

Mooreville Middle School
School Improvement Plan
2019-2020



Ayana Robinson, Principal

Assistant Principals:

Bernard Waugh, Jennifer Marshall, Tracy Pratt-Dixon

**School Improvement Team Members
2019-2020**

Name	SIT Role	School Role
Tiful Mclaughlin	Parent Rep.	Parent
Antonishia Davidson	Parent Rep.	Parent
Nadia Saleem	Parent Rep.	Parent
Andrea Fenical	Parent Rep.	Parent
Michael Foster	Parent Rep.	Parent
Ayana Robinson	Facilitator	Principal
Bernard Waugh	Facilitator	Assistant Principal
Jennifer Marshall	Facilitator	Assistant Principal
Tracy Pratt-Dixon	Facilitator	Assistant Principal
Michael Hamilton-Genson	Guidance Rep.	Guidance Counselor
Deborah Sholar	Tornado Rep.	7th Grade Math Teacher
Matthew Lamb	Panthers Rep.	8th Grade Science Teacher
Susan Hudson	Hurricane Rep.	7th Grade Science Teacher
Anne Allen	MTSS lead	Reading Specialist
Allison Blanton	Rams Rep.	8th Grade Math Teacher
Kelly Hildebran	Exceptional Children Rep.	Exceptional Children Teacher
Amanda Sarver	Electives Rep.	Electives Teacher
Felicia Davis	Technology Rep.	Instructional Coach
Jeanine Chambers	Classified Staff Rep.	Classified Staff

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:

Mooresville Middle School will foster the maximum achievement of each student through layered instructional strategies and personalized support.

Mission Statement:

Mooresville Middle School will instill an appreciation and love for learning in our students as we help them develop the skills needed to become goal oriented independent thinkers and leaders in an ever-changing global society. We challenge every student, every day to discover and develop a positive sense of self, as well as to respect themselves and others through meaningful collaboration with peers, teachers, and parents.

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:

A strong faculty committed to putting kids first makes Mooresville Middle School a fantastic school. Our education program provides students with opportunities to learn from a variety of experiences. We strive to ensure we are educating the whole child. We are now in our 8th year of our “digital conversion” in which we are providing a true 21st century environment for every child, every day.

OUR STUDENTS: 1031***OUR STAFF: 62 certified, 6 support******OUR PARENTS:***

Mooresville Middle School’s PTSO meets the third Tuesday of every month. All-Pro Dads meets the first Friday of every month. MMS will host 6 parent tours during the 2019-2020 school year. Parents are always welcomed to volunteer around the school and in the classroom.

CLASS SIZE:

Core classes at MMS range from 26-38 students per class.

Enrollment Data					
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Grade 7	493	462	467	498	511
Grade 8	476	501	450	483	520
Total	969	963	917	981	1031

Student Demographics										
	2015-2016		2016-2017		2017-18		2018-2019		2019-2020	
	#	%	#	%	#	%	#	%	#	%
White	667	68.8%	654	67.9%	614	67.0%	631	64%	634	61.4%
African-American	150	15.5%	156	16.2%	140	15.3%	150	15%	178	17.2%
Hispanic	94	9.7%	93	9.7%	89	9.7%	122	12%	133	12.9%
American Indian/Alaskan Native	2	0.2%	5	0.5%	3	0.3%	2	.002%	1	0.001
Asian/Pacific Islander	19	1.9%	17	1.8%	3	0.3%	24	2%	18	1.7%
Multiracial	33	3.4%	32	3.3%	43	4.7%	52	5%	66	6.4%
Exceptional Children	131	13.5%	131	13.6%	118	12.9%	120	12%	148	14.4%
Economically Disadvantaged	355	36.7%	355	36.9%	273	29.8%	280	28.52%	339	32.87%
Males	476	49.2%	516	53.6%	494	53.9%	518	53%	551	53.4%
Females	492	50.8%	447	46.4%	423	46.1%	463	47%	480	46.5%
Total Student Population	969	100%	963	100.0%	917	100.0%	981	100%	1031	100%

