RANDOLPH
County School System

Southwestern Randolph Middle School

School Improvement Plan

2016-2017

Southwest Randolph Middle School

School Improvement Plan

Path to Pride Strategic Goals	**Strategic Focus:**
☒Instructional program that supports academic growth ☐Fiscal responsibility ☒Recruit and retain highly qualified staff ☐Maintain efficient operations ☒Effective public relations	☒All students can learn ☒All students will be taught in a safe and nurturing environment ☒All students deserve a teacher who is qualified and well-prepared ☒All students deserve access to instructional resources managed in a fiscally responsible manner ☒All stakeholders share the responsibility and accountability for student learning

Current Level of Performance (Data Summary): As of June 2016, all schools in the Randolph County School System have completed exploration, consensus, and readiness assessments with their staff in order to determine their school's needs for the implementation of MTSS. All schools should now be able to identify the ways in which they meet the unique and diverse learning needs of all students in their schools within the MTSS framework.

Annual Goal: By June 2017, all schools in the Randolph County School System will utilize multiple sources of formative and summative data to determine effectiveness of core instruction. A standard communication protocol will be in place to ensure an effective feedback loop between school and district MTSS teams.

Action Steps/Strategies	**Implementation**		**Monitoring**			**Completion**	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Explore the MTSS framework throughout the 2016-17 school year.	School-based MTSS team	Monthly information provided in RCSS curriculum newsletter	Principal and school-based MTSS team	Minutes from MTSS meetings	2016-17 school year	June 2017	Interventions will be tracked by members of MTSS to monitor what impact interventions are having on current students and whether EC or 504 services are necessary to meet their needs.

Generate a list of all at-risk students at the school and share the list of at-risk students in transition grades with the next feeder school and the district MTSS coordinator by February 1, 2017 and June 1, 2017.	School counselor, support staff, classroom teachers	Create an at-risk document to identify at-risk students. Documents needed to create the at-risk document include: academic, behavioral, discipline, and social/emotional data	School counselor, school administrators, classroom teachers	Complete list of at-risk students	2nd and 3rd Quarters	February 1, 2017 June 1, 2017	

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Current Level of Performance (Data Summary): The proficiency rates for 2012-2013 on the Reading EOG were: All students: 39.6, White: 42.5, Hispanic: 27.3, EDS: 28.6, LEP: 12.1, SWD: 6.3, AIG: >95. The proficiency rates for 2013-2014 were: All students: 53; Hispanic: 35.6; White: 58.5; EDS: 43.7; LEP: 9.6; SWD: 12.3; AIG: >95. The proficiency rates for 2014-2015 were: All students 48.4, Hispanic 32.3, White 56, EDS 36.2, LEP <5, SWD 6.5, AIG >95. Proficiency rates for 2015-2016 are listed in the data table attached to the plan. Our school has 522 students enrolled with the following demographics: White: 353 students (68.8%), Hispanic: 134 students (26.1%), Multi-Racial: 13 students (2.5%), SWD: 57 students (11.1%), LEP: 26 students (5.1%). Our school has 265 males and 248 females.

Annual Goal: Based on four years of subgroup data, student proficiency will increase in reading comprehension from 48.5% to 54%. Proficiency will be calculated based on number of students scoring a three or better on the EOG test in June of 2017.

Action Steps/Strategies	**Implementation**		**Monitoring**			**Completion**	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Implement Achieve 3000 instructional activities and strategies in reading in all classes. This strategy is designed to increase proficiency in all subgroups.	Staff-wide	Achieve 3000 PD Canvas	Administration Lead Teacher	Assessment Data from Achieve 3000 monitored by classroom teachers, lead teacher and administration	Monthly	June 2017	Students and teachers will track Lexile growth throughout the year as an indicator for increasing reading proficiency.

