

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



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**School Improvement Team Members  
2018-2019**

<i>Name</i>	<i>SIT Role</i>	<i>School Role</i>	<i>Name</i>	<i>SIT Role</i>	<i>School Role</i>
Damien Akelman	SIT Chairperson	Teacher	Scarlett Inman	Parent	Parent
Allison Chapman	SIT Notetaker	Teacher	Sandra Gaston	Parent	Parent
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Tracey Waid	Administration Rep.	Assistant Principal of Instruction	Aimee Downing	Parent	Parent
Samone Graham	Administration Rep.	Assistant Principal	Lisa Newell	Parent	Parent
Ron Higdon	Fine Arts Dept. Rep	Teacher	Carri Faircloth	Parent	Parent
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Julie Blocker	CTE Dept. Rep	CDC			
Rebecca Brading	English 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

- **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

**To inspire young minds to revolutionize tomorrow.**

## Mission Statement

To value the individual and celebrate learning through innovation, collaboration, and leadership.

### ***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***

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. Last year our Biology scores ranked 12th in the state, English II Scores ranked 3rd in the state, and Math I scores ranked 21st in the state. 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 89.2 on its growth index, which represents exceeding student growth. MHS has exceeded growth for the past four 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 13 English teachers, 13 Mathematics teachers, 16 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
Grade 9	535	468	510	486
Grade 10	449	520	447	482
Grade 11	453	432	482	426
Grade 12	381	420	436	506
Total	1816	1840	1875	1900

## Student Demographics

	2015-2016		2016-2017		2017-18		2018-19	
White	1325	73%	1309	71%	1306	70%	1294	68%
Black	256	14%	275	15%	279	15%	296	16%
Hispanic	143	8%	155	8%	183	10%	194	10%
American Indian/Alaskan Native	1	1%	1	1%	3	1%	4	1%
Asian/Pacific Islander	27	1%	27	1%	3	1%	37	2%
Multiracial	64	4%	73	4%	73	4%	75	4%
Exceptional Children	351	19%	308	17%	248	13%	260	14%
Free or Reduced Lunch			533	28%	525	28%	649	34%
Males	959	53%	953	52%	947	51%	990	52%
Females	857	47%	887	48%	928	49%	910	48%
Total Student Population	1816		1840		1875		1900	

## Historical Data

	2015-2016	2016-2017	2017-2018
Math I EOC Proficiency	68%	67%	65.3%
English II EOC Proficiency	72%	76%	74.9%
Biology EOC Proficiency	70%	73%	69.6%
The ACT Proficiency	72.6%	72.1%	71.4%
ACT WorkKeys Proficiency	79.4%	86.9%	76.7%
Math Course Rigor	>95	>95%	>95%
Graduation Rate	90.1%	93.3%	91.3%
School Growth Status	Exceeded	Exceeded	Exceeded
School Growth Index	7.37	8.61	3.69

### Analysis of the Data

As we've looked at the data over the course of the last four years, we see some significant positive signs with the four-year continuation of Exceeded Growth, despite an ongoing construction project. We partially attribute our School Growth Index drop to the state change that removed Biology, an area in which we historically show high growth, from the formula. Although all EOC areas showed a slight drop from 2017-18 as we re-approached our norm, we remain considerably above state averages. With the addition of Math 3 as an EOC and the change in how Math 1 scores are included as part of the accountability formula, we anticipate a continued focus on Math and strategically scheduled students to proactively address this in 2018-19. We'd like to increase the achievement level for all EOC courses in the 2018 school year, as well as demonstrate growth. Our graduation rate remains in line with some of the top schools in the state. We continue to work with programs designed to keep students enrolled in school until they graduate.

With the revised NC School Grades MHS was only four points away from becoming an A school, which remains our goal. By addressing the areas of need and areas where the school can grow by closing gaps, we've concluded that the biggest areas of need are in the EOCs and ACT Proficiency. In



Math, with the new calculations for proficiency, we are looking at providing additional support to these classrooms using PEAK strategies. We will not receive EOC scores this year for those subjects, but they continue to count in our accountability formula, so we plan to focus on these two areas. Math 3 is following the lead of Math 1 to focus on teaching for mastery. English II and Biology will continue to focus on tightening the curriculum and using standards-based data to drive instruction. In our EOC areas, we saw a closing of the achievement gap among three of our four targeted subgroups. English II closed gaps across all four subgroups, and Math 1 closed gaps in three of four subgroups.

