

South Elementary School
School Improvement Plan
2018-2019



Mark Cottone, Principal
Tammy Sharpe, Assistant Principal

**School Improvement Team Members
2018-2019**

Name	SIT Role	School Role
Shannon Covington	Parent	PTSO President
Joseph Collins	Parent	All Pro Dad
Jennifer Mayhew	Parent	Volunteer
Sandra Brown	Grade Level Rep	Pre-K
Kitch Deaton	Grade Level Rep	Kindergarten
Cindy Booker	Grade Level Rep	1st Grade
Angie Godbout	Grade Level Rep	2nd Grade
RitaMarie Brannon	Grade Level Rep (SIT CHAIR)	3rd Grade
Karen Rhyne	Classified Staff Rep	Instructional Assistant
Christine Beaudoin	Classified Staff Rep	Instructional Assistant
Nanette Cogill	EC Department Rep	EC Teacher
Cheryl McCrorey	Specialist Rep	School Library Media Coordinator
Joyce Farrow	Title 1 Rep	Reading Specialist
Lauren Pollock	Facilitator	Instructional Coach
Tammy Sharpe	Facilitator	Assistant Principal
Dr. Mark Cottone	Facilitator	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 at South Elementary is to be an “A” school at the end of the 2018-2019 school year.

Mission Statement: The mission at South Elementary School is for every stakeholder to work as a **TEAM** to ensure learning opportunities for **every child, every day** that maximize student achievement.

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: South Elementary School is located at 839 South Magnolia Avenue. The school was constructed in 1975. South Elementary has a long-standing history of traditions, educational initiatives, and outstanding achievements. When you step in the doors you feel the sense of a family. South's educational program is designed with a variety of experiences to teach the whole child. South places a strong emphasis on teaching the CORE curriculum as well as providing children with opportunities to participate in varied cultural arts and special programs including live performances, art activities, literacy activities and technology. As part of the MGSD Digital Conversion, all second and third grade students have a laptop for their use and all Kindergarten through 1st grade classrooms have iPads.

South Elementary School houses a central library, music room, art room, gym, and cafeteria. The school currently operates 32 classrooms, in three wings. There are also several smaller classrooms used to provide tutoring and a variety of related service therapies. South has several outdoor learning areas including an outside classroom with walking trails, bird observatory, and butterfly garden. The school provides an enclosed play area for preschool and younger students and one large play area with two play structures and recreation equipment.

South provides students, staff and parents the opportunity to participate in school-sponsored service events by supporting causes including Jump Rope for Heart, United Way, and the American Cancer Society.

OUR STUDENTS: South Elementary School, is a Pre-K-3 school serving approximately 550 students between the ages of 4-9. The weekly schedule at South provides all student in grades K-3 with 90 minutes of CORE reading instruction and 45-75 minutes of CORE math instruction,. Students also attend 40 minutes of P.E., music, Guidance/Media, visual arts, and STEM/foreign language (through Rosetta Stone).

South Elementary School implements the Multi-tiered System of Support (MTSS) problem-solving model to analyze data, provide appropriate enrichment and support, and frequently monitor progress of our students. Every grade level has a 40 minute Enrichment/Intervention (E/I) block where no new instruction is taught. Students are provided with activities to address a deficit or enhance a skill already mastered.

OUR STAFF : South Elementary School is a family. Our students are served by 29 K-3 regular classroom teachers and 3 preschool classroom teachers. The school employs a music teacher, physical education teacher, art teacher, media specialist, counselor, and instructional coach. In addition, it employs 2 full-time Title 1 Reading Specialists with 4 part-time small group instructors, 2 special education teachers, a full-time English as a Second Language teacher, and a full-time Speech Pathologist. The office and instructional support staff includes three office professionals, 18 full-time instructional assistants, 3 full-time custodians and 2 part-time custodians, and 5 cafeteria staff. The leadership staff includes a principal and assistant principal.

The South staff is exceptional with true hearts for children. All teachers at South are considered Highly Qualified, according to No Child Left Behind legislation. There are 9 Nationally Board Certified teachers. South Elementary’s schedule allows for 4 professional days and 2 early release days for district, school, and staff teams to focus on staff professional development. During this time teams focus on development of performance assessments, student improvement goals, curriculum alignment, and professional improvement activities to ensure students will master the Essential Standards of the Common Core Curriculum.

