

Park View Elementary School
School Improvement Plan
2018-2019



Dr. Misha Rogers, Principal

Ms. Hollis Baker, Assistant Principal

Ms. Robin Melton, Interim Assistant Principal

**School Improvement Team Members
2018-2019**

Name	SIT Role	School Role
Monica Bender	Parent	Parent
Ashley Tomlinson	Parent	Parent
Dr. Misha Rogers	Facilitator	Principal
Ms. Hollis Baker	Facilitator	Assistant Principal
Ms. Robin Melton	Facilitator	Interim Assistant Principal
Ellen Sanders	Kindergarten Representative	Kindergarten Teacher
Kimberly Lucas	1st Grade Representative	1st Grade Teacher
Jennifer Truesdell	2nd Grade Representative	2nd Grade Teacher
Monica Burke	3rd Grade Representative	3rd Grade Teacher
Bart Mays	Enhancement Representative	PE Teacher
Chaunte Neely	Specialist Representative	Title I Teacher
Jennifer Abbott	Teacher Assistant Representative	Teacher Assistant

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:

Park View Elementary School exists for the purpose of preparing ALL students to become future ready student in the 21st century. As a community of learners, we are committed to the development of critical thinking, communication skills, positive attitudes, and respect for self and others. As a community of learners, we will address the individual needs of Every Child, Every Day.

Mission Statement:

The vision of Park View Elementary School is to be a state and nationally recognized school by demonstrating success of all students. We will provide a safe, collaborative environment built on the pillars of respect, trust and academic excellence in a positive and caring atmosphere.

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:

In 1911, a dwelling originally intended to become a house, was purchased on the corner of West McNeely Avenue and Oak Street in Mooresville. The structure became known as North School, a school for grades first through fourth. Eventually, fifth and sixth grades were added. In 1926, Park View Elementary School was built across the street on a 15-acre site to replace North School. Remodeled in 1993, Park View then served as a kindergarten through fourth grade school that served students in the northern section of Mooresville.

OUR STUDENTS:

Park View Elementary School is a Title I school serving 625 students from grades K-3. As of September 24, 2018, 41.03% of students receive free or reduced price lunches. The weekly schedule at Park View provides each student in grades K-3 with 30 minutes of physical education, music, media, visual art, and a foreign language (through Rosetta Stone), along with 30 minutes of enrichment enhancement activities such as iStation, Movement, and STEM effective the 2018-2019 school year. Kindergarten and first grade classrooms are 1:1 with iPads. Second and third grades are 1:1 with Apple Macbook Airs as well as access to iPad carts to facilitate students learning and integrating technology skills into the classroom.

OUR STAFF :

Park View's kindergarten through third grade students are served by 33 regular classroom teachers. The school also employs a school counselor, instructional coach, and a teacher for each of the following specialized areas: media, music, physical education, and visual art. Additionally, it employs:

- *2 full-time Title I teachers with 4-part time small group instructors*
- *2 special education teachers; 1 speech language pathologist*
- *A full-time English as a Second Language teacher*

- 15 full-time and 2 part-time instructional assistants
- 4 Before & After School staff members
- 4 custodians, and
- 7 cafeteria staff

OUR PARENTS:

Park View’s parents are important partners in the education of children. The Parent Teacher Organization (PTO) is very active in hosting family events and fundraising. Parents also spend countless hours volunteering in our school, provide additional resources for major projects, and field trips, and provide for special performances. Many parents are also an active a part of the school’s Cap the Gap Program. Their involvement has supported tremendous growth in the area of reading. According to the results of the 2018 North Carolina Teacher Working Conditions Survey, staff expressed 80% agreement that “Parents/guardians support teachers, contributing to their success with students” and 94% agreed that “Community members support teachers, contributing to their success with students.”

CLASS SIZE:

Enrollment Data					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Grade K	160	155	155	127	179
Grade 1st	147	162	149	159	129
Grade 2nd	192	156	170	150	176
Grade 3rd	173	192	158	163	141
Total	672	665	632	599	625

Student Demographics										
	2014-2015		2015-2016		2016-2017		2017-18		2018-19	
White	383	57.7%	381	56.9%	357	56.1%	333	55.9%	351	56%
Black	150	22.6%	157	23.4%	134	20.9%	119	20%	140	22.4%
Hispanic	76	11.4%	74	11%	76	12.7%	74	12.4%	60	9.6%
American Indian/Alaskan Native	4	0.60%	3	0.45%	6	1.0%	7	1.2%	7	1.1%
Asian/Pacific Islander	7	1.1%	5	0.75%	7	1.2%	8	1.3%	3	0.5%
Multi-Racial	44	6.8%	50	7.5%	51	7.9%	55	9.2%	64	10.2%
Exceptional Children	61	9.2%	72	10.7%	49	8.1%	47	7.9%	46	7.4%
Economically Disadvantaged	--	52.6%	--	49.1%	--	47.4%	--	48.7%	--	41.03%*
Males	344	51.8%	352	52.5%	310	47.8%	294	49.3%	294	47%
Females	320	48.2%	318	47.5%	322	52.2%	302	50.7%	331	53%
Total Student Population	664	100%	670	100%	604	100%	596	100%	625	100%

*Student Population as of September of the school year.

