



**Level Cross Elementary School  
School Improvement Plan  
2017-2018**

## Comprehensive Progress Report

**Mission:**

The mission of the Randolph County School System is to maximize educational opportunities for every student by focusing on continuous improvement and having high expectations for students and staff, while preparing students for multiple options to be competitive in a diverse 21st Century global society. The vision of the Randolph County School System is to maximize educational opportunities for every student, based on our beliefs that: All students can learn; All students will be taught in a safe and nurturing learning 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; and All stakeholders share the responsibility and accountability for student learning.

**Goals:**

By the end of the 2018-2019 school year, at least 75% of the students taking EOG tests and EOC tests in the RCSS will perform at or above “Level 3” and all subgroups of students will perform at the “Expected Growth” Level or higher.



! = Past Due Actions      KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		We are currently a Positive Based Interventions and Supports (PBIS) school. Level Cross has a reward system in place for positive student behavior. There is a behavior expectation matrix that is set-up for every area of the school. Teachers work with students throughout the year to set these expectations for behavior through lessons and reinforcement of expectations. Students can earn a Pride Award for individual displays of behavior that exhibit PRIDE (prepared, respectful, involved, dependable, and engaged), and classes are given a paw print when the entire class goes beyond behavioral expectations. Each morning the students recite our PRIDE motto during morning announcements to reinforce expectations. Teachers also create discipline plans and provide this information to parents. Class Dojo is a computer based behavior management system used in many classrooms at Level Cross, where students are rewarded points for positive behavior and are able	Limited Development 09/08/2017			

		to use those points collected for positive rewards. We are currently working on strengthening implementation of OLWEUS and Second Step lessons that teach positive behavior.			
<b>How it will look when fully met:</b>		Rules and discipline plans will be created for the school, each teacher and shared with students and parents. PBIS lesson plans will be taught and documented in lesson plans during the first month of school. OLWEUS lessons will be taught at the beginning of the school year and reviewed each quarter with students. Teachers will complete class meetings with their class once a week during a designated time noted in lesson plans and documented on monthly log.		<b>Gloria Cheek</b>	<b>06/01/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>2 of 5 (40%)</b>		
1	9/8/17	Implement class meetings/Second Step each week during a designated time determined by teacher.		Gloria Cheek	11/03/2017
		<i>Notes:</i> Logs will be checked at the end of each month for completion.			
2	9/8/17	Display classroom rules and turn in discipline plans to administration.		Angela Harris	10/31/2017
		<i>Notes:</i>			
4	9/8/17	Teach beginning of year PBIS lessons.	Complete 09/26/2017	Debbie Beeson	09/29/2017
		<i>Notes:</i>			
5	9/10/17	Provide Olweus training to staff.	Complete 08/29/2017	Gloria Cheek	08/29/2017
		<i>Notes:</i> Olweus team provided staff training on 8/29/17. The Olweus team consists of : Gloria Cheek, Cindy Walker, Natalie Harris, Lynn Stewart, and Debbie Beeson.			
6	9/10/17	Teachers will complete an Olweus Log of lessons taught each month and turn in to Angela Harris (Assistant Principal).		Angela Harris	05/31/2018
		<i>Notes:</i>			

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>			
	<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		In Professional Learning Teams (PLT), teachers meet 3 times a week (for 45 minutes) and once a quarter (for an entire day) to plan instruction. We have worked to align lesson plans to the standards by collaborating with lead teachers from the central office. Our focus has been primarily reading and math with many science and social studies topics		Limited Development 05/03/2017	