OUR PARENTS: South Elementary School parents are important members of the South family. Our Parent Teacher Organization (PTSO) is very active in a number of ways including fundraising, volunteering, and hosting family events. Parents also spend countless hours volunteering in our school, provide additional resources for major projects, and field trips. According to results of 2016 North Carolina Teacher Condition Survey staff expressed 100% agreement that Parents/Guardian support teachers, contributing to their success with students and 100% agreement that the school does a good job of encouraging parent/guardian involvement.

CLASS SIZE:

Enrollment Data					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Pre-Kindergarten	16	18	54	53	54
Kindergarten	124	109	158	132	138
Grade 1	136	133	105	152	124
Grade 2	138	136	134	105	135
Grade 3	133	139	131	124	106
Total	531	535	582	566	557

Student Demographics

	2014-2015		2015-2016		2016-2017		2017-18		2018-19	
White	273	52%	270	50%	299	51%	312	55%	299	54 %
Black	103	19%	103	19%	114	20%	97	17%	96	17 %
Hispanic	98	17%	103	19%	96	17%	77	14%	104	19 %
American Indian/Alaskan Native	-	-	-	-	-	-	13	2%		
Asian/Pacific Islander	29	6%	30	5%	21	4%	20	4%	22	4 %
Multi-Racial	28	6%	28	5%	46	4%	46	8%	37	7 %
Exceptional Children	52	10%	35	6%	29	5%	42	8%	50	9 %
Economically Disadvantaged	312	56%	288	54%	340	60%	300	58%	257	46 %
Males	288	56%	280	52%	298	51%	278	49%	266	48 %
Females	243	44%	255	48%	284	49%	287	51%	292	52 %
Total Student Population	541	100%	535	100%	582	100%	566	100%	558	100%

Historical Data

	2014-2015	2015-2016	2016-2017	2017-2018
Kindergarten Math	91%	86%	86%	84%
Kindergarten Reading	75%	82%	78%	79%
1st Grade Math	74%	78%	78%	78%
1st Grade Reading	63%	53%	78%	65%
2nd Grade Math	85%	78%	81%	85%

2nd Grade Reading	85%	73%	78%	67%
3rd Grade Math	85%	84%	66%	85%
3rd Grade Reading	73%	74%	68%	71%

Gap Analysis

3rd Grade	All	White	Black	Hispanic	SWD
Reading	82/121	49/64	9/22	11/20	1/13
	67.80%	76.60%	40.9 (35.7 Gap)	55 % (21.6 Gap)	7.7%%
Math	103/121	59/64	15/22	16/20	5/13
	85.10%	92.20%	68.2 (24 Gap)	80% (12.2 Gap)	38.50%
K-2 mClass Data	All	White	Black	Hispanic	SWD
Reading	267/383	162/209	34/61 (21.8 Gap)	37/69 (23.9 Gap)	11/35
	69.70%	77.50%	55.70%	53.60%	31.40%
K-3 Data	All	White	Black	Hispanic	SWD
Reading	349/504	211/273	43/83 (22.9 Gap)	48/89 (20.8 Gap)	12/48
	69.20%	74.70%	51.80%	53.90%	25.00%

Analysis of the Data

Areas of Strength:

- South is a “B” school with a 78% proficiency rating
- South is a “A” school in math with an 85% proficiency rating.
- South “Met” all of its EVAAS growth targets in 2017-2018.
- According to the NC Teacher Working Conditions Survey, South’s top 3 areas of strengths include:
 - Community Support & Involvement
 - School Leadership
 - Teacher Leadership
 - Overall, 95.8% of staff agreed South is a “good place to work and learn.”

Areas of Need:

- South’s goal is to be an “A” school.

- Close achievement gaps among all subgroups.
- Differentiated CORE Literacy Block to obtain 80% proficiency in reading.
- Work to improve the following areas of the NC Teaching Working Conditions Survey:
 - Time
 - Managing student conduct
 - Facilities & Resources

School Improvement Goal 1

Goal 1:

By the end of the 2018-2019 school year, South Elementary will:

- 1) Increase the number of students at or above grade level from 71% to 75% or greater as measured by 3rd Grade Reading EOG, and exceed expected growth as measured by 3rd Grade EVAAS data.
- 2.) Increase the number of students at or above grade level from 70% to 80% or greater as measured by the K-2 mClass Assessments.
- 3.) Close the achievement gap in reading among African American and Hispanic subgroups by 50% as compared to the white subgroup. Measured by the 3rd Grade Reading EOG.

