% (25 pt. gap)	74% (14 pt. gap)	58% (30 pt. gap)

K-2 Data*

	All	White	Black	Hispanic	SWD
Reading	319/435	267/360	16/32	25/40	13/49
	73.3%	74.1%	50% (16 Gap)	62.5% (10.3 Gap)	27% (47 pt. gap)
Math	396/435				
	91%				

School-Wide (K-3 proficiency)

	All	White	Black	Hispanic	SWD
Reading	457/617	382/505	19/40	37/59	32/82
	74.1%	75.6%	48% (27.6 pt. gap)	63% (12.6 pt. gap)	39% (36.6pt. gap)
Math	552/617				
	89.5%				

*Please note: Data in 3rd grade is based on State administered End-of-Grade testing. Data in Kindergarten, 1st Grade and 2nd grade is based on mclass assessments, district assessments, as well as other normed measures.

Analysis of the Data:

Areas of Strength:

Rocky River serves students from Pre-Kindergarten through 3rd grade. Our school remains focused on student performance and continuous improvement, and uses multiple data points to both monitor student progress and plan strategic instruction. Summative assessment data is used to make critical decisions on modification of core instructional programming, as well as develop plans for intervention and enrichment. Assessments developed by the State, as well as local assessments are aligned to the North Carolina Standard Course of Study. Likewise, locally created pacing guides, quarterly assessments and mClass Reading 3D assessments are used to benchmark students and provide diagnostic information to teachers. These measures allow teachers to strategically adjust their classroom instruction to meet the needs of all students. For kindergarten, first and second grade students one of the primary tools is the North Carolina K-2 Assessment and the North Carolina End-of-Grade Assessment is used for third grade students. Results from those assessments are included above. A significant strength can be found in the area of math. More than 90% of our students demonstrate grade-level proficiency. Third grade students were proficient at a rate of above 85%.

Rocky River students also performed relatively well in reading, exceeding 70% school-wide. Over 76% of our third grade students were proficient as measured by the End-of-Grade test. An analysis of achievement gaps in reading reveals that our subgroup populations have notable achievement gaps when compared to our majority population (white students). Gaps range from 14% (Hispanic students reading performance) to 41% (Black student reading performance). It should be noted that we had 8 black students in our third grade. The state does not recognize a subgroup of less than 10 for statistical growth measures. Gaps were also present in our K-2 reading data.

Over the last couple of years Rocky River focused on building a culture conducive to student achievement and citizenship. A focus was placed on reducing office referrals while continuing to provide students with a positive and supportive learning environment afforded our students. The school has adopted Positive Behavior Intervention and Support (PBIS). We have an active PBIS team and well established and communicated universal expectations for student behavior. We also include our school guidance counselor in our rotation to deliver character education. In addition, this year we have added to our anti-bullying campaign by delivering Respectability classes to our students. Our school periodically reviews discipline data and teachers spend time throughout the year explicitly teaching these expectations and areas identified as growth opportunities. Over the past two years we have reduced our office referrals from 88 to 69.

Areas of Need:

The School Improvement Team and Leadership Team uses data for progress monitoring, reflection and school improvement. After an analysis of the data, Teacher Working Condition Survey, and feedback from parents, a few areas have been identified. First, reading proficiency data continues to be a need for focus this school year. While slightly over 73% of our students are proficient readers, our School Improvement Plan will be focused on improving upon this data. We also recognize that the data indicates more of an achievement gap in reading between our subgroups and the majority group than our math performance. Gaps exist between all grade-levels and in each of our subgroup populations (Students with Disabilities, Hispanic, and Black students). This will be a major focus on our School Improvement Plan. Finally, this performance gap, when coupled with the response from our teachers on the Teacher Working Conditions survey (68% of teachers felt they did not have the professional development needed to teach their students with disabilities more effectively) suggests our School Improvement Plan needs to address training when working with students with disabilities. We have focused many of our professional development opportunities in this area. Our most recent Teacher

Working Condition Survey Results indicate that 51% of our teachers still find this an area in which they need additional professional development.

