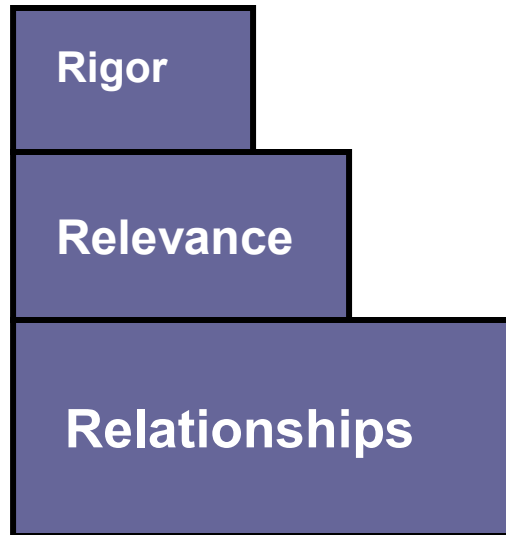


SCHOOL IMPROVEMENT PLAN

2008-2011

Mary S. Mosley Performance Learning Center



New Hanover County Schools

Executive Summary

The 2008-2009 school year was the initial year of the Mary S. Mosley Performance Learning Center (MPLC). MPLC is a partnership between New Hanover County Schools and Communities in Schools of North Carolina. MPLC is a small, non-traditional high school for grades 10-12 and geared toward students who are not succeeding in the traditional school setting for various social reasons. It focuses on a business-like environment and emphasizes personal support and an intense academic program anchored by a computer based instructional system and project-based learning. MPLC was funded through the help of the Bill & Melinda Gates Foundation. MPLC was given a grant in the sum of \$110,000 to use toward new computers and furniture for the classrooms.

Our mission is to empower students to achieve and maintain future success through non-traditional educational methods and community support. Again, the focus of MPLC is on students who are in danger of dropping out and who are suffering from social issues such as absenteeism, apathy toward school, homelessness, pregnancy or poverty. However, the students are capable of academic success. There is a rigid admissions process into MPLC. The process is followed by all PLCs across the nation, and is a component of the partnership with Communities in Schools. Students can be referred by a school official, parents, or themselves. The application is very detailed, and once it is completed, it is reviewed by the admissions committee which consists of the school counselor, administrative assistant, and two teachers. Included in the application is the student's academic transcript and discipline record (if any). Upon successful completion of the application the student is then invited to take the Basic Academic Skills Inventory (BASI). This assessment determines whether or not the student can read and perform mathematical computations at grade level. After successful completion of the BASI, the student and their parent/guardian are invited to the final part of the admissions process, which is a roundtable interview. For those who are not successful on the BASI, they have the opportunity to return to their district school. In the

interview, there is a standard set of questions provided by Communities in Schools that is asked of every student and parent. It is here the interview panel, which may consist of the principal, school counselor, and two teachers, makes the final determination on admission. Students have to want to be at MPLC, and the parents are read the expectations the school has for them as well. After the panel makes a determination, an acceptance or non-acceptance letter is mailed to them.

Mosley PLC is based upon a business model. The students are not only prepared to graduate and become college ready, but they are also prepared for the world of work. Communities in School employs a Services Coordinator that works with students to find mentors in their chosen career paths, with the ultimate goal of serving in an internship during their senior year. It is also the Service Coordinator's responsibility to keep up with the student's attendance and find out why the student is tardy or absent from school that day. The service coordinator keeps the principal and faculty updated on the whereabouts of students who are not in school. In keeping with the concept of a non-traditional school, MPLC is virtually a computerized campus. NovaNet is the primary curriculum through which instruction is provided. Each student has their own computer, and the maximum number of students per class is 15. Since NovaNet is the primary curriculum, the Learning Facilitators are able to give the students the one on one attention so many of them need. The facilitators also include projects and presentations to vary the instruction in the classroom.

We started the school year with 48 students enrolled at Mosley. We had 63 students enrolled after the second week of school. This number increased daily as more and more students applied. It was our goal to reach our maximum of 80 students by the end of the first semester. By the end of the year we reached our capacity. We started the 09-10 school year at capacity and have a waiting list for student admission. Our ultimate goal over the next three years is to significantly help decrease the dropout rate in New Hanover County.

Strategic Planning

Instructions for Identifying School Goals: Based on data analysis, identify at least one priority improvement goal. School goals should be aligned to the State Board of Education Goals and the district theme of Rigor, Relevance, and Relationships.

School Mission The mission of the Mosley Performance Learning Center is to empower students to achieve and maintain future success through non-traditional educational methods and community support.