		integrated into the other areas. Much work has been done to ensure that all lessons are engaging, student-centered, and require higher level thinking skills. This work has resulted in some units being created around themes or standards. However, full units of instruction for each subject and grade level have not been achieved.			
<b>How it will look when fully met:</b>		During PLT's and curriculum planning days, each core subject will have a set of lessons aligned to each standard within that subject to create a unit of instruction. Lessons will also include integration of Science and Social Studies topics within Math and ELA. Each unit will be sequentially ordered to meet the needs of students and successfully teach the standards.		<b>Shelly Harris</b>	<b>10/31/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 7 (0%)</b>		
1	9/12/17	Quarter two planning day for K-5. <i>Notes:</i>		Shelly Harris	10/31/2017
2	9/12/17	Quarter three planning day K-5. <i>Notes:</i>		Shelly Harris	01/31/2018
3	9/12/17	Quarter four planning day K-5. <i>Notes:</i>		Shelly Harris	03/30/2018
4	9/12/17	Create Science units of instruction for Quarter two in google doc. <i>Notes:</i>		Shelly Harris	10/31/2017
5	9/12/17	Create Science units of instruction for Quarter three in google doc. <i>Notes:</i>		Shelly Harris	01/31/2018
6	9/12/17	Create Science units of instruction for Quarter four in google doc. <i>Notes:</i>		Shelly Harris	03/30/2018
7	9/29/17	Teachers will attend staff development on newly adopted standards. <i>Notes:</i>		Shelly Harris	04/10/2018

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			
<b>KEY</b>	<b>A4.01</b>	<b>The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	PLT's discuss strategies and interventions implemented by the teacher within the classroom. Teachers discuss a student's progress in the regular education classroom, including the performance of students with additional supports in the classroom (small group differentiated instruction, behavior plans, etc.). If the expected level of progress in a targeted skill is not met after a minimum of at least four progress monitoring data points, the teacher notifies the Multi-Tiered Support System (MTSS) Problem Solving team to further discuss new strategies and interventions, while continuing to monitor progress. The MTSS Problem Solving Team meets monthly or on an as needed basis from 30 to 90 minutes for student discussions. At these meetings, the team, composed of teachers across grade levels, discusses the instruction, curriculum, environment, and relevant factors of the individual student, as well as the progress of a student in the area(s) of concern, based on progress monitoring data. The team determines whether the current interventions should be continued, intensified, (frequency and/or duration) or modified. After a minimum of at least four progress monitoring data points, the team may meet to discuss the level of progress made by the student, based on the student's rate of progress. If, after a minimum of 12 progress monitoring data points, the data indicates the student is making no progress on individualized and intensified strategies, the team's discussion may deem appropriate a referral for special education. During this process of a special education referral, targeted tiered strategies and progress monitoring data are continued and collected for further review and discussion.	Limited Development 06/05/2017			
<b>How it will look when fully met:</b>	Through training, we plan to change the mindset of all certified staff so that they understand the importance of tiered instruction and clear up misconceptions. Our work should serve to strengthen the core as we are not at 80% proficient in most areas. By dividing the team into two smaller groups, MTSS members will be able to focus on students and enable them to spend more time diagnosing the deficits, deciding on an appropriate intervention, and employing strategies that are based on evidence of effectiveness. Fidelity of progress monitoring will be a critical piece of data needed to determine effectiveness.		Heather Troyer	06/08/2018	
<b>Action(s)</b>	<b>Created Date</b>		<b>1 of 9 (11%)</b>		
1	6/13/17	Wendy Myers and Jordyn Bridger will offer a staff development session on progress monitoring/charting data, ICEL (instruction, curriculum, environment, learner), and ideas for intervention.		Heather Troyer	10/27/2017
<i>Notes:</i>					

2	6/13/17	Split MTSS into two teams (K, 2, and 4) and (1, 3, and 5).	Complete 09/19/2017	Gloria Cheek	09/29/2017	
<i>Notes:</i>						
3	6/13/17	Teachers will turn in progress monitoring calendars/plans after the Beginning of Year (BOY) window.		Shelly Harris	09/29/2017	
<i>Notes:</i>						
4	6/13/17	Teachers will turn in progress monitoring calendars/plans after the Mid of Year (MOY) window.		Shelly Harris	02/02/2018	
<i>Notes:</i>						
5	6/13/17	Teachers will turn in monthly progress monitoring reports from MClass (PM Class Report).		Shelly Harris	06/08/2018	
<i>Notes:</i>						
6	6/13/17	PLT teams will discuss MClass/reading data at least once a month.		Shelly Harris	06/08/2018	
<i>Notes:</i>						
7	6/13/17	Create and maintain a bank of interventions for PLT teams and MTSS teams to use as a resource.		Gloria Cheek	06/08/2018	
<i>Notes:</i>						
8	6/13/17	MTSS Problem Solving Team coaches (Wendy Myers and Mollee Stout) will attend county MTSS trainings.		Shelly Harris	06/08/2018	
<i>Notes:</i>						
9	9/29/17	PLT teams will meet monthly to discuss students that they are worried about and discuss interventions in order to address their specific needs prior to recommending students for MTSS.		Shelly Harris	06/08/2018	
<i>Notes:</i>						
	<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Level Cross Elementary currently utilizes Second Step Program through class meetings, Save One Student (SOS) mentor program, Olweus Bullying Prevention Program and Positive Behavior Interventions Support (PBIS) strategies. These programs teach students how to behave appropriately in certain situations. Student needs are also met through backpack pals, the clothes closet, and funds for assistance. Guidance classroom lessons are presented as well as group counseling sessions and individual counseling sessions. We need to provide	Limited Development 06/05/2017		

