

Mooresville High School
School Improvement Plan
2019-2020



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**School Improvement Team Members
2019-2020**

<i>Name</i>	<i>SIT Role</i>	<i>School Role</i>	<i>Name</i>	<i>SIT Role</i>	<i>School Role</i>
Shaun Bock	SIT Chairperson	Teacher	Susan Schall	Parent	Parent
Denise Kelly	SIT Notetaker	Teacher	Monica Otabor	Parent	Parent
Eric Schwarzenegger	Principal	MHS Principal	Sandra Gaston	Parent	Parent
Yamaro Scott	Principal	Woods Principal	Kena Crume	Parent	Parent
Tracey Waid	Administration Rep.	Assistant Principal of Instruction	Aimee Downing	Parent	Parent
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Vanessa DeJesus	EC Dept. Rep	Teacher			
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Shaun Bock	Science Dept. Rep	Teacher			
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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 ([MGSD Strategic Plan](#))

- **District Goal 1** - Help all students grow academically, emotionally, and socially.
 - Effectively use pacing guides, vertical and horizontal alignment, as well as formative assessments to assess and meet the academic needs of all students.
 - Develop and maintain partnerships with community mental health agencies and organizations.
 - Offer staff trainings on how to meet the social/emotional needs of students and hire additional staff for student support.
 - Use a Multi-Tiered System of Support (MTSS) to address the diverse needs of all students.
 - Using an integrated model of problem-solving, staff will use a common framework to provide supplemental and intensive support to increase academic & social-emotional growth of all students.
 - Improve relationships within the school community through the implementation of restorative practices.
- **District Goal 2** - Hire and retain high quality, effective teachers, school leaders and support staff.
 - Aggressively recruit highly qualified teaching candidates, especially in high need areas and that reflect the diversity of the student population.
 - Develop and maintain higher education partnerships, as well as strategically place student teachers within all schools.
 - Create and implement a professional development plan that addresses all staff and departments with personalized learning and training opportunities.
 - Develop and maintain effective Beginning Teacher Support Program (BTSP) and New Teacher Support Programs district wide and at each school.
 - Evaluate additional financial incentives for staff

- **District Goal 3** - Manage resources effectively and efficiently.
 - Project necessary resources, including staffing and programs, for the next three to five years in order to meet the needs of the whole child.
 - Work effectively with elected officials to fulfill unfunded needs within the district.
 - Project and monitor district needs for facilities, including working to obtain resources to build the needed facilities.
- **District Goal 4** - Be student and community focused.
 - Improve relationships within the school community through the implementation of restorative practices.
 - Implement strategies developed during Diversity Task Force training
 - Build the capacity of school outreach and communication.
 - Implement whole child policies, practices, and relationships that ensure every child, in every school, and in every neighborhood, is healthy, safe, engaged, supported, and challenged.
- **District Goal 5** - Provide a safe and healthy environment for all.
 - Work closely with community agencies to provide safety drills and procedures at our district facilities.
 - Ensure that all key staff receive Crisis Prevention Training (CPI) Training/De-escalation Training.
 - Encourage schools to utilize innovative techniques for fulfilling state policy as to the minimum number of minutes students receive physical activity, offering staff health and fitness opportunities, and meeting school nutritional goals.
 - Offer school-based and community trainings/events to educate students, staff, and community on the importance of caring for every child, every day no matter difference in ability, race, ethnicity, gender, sexual orientation or socio-economic status.
 - Improve relationships within the school community through the implementation of restorative practices and by creating upstanders.

Vision Statement

To empower every student with the opportunity to realize their maximum potential by embracing the inherent worth of the whole child.

Mission Statement

To provide an educational environment that fosters strong academic, co-curricular, and interpersonal skills, allowing every child, every day to grow and thrive as an engaged, responsible citizen in a diverse society.

Core Beliefs

A collaborative culture of caring is necessary for developing the whole child, as well as creating a climate for staff to succeed.

- Building authentic relationships with students, staff, and the community
- Developing students' feelings of empowerment and the difference they can make as an individual
- Ensuring a safe and inclusive environment that promotes optimal growth
- Providing resources that support the development of the whole child High expectations forge highly successful students, staff, and schools.

High expectations forge highly successful students, staff, and schools.

