

South Elementary School
School Improvement Plan
2019-2020



Mark Cottone, Principal
Cheryl Dortch, Assistant Principal

**School Improvement Team Members
2018-2019**

Name	SIT Role	School Role
Amber Church	Parent	PTSO President
Clay Howard	Parent	All Pro Dad
Karmen Guzman	Parent	Volunteer
Krystal Barringer	Parent	Volunteer
Mireya Segovia	Parent	Volunteer
Kirstie Helms	Grade Level Rep	Pre-K
Susan Stutts	Grade Level Rep	Kindergarten
Rebecca Howard	Grade Level Rep	1st Grade
Jennifer Weir	Grade Level Rep	2nd Grade
RitaMarie Brannon	Grade Level Rep	3rd Grade
Cindy Teague	Classified Staff Rep (SIT Chair)	Financial Data Manager
Christine Beaudoin	Classified Staff Rep	Instructional Assistant
Dr. Joyce Farrow	EC/ESL/Title Rep	Reading Specialist
Cheryl McCrorey	Specialist Rep	School Library Media Coordinator
Lauren Pollock	Facilitator	Instructional Coach
Cheryl Dortch	Facilitator	Assistant Principal
Dr. Mark Cottone	Facilitator	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 at South Elementary is to be an “A” school at the end of the 2019-2020 school year.

Mission Statement: The mission at South Elementary School is for every stakeholder to work as a **TEAM** to ensure learning opportunities for **every child, every day** that maximize student achievement.

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: South Elementary School is located at 839 South Magnolia Avenue. The school was constructed in 1975. South Elementary has a long-standing history of traditions, educational initiatives, and outstanding achievements. When you step in the doors you feel the sense of a family. South’s educational program is designed with a variety of experiences to teach the whole child. South places a strong emphasis on teaching the CORE curriculum as well as providing children with opportunities to participate in varied cultural arts and special programs including live performances, art activities, literacy activities and technology. As part of the MGSD Digital Conversion, all second and third grade students have a laptop for their use and all Kindergarten through 1st grade classrooms have iPads.

South Elementary School houses a central library, music room, art room, gym, and cafeteria. The school currently operates 32 classrooms, in three wings. There are also several smaller classrooms used to provide tutoring and a variety of related service therapies. South has several outdoor learning areas including an outside classroom with walking trails, bird observatory, and butterfly garden. The school provides an enclosed play area for preschool and younger students and one large play area with two play structures and recreation equipment.

South provides students, staff and parents the opportunity to participate in school-sponsored service events by supporting causes including Jump Rope for Heart, United Way, and the American Cancer Society.

OUR STUDENTS: South Elementary School, is a Pre-K-3 school serving approximately 605 students between the ages of 4-9. The weekly schedule at South provides all students in grades K-3 with 90 minutes of CORE literacy instruction and 45-75 minutes of CORE math instruction,. Students also attend 40 minutes of P.E., music, Guidance/Media, visual arts, and STEM/foreign language.

South Elementary School implements the Multi-tiered System of Support (MTSS) problem-solving model to analyze data, provide appropriate enrichment and support, and frequently monitor progress of our students. Every grade level has a 30-45 minute Enrichment/Intervention (E/I) block where no new instruction is taught. Students are provided with activities to address a deficit or enhance a skill already mastered.

OUR STAFF : South Elementary School is a family. Our students are served by 32 K-3 regular classroom teachers and 4 preschool classroom teachers. The school employs a music teacher, physical education teacher, art teacher, media specialist, counselor, and instructional coach. In addition, it employs 2 full-time Title 1 Reading Specialists with 4 part-time small group instructors, 2 special education teachers, a full-time English as a Second Language teacher, and a full-time Speech Pathologist. The office and instructional support staff includes three office professionals, 20 full-time instructional assistants, 3 full-time custodians and 2 part-time custodians, and 5 cafeteria staff. The leadership staff includes a principal and assistant principal.

