

## State Board of Education Goals – Future-ready Students for the 21<sup>st</sup> Century

**Goal 1** – North Carolina public schools will produce globally competitive students.

**Goal 2** – North Carolina public schools will be led by 21<sup>st</sup> 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 21<sup>st</sup> Century systems.

## District Goals for Union County Public Schools

**District Goal 1:**  
*Supports SBE Goal:*

High achieving and globally competitive students  
Goal 1 – North Carolina public schools will produce globally competitive students.

**District Goal 2:**  
*Supports SBE Goal:*

Quality teacher, administrators, and staff providing innovative leadership for 21 century schools  
Goal 2 – North Carolina public schools will be led by 21st Century professionals.

**District Goal 3:**  
*Supports SBE Goal:*

Safe, orderly, and caring schools producing healthy responsible students  
Goal 3 – North Carolina Public School students will be healthy and responsible.

**District Goal 4:**  
*Supports SBE Goal:*

21 century systems operating efficiently and effectively  
Goal 4 – Leadership will guide innovation in North Carolina public schools.

**District Goal 5:**  
*Supports SBE Goal:*

Family, business, and community members involved and supportive of our schools  
Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

## School Vision and Mission Statements for Rocky River Elementary

### **Vision:**

We will assure high level of learning for all students.

### **Mission:**

Our mission is to embrace collaboration by working interdependently to achieve a common goal of academic success for all of our students.

**LEA or Charter Name/Number:** Union County Public Schools - 900

**School Name/Number:** Rocky River Elementary

**School Address:** 500 North Rocky River Road

**Plan Year(s):** 2010-2012

**Date prepared:** Sep-11

**Principal Signature:** Sherry Richardson

9/30/2011

Date

**Local Board Approval Signature:** \_\_\_\_\_

Date

### School Improvement Team Membership

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

Committee Position*	Name
Principal	Sherry Richardson
Assistant Principal Representative	Kristen Sebek
Kindergarten Representative	Melissa Smith
Teacher Representative 1st	Erica Mann
Teacher Representative-2nd	Jamie Dunleavy
Teacher Representative-3rd	Gina Vestuti
Teacher Representative-4th	Cortney Weidner
Teacher Representative-5th	Dennis Santana
Teacher Representative-Encore	Nancy Yurek
Inst. Support Representative	Andrea Harrison
Teacher Representative-EC	Celeste Alsbrooks
Parent Representative	Susan Shure
Parent Representative	Christine Carroll
Curriculum Support	Vikki Tunick
Reading Interventionist	LaSheena Gaines

## **School Data and Summary Analysis**

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas for improvement.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

### **1. What does the analysis tell you about your schools strengths?**

The data shows that RyRES is making strides in the right direction. RyRES has significantly increased the number of students performing on grade level. RyRES has closed the achievement gap in some areas . We have improved the overall school wide system of discipline, greatly reducing office referrals and out of school suspensions.

### **2. What does the analysis tell you about your schools gaps or opportunities for improvement?**

We can improve how we utilize data to drive instruction-creating 6 weeks benchmarks to more closely monitor student performance.

We can create experiences with coaching staff to improve instruction to meet the needs of ELL learners, male students, and African American students. Early intervention with a streamlined, clearly defined, and maintained method for our response to intervention for all students not meeting grade level expectations.

**3. What is data is missing, and how will you go about collecting this information for future use?**

Ongoing results of planned benchmark assessments will guide instruction both for remediation and enrichment purposes.

**4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?**

**Cite relevant evidence from your analysis to support these priorities.**

1. Increase the number of students scoring proficient on the NC EOG assessments.
2. Increase students' percentage of growth based on the NC EOG assessments.
3. Increasing communication between school and home to ensure parents are informed, involved, and aware of student progress and ways to help their child at home.

## Priority Goal 1 and Associated Strategies

**Area for improvement and supporting data:**

Increase the number of students scoring proficient and showing growth on the NC End of Grade Assessments. 82% of RyRES students are proficient. The proficiency target for reading 71.6% for the 10-11 school year. Concerns for 10-11 are for Students w/Disabilities, African American students and Hispanic students. The proficiency target for math was 88.6% for the 10-11 school year. Concerns are for all groups to increase to meet the target goals for math. AYP was met for all 27 subgroups, however safe harbor had to be applied.

