

East Mooresville Intermediate School
School Improvement Plan
2019-2020



Meghan McGrath, Principal
Tonya Mays, Assistant Principal
Greg Keys, Assistant Principal

**School Improvement Team Members
2019-2020**

Name	SIT Role	School Role
Becky Barker	Parent	PTO President
Laurie Cevrven	Parent	PTO Treasurer
Jose Conception	Parent	6th Parent
Audrey Mayes	Parent	5th Parent
Nakeitra Wise-Smith	Parent	4th Parent
Jill Conley	Teacher (Chair)	6th Grade Math
Aimee Slagle	Teacher	6th Grade ELA
Kendal West	Teacher	5th Grade Math
Caley Villard	Teacher	5th Grade ELA
Julie McKeon	Teacher	4th Grade ELA
Ashley Nelson	Teacher	4th Grade Math
Amy Smith	Teacher	Reading Specialist
Mesha Lasky	Teacher	Media Specialist
Kara Kerley	Teacher	PBIS Rep/Enhancement
Serobia Clarida	Teacher	Enhancement
Debbie Birchett	Teacher	EC Lead
Kim Killian	Teacher Aid	Classified Rep
Greg Keys	Assistant Principal	Assistant Principal
Tonya Mays	Assistant Principal	Assistant Principal
Meghan McGrath	Principal	Principal

State Board of Education Goals

- **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** - Help all students grow academically, emotionally, and socially.
 - Effectively use pacing guides, vertical and horizontal alignment, as well as formative assessments to assess and meet the academic needs of all students.
 - Develop and maintain partnerships with community mental health agencies and organizations.
 - Offer staff trainings on how to meet the social/emotional needs of students and hire additional staff for student support.
 - Use a Multi-Tiered System of Support (MTSS) to address the diverse needs of all students.
 - Using an integrated model of problem-solving, staff will use a common framework to provide supplemental and intensive support to increase academic & social-emotional growth of all students.
 - Improve relationships within the school community through the implementation of restorative practices.
- **District Goal 2** - Hire and retain high quality, effective teachers, school leaders and support staff.
 - Aggressively recruit highly qualified teaching candidates, especially in high need areas and that reflect the diversity of the student population.
 - Develop and maintain higher education partnerships, as well as strategically place student teachers within all schools.
 - Create and implement a professional development plan that addresses all staff and departments with personalized learning and training opportunities.
 - Develop and maintain effective Beginning Teacher Support Program (BTSP) and New Teacher Support Programs district wide and at each school.
 - Evaluate additional financial incentives for staff
- **District Goal 3** - Manage resources effectively and efficiently.
 - Project necessary resources, including staffing and programs, for the next three to five years in order to meet the needs of the whole child.
 - Work effectively with elected officials to fulfill unfunded needs within the district.
 - Project and monitor district needs for facilities, including working to obtain resources to build the needed facilities.
- **District Goal 4** - Be student and community focused.
 - Improve relationships within the school community through the implementation of restorative practices.
 - Implement strategies developed during Diversity Task Force training
 - Build the capacity of school outreach and communication.
 - Implement whole child policies, practices, and relationships that ensure every child, in every school, in every neighborhood, is healthy, safe, engaged, supported, and challenged.
- **District Goal 5** - Provide a safe and healthy environment for all.
 - Work closely with community agencies to provide safety drills and procedures at our district facilities.
 - Ensure that all key staff receive Crisis Prevention Training (CPI) Training/De-escalation Training.
 - Encourage schools to utilize innovative techniques for fulfilling state policy as to the minimum number of minutes students receive physical activity, offering staff health and fitness opportunities, and meeting school nutritional goals.
 - Offer school-based and community trainings/events to educate students, staff, and community on the importance of caring for every child, every day no matter the difference in ability, race, ethnicity, gender, sexual orientation or socio-economic status.
 - Improve relationships within the school community through the implementation of restorative practices and by creating upstanders.

Vision Statement: To create an environment where our focus on the whole child allows all students to embrace learning, providing them the tools to help them reach their full potential.

Mission Statement: The mission of East Mooresville Intermediate School is to establish a learning environment that focuses on relationships, relevance and rigor while focusing on the unique needs of each student.

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: Due to growth in our community, MGSD determined that a second intermediate school was needed. Opening in 2005, East Mooresville Intermediate School (EMIS) is located at 1711 Landis Highway. Originally EMIS was comprised of grades 3-6, but currently we serve 4,5, and 6.

