

Mooreville Intermediate School
School Improvement Plan
2018-2019



TEAMMIS

Trust each other - Evidence of Growth - Acknowledge Differences - Make Every Day Count

Dr. Quinetta Hall Pratt, Principal
Ryan Villiard, Assistant Principal
Shelly Goines-Harris, Assistant Principal

**School Improvement Team Members
2018-2019**

Name	SIT Role	School Role
Quinetta Hall Pratt	Principal	Principal
Ryan Villiard	Assistant Principal	Assistant Principal
Shelly Goines-Harris	Assistant Principal	Assistant Principal
Kristina Thoennes	SIT chair	SLMC
Kim Paige	School Counselor	School Counselor
Holly White	Teacher	4th Grade Teacher
Ellecia Sims	Teacher	5th Grade Teacher
Tracey Pope	Teacher	6th Grade Teacher
Ginger Young	Teacher Assistant	Teacher Assistant
Lisa Roberts	Teacher	AIG Teacher
Hayley Johnson	Reading Specialist	Reading Specialist
Teresa Goodin	Teacher	EC Teacher
Kathryn Smith	Teacher	PE Teacher
Sarah Dillard	Instructional Coach	Instructional Coach
Nadira Harriraj	Parent	Parent
Jill Kufhta	Parent	Parent

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

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

District Goals for Mooresville Graded School District

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

Vision Statement: The vision of Mooresville Intermediate School is to support students in becoming global citizens and leaders at school and in the community.

Mission Statement: Together, we will ensure the **academic growth** and social development of each student in a safe, positive, and loving environment.

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: Mooresville Intermediate School opened in its current location at 1438 Coddle Creek Hwy in 2008. Mooresville Intermediate School currently serves approximately 725 students across three grade levels - 4th, 5th, and 6th. In 2015-2016, MIS transitioned to whole school Title 1.

OUR STUDENTS: All MIS students receive art, music, physical education, media, essential skills and foreign language lab as enhancement opportunities on a weekly rotation. Fifth grade students also participate in the D.A.R.E. program as part of their enhancement schedule.

OUR STAFF: Due to our Title I status, all staff members who serve in a teaching, tutoring, or mentoring capacity are “highly qualified.” Mooresville Intermediate School has 30 classroom teachers along with 2 MAX resource, 2 EC self-contained teachers, and 4 EC inclusion teachers who serve EC students in the general education class. We also have an Instructional Coach, School Library Media Coordinator, School Counselor, Reading Specialist, and 4 Title I Tutors.

OUR PARENTS: Mooresville Intermediate School has an active parent teacher student organization. They lead many volunteer, instructional support, and fundraising efforts that support the goals of our school.

CLASS SIZE: Mooresville Intermediate School consists of 30 homeroom classes with an average of 24 students per classroom. There are 10 homeroom classes in 4th grade, 5th grade and 6th grade. There are also two self-contained classrooms serving exceptional children across all three grade levels.

Enrollment Data				
	2015-2016	2016-2017	2017-2018	2018-2019
Grade 4	240	261	236	235
Grade 5	268	255	263	221

Grade 6	273	261	256	269
Total	781	777	755	725

Student Demographics								
	2014-2015		2016-2017		2017-2018		2018-2019	
White	530	69%	493	64%	477	63%	466	64%
Black	104	14%	112	14%	114	15%	102	14%
Hispanic	87	11%	105	13%	109	14%	100	13%
American Indian/Alaskan Native	-	-	-	-	-	-	1	<1%
Asian/Pacific Islander	16	<1%	17	<2%	11	<2%	1	<1%
Multi-Racial	33	<5%	46	<6%	44	6%	44	6%
Exceptional Children	113	15%	124	16%	136	18%	131	18%
Economically Disadvantaged	308	40%	308	40%	279	37%	303	38%
Males	408	53%	398	51%	373	50%	377	52%
Females	362	47%	375	49%	382	50%	348	48%
Total Student Population	770	100%	773	100%	755	100%	725	100%

Historical Data			
	2015-2016	2016-2017	2017-2018
4th Math	79%	72.5%	68.6%
4th Reading	70%	65.1%	67.8%
5th Math	74%	63.7%	59.1%
5th Reading	64%	62.1%	58.1%
5th Science	78%	76.2%	74.3%
6th Reading	75%	74.1%	73.4%
6th Math	70%	70.7%	60.5%

Gap Analysis:

	All	White	Black	Hispanic	SWD
Reading	501/757	352/477	45.6/114	62.5/109	41.7/136
	66%	73.8%	40% (33.8 Gap)	57.4% (16.4 Gap)	30.7%
Math	473/756	337.9/476	41/115	57/108	36/136
	62.6%	71%	35.7% (35.3 Gap)	52.8% (18.2 Gap)	26.5%

Analysis of the Data:

Areas of Strength

- 2016-2017 5th Grade Reading cohort grew from 62.1% to 73.4% in the 2017-2018 school year
- 4th grade ELA grew 2.7 percentage points from 2016-2017 to 2017-2018.
- The proficiency of our LEP subgroup increased from 17.1% to 20.8% overall in proficiency
- The proficiency of our Black subgroup increased from 35.3% to 40% in Reading
- The proficiency of our SWD subgroup increased from 27.6% to 30.7% in Reading
- As a school, we MET growth in Reading
- All core teachers have common planning times
- PLCs met weekly to review the curriculum, instructional strategies, and student/class data

Areas of Need:

- 4th grade Math proficiency decreased from 72.5% to 68.6%
- 5th grade Math proficiency decreased from 63.7% to 59.1%
- 5th grade Reading proficiency decreased from 62% to 58%
- 5th grade Science proficiency decreased from 76.2% to 74%
- 6th grade Math proficiency decreased from 70% to 60%
- 6th grade Reading proficiency decreased from 74% to 73%
- There continues to be a significant achievement gap between multiple subgroups throughout most grade level subject areas

School Improvement Goal 1

School Goal: As a TEAM, we will measure our students' individual progress and growth in all content areas in order to decrease gaps by 50% and increase our overall reading achievement from 66% to 71%, overall math achievement from 63% to 70% and science from 74.9% to 80%; and meet our expected growth as measured by EVAAS standards.

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
Weekly participation in PLCs for alignment, reflection on instructional practices, discussions of class and student data, & implementation of PEAK strategies	Curriculum guides, Unpacking documents, data wall in PLC room, CFAs, EOQs, EVAAS training for teachers to examine to data, attendance at PEAK professional development seminar	August 2018- June 2019	Grade level content teams; Administration	PLC Agendas/Notes CFA Data Benchmark Data
Intervention/enrichment opportunities for all students by using the MTSS process to focus on our differentiated core	-Student Data Trackers -Remediation/Enrichment activities -Master Schedule reflects I/E time block (45 minutes) -Access to data/data analysis	August 2018- June 2019	Students, Grade level content teams, Administration	CFA Data Benchmark Data Completed student trackers
Implement weekly focused walkthroughs that emphasize high yield learning strategies	Teacher submitted lesson plans, curriculum guides, access to data, access to differentiated instructional materials, focus on balanced literacy & guided reading resources/materials	August 2018- June 2019	Peer observers, instructional coach, Grade level content teams, Administration	CFA Data Benchmark Data EOQs, and End of Year EOG scores
Utilize math coach in each Math PLC to assist teachers with curriculum alignment and planning	Curriculum guides, math resources, professional development	Aug. 2018 to June 2019	Instructional coach, math coach	Instructional walkthroughs, CFA, EOQs

School Improvement Goal 2

School Goal: To promote a safe, healthy, orderly and caring learning environment by increasing the opportunities for positive student recognition in order to decrease the number of discipline referrals by 30% from 390 office referrals to 273 office referrals.

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
Modeling and recognizing positive behavior through our PBIS program	<ul style="list-style-type: none"> - Regular lessons on PBIS expectations - Classroom Dojo and prizes - Weekly recognitions - Universal attention signal (PEAK) 	Daily points, quarterly reward activities	PBIS Team	<ul style="list-style-type: none"> - Classroom Dojo - Educators Handbook Data
Monthly Character Education lessons	-Character trait program	Lessons provided by School Counselor	School Counselor	-Monthly video on character trait
Provide anonymous bullying report platforms	<ul style="list-style-type: none"> -Bully hotline -Provide training for parents -Digital citizenship lessons 	Daily	<ul style="list-style-type: none"> -Administration -School counselor -Media Specialist 	No. of reported incidents
Provide opportunities for students to participate in positive extracurricular activities	<ul style="list-style-type: none"> - Girls on the Run/Let me Run - Men in the making - Intramural Basketball - Code Club - Chorus - Minecraft Club - Odyssey of the Mind - Student Council - Student Safety Committee 	Monthly	Student Events & Clubs Committee (Chair: Rebekah Jack)	Student Participation/ Enrollment in Extra-Curricular activities

School Improvement Goal 3

School Goal: Mooresville Intermediate School will decrease the turnover rate of classroom teachers from 27% to 11%.

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
Monthly teacher recognitions	Positive notes, weekly communication of “great things” that happen at our school	Monthly, Weekly	Administration, Instructional coach	Survey results, SIT agenda/notes, teacher retention data
Mentoring/Coaching of staff & BT monthly meetings	Mentors, IC, SLMC Learning walk document & reflection	Weekly	Instructional coach, Math coach, Administration	Mentor/Coaching logs, PLC agendas
Each PLC subject area will continue to receive an hour of planning time	Master Schedule	Daily	Administration	PLC agendas
Personalized professional development	School-wide comprehensive needs assessment	Monthly	Instructional coach, Math Coach	Instructional Walkthroughs w/feedback, formal evaluations

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

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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