

Park View Elementary School
School Improvement Plan
2019-2020



Dr. Misha Rogers, Principal
Ms. Robin Melton, Assistant Principal

**School Improvement Team Members
2019-2020**

Name	SIT Role	School Role
Dr. Misha Rogers	Facilitator	Principal
Robin Melton	Facilitator	Assistant Principal
Angela Long	Kindergarten Representative	Kindergarten Teacher
Debbie Welborn	1st Grade Representative	1st Grade Teacher
Jennifer Arledge	2nd Grade Representative	2nd Grade Teacher
Dana Samuel	3rd Grade Representative	3rd Grade Teacher
Bart Mays	Enhancement Representative	P.E. Teacher
Chaunte Neely	Specialist Representative	Title I Reading Specialist
Monica Schroeder	Instructional Coach	Instructional Coach
Sherie Russ	TA Representative	1st Grade TA
Wendy Faulkner	TA Representative	3rd Grade TA
Cheryl Morrison	Parent Representative	Parent
Hope Ostane-Baucom	Parent Representative	Parent
Corryn David	Parent Representative	Parent
Ashley Tomlinson	Parent Representative	Parent
Michelle Wallander	Parent Representative	Parent

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 students 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 621 students from grades K-3. As of September 9, 2019 39.93% of students receive free or reduced price lunches. The weekly schedule at Park View provides each student in grades K-3 with 40 minutes of physical education, music, media, visual art, and a foreign language/writing. 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 37 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 5-part time small group instructors*
- *2 full-time special education teachers, 1 part-time special education teacher, with 1 instructional assistant; 1 speech language pathologist*
- *1 English as a Second Language teacher (75% assigned to PVES)*
- *16 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 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					
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Grade K	155	155	127	179	139
Grade 1st	162	149	159	129	175
Grade 2nd	156	170	150	176	138
Grade 3rd	192	158	163	141	169
Total	665	632	599	625	621

Student Demographics										
	2015-2016		2016-2017		2017-18		2018-19		2019-2020	
White	381	56.9%	357	56.1%	333	55.9%	351	56%	365	58.7%
Black	157	23.4%	134	20.9%	119	20%	140	22.4%	123	19.8%
Hispanic	74	11%	76	12.7%	74	12.4%	60	9.6%	51	8.2%
American Indian/Alaskan Native	3	0.45%	6	1.0%	7	1.2%	7	1.1%	6	.96%
Asian/Pacific Islander	5	0.75%	7	1.2%	8	1.3%	3	0.5%	4	.64%
Multi-Racial	50	7.5%	51	7.9%	55	9.2%	64	10.2%	70	11.2%
Exceptional Children	72	10.7%	49	8.1%	47	7.9%	46	7.4%	60	9.6%
Economically Disadvantaged	--	49.1%	--	47.4%	--	48.7%	--	41.03%	--	39.97%*
Males	352	52.5%	310	47.8%	294	49.3%	294	47%	305	49.1%
Females	318	47.5%	322	52.2%	302	50.7%	331	53%	314	50.5%
Total Student Population	670	100%	604	100%	596	100%	625	100%	621	100%

*Student Population as of September 9, 2019.

Historical Data				
	2016-2017	2017-2018	2018-2019	2019-2020 GOAL
Kindergarten Math	83%	85%	*	*
Kindergarten Reading	73%	70%	77%	80%
1st Grade Math	80%	78%	*	*
1st Grade Reading	58%	54%	72%	75%
2nd Grade Math	73%	79%	*	*
2nd Grade Reading	63%	68%	82%	85%
3rd Grade Math	77%	83%	72%	80%
3rd Grade Reading	66%	72%	65%	75%

*K-2 Math Data was recorded by standards, not overall proficiency in 2018-2019.

Analysis of the Data:

Park View Elementary received a school performance grade of 79% (2017-18) and 72% (2018-2019), making it a “B” school. Our reading score was 72% (2017-18), 65% (2018-2019) and our math score was 83% (2017-18), 72% (2018-2019). In addition, we “Exceeded” growth for our 8 EVAAS growth targets for the 2017-2018 school year and “Met” growth for our 8 EVAAS growth targets for the 2018-2019 school year. This indicates that 69% 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 7% in reading. Our first grade team, showed an 18% increase in reading. Our 2nd grade teams showed a 14% increase in reading. K-2 math data for 2018-2019 was recorded by standards, not overall proficiency. Our third grade team showed decreases in both reading and math; the team is digging into the standards with the Instructional Coach and Math Coach as well as working with the Title I team to support reading gaps of all students.

