

**Rocky River Elementary School**  
School Improvement Plan  
2019-2020



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

**School Improvement Team Members  
2019-2020**

| Name                  | SIT Role          | School Role              |
|-----------------------|-------------------|--------------------------|
| Jennifer Becker       | Parent            | Parent                   |
| Haley Collins         | Parent            | Parent                   |
| Candis Oates          | Parent            | Parent                   |
| Lindsay Davis-Vickery | Parent            | Parent                   |
| Celena Surface        | Parent            | Parent                   |
| Heather Tabacco       | Grade Level Rep   | Preschool                |
| Anselita Newkirk      | Grade Level Rep   | Preschool                |
| Marisa Olguin         | Grade Level Rep   | Kindergarten             |
| Kim Harryman          | Grade Level Rep   | 1st Grade                |
| Carly Littell         | Grade Level Rep   | 2nd Grade                |
| Christine Sivertson   | Grade Level Rep   | 3rd Grade                |
| Lisa Cooper           | Department Rep    | EC                       |
| Jennifer Williams     | Department Rep    | Instructional Assistant  |
| Sharon Jayne          | Department Rep    | Enhancement/Support Team |
| 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 - Help all students grow academically, emotionally, and socially
- District Goal 2 - Hire and retain high quality, effective teachers, school leaders, and support staff.
- District Goal 3 - Manage resources effectively and efficiently.
- District Goal 4 - Be student and community focused.
- District Goal 5 - Provide a safe and healthy environment for all.

### **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, an 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 Conditions 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 45 minutes of enhancements including physical education, music, E/I Lab, library, art. 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.

| <b>Enrollment Data</b> |           |           |           |           |           |
|------------------------|-----------|-----------|-----------|-----------|-----------|
|                        | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| Pre-K                  | 64        | 31        | 45        | 39        | 43        |
| Kindergarten           | 146       | 151       | 156       | 117       | 130       |
| 1st Grade              | 161       | 155       | 155       | 154       | 127       |
| 2nd Grade              | 137       | 173       | 141       | 160       | 155       |
| 3rd Grade              | 181       | 141       | 178       | 137       | 155       |
| Total                  | 689       | 651       | 675       | 607       | 610       |

| <b>Student Demographics</b> |           |       |         |      |         |      |           |       |
|-----------------------------|-----------|-------|---------|------|---------|------|-----------|-------|
|                             | 2016-2017 |       | 2017-18 |      | 2018-19 |      | 2019-2020 |       |
| White                       | 504       | 77%   | 539     | 79%  | 483     | 80%  | 475       | 78%   |
| Black                       | 42        | 6%    | 45      | 7%   | 39      | 7%   | 37        | 6%    |
| Hispanic                    | 45        | 7%    | 47      | 7%   | 38      | 6%   | 45        | 7%    |
| American Indian/Alaskan     | 6         | 1%    | 4       | 1%   | 3       | .5%  | 4         | 1%    |
| Asian/Pacific Islander      | 11        | 2%    | 6       | 1%   | 6       | 1%   | 6         | 1%    |
| Multi-Racial                | 43        | 7%    | 34      | 5%   | 38      | 6%   | 43        | 7%    |
| Students with Disabilities  | 104       | 16%   | 111     | 16%  | 92      | 15%  | 83        | 14%   |
| Economically Disadvantaged  | -         | 23.6% | 108     | 16%  | 91      | 15%  | 101       | 16.6% |
| Males                       | 340       | 52%   | 361     | 53%  | 317     | 52%  | 328       | 54%   |
| Females                     | 311       | 48%   | 314     | 47%  | 290     | 48%  | 282       | 46%   |
| Total Student Population    | 651       | 100%  | 675     | 100% | 607     | 100% | 610       | 100%  |

| <b>Historical Data--Proficiency</b> |                  |                  |                  |                  |
|-------------------------------------|------------------|------------------|------------------|------------------|
|                                     | <b>2015-2016</b> | <b>2016-2017</b> | <b>2017-2018</b> | <b>2018-2019</b> |
| 3rd Grade Reading                   | 67%              | 81%              | 77%              | 86%              |
| 3rd Grade Math                      | 76%              | 91%              | 87%              | 89%              |