- Inspiring continuous improvement through reflective practice
- Maintaining strong academic standards by providing relevant instruction and professional development
- Practicing high ethical principles to build confidence and engagement among all community members
- Establishing organizational focus and alignment on academic needs, behavioral support, and social and emotional growth

School History

Mooreville High School was established in the 1930s. As the only high school in Mooreville Graded School District, we are responsible for educating all students in grades 9-12. Our campus includes three buildings, each housing different departments. One focus this year is to bridge the divide between the campuses and provide opportunities for staff at all three campuses to work together. Mooreville is considered a high-performing high school within the state, consistently scoring above state averages. Significant achievement gaps between white and minority, economically-disadvantaged, and English-learner students remain and are a continued focus this year's School Improvement Plan. Last year MHS scored 91.3 on its growth index, which represents exceeding student growth. MHS has exceeded growth for the past five years. We are located in the suburbs roughly 20 miles north of Charlotte, NC. We serve the Mooreville community residing in the 28115 and 28117 areas.

Our Students

We have a diverse group of students at various academic levels. Our students come from diverse socioeconomic backgrounds; 34% of our student population receives free/reduced meals. Additionally, roughly 14% of our students receive Exceptional Children services. We offer a variety of class levels including inclusion, college prep, and Advanced Placement. We also offer visual and performing arts classes including various levels of band, chorus, theatre, and art classes. We currently offer nine Advanced Placement classes, as well as numerous opportunities for students to take courses through North Carolina Virtual Public School and Mitchell Community College. We have over twenty different athletic teams for male and

female students. We offer over forty different club options to create more socially adept, globally aware citizens. Students are prepared for post-secondary life through these various political, athletic, career, academic, and hobby-based clubs, as well as digital citizenship lessons. Students are encouraged to be self-motivated, confident, and constantly seeking opportunities for success.

Our Staff

We employ 112 teachers and approximately 45 additional paraprofessionals and student support staff. We teach the four core subject areas, employing 14 English teachers, 13 Mathematics teachers, 15 Social Studies teachers, and 11 Science teachers. Additionally, we have 5 World Languages teachers, 7 PE/Health teachers, 5 Fine Arts teachers, 2 NJROTC instructors, 1 ESL teacher, 2 School Library Media Coordinators, 1 Help Desk teacher, 12 Exceptional Children's teachers, and 20 Career and Technical Education teachers. Teacher makeup does not proportionally match the student demographics of gender and race; it is 92% Caucasian and 62% female. Teachers are generally highly qualified, stay long-term (the turnover rate is 11.5%, below state average), and seek additional education. 94.3% are fully licensed teachers. Roughly a quarter of the teachers are in their first three years of teaching, a quarter have between 4 and 10 years of experience, and about half of the teachers have more than 10 years of teaching experience. There are 15 Nationally Board-Certified teachers on staff. The staff collaborates weekly within their professional learning communities (PLCs), monthly within their departments, and monthly as a whole staff. The executive leadership team is made up of department chairs and functions separately from the School Improvement Team. There are additional school-based teams that address varied parts of the School Improvement Plan (SIP) and meet monthly. Our administrators and instructional coaches plan professional development related to our district-wide M-Powerment strategies. Many of our teachers have participated in Capturing Kids' Hearts training, PEAK Training, and additional trainings are offered each year for new staff members.

Our Parents

We have a Parent-Teacher Organization (PTO), Athletic Boosters, Band Boosters, and other additional volunteer opportunities for parents. These groups support our students in their various endeavors. They provide fundraising opportunities for our sports teams, clubs, and other organizations, allowing our students to have up-to-date uniforms and equipment, snacks during Pre-SAT and Pre-ACT testing, and social events. Our PTO provides teacher luncheons and snacks and gifts during Teacher Appreciation and Back-to-School celebrations.

Class Size

Average class sizes are 30-32 and core teachers have common planning within their content area.

Enrollment Data

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Grade 9	535	468	510	486	507
Grade 10	449	520	447	482	467
Grade 11	453	432	482	426	458
Grade 12	381	420	436	506	447
Total	1816	1840	1875	1900	1879

Student Demographics

	2015-2016		2016-2017		2017-18		2018-19		2019-2020	
White	1325	73%	1309	71%	1306	70%	1294	68%	1238	66%
Black	256	14%	275	15%	279	15%	296	16%	294	16%
Hispanic	143	8%	155	8%	183	10%	194	10%	213	11%
American Indian/Alaskan Native	1	1%	1	1%	3	1%	4	1%	5	1%
Asian/Pacific Islander	27	1%	27	1%	3	1%	37	2%	42	2%
Multiracial	64	4%	73	4%	73	4%	75	4%	84	4%
Exceptional Children	351	19%	308	17%	248	13%	260	14%	260	14%
Free or Reduced Lunch	N/A	N/A	533	28%	525	28%	649	34%	285	23%