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
<p>Provide time & resources to support Differentiated CORE Literacy Block</p> <ul style="list-style-type: none"> ● 90 minutes of uninterrupted balanced literacy instruction ● Push-in support to all all CORE literacy blocks 	<ul style="list-style-type: none"> ● Master Schedule ● Guided Reading training for all staff members ● Title 1 Push-in ● Specialists ● Instructional assistants 	August-ongoing	Administration School Leadership Team	<ul style="list-style-type: none"> ● Master Schedule ● Walkthroughs ● PLC agenda notes
<p>Conduct Weekly PLCs</p> <ul style="list-style-type: none"> ● Monitor CORE reading instruction (learning focused) ● Analyze progress of students (common assessment) ● Share targeted supplemental reading interventions and 	<ul style="list-style-type: none"> ● PLC agendas ● MGSD Unpacking documents ● Curriculum guides ● Common Assessment data ● Interventions 	August-ongoing	PLC Lead Grade levels Administration	<ul style="list-style-type: none"> ● PLC agenda notes ● MTSS/SIT agenda notes ● Walkthroughs ● Assessment data- EQQ, EOG, CFAs, mClass

best practices (collaboration)				
Differentiated Professional Development Plan focused on balanced literacy <ul style="list-style-type: none"> Keys to Literacy PD PEAK strategies shared during PLCs Guided Reading training with emphasis on differentiated small group instruction 	Provide Professional Development <ul style="list-style-type: none"> Keys to Literacy PD Peak Training Guided Reading PD agenda Share Daily 5 Best Practices during Staff/PLC Meetings 	August-ongoing	Reading Specialist Grade Levels Instructional Coach SGI-3rd grade	<ul style="list-style-type: none"> Daily 5 PD agenda Walkthroughs- focus on differentiated Guided Reading PLC agendas Assessment data
Enhance MTSS implementation <ul style="list-style-type: none"> Restructured MTSS committee Consistently monitor the progress of students and adjust CORE reading instruction to provide targeted interventions. 	Progress Monitoring Meetings: <ul style="list-style-type: none"> Kid talks Data Wall meetings MTSS meetings 	August-ongoing	Administration SES staff IC MTSS Leads	Progress Monitoring Notes: <ul style="list-style-type: none"> Data Wall Meetings Kids talks MTSS meetings
Reading Enrichment/ Intervention Time <ul style="list-style-type: none"> Provide 45 minutes of daily, targeted supplemental and intensive reading interventions and support. CORE plus more 	Research-based Interventions such as: <ul style="list-style-type: none"> HillRap Raz-kids iStation LLI Read Naturally Small groups Mastery Connect student groups based on CFA data Strategic Support <ul style="list-style-type: none"> Reading specialist Small Group Instructor (SGI) 	40 minute sessions 5 times per week	SES teachers EC; Title 1; ESL	<ul style="list-style-type: none"> Grade level E/I plans PLC notes HillRap Student Data mClass data Progress monitoring for supplemental and intensive interventions <ul style="list-style-type: none"> MTSS meetings Kid Talks

	<ul style="list-style-type: none"> ● Instructional Assistants Progress Monitoring Meetings: <ul style="list-style-type: none"> ● Kid talks- bi-monthly ● Data Walls- quarterly ● MTSS- bi-monthly 			
Connect & Communicate through Proactive Parent Partnership <ul style="list-style-type: none"> ● Communicate with parents specific reading goals/ instructional strategies by increasing involvement at school and in the community 	Increase communication through: <ul style="list-style-type: none"> ● Grade Level Newsletter ● Student- Led Curriculum Night ● Literacy Night ● Cap the Gap 	August-ongoing	Grade Levels IC Media Specialist Administration	<ul style="list-style-type: none"> ● Grade Level Newsletters ● Curriculum Night Feedback/ participation ● Cap the Gap Program participation

School Improvement Goal 2

School Improvement Goal 2:

- 1) Increase the number of students at or above grade level from 85% to 90% or greater as measured by 3rd Grade Math EOG. As well as, increase the number of students at or above grade level from 82% to 87% or greater as measured by the K-2 Math assessments.
- 2.) Close the achievement gap in math among African American and Hispanic subgroups by 50% as compared to the white subgroup. Measured by the 3rd Grade Math EOG.