HillRAP training will be utilized to offer intensive support to selected EC students. This strategy is designed to increase proficiency in students with disabilities (SWD).	EC inclusion/ resource teachers	HillRAP training HillRAP coaching from RCSS EC Leadership	EC Dept.	Data from HillRap lessons and assessments to be monitored by administration and lead teacher	Semester	June 2017	
ELLevation program will be utilized in documenting improvement in attaining English speaking, writing, and reading skills. This program is designed to increase proficiency among students learning English as a second language (LEP).	ELL teacher General education teachers	Cougar Time planning ELL resources PLC MTSS	ELL teacher Core teachers Administration	Growth data Benchmark assessments ACCESS testing	Quarterly	Jan. 2017 June 2017	
Complete instructional walk-throughs to provide effective feedback for teachers to drive instruction. This strategy is designed to increase proficiency among all subgroups.	Administration Lead Teacher Core teachers	Think Through Math Achieve 3000 Writer's Workshop Electronic walkthrough form Feedback from District Walkthroughs (2x annually)	Administration Lead teacher	Observed research-based practices, walkthrough logs, written feedback to teachers, face-to-face conference logs and notes	Monthly	Jan. 2017 June 2017	
Teachers will develop and implement common assessments to provide teachers and students data for continuous improvement. This strategy is designed to increase proficiency in all subgroups.	Lead Teacher Core teachers PLC Teams Vertical PLC team	PLC planning Vertical team planning SchoolNet RCSS Pacing guides District PLC opportunities "Go and See" visits	Core teachers Dept. chairs Lead Teacher	Common assessments/ results, data, lesson plans monitored by classroom teachers, lead teacher and administration	Monthly	June 2017	

Teachers will effectively utilize PLC's for analysis of student achievement data and unit planning. This strategy is designed to increase proficiency in all subgroups.	All teachers	PLC/Grade level planning EOG/Benchmark reports District PLC opportunities SREB strategies	Administration Teachers Lead Teacher	Assessment data Grade reports monitored by classroom teachers, lead teacher and administration	Quarterly	Oct. 2016 Jan. 2017 Mar. 2017 June 2017	Teachers will maintain minutes of meetings to stay on topic and keep areas of focus a priority.
Student advocate will work with "at-risk" students designated by teachers' analysis of data to increase the number of students passing courses in ELA and Math.	Student advocate All teachers Guidance dept.	Guidance sessions Student advocate training and planning time with teachers	Teachers Student Advocate	Increase in grades/growth in proficiency of student monitored by teachers, lead teacher and administration	Quarterly	Oct. 2016 Jan. 2017 Mar. 2017 June 2017	Counselors and teachers will track student absences and low grades to indicate which students to focus on throughout the year.
Community events will be held to invite parents into the school in the forms of open house, guidance parent nights, and transition nights.	All teachers Guidance Administration	Information on moving to next grade Guidance materials on topics of interest to middle school students and parents Curriculum booths to allow students to explore what they will be studying the next year Coordination with schools in our quadrant	Administrator Teachers Guidance	Parent involvement and participation Family engagement parent survey monitored by classroom teachers, lead teacher and administration	Monthly	Nov. 2016 Feb. 2017 June 2017	

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Current Level of Performance (Data Summary): The proficiency rates in 2012-2013 for Math EOG were: All students: 31.8; White: 35.1; Hispanic: 21.6; EDS: 19.6; LEP: 6.9; SWD: <5; AIG: 94. The proficiency rates for 2013-2014 were: All students: 41; Hispanic: 30.7; White: 44.8; EDS: 32.8; LEP: 15.4; SWD: 6.2; AIG: >95. The proficiency rates for the 2014-2015 year were: All students 36.9, Hispanic 26.6, White 41.1, EDS 27.8, LEP 10.4, SWD <5, AIG>95. Proficiency rates for math in 2015-2016 are listed in the data table. Demographics for the school are listed in the reading proficiency goal.

Annual Goal: Based on four years of data the school will increase proficiency in all sub-groups in mathematics performance as measured by state assessments from 45% to 50%. Proficiency will be calculated based on the number of students who score a level three on the math EOG in June of 2017.

Action Steps/Strategies	**Implementation**		**Monitoring**			**Completion**	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Teachers will utilize PLC's to align lesson/unit plans with RCSS pacing guides and state curriculum.	Math teachers Administration Lead teacher	PLC Planning Time RCSS Pacing Guide CCSS in 6-8 Math SREB Training in select math classes	Teachers Lead Teacher Administration	Formal and informal assessments Lesson plans PLC Team minutes will be monitored by classroom teachers, lead teacher and administration	Quarterly	Nov. 2016 Jan. 2017 March 2017 June 2017	