The South staff is exceptional with true hearts for children. All teachers at South are considered Highly Qualified, according to No Child Left Behind legislation. There are 7 Nationally Board Certified teachers. South Elementary’s schedule allows for 4 professional days and 2 early release days for district, school, and staff teams to focus on staff professional development. During this time teams focus on the development of performance assessments, student improvement goals, curriculum alignment, and professional improvement activities to ensure students will master the Essential Standards of the Common Core Curriculum.

OUR PARENTS: South Elementary School parents are important members of the South family. Our Parent Teacher Organization (PTSO) is very active in a number of ways including fundraising, volunteering, and hosting family events. Parents also spend countless hours volunteering in our school, provide additional resources for major projects, and field trips. According to results of 2018 North Carolina Teacher Condition Survey staff expressed 98% agreement that Parents/Guardian support teachers, contributing to their success with students and 98% agreement that the school does a good job of encouraging parent/guardian involvement.

CLASS SIZE:

Enrollment Data						
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Pre-Kindergarten	16	18	54	53	54	72
Kindergarten	124	109	158	132	138	131
Grade 1	136	133	105	152	124	131
Grade 2	138	136	134	105	135	131
Grade 3	133	139	131	124	106	140
Total	531	535	582	566	557	605

Student Demographics

	2014-2015		2015-2016		2016-2017		2017-18		2018-19		2019-20	
White	273	52%	270	50%	299	51%	312	55%	299	54 %	319	53%
Black	103	19%	103	19%	114	20%	97	17%	96	17 %	121	20%
Hispanic	98	17%	103	19%	96	17%	77	14%	104	19 %	99	16%
American Indian/Alaskan Native	-	-	-	-	-	-	13	2%	-	-	-	-
Asian/Pacific Islander	29	6%	30	5%	21	4%	20	4%	22	4 %	22	4%
Multi-Racial	28	6%	28	5%	46	4%	46	8%	37	7 %	45	7%
Exceptional Children	52	10%	35	6%	29	5%	42	8%	50	9 %	47	9%
Economically Disadvantaged	312	56%	288	54%	340	60%	300	58%	318	55%	306	51%
Males	288	56%	280	52%	298	51%	278	49%	266	48 %	282	47%
Females	243	44%	255	48%	284	49%	287	51%	292	52 %	324	53%
Total Student Population	541	100%	535	100%	582	100%	566	100%	558	100%	606	100%

Historical Data					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-19
Kindergarten Math	91%	86%	86%	84%	81%
Kindergarten Reading	75%	82%	78%	79%	68%
1st Grade Math	74%	78%	78%	78%	68%
1st Grade Reading	63%	53%	78%	65%	77%
2nd Grade Math	85%	78%	81%	85%	82%
2nd Grade Reading	85%	73%	78%	67%	78%
3rd Grade Math	85%	84%	66%	85%	87%
3rd Grade Reading	73%	74%	68%	71%	61%

Analysis of the Data

Areas of Strength:

- South is a “B” school with a 73% proficiency rating
- South is a “A” school in math with an 87% proficiency rating.
- Every teacher “Met” or “Exceeded” growth according to EVAAS in 2018-19.
- South “Met” all of its EVAAS growth targets in 2018-19.
- According to the NC Teacher Working Conditions Survey, South’s top 3 areas of strengths include:
 - Community Support & Involvement
 - School Leadership
 - Teacher Leadership
 - Overall, 95.8% of staff agreed South is a “good place to work and learn.”

Areas of Need:

- South’s goal is to be an “A” school.
- Close achievement gaps among all subgroups.
- A more structured framework for MTSS.
- Differentiated CORE Literacy Block to obtain 80% proficiency in reading.
- Work to improve the following areas of the NC Teaching Working Conditions Survey:
 - Time
 - Managing student conduct
 - Facilities & Resources

School Improvement Goal 1

Goal 1:

South Elementary will improve its School Performance Grade (SPG) by meeting the following achievement targets for the following indicators while increasing growth status of met to exceeded.