We will continue to address ACT and ACT WorkKeys proficiency and participation to improve with targeted interventions. ACT Proficiency will grow as our teachers continue to build and develop plans to improve student growth on the national test. Last year, we noticed that teachers worked hard to provide our juniors with opportunities to succeed. This year we will start our preparation plan earlier by taking advantage of our Blue Devil Advisory time and using personalized recommendations based on Pre-ACT data.

2017-2018 Teacher Working Conditions Survey data indicates that we have needs in a variety of areas. However, teachers feel the school is a good place to work and learn. Some of the biggest areas of need are 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 have included these areas in the development of our goals and strategies for the year.

#### Areas of Strength

- English II EOC Proficiency
- Math Course Rigor
- Graduation Rate
- School Growth Status
- Progress in Closing the Achievement Gap with Black Students

#### Areas of Need

- Math I EOC Proficiency
- ACT proficiency and participation
- ACT WorkKeys proficiency and participation
- Closing the achievement gap, in particular for English-language learners and students with disabilities
- Hitting all participation targets for ACT and ACT WorkKeys

# School Improvement Goal 1

## School Goal

Mooreville High School will be rated by NCDPI as an “A” School with an overall school grade of 85 or greater for the 2018-2019 school year by meeting 100% participation in all tested areas and the following targets:

Indicator	2017-18 Score	2018-19 Target
ACT Proficiency	71.4%	74%
ACT WorkKeys Proficiency	76.7%	80%
Math EOC (Math I & Math III)	65.1%	67%
English II EOC	74.9%	76%
Biology EOC	69.6%	72%
4-year Graduation Rate	91%	92%
Growth Score	89.4	93

## 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
<b>Increase communication about accountability:</b> <ul style="list-style-type: none"> <li>Communicate with stakeholders about how we</li> </ul>	<ul style="list-style-type: none"> <li>Budget for newsletters to</li> </ul>	2018-19	Instructional	Survey results Public comments on data

<p>are evaluated by the NCDPI School Accountability Model through faculty meetings, newsletters, and social media.</p> <ul style="list-style-type: none"> <li>● Create an Infographic highlighting 2017-18 data to highlight strengths SIP goals from 2018-19.</li> <li>● Discuss SIP goals and progress at every faculty meeting</li> <li>● Survey staff at mid-year and end-of year to determine awareness of SIP goals</li> </ul>	<p>parents</p> <ul style="list-style-type: none"> <li>● Staff SIP Survey</li> <li>● Poster maker and supplies</li> <li>● List of stakeholders</li> </ul>		<p>Leadership Team</p>	<p>wall</p> <p>Staff Meeting Notes</p>
<p><b>Increase ACT proficiency by 3% and meet all participation targets:</b></p> <ul style="list-style-type: none"> <li>● Provide information to teachers on the format and importance of the ACT</li> <li>● Motivate students to do well on the ACT and teach them the importance of the ACT through Blue Devil Advisory</li> <li>● Develop test-prep plan utilizing Blue Devil Advisory to provide juniors with in-school instruction that supports ACT material</li> <li>● Use Pre-ACT data from 2017-18 to personalize review for 2018-19</li> <li>● Promote the ACT to all students using posters and BDA</li> <li>● Investigate possibility of offering low-cost class alternative (with waiver) after school led by teachers using digital resources (45 min./week)</li> <li>● Ensure 100% participation on target groups <ul style="list-style-type: none"> <li>○ Use administrators to contact make-up students and parents</li> <li>○ Emphasize the importance of, and incentivize participation in the ACT through BDA</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● PD for staff</li> <li>● Signs posted around the school w/ Big Goals (Poster maker)</li> <li>● Budget for incentives &amp; test-day breakfast</li> <li>● Time in the school day for ACT-specific review and instruction</li> <li>● USA Test Prep</li> <li>● ACT Prep Books for ISS / ASD</li> </ul>	<p>2018-19</p>	<p>Executive Leadership Team, C. Nuss</p>	<p>ACT Scores</p>
<p><b>Increase Math 1 / 3 Scores by 2%:</b></p> <ul style="list-style-type: none"> <li>● Strategically schedule EC students to make class sizes equitable and distribute EC students</li> </ul>	<ul style="list-style-type: none"> <li>● Training on PEAK Strategies</li> <li>● Case 21 Assessments</li> </ul>	<p>2018-19</p>	<p>Math 1 ELT</p>	<p>EOC Scores PLC Notes</p>