		professional development in the area of de-escalation and problem behaviors.			
<b>How it will look when fully met:</b>		Teachers will teach the Second Step Curriculum or Olweus Bullying Strategies to support students' behavior needs and log lessons taught. Teachers will be provided Olweus and PBIS training for strategies to prevent behavior problems. Student needs are also met through backpack pals, the clothes closet, and funds for assistance. The Guidance Counselor supports students in various ways such as: teach all students appropriate behavior strategies, provide small group counseling sessions with similar needs, and individual counseling sessions as needed.		<b>Gloria Cheek</b>	<b>06/08/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
<b>1</b>	9/18/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.		Gloria Cheek	06/07/2019
<i>Notes:</i>					
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Level Cross Elementary currently has a transition plan in place for fifth graders. Fifth graders visit their middle school feeder school to experience the day of a sixth grader. Pre-K students visit Kindergarten classes to experience the day of a Kindergarten. We also have a transition plan for students to visit the next grade level. We are working to ensure that teachers provide parents with information that can help them to be successful at the next grade level.	Limited Development 09/08/2017		
<b>How it will look when fully met:</b>		Level Cross Elementary will implement a transition plan for students moving to the next grade level. We will have a Transition Parent Night where parents and students will visit the upcoming grade level. Students and parents will learn about expectations and ways to be successful at the next grade level. Sign in rosters will be kept to track participation. Pre-K Classes will visit Kindergarten classes to learn what Kindergarten will be like. They will spend half a day in the classroom. Fifth grade students will visit middle school feeder schools		<b>Cindy Walker</b>	<b>07/13/2018</b>

		and choose elective courses. Fifth graders will switch classes for Science to help with this adjustment they will experience for all classes in middle school. Incoming Kindergartners will be screened before entering school to determine their readiness for school. Data will be collected to determine at risk students.			
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
1	10/24/17	Our School Improvement Team is currently in the process of reviewing the key indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action steps will be added in the future as progress toward this indicator is achieved.		Cindy Walker	06/15/2018
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>				
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>				
	<b>KEY</b>	<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Randolph County School System (RCSS) has a Leadership Team in place to support Level Cross Elementary School. The Leadership Team meets regularly with Principals and Assistant Principals to review expectations of the team in accordance with State Board of Education, RCSS Board of Education, and state laws of North Carolina. The RCSS Leadership Team members are as follows: Catherine Berry, Assistant Superintendent for Curriculum and Instruction Larry Chappell, Director of Middle Schools/AIG/Title II Nancy Cross, Director of CTE and Innovative School Design Beth Davis, Director of Testing and Accountability/PowerSchool Lynette Graves, Director of Elementary Schools and Title I Kim Johnson, Director of High Schools and ESL Brooke Johnston, Director of Exceptional Children Nan York, Director of Media and Technology	Full Implementation 06/05/2017		
	<b>KEY</b>	<b>B1.03</b>	<b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			The Level Cross Elementary Leadership Team consists of the required 6-12 members. We feel that we have the "right people" on the team and they are voted on and approved by our school. We take minutes and provide an agenda. We have been meeting once a month for one hour but realize that we need to meet twice a month after reading the Wise	Limited Development 06/05/2017		