School Improvement Goal 1

School Goal: Increase proficiency in Reading to 80% and Math to 90% for all K-3 students, while closing any existing achievement gaps of subgroups by 50%.

MGSD Strategic Plan Goal: District Goal 1 - Establish MGSD students as globally innovative leaders by fostering a culture that cultivates critical thinking, communication, collaboration, creativity, rigor, relevance, and social relationships.

NC School Board Goal: Goal 1 - North Carolina public schools will produce globally competitive students.

Strategies	Resources Required	Timetable	Person(s) Responsible	Means of Evaluation
Enhance our implementation of a Multi-Tiered System of Support (MTSS) to analyze and adjust core instruction and identify academically and socially at-risk students, and intervene appropriately	MTSS Team Curriculum Guides Research-Based Interventions	2017-2019 School Year	Teachers, administration, reading specialist, PLC Teams	MTSS Meeting agendas, MTSS tiered rosters, achievement data
Provide 90 minute balanced literacy reading instruction and 40 minute Enrichment/Intervention block	Curriculum Guides Instructional Staff	2017-2019 School Year	Teachers, instructional assistants, administration	Master schedule, student reading data, CFAs and quarterly assessments
Provide Literacy/ Instructional Best Practices Training	PEAK Training Keys to Literacy HillRap Tier 2 Training	2017-2019 School Year	HillRap trainers, teachers, administration, Keys to Literacy and PEAK Trainers	Core Instruction Lesson Plans MTSS Data, student reading achievement data
Structured weekly PLCs focused on Curriculum Standards and Instructional Best	Unpacking Documents, Pacing Guides, Standards	2017-2019 School Year	Teachers, Administration, Instructional Coach	PLC Agendas

Practices				
Employ Small Group Instructors to help remediate and enrich instruction	Small group instructors, teachers, financial resources including state, local and parent organization contributions.	2017-2019 School Year	Small group instructors, administration	SGI schedules, master schedule, intervention and enrichment lesson plans, achievement data

School Improvement Goal 2

School Goal: Execute school-wide systems of positive communication and behavior management that promote a safe, respectful and responsible environment, in order to produce a caring school culture as measured by a reduction in student office disciplinary referrals and an increase in positive Class Dojo interactions.

MGSD Strategic Plan Goal: District Goal 3 - Implement innovative and cutting-edge systems and processes within safe, caring environments to enhance and promote the development of healthy, responsible students and graduates.

NC School Board Goal: Goal 3 - North Carolina public school students will be healthy and responsible.

Strategies	Resources Required	Timetable	Person(s) Responsible	Means of Evaluation
Enhance our Positive Behavior (PBIS) through implementation of Class Dojo school-wide in order to communicate with families, and reinforce positive behavior.	PBIS budget, Class Dojo, PBIS and MTSS team.	2017-2019 School Year	PBIS Team, parents, students, teachers, administration	PBIS universals, Class Dojo accounts, all support staff linked to individual teacher accounts
Implement Elementary Bullying Prevention Plan	Respectability Classes Bullying hotline, October Awareness Month, Focus Groups, Mentors	2017-2019 School Year	School Counselor, Administration, Teachers, Students, Mentors, Respectability staff	Bullying prevention plan implemented, Character education courses
Provide a S'more account for teachers to create online newsletters to send to families	S'more Account RRES Master Calendar	2017-2019 School Year	Teachers, administration	Active S'More accounts, newsletters
Implement a character education program that promotes good character	Master schedule to include character education, You Rock Awards, Student of the Month, and	2017-2019 School Year	School counselor, teachers, Respectability staff	Character education courses

	Respectability Classes			
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School Improvement Goal 3

School Goal: Strategically provide training and professional development in order to increase achievement for our students with disabilities by 10%, thus improving teacher working condition survey data regarding teacher preparedness to teach students with disabilities.