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
<p>Provide daily CORE math instruction</p> <ul style="list-style-type: none"> ● 45-75 minutes CORE math instruction which includes small group guided math ● 40 minutes E/I time 	<ul style="list-style-type: none"> ● Master Schedule ● Curriculum Guides 	August-ongoing	Administration	<ul style="list-style-type: none"> ● Master Schedule ● Walkthroughs
<p>Conduct Weekly PLCs</p> <p>Provide teachers time to</p> <ul style="list-style-type: none"> ● Monitor CORE math instruction (learning focused) ● Analyze progress of student(data-driven) ● Share targeted supplemental math interventions and best practices (collaboration) 	<ul style="list-style-type: none"> ● PLC agendas ● MGSD Unpacking documents ● Curriculum guides ● Assessment data ● Interventions 	August-ongoing	PLC Lead Grade levels Administration	<ul style="list-style-type: none"> ● PLC agenda notes ● Walkthroughs ● Assessment data

<p>CORE Math Professional Development</p> <ul style="list-style-type: none"> Continued implementation of Numbers Talks PEAK PD Content PD provided by Math Coach 	<p>Provide Professional Development</p> <ul style="list-style-type: none"> Number Talks Guided math/Daily 3-Emphasis on differentiated instruction (small groups during CORE) MGSD Math Coach 	<p>August-ongoing</p>	<p>IC SES staff</p>	<ul style="list-style-type: none"> PD agendas Walkthroughs PLC notes Assessment data
<p>Revamp MTSS</p> <ul style="list-style-type: none"> Restructured MTSS committee Consistently monitor the progress of students and adjust CORE math instruction to provide targeted interventions. 	<p>Progress Monitoring Meetings:</p> <ul style="list-style-type: none"> Kid talks Data Wall meetings MTSS meetings 	<p>August-ongoing</p>	<p>Administration SES staff IC MTSS Leads</p>	<p>Progress Monitoring Notes:</p> <ul style="list-style-type: none"> Data Wall Meetings Kids talks MTSS meetings
<p>Math Enrichment/ Intervention (E/I) Time</p> <ul style="list-style-type: none"> Provide 40 minutes of daily, targeted supplemental and intensive math interventions and support 	<p>Research-based Interventions such as:</p> <ul style="list-style-type: none"> Small groups Mastery Connect student groups based on CFA data Schoolnet MobyMax TenMarks <p>Strategic Support:</p> <ul style="list-style-type: none"> Small Group Instructors (SGI) Instructional Assistants <p>Progress Monitoring Meetings:</p> <ul style="list-style-type: none"> Kid Talks- bi-monthly 	<p>40 minute sessions 5 times per week</p>	<p>IC SES staff EC; ESL; Title 1</p>	<ul style="list-style-type: none"> Walkthroughs Grade level E/I Plans Progress monitoring for supplemental and intensive interventions <ul style="list-style-type: none"> MTSS meetings Kid Talks

	<ul style="list-style-type: none"> ● MTSS- bi-monthly 			
<p>Connect & Communicate through Proactive Parent Partnership</p> <ul style="list-style-type: none"> ● Inform parents of specific math goals/instructional strategies by increasing involvement at school and in the community 	<ul style="list-style-type: none"> ● Grade Level Newsletters sharing math strategies and resources ● Revamping Curriculum Night ● Math Night ● EOG review night 	September-ongoing	Grade Levels IC Media Specialist Administration	<ul style="list-style-type: none"> ● Grade Level Newsletters ● Curriculum Night feedback

School Improvement Goal 3

School Improvement Goal 3:

South Elementary School, will promote a caring, safe, and orderly learning environment by reducing the number of office discipline referrals by 15%.