		Ways. Our Professional Learning Teams (PLT) meet three times a week for 45 minutes.			
<b>How it will look when fully met:</b>		The leadership team consists of 6-12 members that are voted on by staff. Each meeting will be conducted according to an agenda and minutes will be kept. Each team member will collaborate with the team during leadership meetings. They will also collaborate with their PLT's about issues discussed during leadership meetings. Time is provided during PLT's since they meet three times a week for 45 minutes. The leadership team meets twice a month.		<b>Cindy Walker</b>	<b>06/08/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
1	9/18/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action steps will be added in the future as progress toward this indicator is achieved.		Cindy Walker	06/07/2019
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
	<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
				<b>Target Date</b>	
<b>Initial Assessment:</b>			Level Cross Elementary School has established various committees and each committee has a specific purpose and duty. Certain meeting dates each month are established for each committee. Improvement is needed to outline the purpose and expectation of each committee, as well as how each committee should document their work.	Limited Development 06/05/2017	
<b>How it will look when fully met:</b>			We will improve the efficiency of each committee by creating expectations, creating norms, agendas, keeping minutes, and meeting on a regular basis.		<b>Cindy Walker</b>
					<b>06/08/2018</b>
<b>Action(s)</b>	<b>Created Date</b>			<b>0 of 1 (0%)</b>	
1	9/19/17		Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process. Action Steps will be added in the future as progress toward this indicator is achieved.		Cindy Walker
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal of Level Cross Elementary School focuses on instruction and creates avenues for this to be the primary focus of PLT meetings. In addition to meeting three times a week with PLT's, Instructional teams meet for a day of planning each quarter where they work with the lead teacher to plan instruction for the next quarter. Much work has been done to ensure that lessons align to the standards. We also have planning day pre-meetings where teachers meet with the county level math and ELA lead teachers. At this meeting, the lead teachers review the standards, share innovative strategies and pace out the instruction so teacher can plan effectively on their day. Our principal is visible. She attends the planning days with each grade level. Our principal and assistant principal conducts walk through observations on a daily basis and meets with all PLT's one day a week to look into student data. Teachers receive feedback from walk through observations electronically.	Limited Development 06/05/2017		
<i>How it will look when fully met:</i>		Feedback will be provided from administration to teachers on a regular basis through PLT's, walk through observations, and teacher evaluations to improve instruction. Teachers are provided appropriate planning time to prepare for units of lessons with the lead teacher, county leads, PLT's, and administration.		Shelly Harris	06/08/2018
Action(s)	Created Date		0 of 1 (0%)		
1	9/19/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.		Angela Harris	06/07/2019
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make	Implementation Status	Assigned To	Target Date

		<b>decisions about school improvement and professional development needs.(5159)</b>			
<b>Initial Assessment:</b>		We currently gather data among grade levels and discuss overall performance to determine the learning of students. We need more work on disaggregating the data in order to further identify specific student needs. We also need work with using the data we collect to plan professional development based on the needs of students and staff.	Limited Development 06/05/2017		
<b>How it will look when fully met:</b>		Teachers will collect data in core subject areas from various sources such as: End of Grade Tests (EOG's), Benchmarks, NC Check-Ins, Common Formative Assessments (CFA), unit tests, and K-2 Math Assessments. During PLT's, teachers, the lead teacher, and administrators will analyze the data collected. Math and Reading data will be recorded on data charts. PLT's will collaborate about effective strategies to drive instruction to meet the needs of the students and improve student learning based on those needs.		<b>Shelly Harris</b>	<b>06/12/2020</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>1 of 10 (10%)</b>		
<b>1</b>	9/12/17	Analyze Beginning of Year (BOY) Reading 3D and Fountas & Pinnell data and create guided reading groups based on data.		Shelly Harris	10/31/2017
<i>Notes:</i>					
<b>2</b>	9/12/17	Analyze Mid of Year (MOY) Reading 3D and Fountas & Pinnell data in order to create reading groups.		Shelly Harris	01/31/2018
<i>Notes:</i>					
<b>3</b>	9/15/17	Create Common Formative Assessment Data for reading and math in grades K-5 and analyze the data to inform instruction.		Shelly Harris	04/30/2018
<i>Notes:</i>					
<b>4</b>	9/15/17	Analyze data from County benchmarks and NC Check-in assessments in order to drive instruction.		Shelly Harris	04/30/2018
<i>Notes:</i>					
<b>5</b>	9/15/17	Utilize item analysis data from the End of Year (EOY) county Science benchmark.		Shelly Harris	05/31/2018
<i>Notes:</i>					
<b>6</b>	9/15/17	Build remediation and enrichment time into the master schedule.	<b>Complete 08/18/2017</b>	Shelly Harris	09/29/2017
<i>Notes:</i>					