**SUBGROUP ANALYSIS**

3rd Grade\*

|         | <b>All</b> | <b>White</b> | <b>Black</b> | <b>Hispanic</b> | <b>SWD</b> |
|---------|------------|--------------|--------------|-----------------|------------|
| Reading | 120/140    | 92/107       | 7/10         | 13/15           | 5/12       |
|         | 85.7%      | 86.0%        | 70.0%        | 86.7%           | 41.7%      |
| Math    | 125/140    | 98/107       | 6/10         | 14/15           | 2/12       |
|         | 89.3%      | 91.6%        | 60%          | 93.3%           | 16.7%      |

**Analysis of the Data:**

**Areas of Strength:**

Rocky River serves students from Pre-Kindergarten through 3<sup>rd</sup> 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 iStation 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 89% of our students demonstrate grade-level proficiency.

Rocky River students also performed well in reading, exceeding 85% proficient as measured by the End-of-Grade test. An analysis of achievement gaps in reading reveals that our subgroup populations have made progress. While most subgroups have modest numbers our black student subgroup was 60% proficient, our hispanic subgroup exceeded our majority population at 86.7% proficient, however our students with disabilities were only proficient at a 41.7% rate. It should be noted that our school had 12 students with disabilities in our third grade, and some of these students are served in low-incidence classrooms based on their significant need. The state does not recognize a subgroup of less than 10 for statistical growth measures.

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) and continues to enhance our social/emotional instruction to students. 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 begun a check in/check out program and every student is provided with a morning meeting time. 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 three years we have reduced our office referrals from 88 to 38.

**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, while we have had a very successful school year with our third grade students we understand that each year we have a different cohort of students measured by the state end of grade testing. As a result we carefully analyze our local assessments and triangulate this data with iStation Reading and Math results, as well as other normed assessments.

Literacy and reading proficiency and growth will continue to be a focus in this year's school improvement plan. While we performed at a very high level in our Reading measures (85.7% proficiency), we also recognize that the data indicates reading gaps in performance are present. Proficiency gaps exist between our overall results and the results of our students with disabilities, our economically disadvantaged, 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 the success of our teachers when working with students with disabilities.

## School Improvement Goal 1

**School Goal:** Rocky River Elementary will improve its School Performance Grade (SPG) by meeting the following achievement targets for the following indicators while maintaining a growth status of met to exceeded.

| Indicator                                 | 2018-2019 Performance | 2019-2020 Target |
|---|-----------------------|------------------|
| Grade 3 Reading Proficiency               | 85.7%                 | 88.0%            |
| Grade 3 Reading EVAAS Growth Rating/Index | -0.4                  | 1.00             |
| Grade 3 Math Proficiency                  | 89.3%                 | 91.0%            |
| Grade 3 Math EVAAS Growth Rating/Index    | N/A                   | N/A              |

**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.

### CORE Strategies (ALL)

| Strategies   | Resources Required  | Timetable                   | Person(s) Responsible  | Means of Evaluation  |
|--|---|-----------------------------|--|--|
| Structure master schedule to provide every student a 90 minute balanced literacy reading block | Master Schedule<br>Curriculum Guides<br>Instructional Staff   | 2019-2020<br>School<br>Year | Teachers,<br>instructional<br>assistants,<br>administration, EC<br>Inclusion | Master schedule,<br>student reading<br>data, CFAs and<br>quarterly<br>assessments,<br>iStation reports |
| Implement balanced literacy program to include researched-based components of reading.         | Curriculum Guides<br>R.E.A.D. Professional<br>Development,<br>Letterland core phonics<br>program, Keys to<br>Literacy | 2019-2020<br>School<br>Year | Teachers,<br>instructional<br>assistants,<br>administration                  | Master schedule,<br>student reading<br>data, CFAs and<br>quarterly<br>assessments,<br>iStation reports |
| Provide Literacy/<br>Instructional Best Practices<br>Professional Development                  | Keys to Literacy,<br>Letterland training,<br>R.E.A.D training, PEAK<br>Training                                       | 2019-2020<br>School<br>Year | Teachers,<br>administration,<br>Keys to Literacy and<br>PEAK Trainers        | Core Instruction<br>Lesson Plans<br>MTSS Data, student<br>reading<br>achievement data                  |
| Provide every student a<br>40 minute   | Master Schedule,<br>Instructional Staff,  | 2019-2020<br>School         | Teachers,<br>instructional   | Master schedule,<br>student reading  |



