



Mooreville Graded School District

2019 - 2024 Strategic Plan

Background

Chartered in 1905, Mooreville Graded School District has consistently enjoyed a long history of academic achievement and innovation. In 2008, a new strategic plan challenged the district to strive for even higher levels of academic success through an emphasis on 21st century pedagogies supported by 21st century tools. To this end, the district underwent a Digital Conversion resulting in every child receiving a device for his/her use. In the 10 years following the beginning of this conversion and an updated Strategic Plan in 2013, MGSD has transformed from a well-performing district to a high-performing district by academic standards. For the 2017 - 2018 school year, MGSD ranked eighth out of 115 school districts as measured by the North Carolina End-of-Course, End-of-Grade achievement exams. The district's 4-year cohort graduation rate hovers around 90 percent. While proud of its successes and the dedication of our highly qualified staff, the district believes an expanded focus on the whole child is important for the well-being of its students, as well as society. Behind every number is a child and every child deserves to be empowered to reach their maximum potential. Through the combined efforts of our staff, students, and our community we will achieve this goal.

Vision

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

Mission

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.

Motto

Every Child. Every Day.

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.

- 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

Goals

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

Strategies

- A. Effectively use pacing guides, vertical and horizontal alignment, as well as formative assessments to assess and meet the academic needs of all students.

Person/Group Responsible

- Primary: Assistant Superintendents for Elementary and Secondary Instruction
- School Administrators, Instructional Coaches, Teachers

Measurements of Success

- Less than 10 percentage points in gaps between white students and subgroups on North Carolina achievement data
- Meets or exceeds Growth status obtained at all schools
- All schools receive A or B status on NC school report cards
- Continued standing as a Top 10 school in North Carolina in academic achievement according to state proficiency data

- B. Develop and maintain partnerships with community mental health agencies and organizations.

Person/Group Responsible

- Primary: Executive Director for Student Services and Exceptional Children
- Behavior Specialists, School Counselors, School Social Workers, School Administrators

Measurements of Success

- Partnership agreement documents
- Number of referrals and/or contacts with agencies
- Number of students in each school receiving supplemental and intensive supports
- Number of students in each school receiving school-based mental health services

- C. Offer staff trainings on how to meet the social/emotional needs of students and hire additional staff for student support.

Person/Group Responsible

- Primary: Executive Director for Student Services and Exceptional Children
- Behavior Specialists, School Counselors, School Social Workers, School Administrators, Instructional Coaches, Assistant Superintendent for Human Resources

Measurements of Success

- List of trainings offered and number of staff involved
- List of needed positions/qualifications specific to student support
- Filled positions that meet identified student needs
- Survey results

- D. Use a Multi-Tiered System of Support (MTSS) to address the diverse needs of all students.

Person/Group Responsible

- Primary: Assistant Superintendents for Elementary and Secondary Instruction
- Executive Director for Student Services and Exceptional Children, Behavior Specialists, Instructional Coordinator, School Counselors, School Social Workers, School Administrators, Instructional Coaches, Teachers

Measurements of Success

- School improvement teams will complete all three training modules on the framework of MTSS
- School improvement plans will address the diverse needs of all students
- Use of universal screeners, formative assessments, and data analysis to drive instructional support in academic and social-emotional areas
- Reduction in discipline referrals by five percent per year

- E. 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.

Person/Group Responsible

- Primary: Assistant Superintendents for Elementary and Secondary Instruction
- Executive Director for Student Services and Exceptional Children, Behavior Specialists, Instructional Coordinator, School Counselors, School Social Workers, School Administrators, Instructional Coaches, Teachers

Measurements of Success

- Matrices for academic, behavior, and social-emotional interventions will have been developed (examples [7-8 Literacy Matrix](#); [MGSD Behavior Intervention Matrix](#))
- Groups of students needing supplemental interventions will consistently be identified by PLCs
- Increased attendance rates at each school
- Reduction of students receiving homebound instruction

- F. Improve relationships within the school community through the implementation of restorative practices.

Person/Group Responsible

- Primary: Assistant Superintendents for Elementary and Secondary Instruction
- School Administrators, School Counselors, School Social Workers

Measurements of Success

- Reduction in discipline referrals by five percent per year
- Reduction in discipline gaps between subgroups
- Survey results

Goal 2: Hire and retain high quality, effective teachers, school leaders and support staff.

Strategies

- A. Aggressively recruit highly qualified teaching candidates, especially in high need areas and that reflect the diversity of the student population.

Person/Group Responsible

- Primary: Assistant Superintendent for Human Resources
- School Administrators

Measurements of Success

- SS-200 Full-time employee report (HRMS)
- Annual Recruitment Schedule at Higher Education Career Fairs
- Active Partnerships with Higher Education Institutions
- Use of Multiple Means of Advertising Instructional Vacancies

- B. Develop and maintain higher education partnerships, as well as strategically place student teachers within all schools.

Person/Group Responsible

- Primary: Assistant Superintendent for Human Resources
- School Administrators

Measurements of Success

- Human Resource Documentation of Student Teacher Placements
- Recruitment and Employment of Student Teachers
- Increase in number of Student Teachers placed in MGSD

- C. Create and implement a professional development plan that addresses all staff and departments with personalized learning and training opportunities.