7	9/29/17	PLT's will plan for their remediation and enrichment block during PLT planning.		Shelly Harris	06/08/2018
Notes:					
8	10/8/17	Principal will participate in Data Mart Training.		Cindy Walker	08/15/2017
Notes:					
9	10/8/17	Administrators will share EVAAS data during individual data meetings.		Angela Harris	12/01/2017
Notes:					
10	10/8/17	PLT's will analyze subgroup data to determine groups of students that need additional support.		Shelly Harris	06/12/2020
Notes:					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Level Cross Elementary School has a system of procedures to recruit, evaluate, reward, and replace school staff. Recruiting Procedures: Positions are advertised/posted on a variety of websites, including the RCSS TeacherMatch and State websites. The district is beginning to use social media (Facebook, Twitter, LinkedIn). The LEA participated in a Virtual Job Fair to provide national exposure for applicants. LEA administrators attend in-state and out-of-state job fairs. The LEA collaborates with universities to partner student teachers with cooperating teachers and recruits those that would be a good fit for our school system. The LEA provides possible offers of early contracts to student teachers that qualify. The new graduate list is shared with principals. Principals make recommendations for employment. Evaluating Procedures: All Beginning Teachers (BT's) and new employees to North Carolina are trained on the NC Teacher Evaluation Model. School and District level walkthrough's occur throughout the school year to spotlight what's going right with our school and to provide areas of improvement. The LEA follows district and state guidelines/laws for instruction. Human Resources (HR) meets with principals to reviews staffing plans. Rewarding Opportunities: Staff members can earn Pride Pins for doing exemplary work at the school level and Star 3 Recognition when they exhibit character that goes beyond what is expected of all employees. Beginning Teachers have the	Full Implementation 06/05/2017		

	<p>opportunity of being recognized as BT of the Year as selected by the county office. Career Teachers have the opportunity to be recognized as Teacher of the Year and certified staff has the opportunity to be recognized as Distinguished Educator. Classified Employees have the opportunity to be recognized as Outstanding Employee. Teacher of the Year, Distinguished Educator, and Outstanding Employee are all voted on by the staff. RCSS recognizes retirees at the end of the year Retirement Banquet, the Bus Driver of the Year Award, and Custodian of the Year Award. These awards are recognized on RCSS Twitter page and website. Replacing Staff: Level Cross Elementary School has a recruitment plan in place to hire highly qualified staff. We value and utilize retirees for opportunities to volunteer. RCSS Human Resources Department provides guidelines when hiring new certified and classified staff.</p>			
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<b>Core Function:</b>			<b>Dimension E - Families and Community</b>				
<b>Effective Practice:</b>			<b>Family Engagement</b>				
<b>!</b>	<b>KEY</b>	<b>E1.06</b>	<b>The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	
<i>Initial Assessment:</i>			<p>We currently have multiple methods by which we inform families and keep them up to date with what is going on at school. We have a school website, a Twitter account, and PeachJar. Each month the principal sends a monthly newsletter in paper form and it is also posted on the school website. Teachers send newsletters home to inform parents of curricular topics that they are covering in class. Every Sunday night the principal sends a phone message to every parent giving parents important information for the upcoming week. This same message is also emailed to parents. All of the above communication is provided in English and Spanish. We hold an Open House for parents at the beginning of the year where students come to find out who their teacher is and meet them. We also have four parental engagement nights each year. We try to involve parents and provide strategies so they can help their child at home.</p>	<p>Limited Development 06/05/2017</p>			
<i>How it will look when fully met:</i>			<p>We want to strengthen the connection between the school and the home in order to engage parents in ways that directly relate to the academic progress of their child. We feel we do a good job keeping parents informed but know there is a need to extend our influence to</p>		<b>Shelly Harris</b>	<b>09/29/2017</b>	

that of helping parents know what they can do outside of school to help their child succeed. This will mean that the types of outreach we have should be different in terms of what advice, materials and support we offer parents. We want to assist parents in understanding how powerful their role in the education is. Evidence in support of this effort will be gained through the use of parent surveys.