Indicator	2018-2019 Performance	2019-2020 Target
3rd Grade ELA Proficiency	61%	70%
3rd Grade ELA EVAAS Growth Rating Index	-0.88	2.0
3rd Grade Math Proficiency	87%	90%
3rd 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.

Strategies	Resources Required	Timetable	Person(s) Responsible	Means of Evaluation
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CORE Strategies (ALL)

<p>Provide time & resources to support Differentiated CORE Literacy Block</p> <ul style="list-style-type: none"> 90 minutes of uninterrupted balanced literacy instruction Keys to Literacy Comprehension strategies Letterland phonics program for all grades <p>Provide time & resources to support Differentiated CORE Math Block</p> <ul style="list-style-type: none"> 45-75 minutes of uninterrupted math instruction Number Talks 	<ul style="list-style-type: none"> Master Schedule Curriculum Guides Digital Resources Digital Data Wall Results Instructional assistants 	<p>August-ongoing</p>	<p>Administration School Leadership Team Reading Specialist Instructional Coach</p>	<ul style="list-style-type: none"> Master Schedule Walkthroughs PLC agenda notes
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<p>Conduct Weekly PLCs</p> <ul style="list-style-type: none"> ● 60min PLC 1x a week ● Empower all PLC members to utilize their strengths in creating the agenda ● Monitor CORE reading and math instruction by integrating MGSD Curriculum guides and NC unpacking documents ● Analyze progress of students using data (CFAs, istation, quick checks, EOQs) ● Share best practices ● Model instructional strategies 	<ul style="list-style-type: none"> ● PLC minutes ● MGSD Unpacking documents ● Curriculum guides ● Common Assessment data 	<p>August-ongoing</p>	<p>PLC Lead Grade levels Administration</p>	<ul style="list-style-type: none"> ● PLC agenda notes ● MTSS/SIT agenda notes ● Walkthroughs ● Assessment data-EOQ, EOG, CFAs, istation
<p>Differentiated Professional Development Plan focused on each element of the R.E.A.D. and M.A.T.H. Frameworks</p> <ul style="list-style-type: none"> ● Focus on small group instruction ● Focus on differentiation ● Focus on "Creation" digital tools 	<p>Provide Professional Development</p> <ul style="list-style-type: none"> ● Running Record and istation ● Letterland CORE ● Guided Reading ● R.E.A.D. Framework ● M.A.T.H. Framework 	<p>August-ongoing</p>	<p>Reading Specialist Grade Levels Instructional Coach Administration</p>	<ul style="list-style-type: none"> ● Walkthroughs-focus on differentiated R.E.A.D. and M.A.T.H. ● PLC agendas ● Assessment data
<p>MTSS implementation</p> <ul style="list-style-type: none"> ● Restructured MTSS process & procedures ● Integrate PBIS with MTSS ● Promote the use of multiple data sources 	<p>Progress Monitoring Meetings:</p> <ul style="list-style-type: none"> ● Bi-weekly kid talks ● Digital Data Wall meetings ● MTSS/PBIS meetings ● MTSS Belief Survey 	<p>August-ongoing</p>	<p>Administration All SES staff Instructional Coach MTSS/PBIS SLT TEAM</p>	<p>Progress Monitoring Notes:</p> <ul style="list-style-type: none"> ● Data Wall Meetings ● Kids talks ● MTSS meetings <p>PBIS reward parties</p>

<p>Connect & Communicate through Proactive Parent Partnership</p> <ul style="list-style-type: none"> Communicate with parents specific reading and math goals/ instructional strategies by increasing involvement at school and in the community 	<p>Increase communication through:</p> <ul style="list-style-type: none"> Grade Level Newsletter Student-Led Curriculum Nights Literacy Night Math Game Night Principal Read Alouds 	<p>August-ongoing</p>	<p>Grade Levels IC Media Specialist Administration</p>	<ul style="list-style-type: none"> Grade Level Newsletters Curriculum Night Feedback/ participation Social media posts
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SUPPLEMENTAL Strategies (Some)