Males	959	53%	953	52%	947	51%	990	52%	989	53%
Females	857	47%	887	48%	928	49%	910	48%	890	47%
Total Student Population	1816		1840		1875		1900		1879	

Historical Data

	2015-2016	2016-2017	2017-2018	2018-2019
Math I EOC Proficiency	68%	67%	65.3% (52% MHS only)*	61.4%*
Math III EOC Proficiency	--	--	--	68.8%
English II EOC Proficiency	72%	76%	74.9%	63.4%
Biology EOC Proficiency	70%	73%	69.6%	55.1%
The ACT Proficiency	72.6%	72.1%	71.4%	67.0%
ACT WorkKeys Proficiency	79.4%	86.9%	76.7%	74.7%
Math Course Rigor	>95%	>95%	>95%	92.7%
Graduation Rate	90.1%	93.3%	91.3%	94.5%
School Growth Status	Exceeded	Exceeded	Exceeded	Exceeded
School Growth Index	7.37	8.61	3.69	4.83

*Starting in 2018-19, the state no longer included Math I scores from students who took Math I in Middle School.

Analysis of the Data

Overall Mooresville High School was at or above the state average 9/10 reported achievement indicators. The only area below the state average is EL Progress. Additionally, we are 20% above the state GLP in Math 1, 22% above the state GLP in Math 3, and 4% above the state GLP in English 2. We continue to see significant positive signs with the four-year continuation of Exceeded Growth, despite state changes to the calculation of the growth model by eliminating Biology (typically a high-growth area for us). We exceeded growth in subgroups where last year we didn't exceed growth. In those subgroups we met growth, the index is higher. Despite overall drops in Biology and English proficiency this year, we are highly encouraged that our growth rate grew over 1 point from last year's growth index because it indicates that students performed better than projected on these assessments as a result of our instruction. We are particularly proud that in our EVAAS growth data, we exceeded growth in the Black, Economically Disadvantaged Students, and Academically & Intellectually Gifted subgroups while meeting in all other subgroups. When compared to state academic achievement data, MHS is significantly and consistently above the state averages. We are continuing our push to bring PEAK strategies to EOC areas and will continue to support teachers through PLCs and additional training. We'd like to increase the achievement level for all subgroups in EOC courses in the 2019 school year, as well as demonstrate growth.

Math 1: Our Math 1 scores grew 10% from last year's MHS-only proficiency, which we attribute to two main factors. First, we made strategic changes in scheduling to offer Math 1 during the Fall semester to avoid learning gaps with learners identified as not needing a full-year but weak in mastery from middle school math. Second, the Math 1 PLC implemented additional PEAK assessment strategies which includes a progressive mastery-based learning model. Math 1 scores exceeded growth (1.0) based on EVAAS data (for the first time) were 9% higher than predicted by the TE21 assessments given about a month prior to the state EOC. Students also knew the EOC did not count (due to pilot year of assessment) so we hope to see continued growth this year.

Math 3: After seeing success in Math 1, Math 3 implemented similar PEAK assessment strategies in 2018-19. This year Math 2 will implement the same assessment practices to ensure a consistent experience which will prepare students for expectations in Math 3. This year's Math 3 students did not experience the mastery-based assessment practices in Math 1 when they were freshmen. Math 3 scores also did not count for students due to the pilot year of the assessment which may have influenced student testing behavior. We expected Math 3 scores to only include honors students who had taken Math 1 at the middle school; however, all students are included in the SPG even though these students' Math 1 scores would have also counted for us two years ago. Math 3 scores also exceed growth according to EVAAS (2.3) and were 7% higher than predicted by the TE21 assessments given prior to the state EOC.

Biology: Due to resequencing of the science curriculum, we expected to see a significant drop in our Biology scores. Freshmen who would normally have taken Honors Biology instead took either Honors Earth and Environmental or AP Environmental Earth Science. Typically we have 6 honors classes and last year we had 3. A positive note is that overall proficiency was 4% higher than EVAAS predicted. Due to turnover/promotions, the entire PLC was either BTs or NTs. The veteran member was a BT3 who was also teaching at Mi-Way during his planning. This year we only have 1 section of Biology and we do not expect to receive enough data to look at subgroups.

English 2: Although English 2 proficiency dipped overall, we were 5 points higher than the state average for Career and College-Ready (levels 4/5) and X points above EVAAS predictions. We are implementing a Foundations of English 2 class in addition to Foundations of English 1 to increase reading support for those students who struggle with reading. We are also looking to extend PEAK strategies into English and have budgeted for additional professional development.

