

East Mooresville Intermediate School
School Improvement Plan
2018-2019



Meghan McGrath, Principal
Tonya Mays, Assistant Principal
Greg Keys, Assistant Principal

**School Improvement Team Members
2017-2018**

Name	SIT Role	School Role
Becky Barker	Parent	PTO Vice President
Hillary Zwolinski	Parent	PTO Secretary
Jill Conley	Teacher (Chair)	6th Grade Math
Kaylor Kaemba	Teacher	6th Grade ELA
Kendal West	Teacher	5th Grade Math
Caley Villard	Teacher	5th Grade ELA
Misty Willard	Teacher	4th Grade ELA
Lisa LaRusso	Teacher	4th Grade Math
Amy Smith	Teacher	Reading Specialist
Tara Gander	Teacher	Instructional Coach
Mesha Lasky	Teacher	Media Specialist
Kara Kerley	Teacher	PBIS Rep/Enhancement
Serobia Clarida	Teacher	Enhancement
Debbie Birchett	Teacher	EC Lead
Kim Killian	Teacher Aid	Classified Rep
Greg Keys	Assistant Principal	Assistant Principal
Tonya Mays	Assistant Principal	Assistant Principal
Meghan McGrath	Principal	Principal

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 East Mooresville Intermediate School is to be recognized as an “A” school by the State of North Carolina.

Mission Statement: The mission of East Mooresville Intermediate School is to enable students to develop the skills necessary to become responsible global citizens, compete in the international marketplace, and become lifelong learners.

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: Due to growth in our community, MGSD determined that a second intermediate school was needed. Opening in 2005, East Mooresville Intermediate School (EMIS) is located at 1711 Landis Highway. Originally EMIS was comprised of grades 3-6, but currently we serve 4,5, and 6.

OUR STUDENTS: Our (approximately) 705 students are provided a challenging academic environment where all are given an opportunity to reach their full academic potential. In order to produce globally competitive students, we integrate technology and 21st century skills into our instructional practices. Our focus this year on growth mindset will allow students to recognize their full potential as we guide them through the steps needed to attain that capacity.

Students are served in regular education classrooms as well as by the exceptional children program and academically gifted program for those who qualify. EMIS has 9 small group instructors on staff to support core instruction as well as pull small groups for enrichment / interventions during our Eagle time blocks for each grade level. We are full school Title 1 with 42% free and reduced lunch.

OUR STAFF : EMIS Staff are highly qualified (including 6 with National Board certification and 22 with Master’s Degrees) and hold the following beliefs as we educate students:

- Education is a lifelong process.
- Every child can learn, be successful, and has value.
- Children have the right to learn in a safe and secure environment.
- A home/school community partnership is essential for student success.
- Strong, positive relationships enhance teaching and learning.
- Children learn respect for others and self by valuing individual differences.
- The success of our school depends on the commitment of all staff to high quality standards and performance.
- Varied instructional and assessment strategies enhance student learning and growth.
- Students learn best when they are actively engaged in the teaching-learning process.
- Technology is an essential tool for students to access and to demonstrate knowledge.

OUR PARENTS: Our parents play a vital role in the success of our school and are given many opportunities to be active stakeholders. In order to create a welcoming environment for our parents, our focus is on clear and frequent communication (weekly connect ed updates, class/team newsletters) as well as inviting parents to events at our school (curriculum night, arts performances, parent education nights, etc) and within our community (tutoring and other satellite events at Selma Burke, Meadow Lark Glen, etc).

CLASS SIZE: The average class size in our 4th grade classes is 24 students per class (total of 9 classes), 5th grade is 29 students per class (total of 8 classes) and 6th grade is 26 students per class (total of 10 classes).