MGSD Strategic Plan Goal: In order to lead, teach, assess and support students, MGSD actively recruits and continually develops highly competent, caring and student focused staff.

NC School Board Goal: North Carolina Public Schools will be led by 21st Century Professionals

Strategies	Resources Required	Timetable	Person(s) Responsible	Means of Evaluation
Increase the number of students exposed to inclusion and co-teaching	Training and Professional Development, EC Department trainers, EC PLCs, IEP Teams	2017-2019 School Year	EC staff, Administration, PD Trainers	IEP setting data, Proficiency Levels
Implement progress monitoring and IEP Goal Writing Training to all staff	EC Department trainers, EC PLCs, MTSS Team, EPIC trainings	2017-2019 School Year	EC staff and program specialists, EC team, Administration, MTSS Team	EC PLCs, MTSS meeting agendas
Assist all staff in working with students with disabilities through professional development provided by our MTSS and Autism Problem Solving Team (AUPST) and other trainings	DPI Foundations of Autism training, AUPST, visual supports for students, MTSS behavior interventions, flow chart for behavior support, PD budget	2017-2019 School Year	MTSS Team, EC Team, AUPST, Behavior Specialist, EC District Leadership and administration	Training agendas, visual supports in place, student data
Provide staff development regarding student behavior, social thinking and self-regulation	Social thinking training, movement based instruction, sensory and behavior training, PEAK, professional development budget, Respectability trainings	2017-2019 School Year	AUPST, EC Team and district level support specialists, behavior specialists, critical staff trained on social thinking	Student behavior plans, data, training agendas

Train EC staff on teaching phonemic awareness	Keys to Literacy, HillRap Training, HillRap strategies training	2017-2019 School Year	HillRap trainers, EC staff	Student reading data
Provide critical staff with Crisis Prevention Intervention Training and de-escalation training for all staff	CPI training classes, Behavior specialist, PD budget	2017-2019 School Year	CPI Trainers, critical staff	Training agenda, student behavior plans

School Improvement Goal 4

School Goal: Implement systems and programs that strengthen parent involvement and communication as measured by attendance at school/community events (50% of families) and connectivity (85% of families connected through media outlets, including Class Dojo, Blackboard Connect).

MGSD Strategic Plan Goal: Implement innovative and cutting-edge systems and processes within safe, caring environments to enhance and promote the development of healthy, responsible students and graduates.

NC School Board Goal: North Carolina public school students will be healthy and responsible.

Strategies	Resources Required	Timetable	Person(s) Responsible	Means of Evaluation
Increase communication between PitCrew Board and parents	ClassDojo account, increased number of PIT Crew meetings, other communications	2017-2019 School Year	PIT Crew board, staff, administration	ClassDojo reports including stories and postings, PITCrew meeting agenda
Increase number of board members on our Parent Involvement Team (PIT) Crew Cabinet	PIT Crew	2017-2019 School Year	PIT Crew board, staff, administration	PIT Crew meeting agendas, Board rosters
Provide additional Low Costs PIT Crew Sponsored Events	PIT Crew, monthly PIT sponsored community and parent events	2017-2019 School Year	PIT Crew board, staff, administration	PIT Crew event calendar
Work with the PIT Crew to increase volunteer opportunities for all parents	Volunteer opportunities and volunteer sign-in and logged hours	2017-2019 School Year	PIT Crew board, staff, administration	Volunteer logs
Implement systems to enhance communication	Blackboard Connect, Class Dojo (school and class stories), Parent S'More,	2017-2019 School Year	Administration, teachers, PIT Crew	Class Dojo postings, Blackboard Connect phone and

with parents and the community	Curriculum Nights			email messages; student portfolios
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School Safety Requirements

GS §115C-105.27 (c1) requires superintendents to review and assess the school safety components of each school improvement plan and to make written recommendations to the School Board. Our school’s safety components have been examined and updated by the School Improvement Team.