Our graduation rate remains in line with some of the top schools in the state and represents a 3% growth over last year. We continue to work with programs designed to keep students enrolled in school until they graduate and anticipate attendance tracking through MTSS will assist our efforts in this.

We have adjusted our primary goals to recognize that if we address each individual area, the overall goal of increasing our School Performance Grade will take care of itself. We've concluded that the biggest areas of need are in the non-Math EOCs and ACT Proficiency. We will continue to address ACT and ACT WorkKeys proficiency to improve with targeted interventions. We have selected additional strategies to beef up our ACT/WorkKeys prep this year. We are pleased that our ACT and ACT WorkKeys performance were both 11% above the state average.

Since the 2017-2018 Teacher Working Conditions Survey, we feel we have made progress in minimizing instructional interruptions, consistently managing student conduct (at both the administrative and classroom levels), trusting teachers to make sound decisions about their own instruction, and differentiating professional development for teachers. We continue to include these areas in the development of our goals and strategies for the year.

Areas of Strength

- Math 1/3 proficiency
- Increase in graduation rate
- School Growth Status
- School Growth among subgroups / progress in decreasing the Achievement Gap
- 100% participation for testing targets

Areas of Need

- Math Course Rigor
- English 2 and Biology proficiency
- ACT / ACT WorkKeys proficiency
- EL subgroup proficiency

School Improvement Goal 1

School Goal

Mooresville High School will improve its School Performance Grade (SPG) by meeting the specified achievement targets for the core accountability indicators while maintaining a growth status of met or exceeded.

Indicator	2018-19 Performance	2019-20 Target
ACT Proficiency	67.0%	70%
ACT WorkKeys Proficiency	76.4%	80%
Math I EOC Proficiency	61.4%	62%
Math I EOC Growth Index	1.0	1.25
Math III EOC Proficiency	68.9%	70%
Math III EOC Growth Index	2.3	2.5
English II EOC Proficiency	63.4%	70%
English II EOC Growth Index	0.6	1.1
Biology EOC Proficiency	55.1%	60%
Biology EOC Growth Index	-0.5	--
Math Course Rigor	92.7%	≥95%
EL Proficiency Composite Score (EOCs)	26.5%	30%
4-year Graduation Rate	94.5%	≥95%
Growth Rating/Index (Overall)	EXCEEDED (4.83)	EXCEED (5.0)
Growth Rating for subgroups	MET in 2/5, EXCEEDED in 3/5	MEET or EXCEED in All

Testing Participation Targets	Met All Goals (27/27)	Meet All Goals
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MGSD Strategic Plan Goal

District Goal 1 - Help all students grow academically, emotionally, and socially.

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
<p>Increase communication about the school accountability model:</p> <ul style="list-style-type: none"> Communicate with stakeholders about how we are evaluated by the NCDPI School Accountability Model through faculty meetings, newsletters, and social media. Update data Infographic highlighting 2018-19 data to highlight strengths / SIP goals from 2018-19. Discuss SIP goals and progress at every faculty meeting and district data meeting Create and distribute 1-page flyer of SIP goals to all teachers *NEW 	<ul style="list-style-type: none"> Budget for newsletters to parents Staff SIP Survey Poster maker and supplies List of stakeholders 	2019-20	Instructional Leadership Team T. Waid	<p>Staff survey awareness results</p> <p>Public comments on data wall</p> <p>Staff Meeting Notes</p>
<p>ACT Strategies:</p> <ul style="list-style-type: none"> Provide information to teachers on the format and importance of the ACT Motivate students to do well on the ACT and teach them the importance of the ACT through Blue Devil Advisory Warm-Up Questions of the Week on Fridays in core areas through ReadMe *NEW Implement ACT test-prep lessons in Blue Devil Advisory and use digital resources to provide 	<ul style="list-style-type: none"> PD for staff Signs posted around the school w/ Big Goals (Poster maker) Budget for incentives & test-day breakfast Time in the school day for ACT-specific review and instruction 	2019-20	Executive Leadership Team, C. Nuss T. Waid	<p>ACT Scores</p> <p>USA TestPrep Usage Reports</p> <p>Weekly Question Spot Checks</p>