Math teachers will utilize Big Ideas Math online as well as SumDog for all students throughout the school year.	Math teachers, Inclusion teachers	TTM Training PLC collaboration Assessment data	Math teachers Lead teacher and administration	TTM data and reports Achievement data, benchmark data, lesson plans, will be monitored by classroom teachers, lead teacher and administration	Quarterly	Jan. 2017 June 2017	Teachers will track Big Ideas usage through PLC's and vertical team meetings and students will track their progress through IXL.
Cougar Time will be used for grouping targeted students for purpose of remediation/enrichment. This goal is meant to target students who achieved a 1 or 2 on the previous year's EOG.	Team planning Grade-level teachers	Team planning Achievement data	Team teachers Math teacher PLC Teams	Achievement data, classroom progress, EVAAS Data, lesson plans, will be monitored by classroom teachers, lead teacher and administration	2x Quarterly	Jan. 2017 June 2017	
Teachers will plan inter-curricular activities to help build literacy and math strategies.	Grade-level teachers Vertical team planning	Team planning Integrated math lessons Elective collaboration Word Walls Unit Plans	Elective and math teachers	Achievement, data, assessment data, lesson plans monitored by classroom teachers, lead teacher and administration	Quarterly	June 2017	
Teachers will develop and implement assessments to evaluate student learning, drive instruction, and inform students.	Math teachers Lead teacher Curriculum	PLC Planning Assessment data Schoolnet	Lead teacher Administration	Benchmark and EOG data Common formative assessments, and lesson plans will be monitored by classroom teachers, lead teacher and administration	2-3x Quarterly	June 2017	
Incorporate vocabulary and other literacy strategies to enhance math application.	Math/LA teachers Lead teacher	Word walls Writer's workshop	District walkthroughs Administration	Benchmark and EOG performance, Achieve 3000 data, common assessment data will	Quarterly	June 2017	

				be monitored by classroom teachers, lead teacher and administration			
Use independent and collaborative grouping to reach all learning styles.	Classroom teachers	Learning style inventories Assessment data Informal data	Teachers Peer observers	TTM data for independent demonstration of student mastery	Monthly	Jan. 2017 June 2017	Students take inventories to understand different learning styles and the impact those have on other students' interaction and learning.
Science classes will utilize math connections and problems as they relate to the Essential Standards.	Science and Math teachers	RCSS Pacing Guide Essential Standards PLC/Vertical Team Grade Level Meetings SREB MDC Assessments	Administration Lead teacher Core teachers	Benchmark scores, lesson plans, PLC notes will be monitored by classroom teachers, lead teacher and administration	Bi-weekly	Oct. 2016 Jan. 2017 Mar. 2017 June 2017	
Teachers will have opportunities to visit classrooms within our school as well as in other schools to see other methods and practices in use.	Grade level teachers Administration	Discussion time/collaboration Coordination with other schools in RCSS	Administration Teachers	Walkthrough data and benchmark data from school being visited, participation log, teacher reflection/ sharing log will be monitored by classroom teachers, lead teacher and administration	Every 60 days	Jan. 2017 June 2017	Plan will be developed by administration and implemented in October for organized peer visits.

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Current Level of Performance (Data Summary): Reader's Workshop was implemented in middle school ELA classes last November. Since we are including a writing element, we are concentrating efforts on increasing writing in all classes.

Annual Goal: Students at SWRMS will increase their frequency of writing across the curriculum as evidenced by journaling, reflection, and informative and argumentative essays.

Action Steps/Strategies	**Implementation**		**Monitoring**			**Completion**	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
ELA teachers will implement the Lucy Calkins Units of Study of Argument, Information, and Narrative writing as the foundation of their writing instruction.	ELA Teachers Lead Teacher District Curriculum Support	Writer's Workshop Training Collaborative PLC planning Items specific to writing instruction (easels, etc.)	School-based and district administration Lead teacher	Structure of answers to questions used across content areas, lesson plans, common assessments will be monitored by classroom teachers, lead teacher, and administration	Quarterly	June 2017	