<p>Implementation of STAR TIME:</p> <p>Reading Remediation/ Intervention</p> <ul style="list-style-type: none"> Provide 30-45 minutes of daily, targeted supplemental interventions 5x/wk. <p>Math Remediation/Intervention</p> <ul style="list-style-type: none"> Research best practices and strategies to support CORE math instruction in math Begin to provide supplemental interventions in math in 2nd grade similar to 3rd grade 2x/wk. 	<p>Research-based Interventions such as:</p> <ul style="list-style-type: none"> HillRap Tier 2 iStation LLI Lettland intervention Words Their Way Read Naturally Mastery Connect student groups based on CFA data Intervention Central Florida Center for Reading Research <p>Strategic Support</p> <ul style="list-style-type: none"> Reading specialist Small Group Instructors (SGI) Instructional Assistants 	<p>30-45 minute sessions 5 times per week</p>	<p>SES teachers EC; Title 1; ESL</p>	<ul style="list-style-type: none"> Grade level STAR Time plans Progress monitoring for supplemental interventions MTSS meetings Kid Talks
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<p>PLCs teams will:</p> <ul style="list-style-type: none"> Analyze supplemental group & individual data during bi-weekly kid talks Analyze group & individual data during digital data wall reviews every 4.5weeks 	<ul style="list-style-type: none"> MTSS spreadsheets MTSS process training MTSS tier paperwork Supplemental kid talk minutes Digital Data Walls 	<p>August-ongoing</p>	<p>All grade level teachers Title I, EC, ESL, staff Administration MTSS/PBIS team</p>	<ul style="list-style-type: none"> PLC Kid Talk minutes MTSS/PBIS minutes Attendance logs for STAR TIME Fidelity check walkthroughs Assessment data-EOQ, EOG, CFAs, istation
<p>Professional Development that focuses on research-based supplemental interventions</p> <ul style="list-style-type: none"> Tier 2 interventions that support overall reading growth Research interventions that help build vocabulary Book Study on Rise Up Framework reading intervention 	<p>Provide Professional Development with:</p> <ul style="list-style-type: none"> istation intervention Letterland Intervention Words their Way 	<p>August-ongoing</p>	<p>Reading Specialist SLMC Grade Levels Instructional Coach Administration</p>	<ul style="list-style-type: none"> Registration Logs MTSS Team minutes Training notes Fidelity check walkthroughs PD funds
<p>Connect & Communicate through Proactive Parent Partnership</p> <ul style="list-style-type: none"> Cap the Gap Volunteer Reading Program will serve students who are in strategic remediation groups. Increase Cap the Gap volunteers who are trained to 25. 	<ul style="list-style-type: none"> Cap the Gap leveled book library Cap the Gap training 	<p>October-ongoing</p>	<p>Grade Level staff Instructional Coach Reading Specialist Media Specialist Administration Volunteers</p>	<ul style="list-style-type: none"> Cap the Gap sign-in logs Cap the Gap Volunteer Spreadsheet Assessment data-EOQ, EOG, CFAs, istation

INTENSIVE Interventions (Few)