Goal established by the
State Board of Education



School's Priority
Improvement Goals



Result
Measures

Goal 1

Globally Competitive Students

1. Attendance rates: Crucial to the success of any student, but particularly students at Mosley. These students all have had a history of poor or erratic attendance.	Maintain 95% attendance	Attendance data from NCWise
2. Building positive relationships with students.	Get to know students on a more personal level.	Charting for Success curriculum, Interview data available to teachers.

Systemic School Improvement Plan (Action Plan)

SBE Goal: 1: Globally Competitive Students

School Priority Goal: 1

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method	Accomplished / Date	Impact + / -	Evidences
1.1.1 Communities in Schools will employ a Services Coordinator. This person is responsible for finding out why a student is not in attendance, contacting parents, and alerting teachers and administration to reasons behind the absence.	Service Coordinator	Daily	Taking roll at Morning Motivation, teachers email Services Coordinator each class period for students who are not in class.			
1.1.2 Build relationships with students so they feel comfortable in calling the school in the event of a missed bus or oversleeping, so they can be picked up to come to school.	Principal and Counselor	Ongoing	Administrative Assistant, Counselor, and Principal will record the times students call to be picked up.			
1.1.3 Incentives Program: By utilizing the business partnerships garnered by the Services Coordinator and CIS, students will receive incentives for perfect attendance, no tardies, and exhibiting leadership skills.	Entire Mosley faculty and staff	Bi-weekly	Attendance will be analyzed through NCWise to determine who fits the criteria for perfect attendance.			

			Staff will decide who will receive leadership incentives based on a pre-established rubric.			
1.1.4 Grade Distribution Analysis: The teachers are required to generate progress reports to the parents and students three times per grading period. Teachers will meet as a team to analyze student performance and determine the effectiveness of the instruction.	Mosley faculty and Principal	Every three weeks	Parent signature is mandatory on progress reports, and they will be brought back to the classroom teacher to keep on file. Minutes of analysis meeting will be turned into the principal to file.			
1.1.5 Evaluation of instructional program: NovaNet is the primary means of instruction, however as more and more computer and web based programs become available, NovaNet will be compared to new programs in terms of student success and cost effectiveness.	Principal, Assistant Superintendent of Student Services, CIS					
1.1.6 Assist students in finishing courses prior to the end of the semester: It is the goal of Mosley faculty to decrease the time needed to	Mosley Faculty	Pacing guides were developed prior to the school opening and	Teachers will monitor how close they and the students adhere to the			

<p>complete courses. Each teacher has a pacing guide for NovaNet that explicitly shows when a lesson, assignment, or module is to be completed. The guides are broken down into the amount of class time that should be spent on each part.</p>		<p>distributed to the students on the first day of school, or the first day of their enrollment.</p>	<p>pacing guides. Modification can and will be made as needed.</p>			
<p>1.1.7 Saturday Tutorial sessions</p>	<p>Mosley Staff</p>	<p>Bi-Monthly</p>	<p>Student sign-in sheets</p>			

SBE Goal: 2: 21st Century Professionals

School Priority Goal: 2

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method	Accomplished / Date	Impact + / -	Evidences
2.1.1 A comprehensive professional development plan is developed and implemented for each certified staff member.	Administration and certified staff of Mosley PLC	3 opportunities during the school year: beginning, mid-year, and end.	Review of Individual Growth Plan, license renewal hours, SchoolLink report of attendance for certified staff.			
2.1.2 All staff members conduct demonstrations and/or lead discussions of skills/knowledge learned from an in-service or conference at faculty meetings upon returning from the event.	Mosley PLC faculty	Within 1 month of returning from the in-service.	Calendar of staff led in-services, supplemental materials from in-services posted on the school's website.			
2.1.3 Professional Development Plans are prepared and reviewed annually based on the results of established criteria and anecdotal records.	Administration and certified staff of Mosley PLC	Ongoing	Formative and Summative evaluation of IGP, announced and unannounced staff observation			

SBE Goal: 3 Healthy and Responsible Students

School Priority Goal: 3

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method	Accomplished / Date	Impact + / -	Evidences
3.1.1 Student / Parent Focus Groups are conducted on a quarterly basis to solicit ideas for improving the school climate. The team leader will form the group from the Charting For Success groups. The students will devise the surveys.	Mosley Team Leader	Bi-Weekly	Meeting minutes, survey data			
3.1.2 All students participating in a school related service project. This is a major tenet of the PLC. Students and parents were made aware of this requirement in the admissions process. The Service Coordinator along with faculty and students will implement service learning projects.	Service Coordinator	Once each semester	Completion of the project			
3.1.3 Student participation in leadership and professional development: The students will have an opportunity to enhance their leadership skills each day during morning motivation. Opportunities for leading the	Principal, Mentors, and Students	Daily	Morning Motivation becomes completely student driven; students can discuss and perform			