<p>widely</p> <ul style="list-style-type: none"> <li>● Create a special Foundations course for students who need even smaller setting</li> <li>● Implement PEAK engagement, retesting, and reteaching strategies</li> <li>● Analyze student work in weekly PLCs to determine understanding</li> <li>● Strategically schedule stronger Math 1 students in Fall to avoid learning gap</li> <li>● Use Case 21 assessment for Math 1 / 3 as final exam to provide remediation immediately before EOC</li> </ul>				
<p><b>Increase overall EOC scores by 2-3%:</b></p> <ul style="list-style-type: none"> <li>● Use Case 21 assessments at 13-weeks to simulate EOC. <ul style="list-style-type: none"> <li>○ Use data to adjust instruction prior to EOC.</li> </ul> </li> <li>● Continue PEAK training to implement effective teaching practices</li> <li>● Strategically schedule EOC courses</li> </ul>	<ul style="list-style-type: none"> <li>● Adjusted schedule for test day</li> <li>● Assessment checklists</li> <li>● Budget for PEAK training</li> </ul>	2018-19	EOC Teachers T. Waid G. Huffstickler	Case 21 Test Results EOC scores Revised lessons
<p><b>Increase Graduation Rate by 1%:</b></p> <ul style="list-style-type: none"> <li>● Track seniors at risk of not graduating and update progress to Admin for progress monitoring</li> <li>● Bridge the gap between MHS and Mi-Waye teachers</li> <li>● Utilize APEX for students who need to recover credits</li> <li>● Create a school team that focuses on blending and building community engagement in the school to create an “all-in” mentality for additional community support</li> </ul>	<ul style="list-style-type: none"> <li>● IC’s making trips to Woods to work with teachers</li> <li>● Community Outreach Committee</li> </ul>	2018-19	S. Graham ICs Community Outreach Team Counselors	Graduation Rate
<p><b>Increase ACT WorkKeys by 3% and hit participation:</b></p> <ul style="list-style-type: none"> <li>● Use Blue Devil Advisory time to pull 12th grade</li> </ul>	<ul style="list-style-type: none"> <li>● USA Test Prep</li> </ul>	2018-19	J. Blocker R. Justice	ACT WorkKeys Participation Rate

students into review activities <ul style="list-style-type: none"> <li>● Ensure we meet target participation             <ul style="list-style-type: none"> <li>○ Test students in December and use May as make-up exams</li> <li>○ Use administrators to contact make-up students and parents</li> </ul> </li> </ul>				ACT WorkKeys Proficiency
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## School Improvement Goal 2

<b><u>School Goal</u></b>				
Establish and maintain a school culture where students staff are safe, secure, and empowered to learn and teach as measured by a positive response rate of 80% or higher on end of year student and staff surveys.				
<b><u>MGSD Strategic Plan Goal</u></b>				
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.				
<b><u>NC School Board Goal</u></b>				
Goal 3 - North Carolina public school students will be healthy and responsible.				
Strategies	Resources Required	Timetable	Person(s) Responsible	Means of Evaluation
<b>Gather student and staff input on school climate:</b> <ul style="list-style-type: none"> <li>● Conduct staff surveys at beginning of the year, mid-year and end of the year.</li> <li>● Conduct student surveys beginning of the year and end of the year.</li> <li>● Utilize Principal Advisory Committee for student feedback throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>● Contact information for parents from Infosnap</li> <li>● BDA for student surveys</li> <li>● Budget for Panorama Studies</li> </ul>	Fall 2018	School Culture and Climate Team	Survey results
<b>Implement Blue Devil Advisory for character/skill-building:</b> <ul style="list-style-type: none"> <li>● Develop and implement one Digital Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>● Digital citizenship lessons pertaining to bullying on social</li> </ul>	2018-19	ICs and SLMCs School Culture and Climate	Lesson exit tickets; Teacher feedback at department meetings