**School Goal 1:** 90 percent of RyRES students will achieve proficiency level based on the NC EOG testing.

**Supports this district goal:** High achieving and globally competitive students

<b>Target:</b>	90% proficiency
<b>Indicator:</b>	EOG Testing
<b>Milestone date:</b>	End of the year

### Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

<b>Strategy 1:</b>	<b>Strategy:</b> Class Scapes and Test Magic will be used to create benchmark assessments in grades 3-5.
	<b>Action steps:</b> Teams will set goals for six weeks, with clear outcomes of student performance. An assessment will be created and teachers will meet with curriculum support and administration to review the data to determine next steps.
<b>Strategy 2:</b>	<b>Strategy:</b> Creation of task cards, assessments and analysis for benchmark assessments in K-2.
	<b>Action steps:</b> Teams will create an assessment for each six weeks in math and reading for K-2. These will be created by teachers based on the continuum for reading and the new common core standards. Teams will analyze the data, write new SMART goals, and create plans for remediation.
<b>Strategy 3:</b>	<b>Strategy:</b> Improve the current tutoring program and intervention/enrichment plan
	<b>Action steps:</b> Teams will work with administration to define what is expected to take place during enrichment and intervention time across grade levels. Teams will have a set schedule to review assessments and then plan the schedule to best utilize tutors and small group instruction to meet the needs of all students across the grade level.

Plan/Do

**How will we fund these strategies?**

Funding source 1: State funds - DSSF  
Funding source 2: Other

Funding amount:  
Funding amount:

Total initiative funding: \$0

Review frequency: Quarterly

Assigned implementation team: All Instructional Staff

Check

**What data will be used to determine whether the strategies were deployed with fidelity?**

Benchmark Assessment Data, EOG Testing Data, AYP Results, ABC Results

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

Class Scape Data, Weekly and Six week assessments, DRA's, Running Records, Fountas and Pinnell continuum, Tracking Charts

**What does data show regarding the results of the implemented strategies?**

To be determined ongoing, last year's implementation showed highly effective results

**Based upon identified results, should/how should strategies be changed?**

To be determined

**Act**

## Priority Goal 2 and Associated Strategies

**Area for improvement and supporting data:**

Growth of all students will increase to bring students to grade level proficiency. This is based on the number of students still not meeting the end of year expectancy based on the DRA.

**School Goal 2:** Ensuring students will make growth to reach proficiency by the end of the year.

**Supports this district goal:** Quality teachers, administrators, and staff providing innovative leadership for 21st Century schools.

**Target:** 100 percent of students will make at least a years growth. Students below grade level will make an additional 10 percent to move towards grade level expectancy.

**Indicator:** DRA results, running records, tracking charts

**Milestone date:** May, 2011

**Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.**

**Plan/Do**

**Strategy 1:** Strategy: Provide staff development in the area of reading and math; support in small group and strategy group work, documentation of small group work, and interventionist support.

Weekly planning sessions with curriculum support, afternoon support, plus staff development planning during scheduled banked days and workdays throughout the school year.

**Strategy 2:** Strategy: Coaching

Action steps: Schedule curriculum support, Helen Giles, Jennifer Stoltz, to model and coach in classrooms to utilize thinking skills, small group instruction, and technology into the overall instructional program.

**Strategy 3:** Strategy: Book Studies

Action steps: Teams will read various materials chosen to assist with implementation of the new common core studies for small groups in K-2 and Lucy Calkins reading units in grades 3-5.