Historical Data				
	2015-2016	2016-2017	2017-2018	2018-2019 GOAL
Kindergarten Math	83%	83%	85%	88%
Kindergarten Reading	74%	73%	70%	75%
1st Grade Math	79%	80%	78%	83%
1st Grade Reading	64%	58%	54%	60%
2nd Grade Math	74%	73%	79%	84%
2nd Grade Reading	66%	63%	68%	73%
3rd Grade Math	79%	77%	83%	85%
3rd Grade Reading	70%	66%	72%	77%

Analysis of the Data:

Park View Elementary received a school performance grade of 74% (2016-17) and 79% (2017-18), making it a “B” school. Our reading score was a 70% (2016-17), 72% (2017-18) and our math score was a 77% (2016-17), 84% (2017-18). In addition, we “Met” all of our 8 EVAAS growth targets for the 2016-2017 school year and “Exceeded” growth of our 8 EVAAS growth targets for the 2017-2018 school year. This indicates that 75% of our students received a level three, four, or five on the end-of-grade tests in 3rd grade.

By looking at the historical data for the past two years, our Kindergarten increased by 2% in math but showed a decrease by 3% in reading. Our first grade team, showed a 2% decrease in math and 4 % decrease in reading. Our 2nd grade teams should great growth in in both reading and math with a 6% increase in math and a 5% increase in reading. Our third grade team showed great growth in both reading and math with a 6% increase in both areas. It is also evident by looking at the data that literacy tends to be lower in proficiency than math across all grade levels.

Areas of Strength

- We are a “B” school with a 74% performance rating (2016-17) and maintained our “B” rating with a 79% performance rating (2017-18), an increase of 5% overall.
- We “Met” (0.63) all of our EVAAS growth targets in 2016-2017 and “Exceeded” (2.71) all of our EVAAS growth targets in 2017-2018.
- 100% of our staff is highly qualified
- According to the NC State report Card:
 - 100% of our staff is highly qualified
 - 46% of the Park View staff have received advanced degrees, which is 10% higher than the district average and 18% higher than the state average
 - 8 teachers at Park View have received their National Board Certification, which is also above district and state averages
 - 46% of our teachers have 10+ years experience, 37% have 4-6 years experience, and 20% have 0-3 years experience.
- According to the NC Teacher Working Conditions Survey, Park View’s top 3 areas of strength include:
 - Facilities & Resources
 - Community Support & Involvement
 - School Leadership

Areas of Need:

- A refresh on balanced literacy in differentiated CORE instruction is needed as Park View has shown a decline in proficiency amongst all grade levels
- A more structured framework for MTSS
- Regain “A” school status
- Continue to close achievements among all subgroups
- Work to improve the following areas on the NC Teaching Working Conditions Survey:
 - Time
 - Managing Student Conduct
 - Professional Development

PVES - GAP ANALYSIS

3rd Grade 2017-2018

	All	White	Black	Hispanic	SWD
Reading	116/164	75/85	20/39	8/22	4/13
	70.7%	88.2%	51.3% (37% gap)	36.4%(52% gap)	30.8%
Math	137/164	81/85	29/39	13/22	6/13
	83.5	>95%	74.4% (20.6% gap)	59.1% (36% gap)	46.2%

K-2 Data (Insufficient K-2 Math Data) 2017-2018*

	All	White	Black	Hispanic	SWD
Reading	292/453	187/258	39/85	26/52	5/31
	64%	72%	45.8% (26.2% gap)	50% (22% gap)	16%

K-3 Data (Insufficient K-2 Math Data) 2017-2018*

	All	White	Black	Hispanic	SWD
Reading					
	65.7%	76.05%	47.1% (30% gap)	46.9% (29.15%)	19%

*Please note: Data in 3rd grade is based on State administered End-of-Grade testing. Data in Kindergarten, 1st Grade and 2nd grade is based on mclass assessments, district assessments, as well as other normed measures.