Historical Data					
	2014-15	2015-16	2016-17	2017-18	2018-19
7th Grade Level Math	58.5%	55.7%	60.8%	62.3%	60.3%
8th Grade Level Math	55.9%	56.9%	53.4%	61%	66.3%
8th Grade Level Math 1	96.7%	98.7%	97.0%	100%	
7th Grade Level Reading	63.8%	64.2%	67.5%	71%	66.3%
8th Grade Level Reading	65.7%	58.9%	58.1%	65.9%	68%
8th Grade Level Science	84.8%	79.8%	81.8%	84%	86.9%
Overall Growth (EVAAS)	Not Met	Not Met	Not Met	Not Met	Not Met
Overall School Grade	C	C	C	C	C

Gap Analysis Data:

7th Grade

	All	White	Black	Hispanic	SWD
Reading	338/510	243/322	35/79	37/71	16/64
	66.3% (33.7% gap)	75.5% (24.5% gap)	44.3% (55.7% gap)	52.1% (47.9% gap)	25% (75% gap)
Math	308/511	221/322	29/80	35/71	14/65
	60.3% (39.7% gap)	68.6% (31.4% gap)	36.3% (63.7% gap)	49.3% (50.7% gap)	21.5% (78.5% gap)

8th Grade

	All	White	Black	Hispanic	SWD
Reading	328/482	234/306	31/72	31/56	10/61
	68% (32% gap)	76.5% (23.5% gap)	43.1% (56.9% gap)	55.4% (44.6% gap)	16.4% (83.6% gap)
Math	319/481	230/305	28/72	34/56	14/61
	66.3% (33.7% gap)	75.4% (24.6% gap)	38.9% (68% gap)	60.7% (39.3% gap)	23% (77% gap)
Science	417/480	281/306	47/71	48/56	27/61
	86.9% (13.1% gap)	91.8% (8.2% gap)	66.2% (33.8% gap)	85.7% (14.3% gap)	44.3% (55.7% gap)

Analysis of the Data:

The MTSS/SIT analyzed results from our state achievement data, our GAP analysis, the Teacher Working Conditions (TWC) survey, and historical data to determine areas we were successful in and areas we can focus on for this year's School Improvement Plan (SIP). In viewing the data through a school-wide lens the MTSS/SIT recognized that Reading achievement and growth as well as overall school growth according to EVAAS should be areas of focus for school improvement. The MTSS/SIT also recognized that EC achievement is also an area for focused improvement. The positive aspects that the MTSS/SIT saw came with significant growth in math and science proficiency. We also met expected growth in reading overall. There is also an overall strong growth trend historically over the last five years in ELA with 10 points of growth during that time period. The MTSS/SIT then drilled down to viewing data with a more specific subject based lens. The MTSS/SIT saw solid growth in proficiency Math and ELA 8. Math 8 was ranked 9th in the state and science also had increases in proficiency. Areas for focused improvement were recognized with a decrease in achievement for 7th grade math and ELA, as well as math growth overall (EVAAS). Overall growth for the school was also not as significant as the previous year. The committee analyzed the data to develop achievement and growth goals as well as the proficiency we would like to achieve.

Mrs. Robinson also introduced data from other 7 - 8 middle schools around the state to the MTSS/SIT to use as a comparison for MMS. The analysis of this data revealed that MMS is 10th in the state for 7 and 8 Middle Schools. The MTSS/SIT found some interesting dynamics from the chart including: 10 point gap between the #1 school and us, MMS is significantly larger than the schools above us, class sizes are much larger for us than those above us, instructional time is longer in most of the schools that met growth, and many schools at the top of the list are rural schools. MMS was 4th on the list for proficiency, but other schools had much stronger growth than we did. The MTSS/SIT believes the growth is what could be keeping us from becoming a B school. The committee also discussed the role of social/emotional learning in the growth of our students. This confirmed our determination that a focus for our school improvement plan needed to be student growth.

We used the Achievement Gap analysis to review the data on the gaps between subgroups, comparing each group to 100% proficiency. While the data showed that our Black and SWD students had the highest growth in the school, and actually met growth, these subgroups along with Hispanics still lag behind in overall proficiency so this will still remain a focus for the SIP. While all of the goals address this in some manner, goal three of the SIP targets creating a more inclusive and culturally responsive school.