Our Students: Our (approximately) 685 students are provided both a challenging academic environment and a nurturing atmosphere where all are given an opportunity to reach their full scholastic potential and grow into healthy, well-adjusted young adults. In order to produce globally competitive students, it is vital that we balance our focus on both the academic and social emotional needs of our students.

Students are served in regular education classrooms as well as by the exceptional children's program and academically gifted program for those who qualify. EMIS has 8 small group instructors on staff to support core instruction as well as pull small groups for enrichment / interventions during our Eagle time blocks for each grade level. We are full school Title 1 with 38% free and reduced lunch.

Our Core Beliefs:

- Building a collaborative culture of caring for all students and staff.
- Developing an environment where our school works in close partnership with parents and our community.
- Creating strong, positive relationships that lay the groundwork for teaching and learning.
- Promoting an inclusive environment where students value individual differences.
- Implementing a strong social emotional focus for the base of all learning.
- Ensuring high academic expectations for all students.
- Inspiring the commitment of all staff to provide high-quality performance through focus on standards and strategies.
- Providing varied instructional and assessment strategies to enhance student learning and growth.
- Building engaging lessons that incorporate best practices including balanced literacy, conceptual math, and utilizing small group instruction and technology to enhance delivery.

Our Parents and Community: Our parents play a vital role in the success of our school and are given many opportunities to be active stakeholders. We focus on clear and frequent communication through dojo, smore newsletters, facebook, and "connect ed" phone and email messages. We have an active PTO, who provide support through fundraising and family events, teacher morale building, and parental involvement. Our school has organized free weekly tutoring in two of our neighborhood community centers in order to support our students and families. In addition we offer multiple opportunities for families to participate in activities that are an extension of our school culture, some that mirror 'at-school' options (curriculum night) and others that are intended to build relationships out in the community.

Class Size: The average class size in our 4th grade classes is 24 students per class (total of 9 classes), 5th grade is 27 students per class (total of 9 classes) and 6th grade is 27 students per class (total of 8 classes).

Enrollment Data					
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Grade 4th	236	244	208	229	220
Grade 5th	196	236	257	204	242
Grade 6th	201	192	245	249	218
Total	633	672	710	682	680

Student Demographics										
	2015-2016		2016-2017		2017-18		2018-2019		2019-2020	
White	406	64%	434	64%	449	63%	400	59%	383	56%
Black	111	18%	110	16%	126	18%	151	22%	132	19%
Hispanic	60	9%	71	11%	73	10%	68	9%	90	13%
American Indian/Alaskan Native	3	<1%	1	<1%	1	<1%	2	<1%	2	<1%
Asian/Pacific Islander	12	<1%	13	<1%	-	-	13	<1%	16	<2%
Multiracial	41	7%	44	7%	46	6%	48	7%	57	8%
Exceptional Children	64	10%	68	10%	75	11%	71	9.6%	68	10%
Economically Disadvantaged	262	41%	317	47%	264	37%	231	34%	252	37%
Males	344	54%	355	53%	377	53%	342	50%	337	50%
Females	289	46%	317	47%	333	47%	340	50%	343	50%
Limited English Proficient			11	2%	29	4%	29	4%	62	9%
Academically Gifted	111	18%	79	12%	109	15%	105	15%	100	15%
Total Student Population	633	100%	672	100%	710	100%	682	100%	680	100%

EMIS Grade Level Proficiency Historical Data				
	2015-2016	2016-2017	2017-2018	2018-2019
4th Grade Level Math	67%	70%	72%	68%
4th Grade Level Reading	67%	62%	69%	60%
5th Grade Level Math	71%	77%	72%	76%
5th Grade Level Reading	66%	58%	63%	64%
5th Grade Level Science	88%	84%	83%	82%
6th Grade Level Math	80%	81%	76%	76%
6th Grade Level Reading	71%	83%	80%	69%