<ul style="list-style-type: none"> • juniors with in-school instruction • Provide after school / evening tutoring sessions the month prior to the exam • Use Pre-ACT data from 2018-19 to personalize review for 2019-20 • Promote the ACT to all students using posters, water fountain signs, BDA 	<ul style="list-style-type: none"> • USA Test Prep • ACT Prep Books for ISS / ASD 			
<p>Math 1 / 3 Strategies:</p> <ul style="list-style-type: none"> • Strategically schedule EC students to make class sizes equitable and distribute EC students widely • Implement PEAK engagement, retesting, and reteaching strategies in Math 2 to connect with Math 1/3 *NEW • Strategically schedule stronger Math 1 students in Fall to avoid learning gap • Implement year-long Math 1 in place of Foundations to leverage student/teacher relationship and provide more time for mastery *NEW • Participate in NC Check-ins pilot assessments for Math 1 to provide practice before EOC *NEW • Implement Gizmos to increase inquiry-based learning opportunities *NEW • Saturday practice EOC opportunities before exam • Administrative support in PLC meetings 	<ul style="list-style-type: none"> • Training on PEAK Strategies • NC Check-in Assessments • Gizmos PD 	2019-20	Math 1 PLC T. Waid	EOC Scores PLC Notes
<p>Math Course Rigor Strategies:</p> <ul style="list-style-type: none"> • Track all students utilizing the alternate Math Track and share with all counselors • Increase communication among counselors and Principal to ensure that the appropriate students are being approved for the Alternate Math Track. *NEW 	<ul style="list-style-type: none"> • Tracking spreadsheet 	2019-20	Counselors	Rigor rate

<p>English II Strategies:</p> <ul style="list-style-type: none"> ● Continue PEAK training to implement effective teaching practices ● Hold ELA-specific PEAK PD for all English Teachers *NEW ● Strategically schedule English II courses ● Expand Foundations of English from 9th grade to include 10th grade *NEW ● Administrative support in PLC meetings 	<ul style="list-style-type: none"> ● Assessment checklists ● Budget for PEAK training 	2019-20	EOC Teachers E. Schwarenegger T. Waid	EOC scores Revised lessons using PEAK strategies
<p>Biology Strategies:</p> <ul style="list-style-type: none"> ● Implement PEAK instructional strategies ● Implement Gizmos to increase inquiry-based learning opportunities *NEW ● Implement USAtest prep to increase inquiry-based learning opportunities and provide visual diagrams ● Administrative support in PLC meetings 	<ul style="list-style-type: none"> ● Gizmos PD ● USA Test Prep 	2019-20	EOC Teachers S. Graham	EOC scores USATestPrep and Gizmos usage reports
<p>Graduation Rate Strategies:</p> <ul style="list-style-type: none"> ● Track seniors at risk of not graduating and update progress to Administration for progress monitoring ● Utilize APEX for students who need to recover credits 	<ul style="list-style-type: none"> ● IC's making trips to Woods to work with teachers ● Community Outreach Committee 	2019-20	S. Graham ICs Community Outreach Team Counselors	Graduation Rate
<p>ACT WorkKeys Strategies:</p> <ul style="list-style-type: none"> ● Use Blue Devil Advisory time to pull 12th grade students into review activities ● Ensure we meet target participation by testing students in December and use May as make-up exams ● Investigate options for out-of-school test prep workshops *NEW ● ACT WorkKeys Warm-Up Questions of the Week on Fridays in CTE classes *NEW ● Explore options to do WorkKeys Prep during 	<ul style="list-style-type: none"> ● USA Test Prep 	2019-20	J. Blocker R. Justice T. Waid	ACT WorkKeys Participation Rate ACT WorkKeys Proficiency USA TestPrep Usage Reports

<p>PAT *NEW</p> <ul style="list-style-type: none"> Promote importance of test to CTE students *NEW <p>Purchase and use USA Test Prep for WorkKeys for an incentive program *NEW</p>				
<p>EL Strategies *NEW</p> <p>Training with Teresa Palma on EL strategies and the ELlevation platform</p> <p>Boosting Achievement PD with Carol Salva with select Core Area teachers</p> <p>Progress monitoring using ELlevation</p> <p>Added second EL class 4th block</p> <p>Add EL accommodations to EC Signing Party</p> <p>Highlight EL strategies in ReadMe Report</p>	<p>Funds for PD training</p> <p>Ellevation</p>	<p>2019-20</p>	<p>T. Waid</p>	<p>EOC scores</p>