<b>Plan/Do</b>	<b>How will we fund these strategies?</b>											
	<table border="0"> <tr> <td><b>Funding source 1:</b></td> <td>Federal funds - Title 1</td> <td><b>Funding amount:</b></td> <td>\$5,000</td> </tr> <tr> <td><b>Funding source 2:</b></td> <td>Other</td> <td><b>Funding amount:</b></td> <td></td> </tr> <tr> <td></td> <td></td> <td><b>Total initiative funding:</b></td> <td></td> </tr> </table> <p><b>Review frequency:</b> Semi-annually</p> <p><b>Assigned implementation team:</b> SBMT, Administrators, Instructional Staff, Instructional Support Personnel, Curriculum Coordinators</p>	<b>Funding source 1:</b>	Federal funds - Title 1	<b>Funding amount:</b>	\$5,000	<b>Funding source 2:</b>	Other	<b>Funding amount:</b>				<b>Total initiative funding:</b>
<b>Funding source 1:</b>	Federal funds - Title 1	<b>Funding amount:</b>	\$5,000									
<b>Funding source 2:</b>	Other	<b>Funding amount:</b>										
		<b>Total initiative funding:</b>										
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>											
	Staff development logs, observations, surveys, and teacher evaluations, student data											
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>											
	Student outcomes on DRA's, Running Records, Assessments, Interventionists' logs											
<b>Act</b>	<b>What does data show regarding the results of the implemented strategies?</b>											
	To be determined											
	<b>Based upon identified results, should/how should strategies be changed?</b>											
	To be determined											

## Priority Goal 3 and Associated Strategies

**Area for improvement and supporting data:**

The need to improve communication between administration, staff, and parents. We will increase the understanding of parents so that they are clearly aware of what their children are learning at school and how they can assist them at home.

**School Goal 3:** Rocky River Elementary will increase communication between administration, parents, and staff

**Supports this district goal:** Safe, orderly, caring schools producing healthy, responsible students.

<b>Target:</b>	Increase in parent involvement in school throughout the school year.
<b>Indicator:</b>	Parent Survey
<b>Milestone date:</b>	End of year

### Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

<b>Strategy 1:</b>	<b>Strategy:</b> Rocky River Elementary will enhance teacher-parent communication
	<b>Action steps:</b> 1. Teachers will use student agendas/communication folders as the primary source of communication. 2. Teacher will use student agenda to communicate information specific to individual students. 3. Teachers will communicate class/curriculum updates at least monthly through Moodle websites and newsletters for parents without internet access.
<b>Strategy 2:</b>	<b>Strategy:</b> Rocky River Elementary will enhance principal-parent communication
	<b>Action steps:</b> Principal will attend PTA board meetings and share updates. Principal will have a section for question and answer through the PTA monthly newsletter. Principal will add a component to the PTA monthly newsletter.
<b>Strategy 3:</b>	<b>Strategy:</b> Active parent involvement will be promoted.
	<b>Action steps:</b> 1. Volunteer guidelines will be communicated via connect-ed, PTA meetings, and email. 2. Volunteer information was given to Kindergarten parents at open house. 3. There will be parent informaiton nights two times throughout the school year, where dinner is offered, to encourage parent turn-out 4. Creating a welcoming atmosphere in the office and throughout the school is a focus to make parents feel comfortable 5. Offering sessions in Spanish to include our Spanish speaking parents in any PTA event, conference, and curriculum nights.

<b>Plan/Do</b>	<b>How will we fund these strategies?</b>		
	<b>Funding source 1:</b>	Local district funds	<b>Funding amount:</b> \$200
	<b>Funding source 2:</b>	School general funds	<b>Funding amount:</b> \$600
			<b>Total initiative funding:</b> \$800
	<b>Review frequency:</b>	2 x per year	
	<b>Assigned implementation team:</b>	All Staff	
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	Moodle Page views, number of parent volunteers, parent perception surveys, logs at parent event nights		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	Moodle Page views, number of parent volunteers, parent perception surveys, logs at parent event nights		
	<b>What does data show regarding the results of the implemented strategies?</b>		
	To be determined		
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>		
	To be determined		

**Safe School Plan for Rocky River Elementary School**

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

Dr. Ed Davis

**Statement of Responsibility for the School District Superintendent**

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur:

\*Failure to carry out the above-mentioned responsibilities may result in a written reprimand by the Board as well as other appropriate consequences as determined by the Board.