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
<p>Teacher managed vs. office managed chart</p> <ul style="list-style-type: none"> Revise and share chart to help empower teachers to deal with minor discipline issues as they occur in the classroom. Classroom Management Training PD 	<ul style="list-style-type: none"> Teacher vs. Office managed chart Classroom Management Training 	August – ongoing	MTSS TEAM Administration	Decrease in monthly office referrals
<p>School-wide use of Class DOJO</p> <ul style="list-style-type: none"> Implement school-wide use of Class Dojo to connect with parents about student behavior. 	<ul style="list-style-type: none"> Class Dojo App 	September – ongoing	SES staff	-Educator handbook data will show decrease in office referrals, as well as teacher reported incidences of bullying and disrespectful behavior -Increase in positive Class Dojo Points
<p>School-wide implementation of Respectability</p> <p>-Centered on character building, friendship skills, making smart choices and bullying prevention</p>	Respectability- Don't Laugh at Me Curriculum Respectability Schedule	August – ongoing	SES Counselor K-3 Classroom Teachers Respectability Teachers	Office Referrals and Minor Referrals Class Dojo Points Respectability Surveys
<p>Positive Behavior Intervention Support (PBIS) revamp</p>	<ul style="list-style-type: none"> System for recognizing student/staff if monthly target is met. 	September – ongoing	PBIS Team	Educators handbook data show decrease in office referrals PBIS team monthly review

	<ul style="list-style-type: none"> • Student Videos modelling PBIS expectations • Recognizing all students for positive behaviors defined by PBIS. • Money for prizes (small for daily prizes, larger for monthly and quarterly) 			
Small group social skills instruction with counselor	<ul style="list-style-type: none"> • Social Thinking materials (social stories) • Master Schedule 	October-on going	Guidance Counselor	Referrals from parents and/or teachers Progress monitor on behavior plans
Continue implementation of morning meetings	<ul style="list-style-type: none"> • Morning meetings • Teacher models 	August-ongoing	All K-3 SES classroom teachers	Decrease number of office referrals reported in Educator handbook

School Improvement Goal 4

School Improvement Goal 4:

The specific data points from the NCTWC survey will be at or above 80% on the Spring 2020 survey:

Time

- Teachers have sufficient instructional time to meet the needs of all students.
- Teachers are allowed to focus on educating students with minimal interruptions.

Managing Student Conduct

- Students at this school follow rules of conduct.

Instructional Support

- Teachers are assigned classes that maximize their likelihood of success with students.

Facilities & Resources

- The school environment is clean and well maintained.

MGSD Strategic Plan Goal: 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.

NC School Board Goal: Goal 2 - North Carolina public schools will be led by 21st Century professionals.

Strategies	Resources Required	Timetable	Person(s) Responsible	Means of Evaluation
Time Strategic master schedule that provides uninterrupted math and reading instruction.	Time Master Schedule Support staff for Guided Reading Instructional Assistants Title 1 Push-in	August 2018-ongoing	School Administration Leadership/SIT Team	SIT minutes-evaluate goals during each meeting NCTWC Survey-2020 Teacher Survey
Consistent Management of Student Conduct -Revised/Share Teacher managed v. Office managed chart -Classroom Management PD -Clear expectations- 3 minors equal an office referral	Teacher Managed v. Office Managed Chart Classroom Management PD MGSD Student Support Service Website	August 2018-ongoing	School Administration Leadership/SIT TEAM	Office Referrals Minor Referrals NCTWC Survey Teacher Survey
Instructional Support Teachers are assigned balanced classes -Leadership Team reviewed class lists -District elimination of parent requests -2019 Data Wall Class	Matriculation cards Class Lists Leadership Team Review of Lists	August 2018 June 2019	School Administration Leadership Team	NCTWC Survey Teacher survey

Lists				
Beautification The school environment is clean and well maintained.	Time Materials	August 2018-ongoing	Custodians School Administration PTSO/Volunteers	NCTWC Survey Teacher Survey

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

Chairperson, Board of Education

Date

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Purpose

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

Situation, Assumptions and Limitations

The Mooresville Graded School District consists of ~6,000 students, ~800 staff members, and eight school campuses, in a county in the Piedmont of North Carolina. Mooresville Graded Schools are exposed to many hazards, which have the potential to disrupt everyday operations, such as hurricanes, fires, tornadoes, floods, tsunamis, hazardous materials spills, and acts of terrorism. This plan provides a guide for positive, productive responses to such incidents; however, there is no guarantee that this plan will provide a perfect solution for emergency situations, nor does this plan attempt to address every possible emergency which may arise.

Safety Measures/Trainings in MGSD

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

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