Narrative Analysis of Overall Data

Upon digging into the data, there are many positives to be found for our school while still finding clear opportunities for improvements. From the perspective of school proficiency, there was a three percent drop between the 2017-18 school year to the 2018-19 school year, from 74% to 71%. Looking more closely at individual grade levels, our 5th grade scores both saw a modest increase across the school years, from a 72% to a 76% in math and a 63% to 64% in reading, while our reading and math scores in 4th grade saw a decrease in proficiency, from a 72% to a 68% in math and a 69% to a 60% in reading. We maintained a proficiency level of 76% in 6th grade math, while our 6th grade reading saw a decline of 11%, from an 80% to a 69%. While the opportunities for improvement in the area of proficiency are obvious, celebrations can be had in regards to our school EVAAS data. As a school, we improved from “Met” status to “Exceeded” status in regards to our growth. Our math scores were positive in both 5th and 6th grade, and our 4th grade scores showed a two point improvement over the previous year, which shows that our instruction and curriculum are on the right path. Our 6th grade math has a 3 year growth trend of 4.2, which is a huge positive for our school. EMIS must work to continue to improve our growth in the areas of reading, with 4th and 5th grade being a focus as we continue to move towards positive growth.

Analysis of EMIS Data Gaps by Subgroups

For the 2018-19 school year, EMIS either “Met” or “Exceeded” growth for each of our subgroups. We still had some negatively measured growth in our Hispanic, Multi-racial and Students with Disabilities, but each of those groups are close to moving into the positive. Our growth in math was extremely positive, while our growth in reading leaves opportunities to continue to work and grow. Our subgroup for Economically Disadvantaged students, while technically positive growth, is another area that can be a focus for EMIS moving forward.

Areas of Strength for EMIS

- EMIS “Exceeded Growth” as measured by the EVAAS growth targets for the 2018-2019 School Year.
- We are a B school with a 71 rating from the state of North Carolina
- 6 of our teachers are Nationally Board Certified and 2 are in the application process.
- 22 of our teachers have a Master’s Degree
- 100% of our classroom teachers are highly qualified.
- Our school experiences limited teacher turnover
- 58% of our classroom teachers have 10+ years of experience, which is 7% higher than the state average
- Recent Accreditation results note:
 - Staff Survey- EMIS Overall Score of 4.32 (Network Average of 4.08)
 - Parent Survey-EMIS Overall Score of 3.87 (Network Average of 4.02)
 - Student Survey-EMIS Overall Score of 3.65 (Network Average of 4.01)

Areas of Need for EMIS

- Despite having exceeded growth overall at a +2.02, our overall ELA was at a -1.39 overall growth.
- Our ELA showed varied gains in proficiency, and while noting large gains in cohort growth, a key focus remains in 4th grade ELA proficiency and growth.
- While all of our subgroups met or exceeded growth, our Hispanic subgroup went from exceeds to meets growth.
- Continued gaps in subgroup proficiency data.
- Based on discipline and survey data, we need to increase programs that support the social emotional needs of students.
- Based on AIG EVAAS growth data, we noted a significant need and will provide new materials and resources for core and enrichment groups.

Snapshot Analysis of Reading Data

Proficiency declined 9 points in 4th Grade ELA (60%)
 Proficiency increased 1 point in 5th ELA (63%) and cohort showed a decline from 69% to 64%
 Proficiency declined 10 points in 6th ELA (70%) and cohort grew from 63% to 70%
 "Met Growth" in Reading with index of -1.39

Snapshot Analysis of Math Data

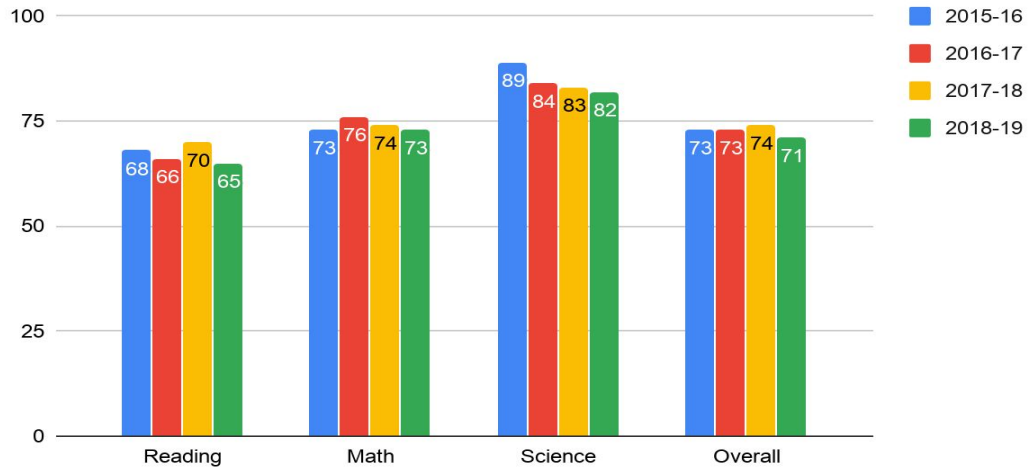
Proficiency declined by 4 points in 4th Grade Math (68%)
 Proficiency increased by 4 points in 5th Grade Math (76%) and cohort grew from 69% to 76%
 Proficiency stayed consistent in 6th Grade Math (76%) and cohort grew from 69% to 76%
 "Exceed Growth" in Math with an index of +3.66