<p>Implementation of STAR TIME: Reading and Math Interventions</p> <ul style="list-style-type: none"> ● Provide 30-45 minutes of daily, targeted intensive interventions 5x/wk. ● Small group research based interventions include HillRap for reading and Focus Math 	<ul style="list-style-type: none"> ● Master Schedule ● HillRap materials ● Focus Math materials 	<p>August-ongoing</p>	<p>Administration All SES staff Instructional Coach MTSS/PBIS SLT Title I staff</p>	<p>STAR Time attendance sheets Walkthroughs Assessment data- EOQ, EOG, CFAs, istation</p>
<p>MTSS implementation</p> <ul style="list-style-type: none"> ● Restructure our Tier 3 kid talks to a small group intensive problem solving review team. ● MTSS staff training throughout the year 	<p>Progress Monitoring Meetings:</p> <ul style="list-style-type: none"> ● Bi-weekly kid talks ● Digital Data Wall meetings ● MTSS/PBIS meetings ● MTSS Belief Survey 	<p>August-ongoing</p>	<p>Administration All SES staff Instructional Coach MTSS/PBIS SLT TEAM</p>	<p>Progress Monitoring Notes:</p> <ul style="list-style-type: none"> ● Data Wall Meetings ● Kids talk tier paperwork ● Grade level data spreadsheets ● MTSS paperwork ● MTSS School Leadership Team Minutes

School Improvement Goal 2

School Improvement Goal 2:

South Elementary School will increase the grade-level proficiency of each subgroup on EOG assessments to decrease Achievement Gaps.

Subgroup	Reading		Math	
	18-19 Proficient	19-20 Target	18-19 Proficient	19-20 Target
Black	36.8% (19)	43%	57.9% (19)	62%
Hispanic	38.5% (26)	44%	73.1% (26)	75%
White	66.1% (56)	69%	95% (56)	96%
Economically Disadvantaged	46.2% (65)	51%	83.1% (65)	84%
English Learners	16.7% (12)	25%	66.7% (12)	70%
Students with Disabilities	14.3% (14)	22%	50.0% (14)	55%

** In order to calculate the target, the first step is to take 100% minus current proficiency, then multiply the difference by 10%. The second step is to add together the current proficiency to determine the new target goal.*

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
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CORE Strategies (ALL)

<p>Provide time & resources to support Differentiated CORE Literacy Block</p> <ul style="list-style-type: none"> ● 90 minutes of uninterrupted balanced literacy instruction ● Keys to Literacy Comprehension strategies ● Letterland phonics program for all grades <p>Provide time & resources to support Differentiated CORE Math Block</p> <ul style="list-style-type: none"> ● 45-75 minutes of uninterrupted math instruction ● Number Talks 	<ul style="list-style-type: none"> ● Master Schedule ● Curriculum Guides ● Digital Resources ● Digital Data Wall Results ● Instructional assistants 	<p>August-ongoing</p>	<p>Administration School Leadership Team Reading Specialist Instructional Coach</p>	<ul style="list-style-type: none"> ● Master Schedule ● Walkthroughs ● PLC agenda notes
<p>Conduct Weekly PLCs</p> <ul style="list-style-type: none"> ● 60min PLC 1x a week ● Empower all PLC members to utilize their strengths in creating the agenda ● Monitor CORE reading and math instruction by integrating MGSD Curriculum guides and NC unpacking documents ● Analyze progress of students using data (CFAs, istation, quick checks, EOQs) ● Share best practices ● Model instructional strategies 	<ul style="list-style-type: none"> ● PLC minutes ● MGSD Unpacking documents ● Curriculum guides ● Common Assessment data 	<p>August-ongoing</p>	<p>PLC Lead Grade levels Administration</p>	<ul style="list-style-type: none"> ● PLC agenda notes ● MTSS/SIT agenda notes ● Walkthroughs ● Assessment data-EOQ, EOG, CFAs, istation
<p>Differentiated Professional Development Plan focused on each element of the R.E.A.D. and M.A.T.H. Frameworks</p> <ul style="list-style-type: none"> ● Focus on small group instruction ● Focus on differentiation ● Focus on “Creation” digital tools 	<p>Provide Professional Development</p> <ul style="list-style-type: none"> ● Running Record and istation ● Letterland CORE ● Guided Reading ● R.E.A.D. Framework 	<p>August-ongoing</p>	<p>Reading Specialist Grade Levels Instructional Coach Administration</p>	<ul style="list-style-type: none"> ● Walkthroughs-focus on differentiated R.E.A.D. and M.A.T.H. ● PLC agendas ● Assessment data