**Statement of Responsibility for the School Principal**

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur:

\*Failure to carry out the above-mentioned responsibilities may result in a written reprimand from the superintendent to be placed in the principal's personnel file and disciplinary proceedings under G.S. 115C-325.

**Statement of the Roles of Other Administrators, Teachers, and Other School Personnel**

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s): Kristen Sebek

Teachers: All Instructional Staff

Teacher Assistants: N/A

Other School Staff: All "Other" School Staff

**Services for At-risk Students**

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

Potential-failure list, Retained student list, PEP's, Enrichment/Remediation Plans, use of BMT's, Student Accountability during the school year, Saturday School, School Intervention Teams, South Providence, Day Treatment Screening, Quarter-turn (ALTS), Single gender classes, School Resource Officers (SRO's) interventions, Use NC WISE to identify attendance, academic and discipline concerns and patterns, Analyze EOG, Alternative Assessments, and other standardized test scores, Exceptional Children (EC), Limited English Proficient referrals and conferences, OSS and ISS discipline reports, guidance and attendance counselors.

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

During the day-remediation, student-led conferences, academic recovery, after school tutoring, behavior scales, behavior contracts, point sheets, mentoring programs, Saturday School/Academy, Intervention Teams, PEP's, IEP Goals, and Benchmark Tests

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

Odsseyware, Nova net, Nurtured Heart, Smaller class size - Lower Student/Teacher Ratio, Intensified Structure, Level Programs designed to transition back to home school.

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

**Goal:** Complete all required drills and associated training (fire, tornado, lockdown).

**Target:** 100% completion

**Indicator:** Drill Reports

**Milestone Date:** EOY

In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs).

**Target:** Improved School Safety and Student Conduct

**Indicator:** Decreased Discipline Referrals, Increase in Valley Voucher exchange/awards

**Milestone Date:** EOY

<b>Target:</b>	Higher Expectations for Students
<b>Indicator:</b>	In the first semester of entering a program, they will show an increase in their academic achievement as compared to previous performances at their home schools.
<b>Milestone Date:</b>	EOY
<b>Target:</b>	Customer Satisfaction
<b>Indicator:</b>	Parent, Teacher, Student Survey expressing satisfaction will be 75% or better.
<b>Milestone Date:</b>	EOY

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed				
General Principals' Meetings (Elementary/Middle/High)	Planned	ongoing			
Videos - Bloodborne Pathogens, Epi-Pen, Diabetes, Asthma	Completed				
Videos - Gang Awareness - Critical Incident Response	Completed				
Drill Training - Fire, Tornado, Lockdown	Planned	monthly, one per year, one per semester			
SRO Training (ex. Crisis Intervention Training)	Completed				
Anti-Bullying Program	Planned	ongoing			
School Nurse Training	Completed				
Policy review	Completed				

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

\*System-wide Safe Schools Plan indicates: Each middle and high school has access to the services of a School Resource Officer (SRO) who has direct contact with the Union County Sheriff's Office or the Monroe City Police Department. Currently, at least one SRO is allotted per middle/high pair; funds are being sought to expand to one officer for each middle and high school. Elementary schools have access to the SRO in emergency situations. DARE officers help as needed at the elementary schools. Each school works cooperatively with juvenile and criminal court officials to determine the proper placement of students who have violated the law. The court system notifies schools of students who have committed felonies. The District Attorney's (DA's) office is contacted when necessary to enforce trespassing, assault, firearm, vandalism and other applicable laws. Policies and Procedures for SRO are housed within each school.

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.

The UCPS Communications Office oversees and contributes to a variety of print and electronic media that requires school information. UCPS news appears in a variety of outlets including school and district newsletters, local newspapers and even national magazines. The UCPS Communications Office maintains effective and informative district and departmental websites including a website for the superintendent and the Board of Education.

Parents and the local community are informed via Connect-Ed., website postings, facebook, printed handbooks and agendas, letters home, student and family recognition programs, PTA/PTO-sponsored programs and information provided through partnerships with outside agencies such as the police and fire departments, emergency medical responders and other approved non-profit organizations.

**Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs**

Program or Strategy Being Funded	Amount of Funding	Source of Funding
English as a Second Language (ESL)		Local, State, Federal
Dropout Prevention Counselors (10)		State
In-School Suspension Programs Middle/High		State
Remediation		State
School Improvement Grants		Federal
School Resource Officers (SRO's)		Local
Title I		Federal
Alternative School		State
K-2 & 3-8 Reading/Intersession/Remediation		Local
TRU - UCPS Tobacco Education Course		State
Summer School -Multi-Site Plan (EOC only)		Local
Money in lieu of Summer School		Local
Other Alternative Placements		

## Closing the Gap Plan

**Reading**-Students with Disabilities, African-American Students, and Hispanic students and male students have gaps in instruction. Gaps were decreased and we will continue to focus on these areas.

**Math**-Black, Hispanic and Students with Disabilities-currently have gaps however great increases in proficiency for these groups took place last year. LEP students went from 20 percent proficient to 37 percent proficient last year. This is a major area of focus for closing the achievement gap.

### **The plan of action is multi-faceted:**

- Improve the overall instructional program in the school by weekly grade level meetings required to focus on planning and developing meaningful lessons.
- Improve student achievement for EC students by requiring LLI training for EC teachers, meeting scheduled with Wanda Allen to train. We are having weekly team meetings with EC to discuss IEP's and staff development. We are adjusting the schedule so teachers have students during reading and math so that the students are receiving double services in these areas. We are monitoring instruction in these classrooms and will monitor student progress to ensure they are making improvement. This will be done with weekly RR's, assessments, and tracking sheets that will have to be submitted.
- Grade level intervention meetings with administration and counselor present to target struggling students-The administration will set the guidelines for where students are performing and require that they be brought to level 1 intervention to closely document and monitor interventions and their effectiveness.
- Focusing on higher order thinking and engagement as a school overall to improve student connection and retention of information. Teachers will write team goals as part of their growth plan to set targeted goals and measure outcomes using the PDSA method for their six week assessments. The administrative team will focus on instruction and will meet weekly to discuss weak teachers and offer coaching support to improve instruction.
- Tutoring program during enrichment for 3-5 to start by October 1st. Tutors will be trained on effective reading instruction and will be given systematic programs to utilize with the students they are assigned. Student progress will be closely monitored and discussed at the Wednesday team meetings.
- Tutoring program implementing LLI for K-2 will begin in October.
- Materials will be purchased to implement LLI, Math targeted intervention programs, reading comprehension will high interest texts including large amounts of non-fiction texts for students. Online i-Ready program has been ordered to help with individualized instruction. Test magic will be used to allow paper pencils assessments that align with the SCOS Flocabulary is being used by teachers in grades 3-5 to help with vocabulary acquisition.
- Jane McNeely-Sowell is working with us to help us devise a plan for our LEP students. We have partnered with Helen Giles to coach our teachers on the WIDA and will be introducing SIOP with our 2nd and 3rd grade teams. LLI will be implemented with LEP students below a level 30 dra and Smart-Tutor will be utilized.
- Classroom libraries are being ordered to beef up the selection that students have to choose from.
- High Expectations for all and accountability for all
- Assessment wall to show where our students fall and how they are progressing
- Tutors and Assistants going into the literacy block for all teachers to allow for small group instruction
- Technology training to ensure pro boards are being fully utilized by each teacher. Training will occur one throughout the school year to help teachers implement technology in their lessons. Jennifer Stoltz is offering individualized instruction per grade level based on needs and the age of their students.
- Weekly reading and math assessments for 3-5 created with the curriculum support-need to calibrate to the NCSCOS-uniform assessments across the grade

levels

-6 weeks benchmarks created and measured to determine student success and look at as grade levels to determine strengths that certain teachers have so students can be regrouped and intervened with that are not grasping or retaining concepts.

-Mid-year assessment to determine if afterschool tutoring should begin along with the daily tutoring/intervention time and extra literacy support

-Science notebooks being developed with all fifth graders. Science vertical teaming meetings to ensure teachers are building scientific thinking among students from K-5 grade.