Areas of Strength

- We are a “B” rated school with a 79% performance rating (2017-18) with a slight decrease to 72% performance rating (2018-2019).
- We “Exceeded” (2.71) all of our EVAAS growth targets in 2017-2018 and “Met” (1.48) all of our EVAAS growth targets in 2018-2019.
- 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 2018 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 continued focus on balanced literacy in differentiated CORE instruction is needed as Park View in order to address the reading proficiency gaps amongst all subgroups.
- 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

School Improvement Goal 1

School Goal: Park View Elementary School will improve its School Performance Grade (SPG) by meeting the following achievement targets for the following indicators while maintaining a growth status of met or exceeded.

Indicator	2018-19 Performance	2019-20 Target
3rd Reading Proficiency	69	75
3rd Reading EVAAS Growth Rating/Index	1.48	2.5
3rd Math Proficiency	72	80
3rd Math EVAAS Growth Rating/Index	N/A	N/A

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)				
All instructional staff members will ensure CORE instruction incorporates: <ul style="list-style-type: none"> ● A high quality balanced literacy using workshop frameworks. ● Number talks for math ● Common Formative Assessments for data driven instruction ● MGSD Digital Resources ● Keys to Literacy Comprehension strategies ● Scholastic Comprehension Clubs ● Letterland Phonics Grade 3 	<ul style="list-style-type: none"> - MGSD Digital Resources - CCSS - MGSD Curriculum Guides - Data Wall Results 	August 2019-May 2020	<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"> Analyzing the state unpacking documents, Integrating the MGSD curriculum guides, and Sharing best practices 60 minutes 1x per week PLCs. More Student-centered Data driven discussions Modeling instructional strategies (centered around a workshop model) 	<ul style="list-style-type: none"> PLC agendas & Meeting Minutes CCSS Unpacking Documents MGSD Curriculum Guides 	<p>August 2019-May 2020</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"> 90 minutes of Balanced Literacy daily 60 minutes of math daily. 	<ul style="list-style-type: none"> Title I push-in/pull out support Grade level plans Common intervention time per cluster EC & ELL push-in/pull out support 	<p>August 2019-May 2020</p>	<ul style="list-style-type: none"> Administration Grade Level PLC's Title I Teachers/Tutors EC Teachers 	<ul style="list-style-type: none"> PLC Agendas & Notes 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/MTS S PD 	<p>August 2019-May 2020</p>	<ul style="list-style-type: none"> MTSS Coaches MTSS/PBIS SLT members All staff members Behavior Specialist 	<ul style="list-style-type: none"> MTSS Meeting Notes Meeting Notes PD Sign-in sheets PBIS awards recognitions Progress monitoring paperwork
SUPPLEMENTAL Strategies (Some)				
<p>Grade levels will conduct</p> <ul style="list-style-type: none"> Meetings to discuss individual student progress as needed. Quarterly data wall meetings to analyze achievement /progress 	<ul style="list-style-type: none"> Progress monitoring data mClass MTSS folders Schedule of Kid talks 	<p>August 2019-May 2020</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

monitoring data & create an intervention plan to meet individual student needs.	- MTSS spreadsheets for each grade level/cluster - Ongoing MTSS training			actions will be taken.
Implementation of Patriot Block, a 45 minute daily intervention /enrichment time designed to meet the needs of students: <ul style="list-style-type: none"> Using programs such as Fountas & Pinnell and Letterland Intervention. 	- Master Schedule - Grade level plans - Common time per cluster - Kid talk data - MTSS folders - Title I pull out/push-in support	August 2019-May 2020	- Administration - Grade Level PLC's - Title I Teachers/Small Group Instructors - EC Teachers	- Patriot Block plans - MTSS data to reflect a progress on interventions
Volunteer Reading Programs: Costco Volunteer-Based Reading Program and Cap the Gap.	-Reading training, Volunteers, books (Reading Room), SoundReading Solutions program (Costco)	November 2019-May 2020	Title I Reading Specialist, Administration	-Volunteer Sign-in log, Training Sign-in
INTENSIVE Interventions (Few)				
Organize Level III (Intensive) Individual Problem Solving Teams based on the MTSS model.	- MTSS/PBIS Staff Info Site page - MTSS Level III paperwork - Meeting Notes - Academic & Behavior data - FBA/BIP documentation	August 2019 - June 2020	- MTSS/PBIS grade level reps - Administration - Parents - Title I - EC Support - Behavior Specialist - School Nurse	- Kid Talk meeting notes will be used to communicate the needs of students to appropriate individuals - All parties involved will communicate as needed with rest of staff
Small group Title I instruction: Using programs such as HillRAP.	- Assessment data to allow for flexible grouping	August 2019-May 2020	- Title I staff - Administration - Classroom Teachers	- MTSS data to reflect a progress on interventions

School Improvement Goal 2

School Goal: Park View Elementary School will increase the grade-level proficiency of each subgroup on the 3rd Grade Reading and Math EOGs to decrease Achievement Gaps*.