	<ul style="list-style-type: none"> ● <i>M.A.T.H. Framework</i> 			
MTSS implementation <ul style="list-style-type: none"> ● <i>Restructured MTSS process & procedures</i> ● <i>Integrate PBIS with MTSS</i> ● <i>Promote the use of multiple data sources</i> 	<i>Progress Monitoring Meetings:</i> <ul style="list-style-type: none"> ● <i>Bi-weekly kid talks</i> ● <i>Digital Data Wall meetings</i> ● <i>MTSS/PBIS meetings</i> ● <i>MTSS Belief Survey</i> 	<i>August-ongoing</i>	<i>Administration All SES staff Instructional Coach MTSS/PBIS SLT TEAM</i>	<i>Progress Monitoring Notes:</i> <ul style="list-style-type: none"> ● <i>Data Wall Meetings</i> ● <i>Kids talks</i> ● <i>MTSS meetings</i> <i>PBIS reward parties</i>
Connect & Communicate through Proactive Parent Partnership <ul style="list-style-type: none"> ● <i>Communicate with parents specific reading and math goals/ instructional strategies by increasing involvement at school and in the community</i> 	<i>Increase communication through:</i> <ul style="list-style-type: none"> ● <i>Grade Level Newsletter</i> ● <i>Student-Led Curriculum Nights</i> ● <i>Literacy Night</i> ● <i>Math Game Night</i> ● <i>Principal Read Alouds</i> 	<i>August-ongoing</i>	<i>Grade Levels IC Media Specialist Administration</i>	<ul style="list-style-type: none"> ● <i>Grade Level Newsletters</i> ● <i>Curriculum Night Feedback/ participation</i> ● <i>Social media posts</i>

SUPPLEMENTAL Strategies (Some)

Implementation of STAR TIME: Reading Remediation/ Intervention <ul style="list-style-type: none"> ● <i>Provide 30-45 minutes of daily, targeted supplemental interventions 5x/wk.</i> Math Remediation/Intervention <ul style="list-style-type: none"> ● <i>Research best practices and strategies to support CORE math instruction in math</i> ● <i>Begin to provide supplemental</i> 	<i>Research-based Interventions such as:</i> <ul style="list-style-type: none"> ● <i>HillRap Tier 2</i> ● <i>iStation</i> ● <i>LLI</i> ● <i>Lettland intervention</i> ● <i>Words Their Way</i> ● <i>Read Naturally</i> ● <i>Mastery Connect student groups based on CFA data</i> ● <i>Intervention Central</i> 	<i>30-45 minute sessions 5 times per week</i>	<i>SES teachers EC; Title 1; ESL</i>	<ul style="list-style-type: none"> ● <i>Grade level STAR Time plans</i> ● <i>Progress monitoring for supplemental interventions</i> <ul style="list-style-type: none"> ○ <i>MTSS meetings</i> ○ <i>Kid Talks</i>
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<p><i>interventions in math in 2nd grade similar to 3rd grade 2x/wk.</i></p>	<ul style="list-style-type: none"> Florida Center for Reading Research <p><i>Strategic Support</i></p> <ul style="list-style-type: none"> Reading specialist Small Group Instructors (SGI) Instructional Assistants 			
<p>PLCs teams will:</p> <ul style="list-style-type: none"> Analyze supplemental group & individual data during bi-weekly kid talks Analyze group & individual data during digital data wall reviews every 6-8 weeks 	<ul style="list-style-type: none"> MTSS spreadsheets MTSS process training MTSS tier paperwork Supplemental kid talk minutes Digital Data Walls 	<p>August-ongoing</p>	<p>All grade level teachers Title I, EC, ESL, staff Administration MTSS/PBIS team</p>	<ul style="list-style-type: none"> PLC Kid Talk minutes MTSS/PBIS minutes Attendance logs for STAR TIME Fidelity check walkthroughs Assessment data-EOQ, EOG, CFAs, istation
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<p>Connect & Communicate through Proactive Parent Partnership</p> <ul style="list-style-type: none"> Cap the Gap Volunteer Reading Program will serve students who are in strategic remediation groups. 	<ul style="list-style-type: none"> Cap the Gap leveled book library Cap the Gap training 	<p>October-ongoing</p>	<p>Grade Level staff Instructional Coach Reading Specialist Media Specialist Administration Volunteers</p>	<ul style="list-style-type: none"> Cap the Gap sign-in logs Cap the Gap Volunteer Reading Spreadsheet Assessment data-EOQ, EOG, CFAs, istation