<p>lesson per quarter.</p> <ul style="list-style-type: none"> <li>● Provide study skills, study hall, progress checks, and grade reflection time</li> <li>● Loop teachers if possible to build mentor relationships</li> <li>● Reduce instructional interruptions by using BDA</li> </ul>	<p>media.</p> <ul style="list-style-type: none"> <li>● BDA Lessons</li> </ul>		<p>Team</p>	
<p><b>Advertise and promote bullying information once per quarter:</b></p> <ul style="list-style-type: none"> <li>● Bullying posters in classrooms, Learn, website, and buses</li> <li>● Promote bullying reporting procedures.</li> <li>● Promote desired values (ex: Integrity, Honor, Accountability, Passion, etc) in the hallways and in the common areas using posters.</li> </ul>	<ul style="list-style-type: none"> <li>● Bullying Posters</li> <li>● Hotline</li> <li>● Blue Devil Code Posters</li> </ul>	<p>2018-19</p>	<p>School Culture &amp; Climate Team</p>	<p>Bullying incidents reported</p> <p>Track website views starting 10/01/2017</p> <p>School walk through to check for posters.</p>
<p><b>Address student conduct concerns based on 2017-18 Teacher Feedback and TWC Survey data:</b></p> <ul style="list-style-type: none"> <li>● Increase staff supervision outside</li> <li>● Add exterior speakers for announcements</li> <li>● Purchase additional radios for staff</li> <li>● Continue Loss of Privileges Plan</li> <li>● Continue Cell Phone Enforcement Plan</li> <li>● Continue revamped ISS procedures</li> <li>● Continue training on referral process</li> </ul>	<ul style="list-style-type: none"> <li>● Supervision Schedules</li> <li>● Revised Student Conduct Plan</li> <li>● Google Classroom Discipline Module</li> <li>● Educator’s Handbook Data</li> </ul>	<p>2018-19</p>	<p>Data Team, Admin Team, ISS Teacher</p>	<p>School Discipline Data</p>
<p><b>Decrease inconsistencies in discipline and improve student conduct:</b></p> <ul style="list-style-type: none"> <li>● Quarterly discipline checks at admin meetings to ensure admin are assigning consequences equally and consistently</li> <li>● Incorporate at least four character education lessons using Blue Devil Advisory</li> <li>● Implement Youth Development Initiative (YDI) program to provide additional support for at-risk students</li> </ul>	<ul style="list-style-type: none"> <li>● Educator’s Handbook Data</li> <li>● Character lessons for BDA</li> <li>● <a href="#">YDI Program</a></li> </ul>	<p>2018-19</p>	<p>Admin Team, BDA Teachers, YDI Facilitators</p>	<p>School Discipline Data</p>

<p><b>Promote staff and student health:</b></p> <ul style="list-style-type: none"> <li>● Information and activities as determined by SHAC.</li> <li>● Use of the fitness room</li> <li>● Plan a budget for an eventual quiet room for staff mindfulness</li> </ul>	<ul style="list-style-type: none"> <li>● Funds for equipment</li> <li>● Space for activities</li> </ul>	2018-19	School Health Advisory Council (SHAC)	<p>Monthly Activities</p> <p>Monthly Newsletter</p>
<p><b>Prepare and practice safety drills:</b></p> <ul style="list-style-type: none"> <li>● Instruct students and staff on drill expectations using videos</li> <li>● Hold monthly fire drills, annual tornado drill, and quarterly intruder drills</li> <li>● Collaborate with MGSD, MFD and MPD on safety procedures and improve as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Funds for radios</li> <li>● Additional PA speakers</li> </ul>	2018-19	Administration	Drill Log
<p><b>Give teachers ownership of personalized professional development opportunities:</b></p> <ul style="list-style-type: none"> <li>● Create PD opportunities that teachers are able to choose and lead themselves</li> <li>● Be proactive in sharing feedback from PD, providing follow-up to PD, and showing alignment to SIP goals to increase TWC Survey data</li> <li>● Develop and advertise online PD to teachers for them to get Digital Learning CEUs</li> <li>● Promote teacher mastery of M-Powerment strategies by utilizing badges inside of the school</li> <li>● Implement strategies designed to get teachers used to working with online based learning management systems</li> </ul>	<ul style="list-style-type: none"> <li>● MPowerment Badges</li> <li>● DLC Aligned CEUs delivered online</li> <li>● Choice-based PD</li> </ul>	2018-19	Administration Instructional Coaches	<p>Canvas Activity Usage</p> <p>MPowerment Badges</p> <p>Door Hangers</p>