Snapshot of Overall Data

Overall "Exceeds Growth" with index of +2.07
 East Mooresville Intermediate School received an overall Grade of B (74)

Proficiency Historical Chart

EMIS Historical Data



Growth Historical Chart

Year	Overall Growth Index	Status
14-15	-4.0	Not Met
15-16	.44	Met Status
16-17	1.1	Met Status
17-18	-1.22	Met Status
18-19	+2.07	Exceeds Status

School Improvement Goal 1

School Goal: East Mooresville Intermediate School will improve its School Performance Grade (SPG) by meeting the following achievement targets for the following indicators while maintaining a growth index of meets or exceeds.

Indicator	2018-2019 School Performance	2019-2020 Target
4th Grade Reading Proficiency	60%	64%
4th Grade Reading EVAAS growth index/rating	-4	1
5th Grade Reading	64%	68%
5th Grade Reading EVAAS growth index/rating	-0.5	2
6th Grade Reading	69%	72%
6th Grade Reading EVAAS growth index/rating	2.2	4
4th Grade Math	68%	71%
4th Grade Math EVAAS growth index/rating	-2.3	1
5th Grade Math	76%	79%
5th Grade Math EVAAS growth index/rating	2.1	4
6th Grade Math	76%	79%
6th Grade Math EVAAS growth index/rating	4.8	6
5th Grade Science	82%	84%
5th Grade Science EVAAS growth index/rating	2.1	4
Overall Reading EVAAS Growth Rating/Index	-1.39	+1.00
Overall Math EVAAS Growth Rating/Index	+3.77	+4.00
Overall EVAAS Growth Rating/Index	+2.07	+2.50

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

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
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READING				
<p>Authentic Feedback Providing student-friendly corrective feedback</p> <p>Reading Conferences Multiple opportunities to discuss what they read, doing frequent checks for understanding.</p> <p>R.E.A.D. Framework Read with Purpose, Explore a Strategy, Authentic Writing, Discover New Words</p> <p>Professional Development Writing Strategies Book by Jennifer Serravallo to supplement our prior work with Reading Strategies book. Professional Development provided weekly by PLC lead/coach during PLCs.</p>	<p>Feedback Form</p> <p>Conference Binders</p> <p>Read Framework Reading/Writing Strategies implementation Learning Labs</p>	<p>Year long</p>	<p>Homeroom Teachers</p> <p>Homeroom teachers</p> <p>SGL's ELA teachers PLC Lead IC/Reading Specialist</p>	<p>Student responses from form</p> <p>Providing meaningful feedback to students</p> <p>Conference data</p> <p>EOG & EOQ Data</p> <p>Teacher feedback on PD; Student Writing Portfolios/ Samples of work</p>
MATH				
<p>M.A.T.H. Framework Implementing this framework to include Meet the Teacher, At your seat, Technology, Hands on.</p> <p>Number Talks Promoting active and engaging number talks at the beginning of each mini lesson.</p> <p>Professional Development Mindset Mathematics-professional development focused Professional Development provide</p>	<p>Math Framework Meet the Teacher: Challenging Lessons and Check Ins At Your Seat: Reteach, practice, task cards Technology: Personalized Learning Programs Hands On: Use of games, manipulatives, conceptual math. Example 1 / Example 2</p> <p>PD, Modeling by Math Coach, 20 Days of N Conceptual Math Bo</p>	<p>Year long</p>	<p>PLC Lead</p> <p>Math Coach</p> <p>Math Teachers</p>	<p>Teacher and student feedback on the process of the framework: What was effective, ineffective, etc. These through surveys given out on a quarterly basis.</p>