## Diversity Action Plan

**Cluster:** Rocky River Elementary

**Principal Name:**

Sherry Richardson

**Action Item:** Educate Stakeholders

**Target Completion Date:** ongoing

**Expected Outcome(s):** Creation/fruition of the Sun Valley cluster's definition for diversity—"Interconnectivity through recognition and respect of differences."

Key Steps	Timeframe	Party Responsible
1. Organize "Mix it Up" Day/ "Tear Down the Wall" event at each school.	<b>Once in the 1<sup>st</sup> semester and once in 2<sup>nd</sup> semester</b>	<b>Counselors, teachers, and administrators</b>
2. Include diversity training in each school's character education plan for students.	<b>Ongoing</b>	<b>Counselors, teachers, and administrators</b>
3. Offer training on culture differences to all school employees.	<b>Ongoing</b>	<b>Counselors, teachers, and administrators</b>
4. Model and adopt service projects that reflect and embrace our definition of diversity.	<b>Ongoing</b>	<b>Counselors, teachers, and administrators</b>
5. Organize events (culture festivals, book studies) that reflect our definition of diversity.	<b>Ongoing</b>	<b>Counselors, teachers, administrators, and PTA</b>
6. Update school media centers to reflect diversity in books and authors.	<b>Ongoing</b>	<b>Media Specialist</b>

## Globalization Plan for Rocky River Elementary School

### Created by the Globalization Committee:

Chair: Stephanie Funderburk

Members:

Michelle Veen

Kelsey Robbins

Nicole Adams

Amanda Isaacs

Elizabeth Batten

Adam Dove

Heather Shulman

Vikki Tunick

Each grade level will adopt a country based on the grade level assigned continent

Each grade level will share information about their continent/country via the weekly broadcast

Our school is a Global Passport School and we have one VIF teacher with our second grade team

The second grade team will be attending training with the VIF to utilize her experience in Uganda, The UK, and Canada to help us better understand the cultures.

Teachers will host a festival night exploring their cultures with during our winter program. Our special area teachers are incorporating globalization into their instructional program.

We will host a global speaker at Rocky River to work wiith the students-Helen Thayer

We are working with our cluster to host a global fest

We will ask our families to share as guest speakers from the various areas that they live

We will use our world map to send and receive post cards from all over the world and designate this on our world map in the main hallway.

## PLC Plan for Rocky River Elementary

### PLC Team:

Sherry Richardson, Tracy Carbone, Karen Morrison, Cason Hunter, Erica Mann, Katy Toy

Attend the Syracuse DuFour Training on PLC.

Attend the county training through Shipley and Associates for more detailed PLC training

Offer initial staff development overview of the purpose, expectations, and guidelines of a PLC

We will complete the School Self-Assessment with the leadership team to see where we are and where we need to go

Each grade level team will function as a PLC. Each team will create norms and collective commitments-While also going through the workstudy of 5 Dysfunctions of a Team

Each grade level team will create SMART goals for at least one subject area, beginning the second six weeks. Teams will identify key learning outcomes

We will make sure the SMART goals align with the SIP and the Strategic Plan of the County

Each PLC will meet weekly to plan and monitor instruction and will create a common assessment.

Teams will share the data from the common assessments and analyze the data to determine next steps for remediation, enrichment, or moving forward.

We will use the PDSA to evaluate the strategies we outlined to instruct, intervene, and enrich to determine if the plan is working or if new strategies need to be implemented

Data will be shared with the SBMT. Teams will create a new SMART goals based on the next unit and the essential outcomes.

Each PLC will complete the DATA analysis as well as the PLC Leadership Team for across all grade levels. The information will be presented to the SBMT.

We will continue the cycle throughout the year and then reflect each 6 weeks on the assessments and the outcomes as well as the year long outcomes to continue to apply PDSA.

# Summer Leadership Retreat

## Union County Public Schools

**Person Completing the Form**

**Cluster: Sun Valley**

### Reflection/Action Plan

**Statement of Objectives/Goals:**

**Goal:** To reflect upon and create action steps in the areas of Graduation, Innovation and Globalization within our cluster.