# School Improvement Goal 3

## School Goal

Through the use of effective PLCs and instructional practices, Mooresville High School will close the EOC Composite achievement gap for the following subgroups to the following percentage points:

Subgroup	2016-17 Baseline	2017-18 Target	2017-18 Gap	2018-19 Gap Target	2019-20 Goal
Black	29.4	25	24.5	20	15
Hispanic	12.0	7	14	7	0
EDS	24.9	20	24.5	19.5	10
SWD	53.9	49	50.6	46	39

## MGSD Strategic Plan Goal

Goal 1 - North Carolina public schools will produce globally competitive students

## NC School Board 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.

Strategies	Resources Required	Timetable	Person(s) Responsible	Means of Evaluation
<p><b>Increase effectiveness of PLCs:</b></p> <ul style="list-style-type: none"> <li>● Provide year-long PLC facilitator training to ensure collaboration and purpose for PLCs is maintained.</li> <li>● Increase PLC time to weekly from bi-weekly</li> <li>● Analyze predictive and formative data to individualize remediation and instructional</li> </ul>	<ul style="list-style-type: none"> <li>● PLC Facilitation Book Study</li> <li>● EVAAS Predictive data</li> <li>● Mastery Connect data</li> </ul>	2018-2019	Admin Team, Instructional Coaches, PLC Leads	Book study activities and feedback PLC Notes Formative Data Benchmark Data PAT Trackers



practices				
<p><b>Increase focus on effective instructional strategies that promote engagement, differentiation and rigor:</b></p> <ul style="list-style-type: none"> <li>● Implement PEAK elements to ensure safe classroom environments for all learners</li> <li>● Increase use of point-processing and frequent summarizing strategies</li> <li>● Develop a school-wide system for instructional rounds to provide feedback to teachers on instructional practices</li> <li>● Schoolwide PDP goal tied to coaching, PLC facilitation, PEAK, and/or instructional video analysis</li> <li>● Continue rotation of instructional support newsletters</li> <li>● Provide PEAK booster training</li> </ul>	<ul style="list-style-type: none"> <li>● PLC Meeting Minutes</li> <li>● School Data</li> <li>● PEAK Strategies</li> <li>● SOS Strategies</li> <li>● Walkthrough Form</li> </ul>	2018-2019	Admin Team, Instructional Coaches, PLC Leads	<p>PLC notes</p> <p>Walkthrough data</p> <p>Instructional Rounds</p> <p>Teacher Folders</p>
<p><b>Create and effectively use a MTSS intervention block:</b></p> <ul style="list-style-type: none"> <li>● Utilize school-wide intervention plan (Personalized Academic Time / PAT Time) to monitor and evaluate effectiveness of student interventions in classes.</li> </ul>	<ul style="list-style-type: none"> <li>● MTSS Team</li> <li>● School Formative Data</li> <li>● PAT Trackers</li> </ul>	2018-2019	MTSS/Exec Team, Instructional Coaches/ Media Coordinators	PAT Trackers
<p><b>Implement a schoolwide grading plan:</b></p> <ul style="list-style-type: none"> <li>● Establish clear, consistent, and equitable expectations for student success</li> <li>● Increase student ownership of learning</li> <li>● Replace Academic Contracts with PAT</li> </ul>	<ul style="list-style-type: none"> <li>● Grading Plan</li> </ul>	2018-19	Executive Team	<p>Learn Gradebook Checks</p> <p>Course Syllabi</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 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

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Date

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Chairperson, Board of Education

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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

<b>Acronym</b>	<b>What it Stands For</b>	<b>What it Does</b>
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.
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.
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.
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.