Subgroup	3rd Grade Reading		3rd Grade Math	
	18-19 Prof.	19-20 Target	18-19 Prof.	19-20 Target
Economically Disadvantaged	56.6	61	63.2	67
English Learners	33	40	46.7	52
Students with Disabilities	25	33	31.3	38.2
Black	50	55	53.3	58
Hispanic	45.8	51.2	54.2	58.8
Multi-Racial	84.6	86.14	84.6	86.14
White	71.1	74	78.3	80.47

* In order to calculate the target, the first step is to take 100% minus current proficiency, then multiply the difference by 10%. The second step is to add together the current proficiency to determine the new target goal.

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)				
All instructional staff members will ensure CORE instruction incorporates: <ul style="list-style-type: none"> ● A high quality balanced literacy using workshop frameworks. ● Number talks for math ● Common Formative Assessments for data driven instruction ● MGSD Digital Resources ● Keys to Literacy Comprehension strategies 	<ul style="list-style-type: none"> - MGSD Digital Resources - CCSS - MGSD Curriculum Guides - Data Wall Results 	August 2019-May 2020	<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

<ul style="list-style-type: none"> ● Scholastic Comprehension Clubs ● Letterland Phonics Grade 3 				
<p>All staff members will participate in collaborative PLC's on a weekly basis that focus on:</p> <ul style="list-style-type: none"> ● Analyzing the state unpacking documents, ● Integrating the MGSD curriculum guides, and ● Sharing best practices ● 60 minutes 1x per week PLCs. ● More Student-centered ● Data driven discussions ● Modeling instructional strategies (centered around a workshop model) 	<ul style="list-style-type: none"> - PLC agendas & Meeting Minutes - CCSS - Unpacking Documents - MGSD Curriculum Guides 	<p>August 2019-May 2020</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"> ● 90 min of Balanced Literacy daily ● 60 min of math daily <p>2019-2020 master schedule has 90 min. Literacy K-3, 60 min. Math.</p>	<ul style="list-style-type: none"> - Title I push-in/pull out support - Grade level plans - Common intervention time per cluster -EC & ELL push-in/pull out support 	<p>August 2019-May 2020</p>	<ul style="list-style-type: none"> - Administration - Grade Level PLC's - Title I Teachers/Tutors - EC Teachers 	<ul style="list-style-type: none"> - PLC Agendas & Notes - Master schedule
<ul style="list-style-type: none"> ● MTSS Implementation Plan 	<ul style="list-style-type: none"> - PV MTSS Google Site - Monthly MTSS Newsletters - Bi-weekly kid talk meetings - Behavior/MTSS PD 	<p>August 2019-May 2020</p>	<ul style="list-style-type: none"> - MTSS Coaches - MTSS/PBIS SLT members - All staff members - Behavior Specialist 	<ul style="list-style-type: none"> - MTSS Meeting Notes - Meeting Notes - PD Sign-in sheets - PBIS awards recognitions - Progress monitoring paperwork
<p>Volunteer Reading Programs: Costco Volunteer-Based Reading Program and Cap the Gap</p>	<p>-Reading training, Volunteers, books (Reading Room)</p>	<p>November 2019-May 2020</p>	<p>Title I Reading Specialist, Administration</p>	<p>-Volunteer Sign-in log, Training Sign-in</p>

SUPPLEMENTAL Strategies (Some)

<p>Grade levels will conduct</p> <ul style="list-style-type: none"> • Meetings to discuss individual student progress as needed. • Quarterly data wall meetings to analyze achievement/progress monitoring data & create an intervention plan to meet individual student needs. 	<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 2019-May 2020</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 45 minute daily intervention/enrichment time designed to meet the needs of students:</p> <ul style="list-style-type: none"> • Using programs such as Fountas & Pinnell and Letterland Intervention. 	<ul style="list-style-type: none"> - Master Schedule - Grade level plans - Common time per cluster - Kid talk data - MTSS folders - Title I pull out/push-in support 	<p>August 2019-May 2020</p>	<ul style="list-style-type: none"> - Administration - Grade Level PLC's - Title I Teachers/Small Group Instructors - EC Teachers 	<ul style="list-style-type: none"> - Patriot Block plans - MTSS data to reflect a progress on interventions
<p>Volunteer Reading Programs: Costco Volunteer-Based Reading Program and Cap the Gap.</p>	<p>-Reading training, Volunteers, books (Reading Room), SoundReading Solutions program (Costco)</p>	<p>November 2019-May 2020</p>	<p>Title I Reading Specialist, Administration</p>	<p>-Volunteer Sign-in log, Training Sign-in</p>