School Improvement Goal 2

School Goal								
Mooresville High School will increase the grade-level proficiency of each subgroup on EOC Exams to decrease Achievement Gaps*.								
Subgroup	Biology		English II		Math I		Math III	
	18-19 Prof	19-20 Target ⁺	18-19 Prof	19-20 Target	18-19 Prof	19-20 Target	18-19 Prof	19-20 Target
Economically Disadvantaged	34.6	--	40.6	46	51.9	56	49.6	54
English Learners	14.3	--	23.1	30	41.7	47	30.0	37
Students with Disabilities	23.7	--	18.0	26	29.3	36	38.1	44
Black	31.2	--	39.0	45	51.6	56	56.6	61
Hispanic	45.7	--	53.7	58	56.4	60	56.3	60

Multi-Racial	46.7	--	61.5	65	53.3	58	61.5	65
White	65.4	--	70.4	73	65.9	69	73.9	76

*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 that number to the current proficiency to determine new target goal.

*There are not enough students enrolled in Biology for the 2019-20 school year to establish a subgroup for state reporting purposes.

MGSD Strategic Plan Goal

District Goal 1 - Help all students grow academically, emotionally, and socially.

NC School Board Goal

Goal 4 - Leadership Will Guide Innovation in NC Public Schools.

Strategies	Resources Required	Timetable	Person(s) Responsible	Means of Evaluation
<p>Implement instructional strategies that promote differentiated core through explicit instruction, engagement, differentiation, and rigor:</p> <ul style="list-style-type: none"> ● Implement classroom PEAK strategies to ensure safety and community for all scholars. ● Increase the use of point-processing, explicit instruction, and frequent summarizing. ● Analyze predictive and formative data through EVAAS Predictor Data, District Formative Assessments, and Classroom Data. ● PLCs will dedicate meeting time to discuss at-risk, instructional strategies, PAT remediations and update PAT trackers with IC or Administrator. *NEW 	<ul style="list-style-type: none"> ● PLC Meeting Minutes ● School Data ● PEAK Strategies ● Walkthrough Form ● EVAAS Predictive data ● Mastery Connect data 	2019-2020	Admin Team, Instructional Coaches, PLC Leads	PLC notes Walkthrough data Instructional Rounds Teacher Folders
<p>Effectively use MTSS to meet the individual needs of students</p> <ul style="list-style-type: none"> ● Biology, English II, Math I, and Math III will examine prediction scores in EVAAS and develop strategies with Instructional Coaches 	<ul style="list-style-type: none"> ● MTSS Team ● EVAAS Predictive data ● Mastery Connect data ● School Formative Data ● PAT Trackers 	2019-2020	MTSS/Exec Team, Instructional Coaches/ Media Coordinators Dr. Bost	PAT Trackers

<p>to address at risk students early. *NEW</p> <ul style="list-style-type: none"> ● Utilize Personalized Academic Time (PAT) to individualize remediation and instructional practices through the MTSS Tiered-System ● PLC Teams will analyze the data to determine where students are currently performing and to determine next steps in PLC ● Implement Social-Emotional Learning (SEL) lesson plans through BDA ● Track and conference with students with inconsistent and frequent absences 				
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School Improvement Goal 3

<p>School Goal</p> <p>To ensure equitable educational opportunities for every child, MHS will implement 6 programs to increase knowledge and awareness of diversity and inclusion concepts in the school environment. *NEW</p>				
<p>MGSD Strategic Plan Goal</p> <p>District Goal 4: Be student and community focused.</p> <p>District Goal 5: Provide a safe and healthy environment for all.</p>				
<p>NC School Board Goal</p> <p>Goal 2: Every student has a personalized education</p>				
Strategies	Resources Required	Timetable	Person(s) Responsible	Means of Evaluation
<ul style="list-style-type: none"> ● Collaborative Task Forces (Diversity Task Force and Teacher Leadership Academy) *NEW <ul style="list-style-type: none"> ○ Highlights in ReadMe ○ Share-outs at staff/PLC meetings 	<ul style="list-style-type: none"> ● Course Materials 	2019-20	Dr. Allen E. Schwarzenegger	Surveys ReadMe Reports

<ul style="list-style-type: none"> ● Diversity-related Professional Development *NEW <ul style="list-style-type: none"> ○ Understanding Identity PD for staff with Dr. Allen 	<ul style="list-style-type: none"> ● PD Resources 	2019-20	Administration ICs Dr. Allen	PD Agendas / Sign-In Sheets Observation Indicators
<ul style="list-style-type: none"> ● Community Outreach <ul style="list-style-type: none"> ○ Administrative Participation in three Community Picnics ○ Staff presentations at community organizations and churches ○ Connect parents to Canvas through Church Outreach program *NEW 	Handouts Communication Social Media	2019-20	Administration	Parent/Guardian Turn-out Canvas Parent accounts
Grade-level assemblies focused on Diversity	BDA PAC	2019-20	Dr. Allen	Student Survey Data
School support for student clubs and organizations that promote diversity or provide diverse opportunities for students	Funds	2019-20	Club Advisors	Student Survey Data
School Administration attend Race Equity Institute	Funds	2019-20	Administration	Feedback