School Improvement Goal 1

School Goal: By the end of the 2018-2019 school year, Park View Elementary will:

- Improve its overall performance rating from 72% to 80% or higher
- Increase reading proficiency levels by 7% and
- Increase math proficiency levels by 5%

Targeted, differentiated instruction will focus on closing the achievement gap amongst our African American and Hispanic subgroups by 50%. *as determined by Grade 3 End of Grade assessments*

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
CORE Strategies (ALL)				
<p>All instructional staff members will ensure CORE instruction incorporates:</p> <ul style="list-style-type: none"> ● A high quality balanced literacy program ● Number talks for math ● Common Formative Assessments for data driven instruction ● MGSD Digital Resources ● PEAK strategies 	<ul style="list-style-type: none"> - MGSD Digital Resources - CCSS - MGSD Curriculum Guides - Data Wall Results - PEAK Strategy in Patriot News 	<p>August 2017 - June 2019</p>	<ul style="list-style-type: none"> - Instructional Staff - IC/SLMC - Title I teachers - Elementary Curriculum Coordinator - Administration 	<ul style="list-style-type: none"> - Lesson plans - Access reports of digital resources - PD rosters - Data wall results
<p>All staff members will participate in collaborative PLC's on a weekly basis that focus on:</p> <ul style="list-style-type: none"> ● Dissecting the CCSS, ● Analyzing the state unpacking documents, ● Integrating the MGSD curriculum guides, and ● Sharing best practices ● Time extended to 60 min. ● More Student-centered ● Data driven discussions ● Modeling instructional strategies (centered around PEAK) 	<ul style="list-style-type: none"> - PLC agendas & Meeting Minutes - CCSS - Unpacking Documents - MGSD Curriculum Guides 	<p>August 2017 - June 2019</p>	<ul style="list-style-type: none"> - Administration - Grade Level Chairs - Grade Level team members - IC/SLMC 	<ul style="list-style-type: none"> - Agenda notes - Staff Calendar
<p>Implementation of a master schedule that includes:</p>	<ul style="list-style-type: none"> - Title I push-in/pull out 	<p>August 2017 - June 2019</p>	<ul style="list-style-type: none"> - Administration - Grade Level 	<ul style="list-style-type: none"> - PLC Agendas & Notes

<ul style="list-style-type: none"> ● 90 min of Balanced Literacy daily ● 60 min of math daily <p>2018-19 master schedule has 90 min. Literacy K-3, 70 min. Math K-1 and 90 min. Math 2-3</p>	<p>support</p> <ul style="list-style-type: none"> - Grade level plans - Common intervention time per cluster -EC & ELL push-in/pull out support 		<p>PLC's</p> <ul style="list-style-type: none"> - Title I Teachers/Tutors - EC Teachers 	<ul style="list-style-type: none"> - Master schedule
<p>MTSS Implementation Plan</p>	<ul style="list-style-type: none"> - PV MTSS Google Site - Monthly MTSS Newsletters - Bi-weekly kid talk meetings - Behavior/MTSS PD 	<p>August 2017 - June 2019</p>	<ul style="list-style-type: none"> - MTSS Coaches - MTSS SLT members - All staff members - Behavior Specialist 	<ul style="list-style-type: none"> - MTSS Meeting Notes - Kid Talk Meeting Notes - PD Sign-in sheets - PBIS awards recognitions - Progress monitoring paperwork
SUPPLEMENTAL Strategies (Some)				
<p>PLC's will conduct</p> <ul style="list-style-type: none"> ● Kid talks and as needed. ● Quarterly data wall meetings <p>to analyze achievement/progress monitoring data & create an intervention plan to meet individual student needs.</p>	<ul style="list-style-type: none"> - Progress monitoring data - mClass - MTSS folders - Schedule of Kid talks - MTSS spreadsheets for each grade level/cluster - Ongoing MTSS training 	<p>August 2017 - June 2019</p>	<ul style="list-style-type: none"> - All staff - Title I - EC staff - MTSS/PBIS team - Administration 	<ul style="list-style-type: none"> - Use data to monitor whether students are performing at standard and if not, what actions will be taken.
<p>Implementation of Patriot Block, a 30 minute daily intervention/enrichment time designed to meet the needs of students.</p> <p>2018-19 Master Schedule includes 2- 30 Minute Patriot Blocks (one school-wide to include Enhancement teachers)</p>	<ul style="list-style-type: none"> - Master Schedule - Grade level plans - Common time per cluster - Kid talk data - MTSS folders - Title I pull out support 	<p>August 2017 - June 2019</p>	<ul style="list-style-type: none"> - Administration - Grade Level PLC's - Title I Teachers/Tutors - EC Teachers 	<ul style="list-style-type: none"> - Patriot Block plans - MTSS data to reflect a progress on interventions
INTENSIVE Interventions (Few)				
<p>Small group Title I instruction</p>	<ul style="list-style-type: none"> - Assessment data to allow for flexible grouping 	<p>August 2017 - June 2019</p>	<ul style="list-style-type: none"> - Title I staff - Administration - Classroom 	<ul style="list-style-type: none"> - MTSS data to reflect a progress on interventions