Item A - EMIS Historic Enrollment Data

Enrollment Data				
	2015-2016	2016-2017	2017-2018	2018-2019
Grade 4th	236	244	208	229
Grade 5th	196	236	257	204
Grade 6th	201	192	245	249
Total	633	672	710	682

Item B - Student Demographics for EMIS

Student Demographics								
	2015-2016		2016-2017		2017-18		2018-2019	
White	406	64%	434	64%	449	63%	400	59%
Black	111	18%	110	16%	126	18%	151	22%
Hispanic	60	9%	71	11%	73	10%	68	9%
American Indian/Alaskan Native	3	<1%	1	<1%	1	<1%	2	<1%
Asian/Pacific Islander	12	<1%	13	<1%	-	-	13	<1%
Multiracial	41	7%	44	7%	46	6%	48	7%
Exceptional Children	64	10%	68	10%	75	11%	71	9.6%
Economically Disadvantaged	262	41%	317	47%	264	37%	231	34%
Males	344	54%	355	53%	377	53%	342	50%
Females	289	46%	317	47%	333	47%	340	50%
Limited English Proficient			11	2%	29	4%	29	4%
Academically Gifted	111	18%	79	12%	109	15%	105	15%
Total Student Population	633	100%	672	100%	710	100%	682	100%

Item C - EMIS Grade Level Proficiency Historical Data

EMIS Grade Level Proficiency Historical Data			
	2015-2016	2016-2017	2017-2018
4th Grade Level Math	67%	70%	72%
4th Grade Level Reading	67%	62%	69%
5th Grade Level Math	71%	77%	72%
5th Grade Level Reading	66%	58%	63%
5th Grade Level Science	88%	84%	83%
6th Grade Level Math	80%	81%	76%
6th Grade Level Reading	71%	83%	80%

Item D - EMIS Grade Level Proficiency 2017-18 Gap Analysis Data

Grade Level Proficiency 2017-18 Gap Analysis					
	All	White	Black	Hispanic	SWD
Overall Reading	708/710	444/449	128/	71/73	81/
	70%	78.4%	42.2%	66.2%	29.6%
Grade 4 Reading	206/	127	36	22	27
	68%	78%	36.1%	54.5%	44.4%
Grade 5 Reading	256/	161	53	20	32
	62.5%	72%	41.5%	50%	12.5%
Grade 6 Reading	246/	156	39	29	22
	78%	85.3%	48.7%	86.2%	36.4%
Overall Math	707/710	444/449	127/	71/73	81/
	73%	80.9%	51.2%	67.6%	23.5%
Grade 4 Math	205	127	35	22	27
	71.7%	77.2%	51.4%	72.7%	25.9%
Grade 5 Math	256	161	53	20	32
	71.5%	80.7%	52.8%	65%	25%
Grade 6 Math	246	156	39	29	22
	75.2%	84%	48.7%	65.5%	18.2%

Analysis of EMIS Data

As we embark on the 2018-19 school year and plan and implement our SIP, it is vital that school-level administrator take the time to dig into their student data in order to focus their efforts to continuously improve their school and community. Reflecting on the 2017-18 school year, and also taking a moment to explore the past three years worth of proficiency data, there are a number of salient points that need to be addressed by our School Improvement Team and our School Improvement Plan. Despite yet again performing as a B school, it is clear that there are some definite needs within EMIS. This analysis portion is intended to break down the data and give stakeholders an understanding of where EMIS needs to go to move forward and improve.

Analysis of Overall Grade Level Proficiency Historical Data

Historically, EMIS performs fairly consistently when looking over the past three school years. As seen in Item C, students typically perform around the upper 60's to lower 70's percentile range on the Math EOG and in the 60's percentile range for the Reading EOG. Following the same student group from year to year, EMIS typically sees steady growth in proficiency, with the one outlier being the 5th grade reading scores for the 2016-17 school year. The proficiency scores also generally see a significant jump from 5th grade to 6th grade of ten percentage points or more.

With that being said, it is clear from this data that there is still much work to do. Our reading scores typically score lower than our math scores, and there is data to support that our students are not growing as much in 5th grade (in regards to proficiency) as they are in 6th grade.. It is not until we dive into our student subgroups, however, that we can really pinpoint our needed areas for growth.

Analysis of EMIS Data Gaps by Subgroups

When one dives into the subgroup data for EMIS, we begin to see the true areas of need for our school. Looking at Item D, there are clear gaps in achievement when comparing EMIS's white student population to the other subgroups. Overall, our white student subgroup performed at a proficiency rating of 78.4% on the reading assessments and an 80.9% on the mathematics assessments for the 2017-18 school year. The subgroup of black students, on the same assessments, only scored 42.2% and 52.2% respectively on those same tests, while our Hispanic subgroup scored 66.2% and 67.6% respectively. There is a definitive gap in performance when you dig into our subgroups across all measured assessments. When looking back at our historical performance, one can see those same groups perform at similar levels each year. The one difference is that, over the past three years, the subgroup of Black students has seen a small, consistent downward trend in proficiency in both reading and math while our subgroup of Hispanic students has generally seen improvement in proficiency scores.