Areas of Strength:

MMS continues to show strong achievement scores overall, and historical data from the last five years shows improvement in proficiency and growth as a school. The MTSS/SIT recognizes that many of the initiatives that have been taken during this time have improved the growth and achievement of our students.

Areas of Need:

Analysis of the data revealed a number of areas for need which MMS is dedicated to improving. MMS is not satisfied with being graded by the state as a C school and will continue to strive toward higher rankings by focusing on growth. GAP analysis also spotlighted the need to continue closing the achievement gaps among our student groups. The MTSS/SIT committee discussed the role the transition year plays in the GAP and discussed initiatives like incorporating SEL programs and diversity training to help overcome that. The committee also chose to continue work on a need revealed by the TWC to provide more effective individualized professional development.

School Improvement Goal 1

School Goal: Mooresville Middle School will increase its School Performance Grade (SPG) and obtain a school rating of “B” by meeting the following targets and meeting or exceeding growth.

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.

Indicator	2018-19 Performance	2019-20 Target Goal
Math 7 EOG	60.3	64
Math 7 Growth Index	-4.1	-1.5
Math 8 EOG	66.3	70
Math 8 Growth Index	2.2	2.5
Math 1 EOC	98.29	99
Math 1 Growth Index	1.6	2.1
ELA 7 EOG	66.3	70
ELA 7 Growth Index	-1.6	1.0
ELA 8 EOG	68.0	71
ELA 8 Growth Index	0.3	1.0
Science 8 EOG	86.9	88
Science 8 Growth Index	-0.4	1.0
School Wide Growth Index	-3.55	1.0

Strategies	Resources Required	Timetable	Person(s) Responsible	Means of Evaluation
Provide Coaching Support in Core Reading Classes ensuring Balanced Literacy Approach	<ul style="list-style-type: none"> Survey from Reading Specialist to ELA teachers on Balanced Literacy/Researched Based Literacy Instruction Follow up Coaching/Feedback to groups or individual 	Survey- By October 7th October-May 2019 Coaching/Support Sept 19-May 20	Administration, Reading Specialist, PLC Chairs all Teachers	Higher End of Quarter and End of Grade scores, walk thru, evals
Continue SMART Lunch (working lunch for students)	<ul style="list-style-type: none"> SMART Lunch Form SMART Lunch accountability sheet Kids can sign up Additional SMART lunch teachers 	Sept. 2019 - ongoing	Administration and SMART Lunch Teachers	Decreased number of zeroes on interim and report cards, higher End of Quarter and End of Grade scores
Continuation of 2017-18 MMS Master Schedule to include intervention block	<ul style="list-style-type: none"> Same master schedule as the year before PLC Common Planning Time Common Grade Level Planning Intervention Block SMART Lunch ELA/Math Push-in time EC inclusion time more flexibility Consistency with students following the same bell schedule as the year before 	Sept. 2017 - ongoing	Administration, PLC Leads, PLC Teams, and Encore Teachers that push into Core Classes	Higher End of Quarter and End of Grade scores
Weekly PLC Checks for Understanding	<ul style="list-style-type: none"> Weekly and bi-weekly CFAs per PLC MasteryConnect, Kahoot, Quizizz, Quizlet Live & Review/Reteach, Google Form Quizzes, USA Test Prep, etc. Individual student data analysis and personalized learning based on assessment results Analyze CFA data results and make strategic phone calls home to get students that scored close to mastery or not close to mastery to attend weekly tutoring sessions students. Analyze EOQ data looking at both proficiency and growth 	Sept. 2018 - ongoing	Administration, PLC Leads and PLC Teams	Higher End of Quarter and End of Grade scores
PEAK Strategies	<ul style="list-style-type: none"> Summer training Classroom sharing updates of implementation Follow up PD for PEAK strategies Additional PEAK training for ELA teachers 			Informal Walk-thru

School Improvement Goal 2

School Goal 2: Mooresville Middle School will increase the grade-level proficiency of each subgroup, and meet target goals on EOG's to decrease Achievement Gaps.

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.