			Teachers	
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School Improvement Goal 2

School Goal: By Spring of 2019, students at Park View will consistently demonstrate behaviors that reflect a Safe, Respectful, Responsible, and Kind school climate as assessed by a variety of tools such as positive referrals for behavior, discipline and attendance records, and surveys.

- **Desired Result:** A 10% reduction in discipline referrals and an improvement in school attendance and connectedness.

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
CORE Strategies (ALL)				
Park View Elementary PBIS - CORE creation	<ul style="list-style-type: none"> - Positive expectations posted around school - Ongoing classroom lessons with counselor - PBIS expectations revisited on yearly basis - PBIS training for whole staff to improve consistency 	August 2017 - June 2019	<ul style="list-style-type: none"> - MTSS/PBIS Team - Guidance Counselor - All staff will implement 	<ul style="list-style-type: none"> - Increase in positive referrals (Patriots/Golden Patriots) - Decrease in discipline referrals - Observation of student behavior - Improved student attendance - Staff PBIS survey - Quarterly discipline data
Presentation of school-wide & bus expectations for all students	<ul style="list-style-type: none"> - Development of school wide expectations on Staff Info Site - Quarterly revisits in enhancements - Ongoing connections during morning announcements - School wide bus expectation exercises - Monthly bus driver meetings/trainings 	August 2017 - June 2019	<ul style="list-style-type: none"> - Specialist Team - Administration - Bus Drivers - Guidance Counselor - MTSS/PBIS Team 	<ul style="list-style-type: none"> - Reduction in discipline referrals - Educator's Handbook reports - Training agendas & sign-in sheets

<p>Implementation of Bullying Prevention Program & Hotline</p>	<ul style="list-style-type: none"> - Bullying lessons from counselor - Access to Bullying hotline - Bullying posters in every classroom & common areas - Recognize October as “National Bullying Prevention Month” - Trainings as needed 	<p>August 2017 - June 2019</p>	<ul style="list-style-type: none"> - All staff members - Guidance Counselors - Administration 	<ul style="list-style-type: none"> - Educator’s Handbook Reports will reflect a decrease in discipline referrals associated with bullying - Reports from Bullying Hotline - Increase in positive referrals
<p>Positive Rewards/Initiatives will be implemented to promote safety & connectedness such as:</p> <ul style="list-style-type: none"> ● Student of the Week/Month ● Bus Rider of the Month ● Positive Phone Calls ● Mentors 	<ul style="list-style-type: none"> - Counselor will provide updates for “...of the month” rewards - Community partners - Training materials as needed 	<p>August 2017 - June 2019</p>	<ul style="list-style-type: none"> - All Staff 	<ul style="list-style-type: none"> - Positive Phone call log sheets via Google - Reward attendance lists
<p>Implementation of MTSS/PBIS by all staff members to ensure 80% of students are socially & emotionally successful by:</p> <ul style="list-style-type: none"> ● All staff members will be trained on MTSS/PBIS ● Pilot an early warning system with Read Write Digital ● Bi-monthly MTSS/PBIS school leadership meetings 	<ul style="list-style-type: none"> - MTSS/PBIS training materials - Kid talk agendas & calendars - Post-it notes - mClass data - Early warning system reports 	<p>August 2017 - June 2019</p>	<ul style="list-style-type: none"> - Administration - MTSS/PBIS Team - Guidance Counselor - Leadership/SIT - Staff members - Title I 	<ul style="list-style-type: none"> - Early warning system reports - MTSS/PBIS meeting Minutes - Kid talk meeting Minutes - Data wall results
<p>Implementation of Respect Ability Program for all students:</p> <ul style="list-style-type: none"> ● Teachers will work with the Respect Ability Instructor on assigned lesson days. 	<ul style="list-style-type: none"> ● Respect Ability Training and provided book and CD. 	<p>August 2018-June 2019</p>	<p>All Staff</p>	<p>-Survey data from Respect Ability Foundation</p>