Teachers will effectively implement the Reader's and Writer's workshop within ELA classes to foster independent reading and build journaling skills in various literary genres.	ELA teachers Lead teacher Middle School Director/AIG Specialist	School-based PD District level PD School-based PLC's	Administration Lead teacher ELA teachers	Student work will be consistently monitored to reflect elements of the Reader's Workshop Ideas can be noted through teacher unit plans and I can statements	2x Monthly	Sept. 2016, once a month throughout year	
Teachers will implement the Writer's Workshop Model-Mini Lesson, Writing, and Sharing Time.	ELA Teachers Lead Teacher	WW Training Collaborative planning	District administration Curriculum Principal	Teacher lesson plans, writing assessments, walkthrough data will be monitored by classroom teachers, lead teacher, and administration	Quarterly		Students will keep interactive notebooks and journals in a majority of classes to evaluate responses to prompts and questions.
ELA teachers will implement the Reader's Fundamental Framework program that has been adopted by RCSS.	ELA Teachers Lead Teacher AIG Specialist	Reading Kits Classroom Libraries	Coordinator and teachers/leads	Heightened student interest in reading Metacognition on student view of reading and writing will be monitored by classroom teachers, lead teacher, and administration	Weekly	Throughout 2016-2017	
Students will engage in the writing process through Prewriting, Drafting, Revision, Editing, and Publishing.	ELA/SS Teachers Lead teacher	Collaborative planning Composition books Classroom easels	Lead teacher Administration ELA teachers	Assessments with writing samples, lesson plans, Final Exam data will be monitored by classroom teachers, lead teacher, and administration	Yearly	June 2017	

Targeted skills and strategies will be taught through mini lessons	ELA/team teachers	PLC and Vertical Team planning/collaboration	ELA teams Lead teacher	Peer observations Achievement to be monitored by classroom teachers, lead teacher, and administration	Quarterly	June 2017	
Staff members, in all subjects, will provide discussion topics and questions that engage students in higher-order critical thinking.	All certified staff members	Collaborative planning	Administration Lead teacher Core teachers	Unit plans, activities, and writing samples to be monitored by administration and lead teacher	Quarterly	Oct. 2016 Jan. 2017 Mar. 2017 June 2017	

Professional Development Plan

Professional Development Goal(s):

Goal #1: SWRMS plans to continue to develop our "Go and See" model both inside and outside our school through development of a peer observation schedule as well as coordinating with other schools to visit effective classrooms.

Goal #2: SWRMS plans to continue to increase rigor through SREB strategies and encouraging academic conversations among students within a class.

Goal #3: SWRMS plans to drill down on differentiation and how that applies to both EC/ESL students and AG students.

Professional Development Design and Schedule:

Goal #1 Design: Peer observation plan will be implemented starting in October and will require a teacher to observe another teacher in the building (that is assigned to them) once a month. We will also highlight areas of positive data from other schools to plan "Go and See" visits with both middle and elementary schools in RCSS.

Goal #2 Design: SREB workshops have been planned throughout the year for LDC, MDC, and administrative groups. Strategies from the book study "Academic Conversations" (PD from 15-16) will be highlighted throughout the year.

Goal #3 Design: November PD is scheduled for understanding the AIG plan and how to differentiate assignments for students of varying abilities. EC teachers and core teachers will continue to discuss ideas for meeting student needs throughout the year.

Progress Toward Meeting Professional Development Goals:

Quarter 1:

Quarter 2:

Quarter 3:

Quarter 4:

Assessment/Evaluation of Effectiveness of Professional Development (based upon data):

Quarter 1:

Quarter 2:

Quarter 3:

Quarter 4:

LEA or Charter Name/Number: Randolph County School System
School Name/Number: Southwest Randolph Middle School
School Address:1509 Hopewell Friends Road, Asheboro, NC 27205
Plan Year(s): 2016-2018
Date Elected to School Improvement Team: June 2015
Date School Improvement Plan Prepared: 9/6/2016
Principal Signature: _____

Local Board Approval Signature: _____

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Committee Position*	Name
Principal – Mike Crider		Lead Teacher – Andree Snyder	
AP – Kasey Mazzarone		Guidance – Pam Harden	
6th Grade Rep. – Caroline Quigley		Guidance – Brittany Roberti	
6th Grade Rep. – Martha Marsh		Media – Beverly Allman	
6th Grade Rep. – Ashley Rose		EC Rep. – Jessica Latham	
7th Grade Rep. – Lorraine Ridge		EC Rep. – Beverly Collins	
7th Grade Rep. – Erin Giustizia		Classified Rep. – Cindy Johnson	
8th Grade Rep. – Tara Davis		Parent – Mark Waisner	
8th Grade Rep. – Stefanie Wilson			
Elective Rep. – Sarah Piper-Kidd			
Elective Rep. – Meredith Jones			

* Add to list as needed. Each group may have more than one representative.

