

**Mooreville Middle School**  
School Improvement Plan  
2018-2019



Ayana Robinson, Principal

Assistant Principals:

Bernard Waugh, Jennifer Marshall, Tracy Pratt-Dixon

**School Improvement Team Members  
2018 - 2019**

Name	SIT Role	School Role
Jean Stowell	SIT Chairperson	7th Grade Science Teacher
Heather Durkee	Parent Rep.	PTSO President
Ayana Robinson	Facilitator	Principal
Bernard Waugh	Facilitator	Assistant Principal
Jennifer Marshall	Facilitator	Assistant Principal
Tracy Pratt-Dixon	Facilitator	Assistant Principal
Michael Hamilton-Genson	Guidance Rep.	Guidance Counselor
Erik Szymanski	Bulldogs Rep.	7th Grade SS Teacher
John Bustle	Panthers Rep.	8th Grade Science Teacher
Jean Stowell	Seahawks Rep.	7th Grade Science Teacher
Kari Steffen	MTSS lead	Reading Specialist
Melissa Coffey	Rams Rep.	8th Grade Math Teacher
Kelly Hildebran	Exceptional Children Rep.	Exceptional Children Teacher
Amanda Sarver	Electives Rep.	Electives Teacher
Felicia Davis	Technology Rep.	Instructional Coach
Samuel Green	Classified Staff Rep.	Classified Staff

### **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:**

Mooresville Middle School will foster the maximum achievement of each student through layered instructional strategies and personalized support.

**Mission Statement:**

Mooresville Middle School will instill an appreciation and love for learning in our students as we help them develop the skills needed to become goal oriented independent thinkers and leaders in an ever-changing global society. We challenge every student, every day to discover and develop a positive sense of self, as well as to respect themselves and others through meaningful collaboration with peers, teachers, and parents.

***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:***

A strong faculty committed to putting kids first makes Mooresville Middle School a fantastic school. Our education program provides students with opportunities to learn from a variety of experiences. We strive to ensure we are educating the whole child. We are now in our 8th year of our “digital conversion” in which we are providing a true 21st century environment for every child, every day.

***OUR STUDENTS: 981******OUR STAFF: 62 classified, 6 support******OUR PARENTS:***

Mooresville Middle School’s PTSO meets the third Tuesday of every month. All-Pro Dads meets the first Friday of every month. MMS will host 6 parent tours during the 2018-19 school year. Parents are always welcomed to volunteer around the school and in the classroom.

***CLASS SIZE:***

Core classes at MMS range from 26-32 students per class.

<b>Enrollment Data</b>				
	2015-2016	2016-2017	2017-2018	2018-2019
Grade 7	493	462	467	498
Grade 8	476	501	450	483
Total	969	963	917	981

<b>Student Demographics</b>								
	2015-2016		2016-2017		2017-18		2018-2019	
	#	%	#	%	#	%	#	%
White	667	68.8%	654	67.9%	614	67.0%	631	64%
African-American	150	15.5%	156	16.2%	140	15.3%	150	15%
Hispanic	94	9.7%	93	9.7%	89	9.7%	122	12%
American Indian/Alaskan Native	2	0.2%	5	0.5%	3	0.3%	2	.002%
Asian/Pacific Islander	19	1.9%	17	1.8%	3	0.3%	24	2%
Multiracial	33	3.4%	32	3.3%	43	4.7%	52	5%
Exceptional Children	131	13.5%	131	13.6%	118	12.9%	120	12%
Economically Disadvantaged	355	36.7%	355	36.9%	273	29.8%	280	28.52%
Males	476	49.2%	516	53.6%	494	53.9%	518	53%
Females	492	50.8%	447	46.4%	423	46.1%	463	47%
Total Student Population	969	100%	963	100.0%	917	100.0%	981	100%

Historical Data					
	2014-2015	2015-2016	2016-2017	2017-18	2018-19 Goals
7th Grade Level Math	58.5%	55.7%	60.8%	62.3%	68%
8th Grade Level Math	55.9%	56.9%	53.4%	61%	65%
8th Grade Level Math 1	96.7%	98.7%	97.0%	100%	100%
7th Grade Level Reading	63.8%	64.2%	67.5%	71%	76%
8th Grade Level Reading	65.7%	58.9%	58.1%	65.9%	74%
8th Grade Level Science	84.8%	79.8%	81.8%	84%	85%
Overall Growth (EVAAS)	Not Met	Not Met	Not Met	Not Met	Met
Overall School Grade	C	C	C	C	B