<ul style="list-style-type: none"> Teachers and Counselor will follow up on questions/needs presented by students. 				
<p>Implementation of ClassDojo schoolwide.</p> <ul style="list-style-type: none"> All teachers will use ClassDojo for communication Enhancement Teachers will have access to teacher classes PBIS team will work to transition Golden Patriots 	<ul style="list-style-type: none"> All staff training during Opening Break-out sessions Mentor Teacher to provide ongoing support ClassDojo 	August 2018-June 2019	All Staff	<ul style="list-style-type: none"> ClassDojo reports
SUPPLEMENTAL Strategies (Some)				
Implementation of bi-monthly kid talks in PLC's, quarterly data wall meetings & quarterly kid talks to screen students & provide intervention groups	<ul style="list-style-type: none"> Use data from: <ul style="list-style-type: none"> mClass EH PowerSchool TE21 MGSD Digital Resources Patriot Block Time 	August 2017 - June 2019	<ul style="list-style-type: none"> Administration Title I MTSS/PBIS Team All staff will participate 	<ul style="list-style-type: none"> Observation of student behaviors Decrease in number of students receiving Level II supports (supplemental)
Provide opportunities for individualized social skills instruction	<ul style="list-style-type: none"> 5 point scale in all classrooms/offices Social thinking training materials (social stories, etc.) 	August 2017 - June 2019	<ul style="list-style-type: none"> Social Thinking trainers Administration Counselor Staff Members 	<ul style="list-style-type: none"> Training sign-in Sheets Progress monitoring data on behavior plans
PBIS coaches will use check-in/out intervention with identified students.	Counselor and Enhancement teacher will talk with students before school starts.	August 2018-June 2019	PBIS coaches	<ul style="list-style-type: none"> Observation of student behaviors Progress monitoring data on behavior plans
INTENSIVE Interventions (Few)				
Organize Level III (Intensive) Individual Problem Solving Teams based on the MTSS model	<ul style="list-style-type: none"> MTSS/PBIS Staff Info Site page MTSS Level III paperwork 	August 2017 - June 2019	<ul style="list-style-type: none"> MTSS/PBIS grade level reps Administration 	<ul style="list-style-type: none"> Kid Talk meeting notes will be used to communicate the needs of

	<ul style="list-style-type: none"> - Meeting Notes - Academic & Behavior data - FBA/BIP documentation 		<ul style="list-style-type: none"> - Parents - Title I - EC Support - Behavior Specialist - School Nurse 	<p>students to appropriate individuals</p> <ul style="list-style-type: none"> - All parties involved will communicate as needed with rest of staff
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School Improvement Goal 3

School Goal: By the end of the 2018-2019 school year, Park View will:

- Ensure a positive working environment exists where staff feel empowered, appreciated and valued
- Demonstrate cultural awareness and sensitivity towards students, parents and other staff members by all staff
- Offer and provide effective and specific professional development for our PVES Faculty.

The specific data points from a school created climate survey will be at or above 80% on the Spring 2019 survey that will be administered to staff.

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
Implementation of a duty free lunch schedule for teachers <ul style="list-style-type: none"> ● Plan evolving as SIT makes adjustments based on grade level needs. 	- Supervision schedule during lunches - Perception Survey	August 2017 - June 2019	- Administration - Custodians - IC/Counselor -Teacher Assistants	- NCTWC Survey Data - Perception Survey Data
Formation of subcommittees to address areas of campus concerns such as: <ul style="list-style-type: none"> ● Beautification ● Culture of Caring- broke into two committees in order to have teams focus on Parent Involvement & Staff activities ● SHAC 	- Schedule of meeting times	August 2017 - June 2019	- Administration - ALL Staff - Committee Leaders/Members	- NCTWC Survey Data - Perception Survey Data
Park View Elementary will recognize one staff member as the “Staff Member of the Month.” This staff member will be recognized on the	- Staff Member of the Month Google Form - Staff Member of the month shout out board	September 2017 - June 2019	- Administration - All Staff members	- Perception survey Data - NCTWC Survey Data

morning announcements, receive a free jeans pass, and receive lunch from a place of their choosing	- Patriot News Smore - Morning Announcements - Jeans Certificates			
Differentiated Professional Development Plan	- Time - PD Google Site - PD Self-Assessment - PD Follow up surveys	August 2017 - June 2019	- Administration - All staff members - IC/SLMC	- PD Sign-in sheets - PD Survey Results - PD Self-Assessment Results - NC TWC Survey Results
Administration will utilize a staff perception survey to gather feedback & make changes as needed throughout the year.	- Google Form/Survey	January 2019	- Administration - All Staff	- Results from survey - Admin notes
PVES Info Site kept up to date with meeting minutes in order for inclusion of all staff.	-PVES Info Site	August 2018 - June 2019	-Administration -IC	-Review of PVES Info Site

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