| Enrichment/Intervention block based on academic needs   | Support Staff  | Year                        | assistants, SGIs, administration  | data, CFAs and quarterly assessments, iStation reports, goal progress   |
|---|--|-----------------------------|---|---|
| Provide every student with at least 60 minutes of standards and research-based math instruction   | Master Schedule<br>Instructional Staff,<br>M.A.T.H workshop model                              | 2019-2020<br>School<br>Year | Teachers,<br>instructional<br>assistants, SGIs,<br>administration                                   | Master schedule,<br>student math<br>performance data,<br>CFAs and quarterly<br>assessments,<br>iStation reports |
| Provide Math Instructional Best Practices Professional Development  | M.A.T. H workshop model training   | 2019-2020<br>School<br>Year | Instructional Coach,<br>Math Coach,<br>teachers,<br>administration                                  | Core Instruction<br>Lesson Plans<br>MTSS Data, student<br>math achievement<br>data                              |
| 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<br>Curriculum Guides<br>Research-Based<br>Interventions                              | 2019-2020<br>School<br>Year | Teachers,<br>administration,<br>MTSS Leadership<br>Team, TIPS Problem<br>Solving Team, PLC<br>Teams | MTSS Meeting<br>agendas, MTSS<br>tiered rosters,<br>achievement data  |
| Structured weekly PLCs focused on Curriculum Standards and Instructional Best Practices   | Unpacking Documents,<br>Pacing Guides,<br>Standards  | 2019-2020<br>School<br>Year | Teachers,<br>Administration,<br>Instructional Coach   | PLC Agendas   |
| Analyze critical data using data teams at the school and grade-level to inform and adjust core and supplemental instruction and monitor progress  | MTSS Leadership Team,<br>PLC data teams, CFA,<br>quarterly assessments,<br>BOG, Cluster Checks | 2019-2020<br>School<br>Year | Teachers,<br>administration,<br>MTSS Leadership<br>Team, TIPS Problem<br>Solving Team, PLC<br>Teams | Quarterly data  |
| <b>SUPPLEMENTAL Strategies (Some)</b>   |  |                             |   |   |
| Strategies  | Resources Required   | Timetable                   | Person(s) Responsible   | Means of Evaluation   |
| Provide Literacy/ Instructional Best Practices Professional Development   | HillRap Tier 2 Training  | 2019-2020<br>School<br>Year | HillRap trainers,<br>teachers,<br>administration  | Core Instruction<br>Lesson Plans<br>MTSS Data, student<br>reading<br>achievement data                           |
| Provide every student a 40 minute   | Master Schedule,<br>Instructional Staff,   | 2019-2020<br>School         | Teachers,<br>instructional  | Master schedule,<br>student reading   |

|  |   |                       |  |  |
|--|---|-----------------------|--|--|
| Enrichment/Intervention block based on academic needs  | Support Staff   | Year                  | assistants, SGIs, administration   | data, CFAs and quarterly assessments, iStation reports, goal progress                      |
| Employ Small Group Instructors to help strategically remediate and enrich instruction  | Small group instructors, teachers, financial resources, including state, local and parent organization contributions. | 2019-2020 School Year | Small group instructors, administration  | SGI schedules, master schedule, intervention and enrichment lesson plans, achievement data |
| Use the master schedule to implement ESL instruction and strategies to support core instruction  | Master Schedule, EL Teacher   | 2019-2020 School Year | EL Teacher, General Education Teachers, Administration                               | LEP goals/plans  |
| Analyze critical data using data teams at the school and grade-level to inform and adjust core and supplemental instruction and monitor progress | MTSS Leadership Team, PLC data teams, CFA, quarterly assessments, BOG, Cluster Checks                                 | 2019-2020 School Year | Teachers, administration, MTSS Leadership Team, TIPS Problem Solving Team, PLC Teams | Quarterly data   |