**Mooreville Graded School District
Emergency Operations Plan Summary**

Prepared using the School Risk Management Planning Tool provided through a partnership between North Carolina Emergency Management and the Department of Public Instruction.

Updated: October 2018

The following summary provides an overview of the Mooreville Graded School District Emergency Operations Plan (EOP). The following “Table of Contents” provides the topics covered in the plan as well as each school’s safety plan. This summary will include excerpts from the original documents which will convey the general intent of the plans.

All public and private facilities and institutions are vulnerable to threatening circumstances and events which could cascade into disasters. As a public institution of learning, the Mooreville Graded School District realizes the importance of and need to mitigate, prepare for, and respond to emergency situations. The safety and well-being of our students, staffs, and community members are of utmost importance. Our Emergency Operations Plan (EOP) was developed by a collaborative effort of numerous community agencies, such as law enforcement, fire services, health services, social services, emergency management officials, as well as school personnel, ranging from school-level teachers, counselors, and administrators to central office administrators.

This plan will provide the basis for each school’s safety plan as well as for the non-school facilities (Central Office, Student Services, Transportation, Maintenance, and Child Nutrition). Each site will develop its own plan due to the specific circumstances, needs and conditions at each site. The Mooreville Graded School District also provides additional means to assist in helping maintain a safe environment including a District-Wide Safety Committee (consisting of a representative from each school and division) which meets at least eight times per school year, as well as site-specific Safety Committees, which meet monthly.

The Mooreville Graded School District is committed to the general safety and wellbeing of its students, staff, and community. The Board of Education is in support of this Emergency Operations Plan (EOP) and is committed to keeping the plan current.

The signatures of the current chairperson of the Board of Education and the Superintendent verify this support.

Superintendent

Date

Chairperson, Board of Education

Date

Table of Contents

Basic Plan
Introduction
Distribution of EOP
Purpose
Emergency Contact Numbers
First Responders
Active Shooter
Basic Evacuations
 Evacuation Rally Points
Blood Borne Pathogens
Bomb Threat
 Bomb Threat Checklist
CPI Team
Drugs or Alcohol
Field Trip Incident
Fights
Fire Drills
Hazardous Materials
Intruder/Armed Intruder
Media Procedures
Medical Emergency/Serious Injury
Missing Student
Phone Trace
Reportable Offenses
Sexual Assault
Suicide Intent/Attempt
Tornadoes
Utility Outage

Purpose

The purpose of this plan is to identify and support the actions of the school personnel when responding to man-made hazards, natural disasters, and or technological failures. This plan is meant to be used as a guide; however the need for flexibility is noted as different schools have unique needs and plans for those schools will reflect such. The expectation exists that training and practices of these procedures will occur on a regular basis.

Situation, Assumptions and Limitations

The Mooresville Graded School District consists of ~6,000 students, ~800 staff members, and eight school campuses, in a county in the Piedmont of North Carolina. Mooresville Graded Schools are exposed to many hazards, which have the potential to disrupt everyday operations, such as hurricanes, fires, tornadoes, floods,

tsunamis, hazardous materials spills, and acts of terrorism. This plan provides a guide for positive, productive responses to such incidents; however, there is no guarantee that this plan will provide a perfect solution for emergency situations, nor does this plan attempt to address every possible emergency which may arise.

Safety Measures/Trainings in MGSD

The following measures, drills, inspections, and trainings help to ensure the safety, security, and well-being of the students, staff, and community within the Mooresville Graded School District:

- Monthly Drills and/or Inspections
 - Fire Drills
 - Safety Inspections (twice a month)
 - AED Inspections
 - Playground Inspections
 - Sanitation Reports
- Bi-annual Fire and Safety Inspections
- Quarterly Lockdown Drills
- Annual Tornado Drill
- Bus Evacuation Drills
- Monthly Safety Committee Meetings
 - Campus Safety Audits
- CPI Training
- Threat Assessment Training
- Safety Data Sheets
 - MSDS
- 4 School Resource Officers
- 1 DARE Officer
- 1 MPD Drug Dog