### Objective 1: Continue to focus our efforts on Graduation

Implementation		Evaluation		
<i>What needs to be done?</i>	<i>By whom and when?</i>	<i>What resources?</i>	<i>What evidence indicates progress?</i>	<i>How and when will evidence be gathered?</i>
<ul style="list-style-type: none"> <li>• More Training of IT process</li> <li>• Developing trust among the staff</li> <li>• Administration building relationships with teachers</li> <li>• Staff development for teachers on building relationships with students.</li> <li>• IT referrals</li> <li>• Tracking students who have been retained</li> <li>• Building Leadership capacity among teachers</li> <li>• Policy for ISS for Elementary students.</li> </ul>	<ul style="list-style-type: none"> <li>• UCPS Curriculum Staff</li> <li>• School Administration</li> <li>• Teachers</li> <li>• IT team</li> </ul>	<ul style="list-style-type: none"> <li>• Central Services</li> </ul>	<ul style="list-style-type: none"> <li>• Less office referrals</li> <li>• Increase graduation rate</li> <li>• Decreased suspensions</li> <li>• Increased student achievement</li> <li>• More parent involvement</li> <li>• Fifth grade survey</li> <li>• Increased attended</li> </ul>	<ul style="list-style-type: none"> <li>• End of year reports</li> </ul>

### Objective 2: Continue to focus our efforts in Innovation

Implementation			Evaluation	
<i>What needs to be done?</i>	<i>By whom and when?</i>	<i>What resources?</i>	<i>What evidence indicates progress?</i>	<i>How and when will evidence be gathered?</i>
<ul style="list-style-type: none"> <li>Technology focus need additional staff development</li> <li>Training for laptops</li> <li>Website awareness</li> <li>Staff development within the cluster.</li> </ul>	<ul style="list-style-type: none"> <li>UCPS Tech Dept.</li> <li>In-house training</li> <li>All schools within cluster teacher leaders provide staff development.</li> </ul>	<ul style="list-style-type: none"> <li>Jennifer Stoltz</li> <li>Teacher Leaders</li> <li>Media Coordinator at each school</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation tool</li> <li>Use of technology in the classroom</li> <li>Teacher survey</li> <li>Formal and informal assessments</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>

### Objective 3: Continue to focus our efforts in Innovation

Implementation		Evaluation		
<i>What needs to be done?</i>	<i>By whom and when?</i>	<i>What resources?</i>	<i>What evidence indicates progress?</i>	<i>How and when will evidence be gathered?</i>

## Title I School-wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act. Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide plan. Strategies you've already developed may fulfill many of these requirements.

**Schoolwide reform strategies:** Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

			<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	Teaming	Student Needs	documentation	
	<b>Strategy 2</b>	build competency	Effectively utilize support staff	Developmental communication	
	<b>Strategy 3</b>	Increase staff support with resources	Effective program implementation	Develop/Improve School resources	

Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals:

Rocky River will address the need for schoolwide reform by focusing on priority goals by reflecting on: stakeholder perception data and procedures for organizational effectiveness. Professional development, parental involvement, school organization, instructional strategies, and student achievement.



**High-quality and ongoing professional development:** Teachers and other staff in schoolwide program schools must be equipped so that all students meet the State’s academic achievement standards. To do this, they must be familiar with the goals and objectives of the sustained, high-quality professional development required to implement them. The statute requires that professional development be provided to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

			<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	Research based	Data Driven	Tools to support teachers	
	<b>Strategy 2</b>	Focus on student growth	Continuous and sustained improvement	Stakeholder support	
	<b>Strategy 3</b>				

Our school provides high quality, on-going professional development in the following ways, in addition to our focus on

**Strategies to attract highly qualified teachers to high-need schools:** Although recruiting and retaining highly qualified teacher poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide p will use to attract and retain highly qualified teachers.

			<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	On-going professional development	Research based and data driven instructional programs	Stakeholder support	
	<b>Strategy 2</b>	Provide quality strategies for teachers	Supportive administration to strengthen school community	Community Involvement	
	<b>Strategy 3</b>	Provide additional support staff to strengthen curriculum and instruction.			

Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our this plan:

We have a strong support for teachers to assure that staff development is occurring regularly, consistently, and is being implemen

**Strategies to increase parental involvement:** Research continues to demonstrate that successful schools have significant and effective parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents in the school community. Additionally, every school must have a representative of parents on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach to involve parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel.

			<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>		Increase relevant and appealing parent involvement activities	Provide resources for parents within the school environment	Collaborate with outside agencies and community members
	<b>Strategy 2</b>			Provide full access to parent involvement section of the school media center where parents can check out resources	
	<b>Strategy 3</b>				

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals:

Rocky River Elementary will use the following strategies to increase parental involvement: PTA meetings, curriculum nights, guest speakers, motivate parents, student performances and display of student art work and parent resources in the media center.

**Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schools**  
 component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, such as First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.

			<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	High quality instruction in the pre-k classroom		Strong parental relationships with the pre-k parents, students, teachers, and school community	
	<b>Strategy 2</b>				
	<b>Strategy 3</b>				

Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals:

We complete home visits and have parent nights for pre-K. The pre-K students are involved in activities and rewards throughout the day. The program for Literacy Beginnings is being utilized with our pre-K instructional program.

**Measures to include teachers in decisions regarding the use of academic assessments:** In addition to State assessment re: ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as obs assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increa appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

			Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>				
	<b>Strategy 2</b>				
	<b>Strategy 3</b>				

Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus plan:

On-going discussion occurs through grade level meetings and collaboration of administration and instructional support to utilize da instruction program. We complete benchmark assessments, DRA's, running records, classcapes assessments, and formative as: current level of performance and plan remediation to meet the needs of our students.

**Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional as** program school must identify students who need additional learning time to meet standards and provide them with timely, additional needs. This assistance must be available to all students in the school who need it.

			<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>				
	<b>Strategy 2</b>				
	<b>Strategy 3</b>				

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:

Our school has a detailed intervention plan. We have set guidelines for completion of a PEP, level 1 or level 2 intervention to ensure appropriate level of intervention and instruction. We monitor these students on a systemic, consistent basis to ensure our students' interventions are being written and created.

**Coordination and integration of Federal, State, and local services and programs:** Schoolwide program schools are expected to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficiency achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>
		<b>Strategy 1</b>			
		<b>Strategy 2</b>			
		<b>Strategy 3</b>			

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in goals listed in this plan:

on Act (*Section 1114(b) of Title I*).  
de program. The goals and

based research, strengthen the core

<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
contact others	
Provide resources for ESL populations	
Motivate parents to attend events	

goals listed in this plan:

, student outcome data, processes  
al programs, and student



gh numbers of teachers who are not  
l paraprofessionals (employees of a  
achievement increases in schools  
eir subject matter and are skilled in

Priority Goal 4	Priority Goal 5

riority goals listed in this plan:

---



ed to face the challenge of helping  
he schoolwide plan, and receive the  
be extended, as appropriate, to

<b>Priority Goal 4</b>	<b>Priority Goal 5</b>

the priority goals listed in this plan:

---



's is an on-going challenge in high  
plan must describe the strategies it

Priority Goal 4	Priority Goal 5

focus on the priority goals listed in



ted in the classroom after training.



sustained levels of parental  
onally, state law requires parent  
ach for communication with  
:el in school.

<b>Priority Goal 4</b>	<b>Priority Goal 5</b>

listed in this plan:

speakers to encourage and



**schoolwide programs:** This  
programs, including Early Reading  
t.

Priority Goal 4	Priority Goal 5

als listed in this plan:

---

he school. The curriculum support



sults, teachers need current and  
ervation, performance  
ses their understanding of the

Priority Goal 4	Priority Goal 5

on the priority goals listed in this



ta collected by PLC's to drive the  
sessments to determine the student

**Assistance:** The schoolwide  
assistance that is tailored to their

Priority Goal 4	Priority Goal 5

are that students are receiving the  
are making strides or new