**INTENSIVE Interventions (Few)**

| Strategies  | Resources Required  | Timetable             | Person(s) Responsible                                    | Means of Evaluation  |
|---|---|-----------------------|--|--|
| Provide every student a 40 minute Enrichment/Intervention block based on academic needs | Master Schedule, Instructional Staff, Support Staff   | 2019-2020 School Year | Teachers, instructional assistants, SGIs, administration | Master schedule, student reading data, CFAs and quarterly assessments, iStation reports, goal progress |
| Employ Small Group Instructors to help strategically remediate and enrich instruction   | Small group instructors, teachers, financial resources, including state, local and parent organization contributions. | 2019-2020 School Year | Small group instructors, administration                  | SGI schedules, master schedule, intervention and enrichment lesson plans, achievement data             |
| Increase the number of students exposed to inclusion and co-teaching                    | Training and Professional Development, EC Department trainers, EC PLCs, IEP Teams                                     | 2019-2020 School Year | EC staff, Administration, PD Trainers                    | IEP setting data, Proficiency Levels   |
| Use the master schedule to implement ESL instruction                                    | Master Schedule, EL Teacher   | 2019-2020 School      | EL Teacher, General Education Teachers,                  | LEP goals/plans  |

|  |  |      |                |  |
|--|--|------|----------------|--|
| and strategies to support core instruction |  | Year | Administration |  |
|--|--|------|----------------|--|

### School Improvement Goal 2

**School Goal:** Rocky River Elementary School will increase the grade-level proficiency of each subgroup on 3rd Grade Reading and Math End-of-Grade (EOG) assessments to decrease Achievement Gaps.

| Reading                             |                       |                  |
|-------------------------------------|-----------------------|------------------|
|                                     | 2018-2019 Performance | 2019-2020 Target |
| White                               | 86%                   | 88%              |
| Black                               | 70%                   | 73%              |
| Hispanic                            | 87%                   | 89%              |
| Economically Disadvantaged Students | 69%                   | 72%              |
| Students With Disabilities          | 42%                   | 48%              |
| Math                                |                       |                  |
|                                     | 2018-2019 Performance | 2019-2020 Target |
| White                               | 91%                   | 93%              |
| Black                               | 60%                   | 64%              |
| Hispanic                            | 93%                   | 95%              |
| Economically Disadvantaged Students | 73%                   | 76%              |
| Students With Disabilities          | 17%                   | 25%              |

**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.

### CORE Strategies (ALL)

| Strategies  | Resources Required  | Timetable                | Person(s) Responsible                     | Means of Evaluation                                   |
|---|---|--------------------------|---|---|
| Structure master schedule to provide every student a 90 | Master Schedule<br>Curriculum Guides<br>Instructional Staff | 2019-2020<br>School Year | Teachers,<br>instructional<br>assistants, | Master schedule,<br>student reading<br>data, CFAs and |

|   |  |                       |  |  |
|---|--|-----------------------|--|--|
| minute balanced literacy reading block  |  |                       | administration, EC Inclusion   | quarterly assessments, iStation reports  |
| Implement balanced literacy program to include researched-based components of reading.  | Curriculum Guides<br>R.E.A.D. Professional Development,<br>Letterland core phonics program, Keys to Literacy | 2019-2020 School Year | Teachers, instructional assistants, administration                                   | Master schedule, student reading data, CFAs and quarterly assessments, iStation reports                |
| Provide Literacy/ Instructional Best Practices Professional Development   | Keys to Literacy, Letterland training, R.E.A.D training, PEAK Training                                       | 2019-2020 School Year | Teachers, administration, Keys to Literacy and PEAK Trainers                         | Core Instruction Lesson Plans<br>MTSS Data, student reading achievement data                           |
| Provide every student a 40 minute Enrichment/Intervention block based on academic needs   | Master Schedule, Instructional Staff, Support Staff  | 2019-2020 School Year | Teachers, instructional assistants, SGIs, administration                             | Master schedule, student reading data, CFAs and quarterly assessments, iStation reports, goal progress |
| Provide every student with at least 60 minutes of standards and research-based math instruction   | Master Schedule<br>Instructional Staff,<br>M.A.T.H workshop model  | 2019-2020 School Year | Teachers, instructional assistants, SGIs, administration                             | Master schedule, student math performance data, CFAs and quarterly assessments, iStation reports       |
| Provide Math Instructional Best Practices Professional Development  | M.A.T. H workshop model training   | 2019-2020 School Year | Instructional Coach, Math Coach, teachers, administration                            | Core Instruction Lesson Plans<br>MTSS Data, student math achievement data                              |
| 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<br>Curriculum Guides<br>Research-Based Interventions   | 2019-2020 School Year | Teachers, administration, MTSS Leadership Team, TIPS Problem Solving Team, PLC Teams | MTSS Meeting agendas, MTSS tiered rosters, achievement data  |
| Structured weekly PLCs focused on Curriculum Standards and Instructional Best Practices   | Unpacking Documents, Pacing Guides, Standards  | 2019-2020 School Year | Teachers, Administration, Instructional Coach  | PLC Agendas  |