<p>Pledge of Allegiance and the Mosley Creed are given. Students also have the opportunity to present motivational / inspirational activities, poems, real life experiences to the school. For professional development, the staff will continue to develop students' marketable skills during Charting for Success.</p>			<p>marketable skills for future employers.</p>			
<p>3.1.4 Students get to hear and interact with worthy role models in leadership roles: Speakers will be invited to Morning Motivation to speak to the students. The speakers will come from varied background and careers—many in which the students are choosing a career path.</p>	<p>Principal</p>	<p>Monthly</p>	<p>Documented in school scrapbook, and notes of thanks to speakers.</p>			
<p>3.1.5 Maintaining mental, physical, and emotional health: The counselor will meet with all students to determine causes and possible strategies for student success both personally and professionally. Utilization of the Mosley Wellness Center will provide service for mental well being.</p>	<p>Counselor and Wellness staff</p>	<p>Counselor meetings as needed; Wellness by appointment</p>	<p>Record keeping of visits to Wellness and school counselor counseling sessions.</p>			
<p>3.1.6 To increase student self efficacy</p>	<p>Principal</p>	<p>Year-long</p>	<p>Pre and post survey data</p>			

3.1.7 Raise awareness of making healthy lifestyle choices	Students and Teacher advisors	Year-long	Log of purchases			
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SBE Goal: 4: Leadership Capacity
 School Priority Goal: 4

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method	Accomplished / Date	Impact + / -	Evidences
4.1.1 Service Coordinator, in conjunction with CIS, will pursue state and local partnerships and cooperative initiatives to enhance learning opportunities for all students, teachers, support staff and parents.	Service Coordinator, CIS Cape Fear Director	Quarterly	Grants applied for and/or received. Special programs exit surveys. Letters of interest and invitations.			
4.1.2 Administrators will use the results of multiple assessment instruments to establish priorities for self and school.	School Principal and the Mosley Team leader	Ongoing	Test data, attendance data, behavior data student, teacher, and principal surveys			

SBE Goal: 5: Planning and Operational Effectiveness

School Priority Goal: 5

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method	Accomplished / Date	Impact + / -	Evidences
5.5.1 The school schedule will provide opportunity for students to come early and work on NovaNet assignments. Students will also be able to stay late on scheduled days to work on NovaNet assignments.	School Principal and Mosley Team Leader	Established at onset of year	Mosley PLC master schedule and team meeting minutes, student sign in log			
5.5.2 The available fiscal resources will be expended throughout the year rather than at the end of the year	School Principal and the Treasurer	Ongoing	Approved supply and budget requests			

School-Based Management and Accountability Plan

WAIVER REQUEST

LEA NAME New Hanover LEA # 650

SCHOOL NAME Mosley Performance Learning Center SCHOOL # 355

1. Identify the State laws, rules, or policies which inhibit the school's ability to improve student performance.

A. State Board Policy Hours Required for Course Credit

B. NC Statewide Testing Calendar

2. Identify the waiver you are requesting.

A. Seat Time Waiver

B. Varied Testing Schedule

3. Specify how the waiver will be used.

A. The waiver will allow students to earn course credit even if the minimum hours for seat/classroom time are not met.

B. The school will be able to administer NC End of Course Tests as students finish courses as opposed to waiting until the two testing administrations at the end of fall and spring semesters.

4. Explain how the waiver will permit the school to improve student performance.

A. The premise of PLC is flexible learning schedules and mastery learning in order to accelerate students who are behind in their credits. In order to accelerate students and to appropriately utilize mastery learning approach a waiver on the minimum number of hours is

for course credit is requested. Students will be judged on mastery of NC SCOS objectives to earn course credit.

B. The flexibility required by Communities in Schools means that students will be completing course requirements on a different time schedule. The students need to be able to take state and local assessment upon completion of the coursework which may not fall in the state calendar framework for testing.

Mary S. Mosley Performance Learning Center
2008-2011 School Improvement Team

Jerry L. Oates, Principal

Name	Gender/Ethnicity	Position
Carrie Hammer	F/W	CRT
Erin Adams	F/W	Science Teacher
Jill Larson	F/W	Counselor
Justin Sorrells	M/W	Math Teacher
Kathryn Nash	F/W	English Teacher
Keith Walter	M/W	Social Studies Teacher
Marrio Jeter	M/B	Services Coordinator
Regina Wooten	F/B	English Teacher
Richard Smith	M/W	CTE Teacher
Susan Williams	F/W	Math Teacher
Becky Keziah	F/W	Parent

The School Improvement Plan was voted on and received 100% support.