Subgroup	Reading 7		Reading 8		Math 7		Math 8		Science 8	
	18-19 Prof'	19-20 Target	18-19 Prof'	19-20 Target	18-19 Prof'	19-20 Target	18-19 Prof'	19-20 Target	18-19 Prof'	19-20 Target
All	66.3	70	68.0	71	60.3	64	66.3	70	86.9	88
Asian			82.4	84			88.2	89		
Black	44.3	50	43.1	49	36.3	43	38.9	45	66.2	70
Hispanic	52	57	55	60	49	54	61	67	86	87
Multi- Race	52.1	57	55.4	60	49.3	54	60.7	67	85.7	87
White	75.5	78	76.5	79	68.6	72	75.4	78	91.8	93
Economically Disadvantaged	50.2	55	49.0	54	40.5	46	47.1	52	75.3	78
ELS	5.9	15	16.7	25	23.5	31	16.7	25	41.7	48
SWD	25.0	33	16.4	25	21.5	29	23.0	31	44.3	50

Strategies	Resources Required	Timetable	Person(s) Responsible	Means of Evaluation
Research Based Intervention Programs During Reading Imp Time	<ul style="list-style-type: none"> ● Corrective Reading training provided for reading teachers new to Corrective Reading ● Corrective Reading Placement Assessments and Instructional Materials ● Implement Program for a Research Based Comprehension students-STARI This program targets at risk subgroups through diverse text. ● Training/Coaching Feedback on Stari ● Novels for Stari Units 	August 2019 - ongoing	Reading Specialist, intervention teachers	Increase in reading comprehension and a reduction in reading gaps among subgroups.
Strategic Placement and monitoring of At Risk Readers through Universal Screening and Progress Monitoring	<ul style="list-style-type: none"> ● Students screened within first 10 days based on Previous years data ● New to MIS IMP class/students accessed within 1st Quarter with screener ● All identified (at risk) students placed in a reading intervention using the Literacy Intervention Continuum ● Student/Teacher Logins for aimswebplus ● Progress monitoring thru weekly Aimsweb Universal Screening and Progress Monitoring in Aimes Web-Teacher access to input scores ● Process for moving/adding students at the end of each Quarter-Kid Talk Discussion ● Create Tool for parent communication when students are placed in an intervention 	August 2019 - ongoing	Administration, Reading Specialist, and Reading IMP Time Teachers	<p>Increase in WPM</p> <p>Increase on Reading Comprehension</p> <p>Growth from students on EOG's.</p> <p>Growth in all subjects based on strength in reading</p> <p>Kid talk intervention forms with reading intervention data</p>
Math Imp Time Interventions	<ul style="list-style-type: none"> ● Adopt a math intervention program which allows progress monitoring ● Math intervention program provided for math teachers ● Students can self select interventions as they see fit ● Small group and 1:1 face to face instruction 	Aug. 2018 - ongoing	Administration and Math IMP Time Teachers	Growth from students in intervention classes via Dreambox

Enrichment Imp Time Classes	<ul style="list-style-type: none"> • Student choice • Student collaboration • Student creativity • Student communication • Critical thinking skills 	Aug. 2018 - ongoing	Administration and Enrichment IMP Time Class Teachers	Decrease in student discipline Student Survey
Kid-Talks	<ul style="list-style-type: none"> • Small team teacher meetings of core teachers to discuss individual students • Update kid-talk document to include research based interventions, progress monitoring data, and intervention continuum/Integration of MTSS process • School-Wide student/parent contact log (located on MMS info site) 	Sept 2018 - ongoing	Administration and Super Team Leads Reading Specialist	School-wide documented kid talk conversations
Change a Life Mentoring Program	<ul style="list-style-type: none"> • Regular 1:1 mentor:mentee meetings 	Aug. 2018 - ongoing	Guidance Counselors and Staff Mentors	Increased academic performance of students that are involved in the program
Men in the Making Women in the Making	<ul style="list-style-type: none"> • Men in the Making Curriculum • Weekly meetings • Women in the Making Curriculum • Gofund me account for financial support 	Sept. 2018 - ongoing	Men and Women in the Making Staff Sponsors Administration	Increased academic performance, improved attendance and discipline of students that are involved in the program
IMP Intervention Center (ISS)	<ul style="list-style-type: none"> • Video Reflection • Community service • Exit ticket • Counseling 	Sept. 2018 - ongoing	Administration and ISS Coordinator	Decrease in the number of office referrals and the number of referrals involving repeat offenders
MMS PBIS	<ul style="list-style-type: none"> • Daily Drawings for rewards • "Tell Me Something Good" • Quarterly Rewards • Student Features on ImpTV 	Sept. 2018 - ongoing	Administration, PBIS Team and all faculty/staff	Decrease in the number of office referrals and the number of referrals involving repeat offenders
Reading Enhancement	<ul style="list-style-type: none"> • Notice and Note Curriculum • Tier 2 intervention strategy for reading comprehension 	Sept-June (90 day increments)	Reading Specialist	Aimsweb benchmark assessment
Coteaching professional development	<ul style="list-style-type: none"> • Coteaching training for all EC teachers and core teachers with Catherine Wilson • Analysis and feedback provided with Dr. Heather Lemmons • Professional development with Dr. Phyllis Tallent 	September 2019 - June 2020	Administrators	Increase in achievement and growth for SWD subgroup.