|  |   |                       |  |                |
|--|---|-----------------------|--|----------------|
| Analyze critical data using data teams at the school and grade-level to inform and adjust core and supplemental instruction and monitor progress | MTSS Leadership Team, PLC data teams, CFA, quarterly assessments, BOG, Cluster Checks | 2019-2020 School Year | Teachers, administration, MTSS Leadership Team, TIPS Problem Solving Team, PLC Teams | Quarterly data |
|--|---|-----------------------|--|----------------|

**SUPPLEMENTAL Strategies (Some)**

| Strategies   | Resources Required  | Timetable             | Person(s) Responsible  | Means of Evaluation  |
|--|---|-----------------------|--|--|
| Provide Literacy/ Instructional Best Practices Professional Development  | HillRap Tier 2 Training   | 2019-2020 School Year | HillRap trainers, teachers, administration   | Core Instruction Lesson Plans<br>MTSS Data, student reading achievement data                           |
| Provide every student a 40 minute Enrichment/Intervention block based on academic needs  | Master Schedule, Instructional Staff, Support Staff   | 2019-2020 School Year | Teachers, instructional assistants, SGIs, administration                             | Master schedule, student reading data, CFAs and quarterly assessments, iStation reports, goal progress |
| Employ Small Group Instructors to help strategically remediate and enrich instruction  | Small group instructors, teachers, financial resources, including state, local and parent organization contributions. | 2019-2020 School Year | Small group instructors, administration  | SGI schedules, master schedule, intervention and enrichment lesson plans, achievement data             |
| Use the master schedule to implement ESL instruction and strategies to support core instruction  | Master Schedule, EL Teacher   | 2019-2020 School Year | EL Teacher, General Education Teachers, Administration                               | LEP goals/plans  |
| Analyze critical data using data teams at the school and grade-level to inform and adjust core and supplemental instruction and monitor progress | MTSS Leadership Team, PLC data teams, CFA, quarterly assessments, BOG, Cluster Checks                                 | 2019-2020 School Year | Teachers, administration, MTSS Leadership Team, TIPS Problem Solving Team, PLC Teams | Quarterly data   |

**INTENSIVE Interventions (Few)**

| Strategies | Resources Required | Timetable | Person(s) Responsible | Means of Evaluation |
|------------|--------------------|-----------|-----------------------|---------------------|
|------------|--------------------|-----------|-----------------------|---------------------|

|   |   |                       |  |  |
|---|---|-----------------------|--|--|
| Provide every student a 40 minute Enrichment/Intervention block based on academic needs         | Master Schedule, Instructional Staff, Support Staff   | 2019-2020 School Year | Teachers, instructional assistants, SGIs, administration | Master schedule, student reading data, CFAs and quarterly assessments, iStation reports, goal progress |
| Employ Small Group Instructors to help strategically remediate and enrich instruction           | Small group instructors, teachers, financial resources, including state, local and parent organization contributions. | 2019-2020 School Year | Small group instructors, administration                  | SGI schedules, master schedule, intervention and enrichment lesson plans, achievement data             |
| Increase the number of students exposed to inclusion and co-teaching                            | Training and Professional Development, EC Department trainers, EC PLCs, IEP Teams                                     | 2019-2020 School Year | EC staff, Administration, PD Trainers                    | IEP setting data, Proficiency Levels   |
| Use the master schedule to implement ESL instruction and strategies to support core instruction | Master Schedule, EL Teacher   | 2019-2020 School Year | EL Teacher, General Education Teachers, Administration   | LEP goals/plans  |

### School Improvement Goal 3

**School Goal:** To ensure equitable educational opportunities for every child, Rocky River will implement the following activities and programs to increase knowledge and awareness of diversity and inclusion concepts in the school environment.