School Improvement Goal 4

School Goal

Establish and maintain a school culture where students and staff are safe, secure, and empowered to learn and teach as measured by a positive response rate of 80% or higher on at least 85% of the questions asked on the Teacher Working Conditions (TWC) Survey with a participation rate of 90% or higher and through the continued use of student surveys with a participation rate of 75% or higher.

MGSD Strategic Plan Goal

District Goal 2: Hire and retain high quality, effective teachers, school leaders and support staff
District Goal 4: Be student and community focused.

District Goal 5: Provide a safe and healthy environment for all.

NC School Board Goal

Goal 3 - North Carolina public school students will be healthy and responsible.

Strategies	Resources Required	Timetable	Person(s) Responsible	Means of Evaluation
<p>Gather student and staff input on school climate:</p> <ul style="list-style-type: none"> ● Conduct quarterly “Meet n’ Eats” to solicit feedback and suggestions from teachers. *NEW ● Conduct a S1 and S2 student survey. ● Hold monthly Principal Advisory Meetings for students to provide feedback and suggestions throughout the year. ● Conduct one short staff mid-year survey prior to TWC administration. 	<ul style="list-style-type: none"> ● BDA for student surveys ● Student of the Month from each department 	2019-20	E. Schwarzenegger All Departments	Survey results
<p>Develop effective lessons Blue Devil Advisory that focus on character, behavioral expectations, bullying, academic skills, digital citizenship, goal-setting and organizational skills.</p> <ul style="list-style-type: none"> ● Provide BDA lesson plan in ReadMe the week prior *NEW ● Develop and implement one Digital Citizenship lesson per quarter ● Provide study hall, grade progress/attendance checks, and progress report/report card reflection time ● Loop teachers if possible to build mentor relationships ● Reduce instructional interruptions by using BDA 	<ul style="list-style-type: none"> ● Digital citizenship lessons ● BDA Lessons ● SEL district curriculum 	2019-20	Mr. Few Ms. Nuss	Lesson exit tickets; Teacher feedback at department meetings

<p>Tiered Support for Students *NEW</p> <ul style="list-style-type: none"> ● Develop school-wide behavioral expectations through the PBIS framework and school-wide theme, Be MOOREville ● Expand MTSS team to include subcommittees on four areas of concern: <ul style="list-style-type: none"> ○ Academic ○ Attendance ○ Behavior ○ Social- Emotional ● Provide staff with training on social-emotional learning, CPI, school-based mental health, and mental health first aid ● Provide professional development on effective use of PAT time through PLCs 	<ul style="list-style-type: none"> ● Intervention library & tracking ● Purchase Be MOOREville t-shirts ● District Student Services/Behavior Support staff 	<p>2019-20</p>	<p>MTSS Team, Subcommittees PBIS Team & Dr. Bost</p>	<p>Track MTSS watch list PAT trackers MTSS referrals PD Attendance</p>
<p>Decrease inconsistencies in discipline and improve student conduct:</p> <ul style="list-style-type: none"> ● Quarterly discipline checks at admin meetings to ensure admin are assigning consequences equally and consistently ● Implement Youth Development Initiative (YDI) and Stiletto Boss University (SBU) programs to provide additional support for at-risk students *NEW 	<ul style="list-style-type: none"> ● Educator's Handbook Data ● YDI Program ● SBU Program 	<p>2019-20</p>	<p>Admin Team, YDI Facilitators SBU Facilitators</p>	<p>School Discipline Data Attendance from YDI & SBU sessions</p>
<p>Promote staff and student health:</p> <ul style="list-style-type: none"> ● Information and activities as determined by SHAC ● Use of the fitness room ● Plan a budget for an eventual quiet room for staff mindfulness 	<ul style="list-style-type: none"> ● Funds for equipment ● Space for activities 	<p>2019-20</p>	<p>School Health Advisory Council (SHAC)</p>	<p>Monthly Activities Monthly Newsletter</p>
<p>Prepare and practice safety drills:</p> <ul style="list-style-type: none"> ● Instruct students and staff on drill expectations using videos ● Hold monthly fire drills, annual severe weather 	<ul style="list-style-type: none"> ● Safety documents / maps 	<p>2019-20</p>	<p>Administration SROs & MPD</p>	<p>Drill Log</p>