**Gap Analysis Data:**

7th Grade

	All	White	Black	Hispanic	SWD
Reading	308/453	231/308	27/73	24/38	11/56
	68%	75%	38% (37% gap)	63% (12% gap)	20%
Math	61%	212/307	23/73	17/38	6/56
	276/452	69%	32% (37% gap)	45% (24% gap)	11%

8th Grade

	All	White	Black	Hispanic	SWD
Reading	285/492	212/331	32/78	24/55	4/59
	58%	64%	41% (23% gap)	44% (20% gap)	7%
Math	259/489	208/330	23/73	20/55	4/57
	53%	63%	32% (31% gap)	36% (27% gap)	7%

Science	400/488	290/330	49/76	39/55	26/58
	82%	88%	65% (23% gap)	70% (18% gap)	45%

**Analysis of the Data:**

The MTSS/SIT analyzed results from our state achievement data, our GAP analysis, and the Teacher Working Conditions (TWC) survey to determine areas we were successful in and areas we can focus on for this year’s School Improvement Plan (SIP). We used this data to adjust Goal one and Goal two which continue to have a similar focus to last year. The TWC was used to formulate a third goal for improvement based on teacher responses to the survey. While MMS did not achieve the goal of earning a “B” rating from the state or making growth, the data showed that MMS students did grow significantly last year with achievement and growth having a strong upward trend. In order to meet the goal of achieving growth and earning a “B” rating, the MTSS/SIT committee decided to expand our focus on Tier two reading interventions, and add some significant Tier two math interventions. The school will also implement PEAK strategies for all students to build self-confidence and success.

- The committee analyzed the data to develop achievement and growth goals as well as the score we would like to achieve.
- Mrs. Robinson explained why the data was slightly different than when we looked at the data earlier in the year.
- Gap analysis - 37% gap in reading and math for our Black students
  - The gap in 8th is less - could be explained partially through when our kids transition schools.
  - Need to see our gaps decrease.
  - We need to look at the transition piece because we see gaps grow during transition years.
  - First time many of these students have a SS class.
  - Technology being used differently here, especially Blackboard.
  - May need to get together with the Intermediate schools like we did with the HS
  - Change the 10 day beginning of the year lesson to include lessons on Blackboard.
  - We completed a top down topic web to determine goals for this year.
  - Some discussion about whether maintaining is good enough. We have not managed to maintain yet, so that goal was decided on.
  - For goal 3: we used analysis of TWC and selected one of the weak areas indicated. The area we chose came from TWC 8.1 dealing with professional development.

**Areas of Strength**

The MTSS/SIT committee noted some very significant areas of strength from the last year. In the process of achieving our highest growth and proficiency scores in recent years, MGSD-MMS has the distinction of being ranked among the top 16 districts in NC overall, and in every EOG our students take. Notable strengths shown by the TWC are that teachers feel they have sufficient amount of time to collaborate and plan, feel they are allowed to focus on instruction with minimal interruptions, and feel they receive feedback that can help them improve teaching.

- IN 17-18 we achieved our highest percentage for achievement and growth.
- In comparison to all middle schools in North Carolina MMS ranked
  - 11th in 7th grade
  - 7th in 8th grade
  - 11th in 7th grade math
  - 7th in 8th grade math
  - 9th in 7th grade reading
  - 4th in 8th grade reading
  - 16th in 8th grade science
- We are continuing to increase our proficiency and growth percentages in all areas.
- Based on TWC teachers feel they have sufficient amount of time to collaborate and plan
- Based on TWC survey teachers feel they are allowed to focus on instruction with minimal interruptions.
- Based on TWC survey teachers feel they receive feedback that can help them improve teaching?

**Areas of Need:**

Analysis of the data revealed a number of areas for need which MMS is dedicated to improving. MMS is not satisfied with being graded by the state as a C school and will continue to strive toward higher rankings. GAP analysis also spotlighted the need to continue closing the achievement gaps among our student groups. The MTSS/SIT committee discussed the role the transition year plays in the GAP and discussed initiatives to help overcome that. The committee also chose to work on a need revealed by the TWC to provide more effective individualized professional development.



## School Improvement Goal 1

**School Goal:** Mooresville Middle School will be rated by NCDPI as a “B” school with an overall grade of 70 or above and meet or exceed expected growth. By increasing proficiency in Math 7 to 75%, Math 8 to 65%, Math 1 to 100%, ELA 7 to 78%, ELA 8 to 70%, and Science 8 to 85%.