<b>Action(s)</b>	<b>Created Date</b>		<b>2 of 9 (22%)</b>		
1	6/13/17	Hold Annual Public Meeting in individual classrooms.	Complete 09/19/2017	Angie Mitchell	10/06/2017
		<i>Notes:</i>			
2	6/13/17	Pair the Annual Public Meeting in classrooms with an engaging activity to draw in more parents.	Complete 09/19/2017	Angie Mitchell	10/06/2017
		<i>Notes:</i>			
3	6/13/17	Provide Title I Read to Achieve Night.		Shelly Harris	10/31/2017
		<i>Notes:</i>			
4	6/13/17	Teachers will send home a monthly newsletter containing a "Curriculum Matters" section, focusing on how to support parents with learning at home.		Shelly Harris	06/08/2018
		<i>Notes:</i>			
5	9/29/17	Provide Title I STEM night.		Shelly Harris	11/30/2017
		<i>Notes:</i>			
6	9/29/17	Provide Title I Family Game Night.		Shelly Harris	02/28/2018
		<i>Notes:</i>			
7	9/29/17	Provide Title I Transition Night.		Shelly Harris	05/15/2018
		<i>Notes:</i>			
8	10/8/17	Teachers will turn in monthly newsletters to administration.		Cindy Walker	06/08/2018
		<i>Notes:</i>			
9	10/12/17	Upcoming dates of school events will be placed on the school marquee.		Cindy Walker	06/15/2018
		<i>Notes:</i>			





## NCStar/SIP Mandatory Components

School Name: Level Cross Elementary

School Year: 2017-2018

### Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

Due to the inability to adequately supervise students during lunch time, we do not provide duty-free lunch for the teachers.

### Duty-Free Instructional Planning

Duty-free instructional planning will be provided for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. Please describe the plan below.

Teachers are provided with five hours and fifteen minutes a week of duty-free instructional planning time. They have planning time during daily BEP's for 45 minutes and 15 minutes after students have left campus.

### Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

Level Cross Elementary has a transition plan for at-risk students. Pre K students visit our Kindergarten classes and spend half a day to experience what the day is like. Incoming Kindergarteners are screened to measure their preparedness for Kindergarten. At-risk students are identified and parents are given strategies to help students be prepared and successful. Fifth grade students visit their feeder middle school and sign up for elective classes. K-4 transition nights provide the opportunity for parents and students to learn about the upcoming grade level and how to prepare their child for success.

**Safe School Plan for**

**Level Cross Elementary**

Pursuant to General Statute 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:

**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 Mutli-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: <b>Promote a safe and orderly environment conducive to learning by maintaining a secure campus</b>				
Target: <b>Decrease disciplinary referrals and suspensions while utilizing strategies provided through the MTSS team</b>				
Indicator: <b>Discipline data, attendance data, suspension data, MTSS logs</b>				
Milestone Date: <b>Quarterly</b>				
Goal:				
Target:				
Indicator:				
Milestone Date:				
In accordance with General Statute 115C-105.47(b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:				
Professional Development	Planned/Completed			
<b>Safe School Training</b>				
<b>MTSS Training</b>				
<b>Data Analysis</b>				
Pursuant to General Statute 115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials:				
<b>Maintain the Sheriff's Department as a community partner as it continues to provide:</b>				
<ul style="list-style-type: none"> <li>● <b>one SRO's (School Resource Officers) at each of the six traditional high schools</b></li> <li>● <b>one SRO (School Resource Officer) for each of the six middle schools</b></li> <li>● <b>one SRO (School Resource Officer) for the one sixth grade school</b></li> <li>● <b>two SRO's (School Resource Officers) are assigned to Randolph Community College, which also serve our Randolph County Early College High School</b></li> <li>● <b>one full time and one part-time DARE (Drug Abuse Resistance Education) Officer to work with our seventeen elementary schools</b></li> <li>● <b>two full time CARE (Child Abuse Reduction Education) Officers to work with our seventeen elementary schools</b></li> </ul>				
<b>Maintain established protocol for communication and collaboration with community agencies that provide support to students.</b>				
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:				
<ul style="list-style-type: none"> <li>● <b>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.</b></li> </ul>				

- **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.**