<p>drill, and quarterly intruder drills</p> <ul style="list-style-type: none"> ● Collaborate with MGSD, MFD and MPD on safety procedures and improve as needed 				
<p>Provide professional development that address teacher needs, teacher interests, or district goals:</p> <ul style="list-style-type: none"> ● Embedded PLC PD *NEW ● Create Punch Card PD opportunities that is customized to teachers needs *NEW ● Advertise online PD and meet-ups to teachers for them to get Digital Learning CEUs *NEW ● Provide sustained Canvas and other digital resource PD *NEW 	<ul style="list-style-type: none"> ● MPowerment Badges ● DLC Aligned CEUs delivered online ● Choice-based PD ● PD Punch Cards 	<p>2019-20</p>	<p>Administration Instructional Coaches</p>	<p>Canvas Activity Usage TWC Survey PD Sign-ups</p>
<p>Foster a school-wide culture of diversity and inclusion.</p> <ul style="list-style-type: none"> ● Grade-level assemblies with Dr. Allen *NEW ● Monthly Staff PD during planning blocks regarding Identify with Dr. Allen *NEW 	<ul style="list-style-type: none"> ● Diversity staff 	<p>2019-20</p>	<p>Administration Dr. Allen</p>	<p>Surveys</p>
<p>TWC:</p> <ul style="list-style-type: none"> ● Create a summary document of changes since 2017-18 TWC to share with teachers *NEW ● Clarify lens for answering state versus school items *NEW ● Complete TWC at mandatory staff meeting to ensure 90% participation *NEW 	<ul style="list-style-type: none"> ● Flyer ● Survey ● Food for staff meeting 	<p>2019-2020</p>	<p>All licensed staff R.Higdon & D. Eaton</p>	<p>TWC Survey Handout</p>



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 2019

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

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.

Appendix A

Commonly Used Terms

Acronym	What it Stands For	What it Does
ASD	After School Detention	Detention that is held after school for smaller infractions for the student code of conduct.

APEX	Apex Learning	Apex is a provider of e-Learning which offers courses in math, science, english, and other subjects that allow students to make up credits.
CCR	College and Career Readiness	Measured by students scoring 4 or 5 on EOC tests.
CEU	Continuing Education Unit	A measure used in continuing education to assist teachers maintain his or her licence.
CTE	Career and Technical Education	A department within the school that focuses on developing students for career goals. It includes the Business, Family and Consumer Science, Health Science, Marketing, and Trade & Industrial departments.
DLC	Digital Learning Competencies	Skills that teachers and leaders should integrate into their practice in order to create better digital learning environments for their students.
ESL	English as a Second Language	Students with limited English language skills.
EVAAS	Educational Value-Added Assessment System	Teacher evaluation metric that takes into account many different factors for student achievement.
GLP	Grade Level Proficiency	Measured by students scoring 3, 4, or 5 on EOC tests.
IC	Instructional Coaches	Teachers who provide professional development to other teachers.
ISS	In-school Suspension	A classroom at the high school that is designed to provide a disciplinary consequence to student behavior while keeping them in school.
M-Powerment	M-Powerment Strategies for Teaching	Mooresville's instructional practices best practices developed with admin, teachers, and instructional coaches.
MTSS	Multi-Tiered Systems of Support	Process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction.
NCDPI	North Carolina Department of Public Instruction	The State of North Carolina's department overseeing education in the state.
PBIS	Positive Behavioral Interventions & Supports	
PEAK	Performance Excellence for All Kids	Professional Development system that is the focus on MGSD this year in reaching students.

PDP	Professional Development Plan	Part of the evaluation process of teachers, teachers develop their own plan to grow themselves as educators.
PLC	Professional Learning Community	A group of teachers who teach the same content area that work together to further student success.
SLMCs	School Library Media Coordinators	Formerly Librarians, the term has been updated to include all of the many roles that they now are responsible for including teaching classes as teachers.
SOS	Spotlight on Strategies	Discovery Education list of top instructional strategies that can be deployed in any classroom.
SIT	School Improvement Team	The SIP meets about once a month to provide updates on how the school is improving. It also is responsible for creating this document.
TWC	Teacher Working Conditions	A bi-annual survey of teachers in a school to find out what the working conditions of the school are like to help drive school improvement.