**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
Keys to Literacy PD and school-wide implementation	<ul style="list-style-type: none"> <li>Keys to Literacy</li> <li>New teacher training for Keys to Literacy</li> </ul>	PD offered in 2017 Implementation continued this year	Administration, Reading Specialist, all Teachers	Higher End of Quarter and End of Grade scores, walk thru, evals
SMART Lunch	<ul style="list-style-type: none"> <li>SMART Lunch Form</li> <li>SMART Lunch accountability sheet</li> <li>Kids can sign up</li> <li>Additional SMART lunch teachers</li> </ul>	Sept. 2018 - ongoing	Administration and SMART Lunch Teachers	Decreased number of zeroes on interim and report cards, higher End of Quarter and End of Grade scores
Continuation of 2017-18 MMS Master Schedule to include intervention block	<ul style="list-style-type: none"> <li>Same master schedule as the year before</li> <li>PLC Common Planning Time</li> <li>Common Grade Level Planning</li> <li>Intervention Block</li> <li>SMART Lunch</li> <li>ELA/Math Push-in time</li> <li>EC inclusion time more flexibility</li> <li>Consistency with students following the same bell schedule as the year before</li> </ul>	Sept. 2017 - ongoing	Administration, PLC Leads, PLC Teams, and Encore Teachers that push into Core Classes	Higher End of Quarter and End of Grade scores
Weekly PLC Checks for Understanding	<ul style="list-style-type: none"> <li>Weekly and bi-weekly CFAs per PLC</li> <li>MasteryConnect, Kahoot, Quizizz,</li> </ul>	Sept. 2017 - ongoing	Administration, PLC Leads and PLC Teams	Higher End of Quarter and End of Grade scores

	<p>Quizlet Live &amp; Review/Reteach, Google Form Quizzes, USA Test Prep, etc.</p> <ul style="list-style-type: none"> <li>● Individual student data analysis and personalized learning based on assessment results</li> <li>● Analyze CFA data results and make strategic phone calls home to get students that scored close to mastery or not close to mastery to attend weekly tutoring sessions students.</li> </ul>			
PEAK Strategies	<ul style="list-style-type: none"> <li>● Summer training</li> <li>● Classroom sharing updates of implementation</li> <li>● Follow up PD for PEAK strategies</li> </ul>			Informal Walk-thru

## School Improvement Goal 2

**School Goal:** Data based problem solving strategies will be used to meet academic, behavior, and social-emotional gap areas (expected vs current outcomes) across all content and grade levels. Data will be used to verify reasons and create instructional/intervention plans of gap areas to monitor student progress. This will be assessed via the 2018-19 Self-Assessment of MTSS Implementation (SAM) with a score of Operationalizing or Optimizing. Via the SAM MMS remain at least Operationalizing in standards 21, 22, 23, 24, and 25. The continued implementation of data based problem solving will decrease subgroup gaps in the current year by 25% with a 50% decrease in the next year.

**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
Reading Imp Time Interventions	<ul style="list-style-type: none"> <li>● Progress monitoring thru weekly Aimsweb</li> <li>● More students are able to be served through reading interventions</li> <li>● More flexibility for students to stay or move up or out of a reading group</li> <li>● Corrective Reading training provided for reading teachers</li> <li>● Middle school reading specialist</li> <li>● Communication tool for staff to explain how students are placed into (or out) of reading</li> <li>● AIMSweb universal screener</li> </ul>	Aug. 2017 - ongoing	Administration, Reading Specialist, and Reading IMP Time Teachers	<p>Increase in WPM</p> <p>Increase on MAZE</p> <p>Growth from students in intervention classes</p> <p>Growth in all subjects based on strength in reading</p>
Math Imp Time Interventions	<ul style="list-style-type: none"> <li>● Dreambox (60 minutes a week)</li> <li>● Dreambox PD provided for math teachers</li> <li>● Students can self select interventions as they see fit</li> <li>● Small group and 1:1 face to face instruction</li> </ul>	Aug. 2018 - ongoing	Administration and Math IMP Time Teachers	Growth from students in intervention classes via Dreambox
Enrichment Imp Time Classes	<ul style="list-style-type: none"> <li>● Student choice</li> <li>● Student collaboration</li> <li>● Student creativity</li> </ul>	Aug. 2018 - ongoing	Administration and Enrichment	Decrease in student discipline