School Improvement Goal 3

School Goal: MMS will ensure equitable educational opportunities for every child by increasing 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 4 - Leadership will guide innovation in North Carolina public schools.

Strategies	Resources Required	Timetable	Person(s) Responsible	Means of Evaluation
Understanding Identity Cultural Awareness Training for all Staff	Being Comfortable With Self	Aug 19	Dr. Allen	Decrease in gaps that exist in achievement and discipline data
	Session 2: Being Comfortable With Self	Sep 16		
	Session 3: Awareness	Nov 18		
	Session 4: Awareness	Dec 16		
	Session 5: Perception	Feb 24		
	Session 6: Perception	Mar 16		
	Session 7: Being Comfortable With Questions	Apr 20		
	Session 8: Being Comfortable With Questions	May 18		
Increase Administrator awareness of racial equity.	All administrators attend two days of seminar hosted by the Racial Equity Institute	August 2019	Administrators	Decrease in gaps that exist in discipline data
Focused diversity training for select staff members	As in years past a small group of MMS teacher leaders will attend a series of focused diversity training hosted by the district	August 2019 - June 2020	Administrators, Dr. Allen	Decrease in gaps that exist in achievement and discipline data
Provide staff development options on Classroom Management Techniques/Establishing Relationships	Staff Training Options during August Teacher workdays	August 2019	Davis-Vickery/Admin	Decrease in gaps that exist in achievement and discipline data

School Improvement Goal 4

School Goal: Differentiated professional development. Professional development is outlined and planned. Teachers' PD will vary by professional experience, content knowledge, previous training/coursework as well as individual goals/needs. PD includes follow up and accountability. To be measured by an increase of agreement on MMS Teacher Working Condition Survey.

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 4 - Leadership will guide innovation in North Carolina public schools.

Strategies	Resources Required	Timetable	Person(s) Responsible	Means of Evaluation
MMS Info Site	<ul style="list-style-type: none"> Optional PD choices made easily available to all staff who would like to learn more about a specific strategy 	2019 - 2020	Administration and Instructional team	<ul style="list-style-type: none"> Walk through data MMS TWC survey
Follow-up to PD	<ul style="list-style-type: none"> PEAK training follow up PEAK/Keys to Literacy implementation share out of how strategies are being used in the classroom Gizmos training for Math and Science 	2019 - 2020	Administration and Instructional team	<ul style="list-style-type: none"> PD surveys and walk through data
Vertical Alignment	<ul style="list-style-type: none"> Teacher directed vertical alignment with 	2019 - 2020	Instructional team	<ul style="list-style-type: none"> MMS TWC Survey results
Renewal Year Documentation	<ul style="list-style-type: none"> Located on the MMS info site, renewal cohorts 	2019 - 2020	Administration	<ul style="list-style-type: none"> MMS TWC Survey results
Literacy Credits	<ul style="list-style-type: none"> Share sources, classes for earning credit 	2019-2020	Administration	<ul style="list-style-type: none"> MMS TWC Survey results
PLC PD	<ul style="list-style-type: none"> Weekly PD on elicit instruction aligned with the High School 	2019 - 2020	Instructional Coach, secondary instruction team	<ul style="list-style-type: none"> Teacher surveys, walkthrough instrument, and academic achievement

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