INTENSIVE Interventions (Few)

<p>Organize Level III (Intensive) Individual Problem Solving Teams based on the MTSS model</p>	<ul style="list-style-type: none"> - MTSS/PBIS Staff Info Site page - MTSS Level III paperwork - Meeting Notes - Academic & Behavior data - FBA/BIP documentation 	<p>August 2019 - May 2020</p>	<ul style="list-style-type: none"> - MTSS/PBIS grade level reps - Administration - Parents - Title I - EC Support - Behavior Specialist - School Nurse 	<ul style="list-style-type: none"> - Kid Talk meeting notes will be used to communicate the needs of students to appropriate individuals - All parties involved will communicate as needed with rest of staff
<p>Small group Title I instruction:Using programs</p>	<ul style="list-style-type: none"> - Assessment data to allow for flexible 	<p>August 2019-May</p>	<ul style="list-style-type: none"> - Title I staff -Administration 	<ul style="list-style-type: none"> - MTSS data to reflect a

such as HillRAP	grouping	2020	- Classroom Teachers	progress on interventions
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School Improvement Goal 3

School Goal: To ensure equitable, educational opportunities for every child, Park View Elementary School will implement activities/programs to increase knowledge and awareness of diversity and inclusion concepts in the school environment.

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
MGSD Teacher Leader Academy: <ul style="list-style-type: none"> 12 Teachers will attend Diversity focused PD to share with staff. 	- Resources provided by MGSD Diversity & Inclusion Specialist	October 2019-May 2020	- Administration, Selected Teachers, Diversity & Inclusion Specialist	PD Sign-in sheets - PD Survey Results
Understanding Diverse Learners-MGSD D&I Sessions at Park View Elementary School: <ul style="list-style-type: none"> Grade level teachers will participate in monthly meetings during PLC in the 1st semester. Full Staff will participate in monthly meetings during staff meetings in the 2nd semester. 	- Resources provided by MGSD Diversity & Inclusion Specialist	September 2019- May 2020	- Administration, Instructional Coach, SLMC, MGSD Diversity & Inclusion Specialist,	PD Sign-in sheets - PD Survey Results
Implement inclusion models for SWD and ELL subgroups where specialists	-Resources provided by EC and ELL teachers.	August 2019-May 2020	EC Teachers, ELL Teacher	- Student subgroup data, Progress Monitoring data

push into classrooms where appropriate.				
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School Improvement Goal 4

School Goal: By the end of the 2019-2020 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 the NC Teacher Working Conditions Survey will be at or above 80% on the Spring 2020 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"> • Teachers voted to have duty free recess to meet this strategy. 	- Supervision schedule during recess	August 2019-May 2020	- Administration -Teacher Assistants	- NCTWC Survey Data
Subcommittees to address areas of campus concerns such as: <ul style="list-style-type: none"> • Beautification • Culture of Caring • Parent Involvement & Staff activities • SHAC 	- Schedule of meeting times	August 2019-May 2020	- Administration - ALL Staff - Committee Leaders/Member s	- NCTWC 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 morning announcements, receive a free jeans pass, and receive lunch from a place of their choosing	- Staff Member of the Month Google Form - Staff Member of the month shout out board - Patriot News Smore - Morning Announcement	August 2019-May 2020	- Administration - All Staff members	- NCTWC Survey Data

	s - Jeans Certificates			
Professional Development driven by staff survey results, classroom walkthroughs, along with district expectations for Morning Meeting, READ Workshop, MATH Workshop	- PLC Time - PD Google Site - PD Self-Assessment - PD Follow up surveys -Staff Meetings	August 2019-May 2020	- Administration - All staff members - IC/SLMC	- PD Sign-in sheets - PD Survey Results - PD Self-Assessment Results - NC TWC Survey Results
PVES Info Site kept up to date with meeting minutes in order for inclusion of all staff.	-PVES Info Site	August 2019-May 2020	-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, staff, 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

Table of Contents

Basic Plan
Introduction
Distribution of EOP
Purpose
Emergency Contact Numbers
First Responders
Active Shooter
Basic Evacuations
 Evacuation Rally Points
Blood Borne Pathogens
Bomb Threat
 Bomb Threat Checklist
CPI Team
Drugs or Alcohol
Field Trip Incident
Fights
Fire Drills
Hazardous Materials
Intruder/Armed Intruder
Media Procedures
Medical Emergency/Serious Injury
Missing Student
Phone Trace
Reportable Offenses
Sexual Assault
Suicide Intent/Attempt
Tornadoes
Utility Outage

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