**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   |
|---|--|-----------------------|---|---|
| Increase the number of staff members who participate in MGSD Diversity Task Force, training at least 5 critical staff in leadership roles   | Training Materials, professional development funds, Diversity and Inclusion Specialist   | 2019-2020 School Year | Grade-level teacher leaders, SLMC and Instructional Coach, Administration                 | Diversity Task Force Rosters, Teacher Leader Academy Rosters                            |
| Strategically select staff members to participate in our Teacher Leader Academy focused on Diversity, Inclusion and Racial Equity   | Diversity and Inclusion Specialist, Course content                                       | 2019-2020 School Year | Teacher Leaders, Administration, Diversity and Inclusion Specialist                       | Teacher Leader Academy Rosters  |
| Enhance our culturally responsive unit planning culminating in our Holidays Around the World, and Dances Around the World Programs, invite community partners, community participation, students. | Diversity and Inclusion Specialist, English Language Learner Teacher, Community partners | 2019-2020 School Year | Enhancement Teachers, Teacher Leaders, Administration, Diversity and Inclusion Specialist | Culturally responsive school-wide programs, lesson plans, rosters of community partners |
| Provide staff development events (staff meetings and PLCs) staff, focused on diversity, racial equity, and inclusion.   | Training Materials, professional development funds, Diversity and Inclusion Specialist   | 2019-2020 School Year | RRES staff, Administration, Diversity and Inclusion Specialist                            | Training rosters  |
| Administrative staff will participate in Racial Equity Institute Phase I Workshop   | Training Materials, professional development funds                                       | 2019-2020 School Year | RRES Administration   | Attendance at the September and December REI trainings                                  |

### School Improvement Goal 4

**School Goal:** Provide all staff and students a safe and healthy environment that focuses on growing the “whole child.” This goal will be measured by a reduction in school disciplinary referrals, an increase in the number of resources provided for students to tend to their social and emotional well-being, an increase in teacher satisfaction as measured by the Teacher Working Conditions Survey.

**MGSD Strategic Plan Goal:** District Goal 5 - Provide a safe and healthy environment for all.

**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   |
|---|---|-----------------------|--|---|
| Through a partnership with Mental Health Professionals, provide students at-risk of social/emotional difficulty, meaningful small group instruction/therapies | Social skills curriculum, partnerships with mental health, schedule to permit time for small group and individual counseling sessions | 2019-2020 school year | Mental Health partnerships at school and district-level, school guidance counselor, EC staff, administration | Roster of participation in small group and individual counseling sessions                     |
| 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.  | 2019-2020 School Year | PBIS Team, parents, students, teachers, administration   | PBIS universals, Class Dojo accounts, all support staff linked to individual teacher accounts |
| Enhance our Social/Emotional instruction to students through a structured morning meeting   | Social/Emotional Curriculum   | 2019-2020 School Year | School counselor, teachers, PBIS Team  | Morning meeting agendas and lesson plans  |
| Provide critical staff with Crisis Prevention Intervention Training and de-escalation training for all staff  | CPI training classes, Behavior specialist, PD budget  | 2019-2020 School Year | CPI Trainers, critical staff   | Training agenda, student behavior plans   |
| Continue Elementary Bullying Prevention Plan and provide students with anti-bullying  | Character Education classes<br>Bullying hotline,<br>October Awareness Month, Focus Groups,  | 2019-2020 School Year | School Counselor, Administration, Teachers, Students, Mentors, Diversity and                                 | Bullying prevention plan implemented, Character education courses                             |



| instruction.   | Mentors   |                          |   |   |
|--|---|--------------------------|---|---|
| Provide a S'more account for teachers to create online newsletters to send to families                           | S'more Account<br>RRES Master Calendar  | 2019-2020<br>School Year | Teachers,<br>administration   | Active S'More<br>accounts,<br>newsletters |
| Implement a character education program that promotes good character   | Master schedule to include character education, You Rock Awards, Student of the Month | 2019-2020<br>School Year | School counselor,<br>teachers, PBIS<br>Team   | Character<br>education lessons            |
| Provide teachers with professional development opportunities based on district initiatives and needs assessment. | Staff development funds, Teacher Professional Development Plans                       | 2019-2020<br>School Year | Elementary<br>Curriculum<br>Coordinator,<br>Administration,<br>Instructional Coach,<br>SLMC | Walkthrough data                          |

## 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.

### **Mooresville 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 Mooresville 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 Mooresville 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 Mooresville 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 Mooresville 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.

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Superintendent

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Date

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Chairperson, Board of Education

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Date

## **Table of Contents**

- Basic Plan
- Introduction
- Distribution of EOP
- Purpose
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- Basic Evacuations
  - Evacuation Rally Points
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  - Bomb Threat Checklist
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- Sexual Assault
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- 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