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School Improvement Goal 3

School Improvement Goal 3:

To ensure equitable, educational opportunities for every child, South Elementary School will implement activities/programs to increase knowledge and awareness of diversity and inclusion concepts in the school environment.

MGSD Strategic Plan Goal: 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.

NC School Board Goal: Goal 2 - North Carolina public schools will be led by 21st Century professionals.

Strategies	Resources Required	Timetable	Person(s) Responsible	Means of Evaluation
<p>MGSD Teacher Leader Academy</p> <ul style="list-style-type: none"> 12 teachers will participate in Diversity and Inclusion (D&I) PD and share with staff. 	<ul style="list-style-type: none"> MGSD Diversity & Inclusion Specialist materials 	<p>September-Ongoing</p>	<p>Diversity & Inclusion Specialist</p> <p>Administration</p> <p>Selected teachers</p>	<p>Teacher Leader Sign-in sheets</p>
<p>MGSD Diversity and Inclusion-Understanding socialization, biases & stereotypes</p>	<ul style="list-style-type: none"> MGSD Diversity & Inclusion Specialist materials 	<p>September-ongoing</p>	<p>Diversity & Inclusion Specialist</p> <p>Administration</p>	<p>D&I agendas</p> <p>Staff meeting agenda</p>

<ul style="list-style-type: none"> All staff will participate in 3 D&I sessions w/ PLC during 1st semester <p>MGSD Diversity and Inclusion-Read and implement strategies from Zaretta Hammond's book Culturally Responsive Teaching (CRT) and the Brain</p> <ul style="list-style-type: none"> All staff will participate in 3 D&I sessions as a full staff during 2nd semester All staff will participate in a book study on Zaretta Hammond's book, Culturally Responsive Teaching (CRT) and the Brain. 	<ul style="list-style-type: none"> <i>Culturally Responsive Teaching and the Brain</i> books for all staff 		<p><i>All teachers and teacher assistants</i></p>	<p><i>Book study notes and assignments</i></p>
<p>MGSD Diversity Task Force-Cohort 3</p> <ul style="list-style-type: none"> 3 staff members will participate in this course. Souths's cohort 1 staff members will collaborate w/ cohort 3 members to form a South D&I "Next Steps" action plan. 	<ul style="list-style-type: none"> <i>MGSD Diversity & Inclusion Specialist materials</i> 	<p>September-January 2020</p> <p>January-May 2020</p>	<p>South Diversity Task Force trained staff from Cohort 1 and 3</p>	<p>Diversity Task force sign-in logs</p> <p>Staff Meeting/PLC minutes</p>
<p>Multicultural Night-A focus on the Arts and the different cultures</p> <ul style="list-style-type: none"> All staff will plan activities where students showcase diverse cultures through the arts. 	<ul style="list-style-type: none"> Art, Music, and PE supplies 	<p>March 2020</p>	<p>Specialists PLC Administration ESL Teacher All Staff</p>	<p>Attendance sign-ins</p> <p>Specialists PLC minutes</p> <p>Parent Survey</p>

School Improvement Goal 4

School Improvement Goal 4:

The specific data points from the NCTWC survey will be at or above 80% on the Spring 2020 survey:

Time

- Teachers have sufficient instructional time to meet the needs of all students.
- Teachers are allowed to focus on educating students with minimal interruptions.