Areas of Strength for EMIS

- We are a B school with a 74 rating from the state of North Carolina
- We "Met" our EVAAS growth targets for the 2017-18 school year
- 6 of our teachers are Nationally Board Certified and 2 are in the application process.
- 22 of our teachers have a Master's Degree
- 100% of our classroom teachers are highly qualified.
- 58% of our classroom teachers have 10+ years of experience, which is 7% higher than the state average
- We are utilizing our school schedule and diagnostic assessments to provide interventions for our students on a daily basis with research-based strategies meant to meet their needs.
- According to the most recent Teacher Working Conditions Survey results our faculty believes the following:
 - They work in a safe school environment
 - The school community supports our teachers
 - They are recognized as educational experts and are trusted to make instructional decisions
 - They have access to professional development that enhances their abilities as a professional

Areas of Need

- Our MTSS structures and processes need aligning and measurements of fidelity in order to ensure effectiveness
- Regain focus on literacy instruction in our CORE instruction in order to close gaps in reading for all students.
- Continue to work on closing achievement gaps for subgroups
 - EMIS needs to specifically address our need in closing gaps for our subgroup of Black students.
- Work to improve the following areas on the NC Teacher Working Conditions Survey:
 - School leadership (specifically in the areas of supporting teachers)
 - Managing Student Conduct
 - Time
- Despite having “Met” growth, EMIS recognizes that there has been a negative trend to our growth, and steps must be taken to get back to the “Exceeds Growth” distinction.

Snapshot Analysis of Reading Data

Proficiency increased 7 points in 4th ELA (69%)
Proficiency increased 5 points in 5th ELA (63%)
Proficiency declined 3 points in 6th ELA (80%)
“Met Growth” in Reading with index of -.93

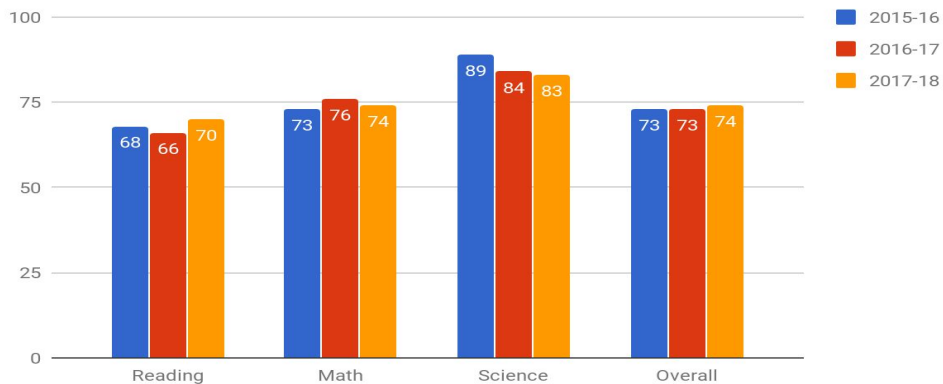
Snapshot Analysis of Math Data

Proficiency increased 2 points in 4th Math (72%)
Proficiency declined 5 points in 5th Math (72%)
Proficiency declined 5 points in 6th Math (76%)
“Met Growth” in Math with an index of -1.60

Snapshot of Overall Data

Overall “Met Growth” with an index of -1.22
East Mooresville Intermediate School received an overall Grade of B (74)

EMIS Historical Data



School Improvement Goal 1

School Goal: To improve students overall performance in Reading by showing growth with each student and grade level, growing 4th grade from 69 to 72% proficient, growing 5th Grade from 63 to 68% proficient, and growing 6th Grade from 80 to 86% proficient. To close the achievement gap of targeted subgroups by at least 50%.