SCHOOL IMPROVEMENT PLAN QUARTERLY DATA REVIEW

Evaluation	Quarter 1
What data was used to determine if the School Improvement Plan strategies were deployed with fidelity? What data was used to determine if the action steps impacted the measurable strategies?	Goal 1: Goal 2: Goal 3: Goal 4: Goal 5:
Reflection	
What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	
Measurable Strategy Met?	☐ YES. If yes, change target goal in order to further impact the overall goal. ☐ NO. If no, check the appropriate action below. ☐ Continue current strategy and update deployment plan for next quarter. ☐ Continue current strategy, but make improvements to deployment plan. ☐ Abandon current strategy and identify new strategy.

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Plan Year(s): 2016-2018

RANDOLPH County School System

Quarter One- School Improvement Team Plan Review

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

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Elective Rep. – Meredith Jones			

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SCHOOL IMPROVEMENT PLAN QUARTERLY DATA REVIEW

Evaluation	Quarter 2
What data was used to determine if the School Improvement Plan strategies were deployed with fidelity? What data was used to determine if the action steps impacted the measurable strategies?	Goal 1: Goal 2: Goal 3: Goal 4: Goal 5:
Reflection	
What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	
Measurable Strategy Met?	☐ YES. If yes, change target goal in order to further impact the overall goal. ☐ NO. If no, check the appropriate action below. ☐ Continue current strategy and update deployment plan for next quarter. ☐ Continue current strategy, but make improvements to deployment plan. ☐ Abandon current strategy and identify new strategy.

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Plan Year(s): 2016-2018

RANDOLPH County School System

Quarter Two- School Improvement Team Plan Review

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

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Elective Rep. – Meredith Jones			

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SCHOOL IMPROVEMENT PLAN QUARTERLY DATA REVIEW

Evaluation	Quarter 3
What data was used to determine if the School Improvement Plan strategies were deployed with fidelity? What data was used to determine if the action steps impacted the measurable strategies?	Goal 1: Goal 2: Goal 3: Goal 4: Goal 5:
Reflection	
What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	
Measurable Strategy Met?	☐ YES. If yes, change target goal in order to further impact the overall goal. ☐ NO. If no, check the appropriate action below. ☐ Continue current strategy and update deployment plan for next quarter. ☐ Continue current strategy, but make improvements to deployment plan. ☐ Abandon current strategy and identify new strategy.

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RANDOLPH County School System

Quarter Three- School Improvement Team Plan Review

School Improvement Team Membership

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SCHOOL IMPROVEMENT PLAN QUARTERLY DATA REVIEW

Evaluation	Quarter 4
What data was used to determine if the School Improvement Plan strategies were deployed with fidelity? What data was used to determine if the action steps impacted the measurable strategies?	Goal 1: Goal 2: Goal 3: Goal 4: Goal 5:
Reflection	
What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	
Measurable Strategy Met?	☐ YES. If yes, change target goal in order to further impact the overall goal. ☐ NO. If no, check the appropriate action below. ☐ Continue current strategy and update deployment plan for next quarter. ☐ Continue current strategy, but make improvements to deployment plan. ☐ Abandon current strategy and identify new strategy.

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Other Review

School Improvement Team Membership

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Checklist of State-required On-going Operational Activities
All Schools
Does this school: ☒Implement strategies for improving performance of all students? ☒Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out? ☒Plan use of staff development funds? ☒Plan for use of assessments to monitor student progress? ☐Provide daily duty-free lunch to teachers? ☒Provide at least five hours of planning time for teachers each week? ☒Implement strategies for involving parents and the community in the educational program? ☒Amend the School Improvement Plan when one or more AMO targets is missed in the same subject area for two consecutive years?
K – 8 Schools Only
Does this school: ☒Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?
Any required components not included as part of a school's 3-5 School Improvement Plan goals may be placed in an appendix.

School-based Management and Accountability Program Summary of School-based Waiver Requests Program Years 2016 – 2018	
School Name: Southwestern Randolph Middle School	
School Number(s)	**Request for Waiver**
360	1. Please describe the waiver you are requesting.
	Southwestern Randolph MS is requesting a waiver from the state-required on-going operational activity of providing a daily duty-free lunch for teachers.
360	2. Identify the law, regulation, or policy from which exemption is required.
	115C-301.1. Duty-free instructional planning time. 115C-105.27. Development and approval of school improvement plans.
360	3. State how the waiver will be used.
	All full-time assigned classroom teachers shall be provided duty-free instructional planning time during regular students contact hours. The duty-free instructional planning time shall be provided to the maximum extent that provides for the safety and proper supervision of children during regular student contact hours.
360	4. State how this wavier helps achieve the specific performance goals.
	Master schedules have been developed with the priority of maximizing instructional time and for providing collaborative planning time.