MTSS

<p>Morning Meetings Implementation of Morning Meeting in all classes to meet the social emotional needs of all students and build classroom community.</p> <p>Targeted Interventions & Progress Monitoring Use of progress monitoring and data analysis using iStation and iReady</p> <p>Use of targeted interventions and enrichment activities during Eagle Time. Reading-Hill Rap, iStation teacher led intervention, Leveled Literacy Interventions. Math-iReady teacher led intervention groups Project Based Learning Groups-</p>	<p>4th Grade Morning Meeting Resources 5th and 6th Grade Meeting Topics built by Specialist Team on “Be The One” themes. Example 1</p> <p>Access to programs and materials for: iReady, iStation, Hill Rap, LLI, PBLs, etc. EMIS 5th Math MTSS Doc</p>	<p>Year long</p>	<p>Homeroom teachers</p> <p>Specialist Team</p> <p>Reading Specialist</p> <p>Math PLC</p>	<p>Student feedback on Morning Meetings through surveys;</p> <p>Ongoing diagnostic data throughout the year to track the effectiveness of interventions</p>
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School Improvement Goal 2

School Goal: East Mooresville Intermediate School will increase grade level proficiency of each subgroup to decrease achievement gaps.

Grade Level Proficiency 2018-2019 Gap Analysis

Subgroup	Overall		4th Math		4th ELA		5th Math		5th ELA		5th Science		6th Math		6th ELA	
	18-19 Prof	19-20 Targ	18-19 Prof	19-20 Targ	18-19 Prof	19-20 Targ	18-19 Prof	19-20 Targ	18-19 Prof	19-20 Targ	18-19 Prof	19-20 Targ	18-19 Prof	19-20 Targ	18-19 Prof	19-20 Targ
Econ Disad	53%	58%	47%	52%	42%	48%	65%	69%	42%	48%	69%	72%	59%	63%	46%	51%
English Learners	39%	45%	23%	31%	8%	17%	58%	62%	33%	40%	67%	70%	*<10	*<10	*<10	*<10
SWD	28%	35%	22%	30%	22%	30%	32%	39%	28%	35%	56%	60%	12%	21%	23%	31%
Black	48%	53%	50%	55%	42%	48%	55%	60%	30%	37%	55%	60%	60%	64%	44%	50%
Hispanic	62%	66%	41%	47%	44%	50%	71%	74%	57%	61%	86%	87%	81%	83%	62%	66%
Multi-Racial	62%	66%	45%	51%	60%	64%	69%	72%	81%	83%	81%	83%	44%	50%	56%	60%
White	82%	84%	83%	85%	70%	73%	86%	87%	77%	79%	92%	93%	84%	86%	80%	82%

*Less than 10 students tested for English Learners for 6th Grade Math & ELA

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	ELS	SWD	READIN G	MATH
#Scores	1510		12	338	143	113	878	586	97	151	670	668
Index	2.07		1.75	1.13	-0.31	-0.68	2.98	0.34	1.14	-0.10	-1.39	3.77
Status	Exceed		Met	Met	Met	Met	Exceed	Met	Met	Met	Met	Exceed

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

NC School Board Goal 1: North Carolina public schools will produce globally competitive students.

Strategies	Resources Required	Timetable	Person(s) Responsible	Means of Evaluation
Instructional				
Culturally Relevant Lessons Introduce texts and topics that are culturally relevant. Engagement & Learning Styles Incorporating multisensory learning	Culturally diverse literature that students can relate to. Morning Meetings-acceptance	Yearlong	Teachers, Admin Team, Small Group Instructor Team, Mentors.	EOQ, EOG Data Student Survey Data Student Focus Group Data

<p>and promoting motivation by supporting student choice of materials and learning methods.</p> <p>Materials Allocation of Title 1 Funds for purchase of research based materials to target subgroup needs.</p>	<p>of others</p> <p>Fountas and Pinnell Comprehension Club selected for diverse text. STEM classes Choice of Language to Study in Essential Skills</p> <p>Manipulatives in Math Number Talks LLI Materials Ben Bache PBL material Consideration of Fountas and Pinnell Classroom Sets</p>			
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Student Support

<p>Providing mentors and tutors for students in need.</p> <p>Creating stronger links between home, school and community.</p>	<p>Consistent mentors from day 1 to build relationships.</p> <p>Tutoring in the Community. Guidance, SEL and Diversity Presentations. Check-In Check-Out PBIS System Positive Phone Calls Home The House System for 6th Grade</p>	<p>Yearlong</p>	<p>Teachers, Admin Team, Small Group Instructor Team, Mentors.</p>	<p>EOQ, EOG Data Student Survey Data Student Focus Group Data</p>
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School Improvement Goal 3