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
Utilize Notice & Note close reading strategies (for fiction and nonfiction), question stems, and the Reading Strategies book to increase reading comprehension.	Notice & Note (Beers & Probst) PD Class Novels and Text Reading Strategies book (Serravallo) and weekly strategy for non-fiction Leveled question stems for each standard	Ongoing during core.	Title One Reading Specialist Classroom Teachers	Walk Through Data, EOQ Data, CFA Data
Use of specific differentiated vocabulary programs within each grade level to improve knowledge and application of Tier 2 words and provide strategies for determining the meaning of unknown words	Remodeling vocabulary workshop & working with words station Membean Sadlier Oxford Vocabulary Workshop	Ongoing with weekly/bi-weekly checks within the core classroom	Classroom teacher	Walk Through Data, EOQ Data, CFA Data
Implementation of strategic leveled interventions and enrichment activities using a variety of genres and texts during Eagle Time to promote student growth	HillRAP, CSI, Word Generation STAR 360 Reading Level Assessments	Ongoing during Eagle Time	SGIs, Title One Reading Specialist, Classroom Teachers, School Administration	Walk Through Data, EOQ Data, CFA Data

School Improvement Goal 2

School Goal: To improve students overall performance in Math by showing growth with each student and grade level, growing 4th grade from **72** to **74%** proficient, growing 5th Grade from **72** to **74%** proficient, and growing 6th Grade from **76** to **78%** proficient. To close the achievement gap of targeted subgroups by at least 50%.

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
Use new (2018-19) unpacking documents during PLC meetings for standard driven discussions and implement guiding questions for data reflection in order to implement cluster pacing	NEW Unpacking documents PLC's New Math coach to help explain changes and resources	Weekly and ongoing	Administration, IC, Teachers	Walk Through Data, EOQ Data, CFA Data, PLC Notes
Work with New District Math Coach to understand changes in the standards and implement lessons and resources provided from the state	District math Coach	Weekly at PLC's	Math Coach, IC	Walk Through Data, EOQ Data, CFA Data, PLC Notes
SGI's push into each Math class during core time each day with an emphasis on successful small group instruction and Eagle time focus on math 2 days per week	Math Tutors Communication from teacher to tutor	Ongoing	Tutors, Title One Literacy Specialist, Administration	Walk Through Data, EOQ Data, CFA Data
Utilize PEAK strategies to engage students and ensure students have multiple exposures to standards through spiraling of the curriculum and delayed assessment through new CFA's.	PEAK training Pacing Guides Week by Week's Digital Resources: ie-TenMarks Personal Work, Moby, etc.	Ongoing	Teachers, Coaches, Admin	Walkthrough Data; EOQ Data; CFA Data

School Improvement Goal 3

School Goal: To encourage a nurturing, attentive, and well organized school culture by increasing the opportunities for individualized and group engagement and providing a structured setting where students and staff feel welcomed, supported and are physically active.

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
Implement layers of student tiered support to increase academic opportunities and decrease negative behaviors.	<ul style="list-style-type: none"> -Introducing the “Grow Together” theme including two weeks of introduction lessons, ongoing monthly lessons and daily growth mindset student journals. - Continuing “Be the One” character education including guidance counselor to introduce theme each quarter and traits to be woven into Essential Skills Writing class. -Small guidance groups to include anxiety, friendship, grief and anger 	Ongoing	Administration School Counselor All Teachers	Educators Handbook Data Guidance referrals
School Wide Implementation of PBIS	<ul style="list-style-type: none"> -Full School use of Class Dojo -Growth Mindset Reflections via class Dojo -Mentors and check in/check out for identified students. -Tiered support for students with higher needs 	Ongoing	All teachers Guidance/ Administration	Educators Handbook Data Class DoJo website Check In/Check Out Data Sheets
Emphasis and implementation of physical activity in the school day for students and staff	<ul style="list-style-type: none"> -Scheduled organized recess daily for students, PE once a week and movement woven into other enhancement class. -New outdoor equipment and recess centers -Yoga & Walking Club to begin weekly for staff 	Ongoing	Administration/ Classroom Teachers, Essential Skills Teacher, Physical Education Teacher Teachers	Master Schedule Student Survey Data