Person/Group Responsible

- Primary: Executive Team
- School Administrators, Directors, Instructional Coaches

Measurements of Success

- District PD Plan (annual) and revisions
- Professional Development and Training Agendas
- Staff Development Agendas
- Teacher Working Conditions Survey

- D. Develop and maintain effective Beginning Teacher Support Program (BTSP) and New Teacher Support Programs district wide and at each school.

Person/Group Responsible

- Primary: Assistant Superintendent for Human Resources
- Assistant Superintendents, School Administrators, Instructional Coaches, Mentors

Measurements of Success

- BTSP District Plan
- BTSP Meeting Agendas and Presentations
- Annual BTSP Survey Results

- E. Evaluate additional financial incentives for staff.

Person/Group Responsible

- Primary: Assistant Superintendent for Human Resources
- Executive Team, School Administrators, Directors

Measurements of Success

- Reduced vacancies in hard to staff positions
- Turnover rate decreases in staff leaving for other districts
- Better morale as indicated on the Teacher Working Conditions Survey.

Goal 3: Manage resources effectively and efficiently.

Strategies

- A. Project necessary resources, including staffing and programs, for the next three to five years in order to meet the needs of the whole child.

Person/Group Responsible

- Primary: Chief Financial Officer
- Executive Team, School Administrators, Directors

Measurements of Success

- Document outlining long-term needs and budgetary considerations for such needs.

- B. Work effectively with elected officials to fulfill unfunded needs within the district.

Person/Group Responsible

- Primary: Superintendent
- Executive Team, School Administrators, Directors

Measurements of Success

- Positive working relationship with elected officials, as evidenced by officials seeking input and feedback from district
- Increased funding

- C. Project and monitor district needs for facilities, including working to obtain resources to build the needed facilities.

Person/Group Responsible

- Primary: Superintendent
- Chief Financial Officer, Chief Operations Officer, Chief Communications Officer

Measurements of Success

- Facility Task Force recommendations are fulfilled
- New Middle School is funded

Goal 4: Be student and community focused.

Strategies

- A. Improve relationships within the school community through the implementation of restorative practices.

Person/Group Responsible

- Primary: Assistant Superintendents for Elementary and Secondary Instruction
- School Administrators, School Counselors, Teachers

Measurements of Success

- Reduction in discipline referrals by five percent per year
- Reduction in discipline gaps between subgroups

- B. Implement strategies developed during Diversity Task Force training

Person/Group Responsible

- Primary: Superintendent
- Executive Team, School Administrators, Diversity Task Force, Teachers

Measurements of Success

- Student and Staff Surveys
- Lesson Plans
- Meeting Minutes

- C. Build the capacity of school outreach and communication.

Person/Group Responsible

- Primary: Chief Communications Officer
- School Administrators, Directors, Teachers

Measurements of Success

- Implement new accessible district and school websites
- Community calendar of events
- Stakeholder survey results

- D. 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.

Person/Group Responsible

- Primary: Executive Team
- School Administrators, School Counselors, Directors, Teachers

Measurements of Success

- Logs of Respect Ability Trainings
- Increase in Change-A-Life Mentors
- Logs of PEAK trainings, activities, and lesson plans
- Logs of comprehensive school mental health system meetings (counselors, nurses, psychologists, social workers, behavior support)

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

Strategies

- A. Work closely with community agencies to provide safety drills and procedures at our district facilities.

Person/Group Responsible

- Primary: Chief Operations Officer
- School Administrators, School Resource Officers, Directors

Measurements of Success

- Log of procedures and drills, as well as outcomes and feedback from drills, for each school each year
- Log of district-wide procedures and drills, as well as outcomes feedback from drills

- B. Ensure that all key staff receive Crisis Prevention Training (CPI) Training/De-escalation Training.

Person/Group Responsible

- Primary: Executive Director for Student Services and Exceptional Children
- School Administrators, Behavior Specialists

Measurements of Success

- Log of training, agenda, and staff attending

- C. 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.

Person/Group Responsible

- Primary: Chief Communications Officer
- School Administrators, SHAC Committee, Director of School Nutrition

Measurements of Success

- Signed School Health Advisory Council (SHAC) School Attestation Forms
- Log of staff health and wellness offerings at school
- End-of-Year review as to goals met for MGSD SHAC Action Plan

- D. 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.

Person/Group Responsible

- Primary: Chief Communications Officer
- Executive Team, School Administrators, School Counselors

Measurements of Success

- Logs of events offered
- Logs of trainings offered
- Surveys to measure effectiveness of training/events offered

- E. Improve relationships within the school community through the implementation of restorative practices and by creating upstanders.

Person/Group Responsible

- Primary: Assistant Superintendents for Elementary and Secondary Instruction
- School Administrators, School Counselors, School Social Workers

Measurements of Success

- Reduction in discipline referrals by five percent per year
- Reduction in discipline gaps between subgroups
- Stakeholder survey results
- Increased number of students working with school counselors
- Decrease in reported bullying
- Less need for referrals for outside counseling or services