School Goal: East Mooresville Intermediate School will work to ensure equitable educational opportunities for every child, EMIS will implement specific activities and programs to increase the knowledge and awareness of diversity and inclusion concepts in the school environment.				
MGSD Strategic Plan Goal 4: Be student and community focused.				
NC School Board Goal 3: North Carolina public school students will be healthy and responsible.				
Strategies	Resources Required	Timetable	Person(s) Responsible	Means of Evaluation
Professional Development Through PLC				
Professional Development via PLCs to include: Understanding Identity Introduction to Culturally Relevant/Sustaining Pedagogy Restorative Practices	Time built into PLCs Presentations by Dr. Allen Monthly Reflection Question	Yearlong by phases of training process	Classroom teachers Dr. Joseph Allen	Staff, Student, Parent Survey
Individual PDPs to include Diversity and Inclusion Goal	Books & Resources for individual teacher goals.			Teacher progress on PDP goals as measured by walk through/observations
Targeted Professional Development and Focus Groups				
Diversity Task Force & Teacher Leader Academy Twelve teachers will be trained on Diversity and Inclusion via Teacher Leader Academy Three teachers will join the Diversity Task Force in addition to the three already trained.	Training Provided by Dr. Allen Coverage for teachers to attend Teacher Leader Training Monthly Reflection Question	Yearlong by phases of training process	Yearlong-4 sessions	Staff, Student, Parent Survey Pre and Post Survey Data from Diversity Training
Restorative Circles Team Creating a team of teachers to lead implementation of restorative practices. Three teachers are currently trained. We will add ten more teachers trained specifically to run restorative	Time provided for training, modeling and co-teaching by Dr. Allen. Mentoring of new team provided by existing team.	Yearlong by phases of training process	Yearlong	Discipline Data, Teacher Feedback, Pre/Post Survey Data

<p>circles.</p> <p>Student Focus Groups Students will meet with Dr. Allen to give feedback on Diversity & Inclusion at EMIS. They will then move into learning restorative practices to take student lead role.</p> <p>REI Training Teachers to attend REI Racial Equity Training.</p>	<p>Dr. Allen leading feedback, time provided for students</p> <p>EMIS to provide substitutes for those that attend.</p>			
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School Improvement Goal 4

School Goal 4: Build a sense of community to improve the culture both inside the school walls and reaching into our EMIS community.				
MGSD Strategic Plan Goal 4: Be student and community focused.				
NC School Board Goal: NC School Board Goal 3: North Carolina public school students will be healthy and responsible.				
Strategies	Resources Required	Timetable	Person(s) Responsible	Means of Evaluation
Capacity of School Outreach				
<p>Tutoring at satellite locations twice a week.</p> <p>Parent outreach nights at EMIS and Satellite locations</p> <p>Promoting family volunteer opportunities within our community</p>	<p>Piedmont Pointe Club House</p> <p>Selma-Burke Center</p> <p>Meadowlark Apartments Club House</p>	Ongoing	Teachers	<p>Student Growth Data</p> <p>Verbal feedback from parents and students</p>
Increase Communication to All Stakeholders				
<p>Tiered approach to engage all stakeholders via Canvas, ConnectEd, Dojo, Dojo Portfolios, Weekly Class Newsletters</p> <p>Goal to increase Social Media presence.</p>	<p>Parent contact information</p> <p>Invites to social media platforms</p> <p>Pictures, Videos, Verbal communication of/about school and classroom activities</p>	Weekly	Parents Teachers	<p>Parent communication via social platforms</p> <p>Increased awareness of the daily happenings in our school and community</p>
Implement Practices that Nurture the Whole Child				
<p>Weekly Calm Classroom Meditation/Stretching Activity</p> <p>Weekly Introduction to new physical fitness/recess game</p> <p>Club Time</p>	<p>Calm Classroom Curriculum</p> <p>Physical Fitness Videos</p> <p>Materials for Clubs (drumming, STEM, dance, sports, etc.)</p>	Weekly	Classroom teachers	<p>Reduction in negative behaviors</p> <p>Increased focus in the classroom</p>

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

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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