School Improvement Goal 4

School Goal 4: Build a sense of community to improve the culture both inside the school walls and reaching into our EMIS community.				
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
Building Community within the School	Implementing Ron Clark house system in 6th Grade with explanation of the community within the building and team effort Club Days to promote sense of belonging to a group outside of the classroom.	Ongoing	Essential Skills Teacher Guidance Counselor The Sixth Grade Team and EMIS staff	Weekly Activities Class Completion
Producing Innovative Leaders	STEM	Ongoing	Rosetta Stone/STEM Instructional Coach Media Specialist	Completion of Stem Activities
Strategic Community Outreach and increasing parent involvement	School events and events planned within the community with a emphasis on students serving our community. Developing an off site tutoring program utilizing partnerships in the area. Developing satellite parent nights for all events.	Ongoing	Administration Outreach Representatives EMIS Staff and Admin Enhancement Teachers	Completion and Sharing of portfolio entries
Structured support for all teachers	-Beginning Teacher and new teacher support sessions with principal and instructional coach. -Formal and informal mentoring -creating a culture open door observations -hallway administrators to provide ongoing immediate support.	Ongoing	Administration, Specialist Team, Teachers	Teacher Survey Data Overall School Data

School Safety Requirements

GS §115C-105.27 (c1) requires superintendents to review and assess the school safety components of each school improvement plan and to make written recommendations to the School Board. Our school's safety components have been examined and updated by the School Improvement Team.

Mooresville Graded School District Emergency Operations Plan Summary

Prepared using the School Risk Management Planning Tool provided through a partnership between North Carolina Emergency Management and the Department of Public Instruction.

Updated: October 2018

The following summary provides an overview of the Mooresville Graded School District Emergency Operations Plan (EOP). The following "Table of Contents" provides the topics covered in the plan as well as each school's safety plan. This summary will include excerpts from the original documents which will convey the general intent of the plans.

All public and private facilities and institutions are vulnerable to threatening circumstances and events which could cascade into disasters. As a public institution of learning, the Mooresville Graded School District realizes the importance of and need to mitigate, prepare for, and respond to emergency situations. The safety and well-being of our students, staffs, and community members are of utmost importance. Our Emergency Operations Plan (EOP) was developed by a collaborative effort of numerous community agencies, such as law enforcement, fire services, health services, social services, emergency management officials, as well as school personnel, ranging from school-level teachers, counselors, and administrators to central office administrators.

This plan will provide the basis for each school's safety plan as well as for the non-school facilities (Central Office, Student Services, Transportation, Maintenance, and Child Nutrition). Each site will develop its own plan due to the specific circumstances, needs and conditions at each site. The Mooresville Graded School District also provides additional means to assist in helping maintain a safe environment including a District-Wide Safety Committee (consisting of a representative from each school and division) which meets at least eight times per school year, as well as site-specific Safety Committees, which meet monthly.

The Mooresville Graded School District is committed to the general safety and wellbeing of its students, staff, and community. The Board of Education is in support of this Emergency Operations Plan (EOP) and is committed to keeping the plan current.

The signatures of the current chairperson of the Board of Education and the Superintendent verify this support.

Superintendent

Date

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Purpose

The purpose of this plan is to identify and support the actions of the school personnel when responding to man-made hazards, natural disasters, and or technological failures. This plan is meant to be used as a guide; however the need for flexibility is noted as different schools have unique needs and plans for those schools will reflect such. The expectation exists that training and practices of these procedures will occur on a regular basis.

Situation, Assumptions and Limitations

The Mooresville Graded School District consists of ~6,000 students, ~800 staff members, and eight school campuses, in a county in the Piedmont of North Carolina. Mooresville Graded Schools are exposed to many hazards, which have the potential to disrupt everyday operations, such as hurricanes, fires, tornadoes, floods, tsunamis, hazardous materials spills, and acts of terrorism. This plan provides a guide for positive, productive

responses to such incidents; however, there is no guarantee that this plan will provide a perfect solution for emergency situations, nor does this plan attempt to address every possible emergency which may arise.

Safety Measures/Trainings in MGSD

The following measures, drills, inspections, and trainings help to ensure the safety, security, and well-being of the students, staff, and community within the Mooresville Graded School District:

- Monthly Drills and/or Inspections
 - Fire Drills
 - Safety Inspections (twice a month)
 - AED Inspections
 - Playground Inspections
 - Sanitation Reports
- Bi-annual Fire and Safety Inspections
- Quarterly Lockdown Drills
- Annual Tornado Drill
- Bus Evacuation Drills
- Monthly Safety Committee Meetings
 - Campus Safety Audits
- CPI Training
- Threat Assessment Training
- Safety Data Sheets
 - MSDS
- 4 School Resource Officers
- 1 DARE Officer
- 1 MPD Drug Dog