Managing Student Conduct

- Students at this school follow rules of conduct.

Instructional Support

- Teachers are assigned classes that maximize their likelihood of success with students.

Facilities & Resources

- The school environment is clean and well maintained.

MGSD Strategic Plan Goal: 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.

NC School Board Goal: Goal 2 - North Carolina public schools will be led by 21st Century professionals.

Strategies	Resources Required	Timetable	Person(s) Responsible	Means of Evaluation
<p>Time</p> <ul style="list-style-type: none"> ● Strategic master schedule that provides uninterrupted math and reading 	<p><i>Time</i></p> <p>Master Schedule Support staff Instructional Assistants Title 1 staff</p>	<p>August 2019-ongoing</p>	<p>School Administration SIT Team Office Staff</p>	<p>SIT minutes-evaluate goals during each meeting</p> <p>MTSS minutes</p>

<p><i>instruction.</i></p> <ul style="list-style-type: none"> ● Increase PLC time from 45 to 60 minutes 1x/wk. ● Conduct bi-weekly Teacher Assistant meetings. ● Implement a new system for calling into the classroom developed by SIT team. 				NCTWC Survey
<p>Management of Student Conduct</p> <ul style="list-style-type: none"> ● PBIS Monthly Reward parties based off agreed upon Class Dojo criteria. ● Full school implementation of Morning Meetings ● Full school implementation of an additional 15min brain break/extra recess ● Implement a new bus expectation chant ● Pilot the “Peace Path” for resolving conflict between students ● Increase our trained mentors and Check-in/out programs by 10% 	<p><i>Teacher Managed v. Office Managed Chart</i></p> <p><i>Morning Meeting PD with ongoing support</i></p> <p><i>Class Dojo account for buses</i></p> <p><i>Budget for rewards</i></p> <p><i>Bus chant posters</i></p> <p><i>Social Thinking curriculum</i></p> <p><i>Mentor and Check-in/out training</i></p>	August 2019-ongoing	<p><i>School Administration</i></p> <p><i>MTSS/PBIS TEAM</i></p> <p><i>SIT TEAM</i></p> <p><i>All Staff</i></p> <p><i>Guidance Counselor</i></p> <p><i>Behavior Specialist</i></p>	<p><i>Office Referrals</i></p> <p><i>Minor Referrals</i></p> <p><i>NCTWC Survey</i></p> <p><i>MTSS & SIT Minutes</i></p>
<p>Instructional Support</p> <p><i>Teachers are assigned balanced classes:</i></p> <ul style="list-style-type: none"> ● Continue to build classes from our EOY Data Walls within PLCs. ● Have vertical, horizontal, and specialists review class list spreadsheet prior to 	<p><i>Matriculation cards</i></p> <p><i>Class Lists</i></p> <p><i>Data Spreadsheets</i></p> <p><i>Watchlist Spreadsheets</i></p>	August 2019-ongoing	<p><i>School Administration</i></p> <p><i>Leadership Team</i></p> <p><i>All grade level PLCs</i></p> <p><i>Specialist staff</i></p>	<p><i>NCTWC Survey</i></p> <p><i>SIT minutes</i></p>

<i>finalizing.</i>				
<p>Beautification <i>The school environment is clean and well maintained:</i></p> <ul style="list-style-type: none"> • <i>Repurpose and organize materials within storage.</i> • <i>Fidelity checks to ensure weekly cleaning expectations are met.</i> • <i>Plan and implement a 3rd consecutive beautification day that enhances the outside facility in the Spring of 2020.</i> 	<p><i>Time</i></p> <p><i>Materials</i></p> <p><i>Budget for materials</i></p>	<p><i>August 2019-ongoing</i></p>	<p><i>Custodians</i></p> <p><i>School Administration</i></p> <p><i>PTSO/Volunteers</i></p> <p><i>All Pro Dads</i></p>	<p><i>NCTWC Survey</i></p>

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.

_____	_____
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
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- 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