	<ul style="list-style-type: none"> <li>● Student communication</li> <li>● Critical thinking skills</li> </ul>		IMP Time Class Teachers	Student Survey
Study Hall	<ul style="list-style-type: none"> <li>● Create a study hall that serves as a next step for students who place out of reading or math interventions.</li> <li>● Small class size remediation sessions</li> <li>● Self-paced for students to ask for help</li> </ul>	Aug. 2018 - ongoing	Administration and IMP Time Study Hall Teachers	Increase in work completion
Kid-Talks	<ul style="list-style-type: none"> <li>● Small team teacher meetings of core teachers to discuss individual students</li> <li>● School-Wide student/parent contact log (located on MMS info site)</li> </ul>	Sept 2018 - ongoing	Administration and Super Team Leads	School-wide documented kid talk conversations
7-Up Behavior Intervention Group	<ul style="list-style-type: none"> <li>● 1:1 weekly mentor:mentee meetings goal setting sessions</li> <li>● Positive behavior rewards</li> <li>● Character development lessons</li> </ul>	Oct. 2018 - ongoing	School counselor, teachers, and 7 Up Team/Staff Mentors	Decrease in the number of office referrals and the number of referrals involving repeat offenders
Change a Life Mentoring Program	<ul style="list-style-type: none"> <li>● Regular 1:1 mentor:mentee meetings</li> </ul>	Aug. 2018 - ongoing	Guidance Counselors and Staff Mentors	Increased academic performance of students that are involved in the program
Men in the Making Women in the Making	<ul style="list-style-type: none"> <li>● Men in the Making Curriculum</li> <li>● Weekly meetings</li> <li>● Women in the Making Curriculum</li> <li>● Gofund me account for financial support</li> </ul>	Sept. 2018 - ongoing	Men and Women in the Making Staff Sponsors Administration	Increased academic performance, improved attendance and discipline of students that are involved in the program

IMP Intervention Center (ISS)	<p>Video reflection Community service Exit ticket Counseling</p>	Sept. 2018 - ongoing	Administratio n and ISS Coordinator	Decrease in the number of office referrals and the number of referrals involving repeat offenders
MMS PBIS	<ul style="list-style-type: none"> <li>● Daily Drawings for rewards</li> <li>● “Tell Me Something Good” <ul style="list-style-type: none"> <li>● Quarterly Rewards</li> </ul> </li> <li>● Student Features Features on ImpTV</li> </ul>	Sept. 2018 - ongoing	Administratio n, PBIS Team and all faculty/staff	Decrease in the number of office referrals and the number of referrals involving repeat offenders
Reading Enhancement	<ul style="list-style-type: none"> <li>● Notice and Note Curriculum</li> <li>● Tier 2 intervention strategy for reading comprehension</li> </ul>	Sept-June (90 day increments)	Reading Specialist	Aimsweb benchmark assessment

### School Improvement Goal 3

**School Goal:** Differentiated professional development. Professional development is outlined and planned. Teachers' PD will vary by professional experience, content knowledge, previous training/coursework as well as individual goals/needs. PD includes follow up and accountability. To be measured by an increase of agreement on MMS Teacher Working Condition Survey.

**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 4 - Leadership will guide innovation in North Carolina public schools.

Strategies	Resources Required	Timetable	Person(s) Responsible	Means of Evaluation
MMS Info Site	<ul style="list-style-type: none"> <li>Optional PD choices made easily available to all staff who would like to learn more about a specific strategy</li> </ul>	2018 - 2019	Administration and Instructional team	<ul style="list-style-type: none"> <li>Walk through data</li> <li>MMS TWC survey</li> </ul>
Early Release Days	<ul style="list-style-type: none"> <li>PD choice offered to teachers</li> <li>Flexibility for elective teacher to work with other schools</li> <li></li> </ul>	2018 - 2019	Administration and Instructional team	<ul style="list-style-type: none"> <li>PD surveys</li> <li>MMS TWC survey</li> </ul>
Follow-up to PD	<ul style="list-style-type: none"> <li>PEAK training follow up</li> <li>PEAK/Keys to Literacy implementation share out of how strategies are being used in the classroom</li> </ul>	2018 - 2019	Administration and Instructional team	<ul style="list-style-type: none"> <li>PD surveys and walk through data</li> </ul>
Vertical Alignment	<ul style="list-style-type: none"> <li>Teacher directed vertical alignment with</li> </ul>	2018 - 2019	Instructional team	<ul style="list-style-type: none"> <li>MMS TWC Survey results</li> </ul>
Renewal Year Documentation	<ul style="list-style-type: none"> <li>Located on the MMS info site, renewal cohorts</li> </ul>	2018 - 2019	Administration	<ul style="list-style-type: none"> <li>MMS TWC Survey results</li> </ul>
Literacy Credits	<ul style="list-style-type: none"> <li>Share sources, classes for earning credit</li> </ul>	2018-2019	Administration	<ul style="list-style-type: none"> <li>MMS TWC Survey results</li> </ul>

**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

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### **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