Safe School Plan for

Southwest Randolph Middle School

Pursuant to General Statue 115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan: Mike Crider (principal), Kasey Mazzarone (asst. principal), Chris Allen (SRO)

Statement of Responsibility for the School District Superintendent – In accordance with General Statute 115C-105.47 (b) (2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by law, the following disciplinary consequences may occur:
If the superintendent fails to carry out the above mentioned responsibilities, the superintendent may be subject to a reprimand in his personnel file, or withholding of the superintendent's salary or both.

Statement of Responsibility for the School Principal – In accordance with General Statute 115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

If the principal fails to carry out the above mentioned responsibilities, the principal shall be subject to disciplinary action including a reprimand in the principal's personnel file and disciplinary proceedings under General Statute 115C-325.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel – In accordance with General Statute 115C-105.47 9b) (4), other school personnel are tasked as follows with restoring, if necessary and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s):
Teachers: **All school personnel are responsible for maintaining a safe, secure, and orderly school environment in accordance with RCSS and school developed crisis management plans.**
Teacher Assistants:
Other School Staff:

Services for At-risk Students – Pursuant to General Statute 115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both:
The Randolph County School System utilizes the Multi-Tiered System of Support (MTSS).

Pursuant to General Statute 115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary:

The Randolph County School System utilizes the Multi-Tiered System of Support as well as the RCSS Code of Conduct to assist students as needed.

Pursuant to General Statute 115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program:

Short-Term (less than 15 days):

Middle and high school students are provided an educational alternative setting. During this setting, students are provided assistance with their class work which is expected to be completed prior to returning into the regular education setting.

Short-Term (minimum of 15 days):

Middle and high school students assigned to Intervention Center Aggression Replacement Training (ICART) receive a minimum of 15 days (30 sessions) of character education sessions. During this time, students are also provided assistance with their class work. Students must successfully fulfill the expectations of ART as well as complete school assignments to begin the transition back into the regular education setting.

Long-Term Suspended:

Schools will follow the Randolph County School System Alternative Education Options procedures.

In accordance with General Statute 115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. *(Copy as needed depending upon the number of goals.)*

Goal: **Promote a safe and orderly environment conducive to learning while maintaining a safe and orderly campus**
Target: **Increase staff awareness and implementation of safety procedures throughout the campus**
Indicator: **Rosters of staff trainings; safety drill logs; visitor logs**
Milestone Date: **Quarterly**
Goal:
Target:
Indicator:
Milestone Date:
Goal:
Target:
Indicator:
Milestone Date:

In accordance with General Statute 115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs):

Goal: **Promote a safe and orderly environment conducive to learning by maintaining a secure campus**

Target: **Decrease disciplinary referrals and suspensions while utilizing strategies provided through the MTSS team**

Indicator: **Discipline data, attendance data, suspension data, MTSS logs**

Milestone Date: **Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

In accordance with General Statute 115C-105.47(b)(9), the following planed or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed			
Safe School Training	August 25, 2016			
MTSS Training	September 27, 2016			
Data Analysis	September 30, 2016			

Pursuant to General Statute 115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials:

Maintain the Sheriff's Department as a community partner as it continues to provide:

- **one SRO's (School Resource Officers) at each of the six traditional high schools**
- **one SRO (School Resource Officer) for each of the six middle schools**
- **one SRO (School Resource Officer) for the one sixth grade school**
- **two SRO's (School Resource Officers) are assigned to Randolph Community College, which also serve our Randolph County Early College High School**
- **one full time and one part-time DARE (Drug Abuse Resistance Education) Officer to work with our seventeen elementary schools**
- **two full time CARE (Child Abuse Reduction Education) Officers to work with our seventeen elementary schools**

Maintain established protocol for communication and collaboration with community agencies that provide support to students.

Pursuant to General Statute 115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community:

- **The Randolph County School System will use communication tools including the website and social media to provide safety updates and vital information when appropriate. The RCSS Public Information Officer will assist with facilitating communication needs throughout the system.**
- **District and school level safety meetings will be held quarterly to provide information updates and training.**
- **A separate detailed Crisis Management Plan is maintained per facility.**